

## Survey of Teachers of US History and Constitution

The Social Studies Academic Standards were adopted in 2005 and the End of Course test in US History and Constitution was developed in 2006 based on those standards, in accordance with Section 59-18-310 of the Education Accountability Act. The US History and Constitution End of Course test is currently under review by the Education Oversight Committee for approval. Following approval, the US History and Constitution End of Course test results will constitute 20% of each student's final course grade. The test results also will be included among the criteria for the calculation of school and district report card ratings.

The purpose of this survey of teachers of US History and Constitution is to collect data which will be used to study the implementation and assessment of the US History and Constitution Academic Standards. The results of this study will be used to ascertain the extent of implementation of the standards and to identify staff development needs. The results also will be used in the evaluation of the US History and Constitution End of Course test. Your responses will be kept confidential and will be used only for research purposes. We appreciate your thoughtful response to each question – you will be providing important feedback to the Education Oversight Committee and the State Department of Education.

1. Please identify your school district: (pop-up list)

2. Please indicate all the US History course(s) you taught or are teaching in the 2006-2007 school year: (Indicate all that apply)

US History and Constitution  
**30%**\_\_ Year-long course      **55%**\_\_ Semester block      **13%**\_\_ AB block      **2%**\_\_ Other

Advanced Placement US History  
**70%**\_\_ Year-long course      **9%**\_\_ Semester block      **17%**\_\_ AB block      **3%**\_\_ Other

International Baccalaureate History of the Americas  
**67%**\_\_ Year-long course      **11%**\_\_ Semester block      **11%**\_\_ AB block      **11%**\_\_ Other

3. How many courses other than US History and Constitution, AP US History, or IB History of the Americas have you taught or are teaching this school year?

**21%**\_\_ None, I teach/taught no other courses

**30%**\_\_ I teach/taught ONE other course

**28%**\_\_ I teach/taught TWO other courses

**13%**\_\_ I teach/taught THREE other courses

**4%**\_\_ I teach/taught FOUR other courses

**5%**\_\_ I teach/taught FIVE other courses

4. Indicate the grade level of the **majority** of your students enrolled in US History courses (e.g., US History and Constitution, AP US History, IB History of the Americas) during 2006-2007.

(pop-up window with options 9, 10, 11, 12, Adult Education – pick one)

**0%**\_\_ 9

**6%**\_\_ 10

**91%**\_\_ 11

**1%**\_\_ 12

**1%**\_\_ Adult Ed

5. How many students were enrolled in your US History and Constitution course(s) in the 2006-2007 school year:

6%\_\_ Less than 20

13%\_\_ 20-30

16%\_\_ 31-50

17%\_\_ 51-75

20%\_\_ 75-100

21%\_\_ 101-150

7%\_\_ More than 150

6. Including this school year, how many years have you taught US History?

10%\_\_ This is my first year

29%\_\_ 2-5 years

23%\_\_ 6-10 years

38%\_\_ More than 10 years

### Implementation of Indicators

Please select the response that best describes the opportunities your students have had to learn each indicator in your course(s) this school year. Think about the **majority** of your students when choosing your responses.

The response categories are:

**Not At All:** Students have not had an opportunity to learn this indicator. It was not addressed at all in classroom instruction.

**Very Little:** Students have had very little opportunity to learn this indicator. It was addressed a minimal number of times in classroom instruction. Students would benefit greatly by more instruction in this area.

**Partially:** Students have had some opportunity to learn this indicator. It was addressed more than a minimal number of times in classroom instruction. Students would benefit by more instruction in this area.

**Mostly:** Students have had a good opportunity to learn this indicator. It was addressed several times in classroom instruction. Students could still benefit a small amount from more instruction in this area.

**Completely:** Students have had multiple opportunities to learn this indicator. The content has been addressed repeatedly in classroom instruction. Students would gain very little or nothing by further instruction in this area.

**Standard USHC-1:** The student will demonstrate an understanding of the settlement of North America.

7. USHC-1.1 Summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences.

Not at All	Very Little	Partially	Mostly	Completely
0%	6%	16%	50%	27%

**Standard USHC-2:** The student will demonstrate an understanding of the establishment of the United States as a new nation.

8. USHC-2.1 Summarize the early development of representative government and political rights in the American colonies, including the influence of the British political system, the rule of law and the conflict between the colonial legislatures and the royal governors.

Not at All	Very Little	Partially	Mostly	Completely
<b>0%</b>	<b>11%</b>	<b>22%</b>	<b>47%</b>	<b>20%</b>

9. USHC-2.2 Explain the impact of the Declaration of Independence and the American Revolution on the American colonies and on the world at large.

Not at All	Very Little	Partially	Mostly	Completely
<b>0%</b>	<b>2%</b>	<b>13%</b>	<b>48%</b>	<b>37%</b>

10. USHC-2.3 Explain the development and effectiveness of the Articles of Confederation.

Not at All	Very Little	Partially	Mostly	Completely
<b>0%</b>	<b>6%</b>	<b>22%</b>	<b>41%</b>	<b>31%</b>

11. USHC-2.4 Summarize the creation of a new national government, including the new state constitutions, the country's economic crisis, the Founding Fathers and their debates at the Constitutional Convention, the impact of the Federalist Papers, and the subsequent ratification of the Constitution.

Not at All	Very Little	Partially	Mostly	Completely
<b>0%</b>	<b>3%</b>	<b>19%</b>	<b>52%</b>	<b>26%</b>

12. USHC-2.5 Analyze underlying political philosophies, the fundamental principles, and the purposes of the United States Constitution and the Bill of Rights, including the ideas behind the separation of powers and the system of checks and balances and the influence of the Magna Carta, the English Bill of Rights, and the colonial charters.

Not at All	Very Little	Partially	Mostly	Completely
<b>0%</b>	<b>6%</b>	<b>20%</b>	<b>53%</b>	<b>21%</b>

13. USHC-2.6 Compare differing economic and political views in the conflict between Thomas Jefferson and Alexander Hamilton that led to the emergence of the American two-party political system.

Not at All	Very Little	Partially	Mostly	Completely
<b>0%</b>	<b>8%</b>	<b>24%</b>	<b>38%</b>	<b>30%</b>

14. USHC-2.7 Summarize the origins and the evolution of the United States Supreme Court and the power it has today, including John Marshall's precedent-setting decisions such as that in *Marbury v. Madison*.

Not at All	Very Little	Partially	Mostly	Completely
<b>0%</b>	<b>9%</b>	<b>29%</b>	<b>42%</b>	<b>20%</b>

**Standard USHC-3:** The student will demonstrate an understanding of the westward movement and the resulting regional conflicts that took place in America in the nineteenth century.

**15. USHC-3.1** Explain the impact and challenges of westward movement, including the major land acquisitions, people's motivations for moving west, railroad construction, the displacement of Native Americans, and the its impact on the developing American character.

Not at All	Very Little	Partially	Mostly	Completely
<b>1%</b>	<b>4%</b>	<b>19%</b>	<b>54%</b>	<b>21%</b>

**16. USHC-3.2** Explain how the Monroe Doctrine and the concept of manifest destiny affected United States' relationships with foreign powers, including the role of the Texas Revolution and the Mexican War.

Not at All	Very Little	Partially	Mostly	Completely
<b>0%</b>	<b>5%</b>	<b>18%</b>	<b>50%</b>	<b>26%</b>

**17. USHC-3.3** Compare economic development in different regions of the country during the early nineteenth century, including agriculture in the South, industry and finance in the North, and the development of new resources in the West.

Not at All	Very Little	Partially	Mostly	Completely
<b>1%</b>	<b>5%</b>	<b>21%</b>	<b>49%</b>	<b>23%</b>

**Standard USHC-4:** The student will demonstrate an understanding of the causes and the course of the Civil War and Reconstruction in America.

**18. USHC-4.1** Compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and women's rights.

Not at All	Very Little	Partially	Mostly	Completely
<b>1%</b>	<b>3%</b>	<b>17%</b>	<b>52%</b>	<b>27%</b>

**19. USHC-4.2** Explain how the political events and issues that divided the nation led to civil war, including the compromises reached to maintain the balance of free and slave states, the successes and failures of the abolitionist movement, the conflicting views on states' rights and federal authority, the emergence of the Republican Party and its win in 1860, and the formation of the Confederate States of America.

Not at All	Very Little	Partially	Mostly	Completely
<b>1%</b>	<b>0%</b>	<b>12%</b>	<b>52%</b>	<b>35%</b>

**20. USHC-4.3** Outline the course and outcome of the Civil War, including the role of African American military units; the impact of the Emancipation Proclamation; and the geographic, political, and economic factors involved in the defeat of the Confederacy.

Not at All	Very Little	Partially	Mostly	Completely
<b>1%</b>	<b>2%</b>	<b>13%</b>	<b>51%</b>	<b>33%</b>

**21. USHC-4.4** Summarize the effects of Reconstruction on the southern states and the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in that era.

Not at All	Very Little	Partially	Mostly	Completely
<b>1%</b>	<b>3%</b>	<b>17%</b>	<b>47%</b>	<b>32%</b>

**22. USHC-4.5** Summarize the progress made by African Americans during Reconstruction and the subsequent reversals brought by Reconstruction's end, including the creation of the Freedmen's Bureau, gains in educational and political opportunity, and the rise of anti-African American factions and legislation.

Not at All	Very Little	Partially	Mostly	Completely
<b>1%</b>	<b>5%</b>	<b>20%</b>	<b>51%</b>	<b>22%</b>

**Standard USHC-5:** The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.

**23. USHC-5.1** Summarize developments in business and industry, including the ascent of new industries, the rise of corporations through monopolies and corporate mergers, the role of industrial leaders such as John D. Rockefeller and Andrew Carnegie, the influence of business ideologies, and the increasing availability of consumer goods and the rising standard of living.

Not at All	Very Little	Partially	Mostly	Completely
<b>0%</b>	<b>5%</b>	<b>29%</b>	<b>48%</b>	<b>17%</b>

**24. USHC-5.2** Summarize the factors that influenced the economic growth of the United States and its emergence as an industrial power, including the abundance of natural resources; government support and protection in the form of tariffs, labor policies, and subsidies; and the expansion of international markets associated with industrialization.

Not at All	Very Little	Partially	Mostly	Completely
<b>1%</b>	<b>9%</b>	<b>36%</b>	<b>43%</b>	<b>12%</b>

**25. USHC-5.3** Explain the transformation of America from an agrarian to an industrial economy, including the effects of mechanized farming, the role of American farmers in facing economic problems, and the rise of the Populist movement.

Not at All	Very Little	Partially	Mostly	Completely
<b>1%</b>	<b>5%</b>	<b>35%</b>	<b>44%</b>	<b>15%</b>

**26. USHC-5.4** Analyze the rise of the labor movement, including the composition of the workforce of the country in terms of gender, race/ethnicity, and skills; working conditions for men, women, and children; and union protests and strikes and the government's reactions to these forms of unrest.

Not at All	Very Little	Partially	Mostly	Completely
<b>1%</b>	<b>8%</b>	<b>32%</b>	<b>45%</b>	<b>14%</b>

**27. USHC-5.5** Explain the causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the continuation of the women's suffrage movement, and the migration of African Americans to the North and the Midwest.

Not at All	Very Little	Partially	Mostly	Completely
<b>1%</b>	<b>4%</b>	<b>26%</b>	<b>52%</b>	<b>16%</b>

**28. USHC-5.6** Explain the influx of immigrants into the United States in the late nineteenth century in relation to the specific economic, political, and social changes that resulted, including the growth of cities and urban ethnic neighborhoods, the restrictions on immigration that were imposed, and the immigrants' responses to the urban political machines.

Not at All	Very Little	Partially	Mostly	Completely
<b>2%</b>	<b>4%</b>	<b>23%</b>	<b>52%</b>	<b>19%</b>

**29. USHC-5.7** Compare the accomplishments and limitations of the progressive movement in effecting social and political reforms in America, including the roles of Theodore Roosevelt, Jane Addams, W. E. B. DuBois, and Booker T. Washington.

Not at All	Very Little	Partially	Mostly	Completely
<b>2%</b>	<b>6%</b>	<b>26%</b>	<b>49%</b>	<b>17%</b>

**Standard USHC-6:** The student will demonstrate an understanding of foreign developments that contributed to the United States' emergence as a world power in the twentieth century.

**30. USHC-6.1** Analyze the development of American expansionism, including the change from isolationism to intervention, the rationales for imperialism based on Social Darwinism and expanding capitalism, and domestic tensions.

Not at All	Very Little	Partially	Mostly	Completely
<b>2%</b>	<b>5%</b>	<b>33%</b>	<b>42%</b>	<b>18%</b>

**31. USHC-6.2** Explain the influence of the Spanish-American War on the emergence of the United States as a world power, including reasons for America's declaring war on Spain, United States interests and expansion in the South Pacific, debates between pro- and anti-imperialists over annexation of the Philippines, and changing worldwide perceptions of the United States.

Not at All	Very Little	Partially	Mostly	Completely
<b>2%</b>	<b>8%</b>	<b>26%</b>	<b>43%</b>	<b>22%</b>

**32. USHC-6.3** Compare United States foreign policies in different regions of the world during the early twentieth century, including the purposes and effects of the Open Door policy with China, the United States role in the Panama Revolution, Theodore Roosevelt's "big stick diplomacy," William Taft's "dollar diplomacy," and Woodrow Wilson's "moral diplomacy."

Not at All	Very Little	Partially	Mostly	Completely
<b>2%</b>	<b>11%</b>	<b>31%</b>	<b>39%</b>	<b>17%</b>

**33. USHC-6.4** Outline the causes and course of World War I, focusing on the involvement of the United States, including the effects of nationalism, ethnic and ideological conflicts, and Woodrow Wilson's leadership in the Treaty of Versailles and the League of Nations.

Not at All	Very Little	Partially	Mostly	Completely
<b>3%</b>	<b>3%</b>	<b>15%</b>	<b>48%</b>	<b>31%</b>

**Standard USHC-7:** The student will demonstrate an understanding of the economic boom-and-bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response.

**34. USHC-7.1** Explain the social, cultural, and economic effects of scientific innovation and consumer financing options in the 1920s on the United States and the world, including the advent of aviation, the expansion of mass production techniques, the invention of new home appliances, and the role of transportation in changing urban life.

Not at All	Very Little	Partially	Mostly	Completely
<b>3%</b>	<b>8%</b>	<b>27%</b>	<b>46%</b>	<b>17%</b>

**35. USHC-7.2** Explain cultural responses to the period of economic boom-and-bust, including the Harlem Renaissance; new trends in literature, music, and art; and the effects of radio and movies.

Not at All	Very Little	Partially	Mostly	Completely
<b>3%</b>	<b>10%</b>	<b>28%</b>	<b>41%</b>	<b>18%</b>

**36. USHC-7.3** Explain the causes and effects of the social conflict and change that took place during the 1920s, including the role of women and their attainment of the right to vote, the “Red Scare” and the Sacco and Vanzetti case, the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, and the Scopes trial.

Not at All	Very Little	Partially	Mostly	Completely
<b>3%</b>	<b>7%</b>	<b>29%</b>	<b>39%</b>	<b>22%</b>

**37. USHC-7.4** Explain the causes and effects of the stock market crash of 1929 and the Great Depression, including the disparity in incomes, limited government regulation, stock market speculation, and the collapse of the farm economy; wealth distribution, investment, and taxes; government policies and the Federal Reserve System; and the effects of the Depression on human beings and the environment.

Not at All	Very Little	Partially	Mostly	Completely
<b>4%</b>	<b>4%</b>	<b>24%</b>	<b>44%</b>	<b>24%</b>

**38. USHC-7.5** Compare the first and second New Deals as responses to the economic bust of the Great Depression, including the rights of women and minorities in the workplace and the successes, controversies, and failures of recovery and reform measures such as the labor movement.

Not at All	Very Little	Partially	Mostly	Completely
<b>4%</b>	<b>9%</b>	<b>29%</b>	<b>44%</b>	<b>14%</b>

**Standard USHC-8:** The student will demonstrate an understanding of the impact of World War II on United States’ foreign and domestic policies.

**39. USHC-8.1** Analyze the United States’ decision to enter World War II, including the rise and aggression of totalitarian regimes in Italy under Benito Mussolini, in Germany under Adolf Hitler, and in Japan under Hideki Tojo; the United States’ movement from a policy of isolationism to international involvement; and the Japanese attack on Pearl Harbor.

Not at All	Very Little	Partially	Mostly	Completely
<b>6%</b>	<b>5%</b>	<b>19%</b>	<b>39%</b>	<b>31%</b>

**40. USHC-8.2** Summarize and illustrate on a time line the major events and leaders of World War II, including the Battle of the Bulge and the major battles at Midway, Normandy, Iwo Jima, and Okinawa; the turning points of the war for the Allies; the dropping of atomic bombs on Hiroshima and Nagasaki; and the roles of Franklin D. Roosevelt, Winston Churchill, Joseph Stalin, and Charles de Gaulle.

Not at All	Very Little	Partially	Mostly	Completely
<b>6%</b>	<b>7%</b>	<b>24%</b>	<b>40%</b>	<b>23%</b>

**41. USHC-8.3** Summarize the impact of World War II and war mobilization on the home front, including war bond drives, rationing, the role of women and minorities in the workforce, and racial and ethnic tensions such as those caused by the internment of Japanese Americans.

Not at All	Very Little	Partially	Mostly	Completely
<b>6%</b>	<b>7%</b>	<b>25%</b>	<b>41%</b>	<b>21%</b>

**42. USHC-8.4** Summarize the responses of the United States and the Allies to war crimes, including the Holocaust and war crimes trials.

Not at All	Very Little	Partially	Mostly	Completely
<b>9%</b>	<b>9%</b>	<b>32%</b>	<b>35%</b>	<b>15%</b>

**43. USHC-8.5** Explain the lasting impact of the scientific and technological developments in America after World War II, including new systems for scientific research, medical advances, improvements in agricultural technology, and resultant changes in the standard of living and demographic patterns.

Not at All	Very Little	Partially	Mostly	Completely
<b>11%</b>	<b>12%</b>	<b>33%</b>	<b>32%</b>	<b>12%</b>

**Standard USHC-9:** The student will demonstrate an understanding of the social, economic, and political events that impacted the United States during the Cold War era.

**44. USHC-9.1** Explain the causes and effects of social and cultural changes in postwar America, including educational programs, expanding suburbanization, the emergence of the consumer culture, the secularization of society and the reemergence of religious conservatism, and the roles of women in American society.

Not at All	Very Little	Partially	Mostly	Completely
<b>16%</b>	<b>14%</b>	<b>36%</b>	<b>26%</b>	<b>7%</b>

**45. USHC-9.2** Summarize the origins and course of the Cold War, including the containment policy; the conflicts in Korea, Africa, and the Middle East; the Berlin Airlift and the Berlin Wall; the Bay of Pigs and Cuban missile crisis; the nuclear arms race; the effects of the “Red Scare” and McCarthyism; and the role of military alliances.

Not at All	Very Little	Partially	Mostly	Completely
<b>13%</b>	<b>13%</b>	<b>26%</b>	<b>34%</b>	<b>13%</b>

**46. USHC-9.3** Summarize the key events and effects of the Vietnam War, including the Gulf of Tonkin Resolution and the Tet offensive; the protests and opposition to the war; and the policies of presidents John Kennedy, Lyndon Johnson, and Richard Nixon.

Not at All	Very Little	Partially	Mostly	Completely
<b>18%</b>	<b>16%</b>	<b>30%</b>	<b>26%</b>	<b>10%</b>

**47. USHC-9.4** Compare the domestic and foreign policies of the period—including Kennedy’s New Frontier, Johnson’s Great Society, and Nixon’s establishment of environmental protection and rapprochement with China—as well as relations with the Soviet Union and the continuing crises in the Middle East under all administrations from Harry Truman to Jimmy Carter.

Not at All	Very Little	Partially	Mostly	Completely
<b>21%</b>	<b>20%</b>	<b>29%</b>	<b>22%</b>	<b>7%</b>

**48. USHC-9.5** Explain the movements for racial and gender equity and civil liberties, including their initial strategies, landmark court cases and legislation, the roles of key civil rights advocates, and the influence of the civil rights movement on other groups seeking ethnic and gender equity.

Not at All	Very Little	Partially	Mostly	Completely
<b>20%</b>	<b>14%</b>	<b>25%</b>	<b>29%</b>	<b>12%</b>

**Standard USHC-10:** The student will demonstrate an understanding of developments in foreign policy and economics that have taken place in the United States since the fall of the Soviet Union and its satellite states in 1992.

**49. USHC-10.1** Summarize key events in United States foreign policy from the end of the Reagan administration to the present, including changes to Middle East policy, the impact of United States involvement in the Persian Gulf, and the rise of global terrorism.

Not at All	Very Little	Partially	Mostly	Completely
<b>28%</b>	<b>29%</b>	<b>28%</b>	<b>12%</b>	<b>3%</b>

**50. USHC-10.2** Summarize key economic issues in the United States since the fall of communist states, including recession, the national debt and deficits, legislation affecting organized labor and labor unions, immigration, and increases in economic disparity.

Not at All	Very Little	Partially	Mostly	Completely
<b>30%</b>	<b>32%</b>	<b>25%</b>	<b>11%</b>	<b>2%</b>

## Implementation of Standards

- Standard USHC-1:** The student will demonstrate an understanding of the settlement of North America.
- Standard USHC-2:** The student will demonstrate an understanding of the establishment of the United States as a new nation.
- Standard USHC-3:** The student will demonstrate an understanding of the westward movement and the resulting regional conflicts that took place in America in the nineteenth century.
- Standard USHC-4:** The student will demonstrate an understanding of the causes and the course of the Civil War and Reconstruction in America.
- Standard USHC-5:** The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.
- Standard USHC-6:** The student will demonstrate an understanding of foreign developments that contributed to the United States' emergence as a world power in the twentieth century.
- Standard USHC-7:** The student will demonstrate an understanding of the economic boom-and-bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response.
- Standard USHC-8:** The student will demonstrate an understanding of the impact of World War II on United States' foreign and domestic policies.
- Standard USHC-9:** The student will demonstrate an understanding of the social, economic, and political events that impacted the United States during the Cold War era.
- Standard USHC-10:** The student will demonstrate an understanding of developments in foreign policy and economics that have taken place in the United States since the fall of the Soviet Union and its satellite states in 1992.

51. Overall, considering all 10 of the US History and Constitution Standards listed above, indicate the extent to which these standards were addressed in instruction for your students:

Not at All	Very Little	Partially	Mostly	Completely
0%	2%	29%	63%	7%

52. Based on your experience, which standard do students have the most difficulty mastering? (pop-up list to choose one standard)

<b>USHC-5</b>	<b>30%</b>	<b>USHC-7</b>	<b>6%</b>
<b>USHC-10</b>	<b>16%</b>	<b>USHC-3</b>	<b>5%</b>
<b>USHC-9</b>	<b>15%</b>	<b>USHC-1</b>	<b>3%</b>
<b>USHC-2</b>	<b>13%</b>	<b>USHC-8</b>	<b>3%</b>
<b>USHC-6</b>	<b>7%</b>	<b>USHC-4</b>	<b>3%</b>

53. Based on your experience, which standard requires the most time to teach? (pop-up list to choose one standard)

<b>USHC-2</b>	<b>24%</b>	<b>USHC-7</b>	<b>7%</b>
<b>USHC-5</b>	<b>16%</b>	<b>USHC-10</b>	<b>5%</b>
<b>USHC-9</b>	<b>15%</b>	<b>USHC-3</b>	<b>5%</b>
<b>USHC-8</b>	<b>13%</b>	<b>USHC-6</b>	<b>3%</b>
<b>USHC-4</b>	<b>11%</b>	<b>USHC-1</b>	<b>2%</b>

54. I disseminated copies of the US History and Constitution Academic Standards:
- 84%\_\_ during the first two weeks of the course
  - 1%\_\_ in the third or later week of the course
  - 12%\_\_ I have not yet disseminated the standards to my students
  - 3%\_\_ my school distributed the standards to my students

### Professional Development

55. Have you used the following State Department of Education (SDE) resources in planning your US History and Constitution classes?

Social Studies support document on SDE web site.

56%\_\_ Yes                      18%\_\_ No                      26%\_\_ Did not know about it

US History and Constitution Teacher's Guide to the End of Course test.

59%\_\_ Yes                      12%\_\_ No                      29%\_\_ Did not know about it

56. What professional development on the implementation of the US History and Constitution **Academic Standards** have you received? (Indicate all that apply)

- 30%\_\_ Professional development conducted by the school district
- 13%\_\_ Professional development by district utilizing SDE Office of Curriculum and Standards personnel
- 7%\_\_ Professional development provided by SDE at a professional conference or seminar
- 9%\_\_ Took course for recertification or graduate credit
- 25%\_\_ Conducted independent study of standards
- 17%\_\_ Have received no professional development on the US History and Constitution Academic Standards

57. What additional professional development on the implementation of the US History and Constitution **Academic Standards** do you feel you need? (Indicate all that apply)

- 43%\_\_ Pacing of instruction
- 14%\_\_ Understanding the meaning of the standards and indicators
- 5%\_\_ Content knowledge of US History and Constitution
- 19%\_\_ Effective classroom assessment
- 12%\_\_ Other (please describe) \_\_\_\_\_
- 7%\_\_ No further professional development is needed

58. What professional development on the US History and Constitution **End of Course test** have you received? (Indicate all that apply)

- 29%\_\_ Professional development conducted by the school district
- 11%\_\_ Professional development provided by the district utilizing SDE Office of Assessment personnel
- 6%\_\_ Professional development provided by the SDE at a professional conference or seminar
- 21%\_\_ Conducted independent study of the End of Course test Blueprint and Teacher's Guide for US History and Constitution
- 34%\_\_ Have received no professional development on the US History and Constitution End of Course test

**59.** What sources of information about the US History and Constitution **End of Course test** have you accessed? (Indicate all that apply)

- 40%** \_\_\_ Information disseminated by my school district or school principal
- 14%** \_\_\_ Information disseminated at a professional conference or workshop
- 3%** \_\_\_ Information disseminated in an ETV presentation on Social Studies assessment
- 27%** \_\_\_ Information on SDE web site (such as test Blueprint, Teachers' Guide, PowerPoint) which I accessed myself
- 3%** \_\_\_ Information gained by calling or e-mailing the SDE
- 13%** \_\_\_ I have not accessed information about the US History and Constitution End of Course test

**60.** I need more detailed information on the US History and Constitution **End of Course test** and how the results are reported.

**85%**\_\_ Yes

**15%**\_\_ No

**61.** If you have any further comments or concerns about the US History and Constitution Academic Standards or End of Course test, please type them in the space below:

Thank you. We appreciate your time in the completion of this survey.

**Responses from the 52 teachers who responded to Question 57: “What additional professional development on the implementation of the US History and Constitution Academic Standards do you feel you need? (Other – please describe)”**

“The amount of content to teach and teach well is challenging. For example some of my answers in this survey reflects content that I have not taught as yet but plan to do so. In AP”

“We need feedback on the test results in order to know where students are having difficulty. “

“Effective ways of engaging students,overcoming reading and prior deficits“

“more sample EOC questions“

“I need someone to realize that it's impossible to teach all these standards in one semester. “

“I find that teaching on the block schedule is difficult,particularly if we are to delve deep in instruction and discussion“

“75% of my students passed the EOC“

“MORE TIME“

“How the writers of the EOC interpret the standards“

“A clearer statement of what people,terms,and events are going to be tested. “

“My average students lack proper reading comprehension. The sample questions that I've seen require a greater mastery of language than many of my students possess. The wording of the questions will no doubt adversely affect their performance. I feel that it's unfair they could possibly fail this test not because of their lack of knowledge of history, but because their lack of skill in another subject. “

“More information about the assessment tool before the school year starts in order to properly plan and prepare my students. “

“we need more specific guidelines regarding information that will be tested. These standards are wonderful but still very broad - I want to cover the standard completely“

“New standards that are based on what functioning citizens need to know and not individuals' passions for various individuals and events need to be developed. “

“We must have something from the SDE telling us specifically what is going to be asked. Is it a reading test? When I hear higher order thinking skills I think reading test. To give a test like that in the 11th year of school and hold a history teacher accountable for that is wrong. If it is a test on facts, then tell me exactly what the SDE thinks are the 100 most important facts in Am. Hist. and then ask my students 50 on your test written at the same level as the exit exam. To ask questions written at a level higher than the exit exam is unfair and wrong. There is no way, in a year, to properly cover all the standards as they are listed and as you have asked in this survey. The SDE has done a terrible job in preparing teachers for this test. As it is now, it is a guessing game for my students. You should have sent this survey two years ago before we took the first practice test. We were one of the pilot schools. To count one test 20% of a final grade based on 50 random questions is absurd. What will the politicians do when a child passes the AP test, but bombs the EOC? Why can't we see a test? The NY regents exam is not a big secret. The GRE and MAT for grad. school are not secrets. Why is this test such a secret? How will Politicians answer the public when children don't grad. on time b/c of this test. What about lost scholarship money? The SDE

has not thought this test through. The idea is good. I am for personal accountability as a teacher, but this test is not an accurate measure. "

"Some standards encompass too much material and material such as the War of 1812 is totally left out. You can't teach a comprehensive U. S. History course any longer. In order to be successful, you must teach to the indicators; stressing specific names, events, vocabulary words, etc. The indicators are now driving the content of our U. S. History courses. We do NOT have enough time to completely cover an indicator. U. S. History should be a 90 minute year long course consisting of Semester one teaching the beginning of time to 1865 and semester two teaching 1866 to present. You can not teach the material, skills, writing skills, research, document based skills, political cartoons, etc in such a short time. It is a hit or miss event in teaching the standards. You also should not give the same test to all students. You are doing an injustice to our lower level students who struggle reading textbooks because they are reading on a below basic reading level and they can not ascertain nor remember the information and the relativity of it. How can you expect a lower level student who reads on a third grade reading level be successful on a test that is cumulative and based on the reading level of a average 16 year old. "

"How to actually cover all (too many) the standards in less than 90 days? "

"One semester is not enough time to cover everything well enough"

"What are the level of questions (Bloom's Taxonomy) - more critical thinking, more what? "

"I need more information about the test itself. In other words"

"More specific standards with limiting factors (These standards are EXTREMELY broad, vague and difficult to teach effectively.) "

"lessons that address big ideas but not get bogged down in details"

"How to cover all of the standards effectively in such a rushed manner. "

"there is far too much to teach in one semester; I need to know how to prioritize the indicators"

"pacing of instruction for semester block given the limited reading proficiency of my students"

"We can not adequately prepare our students until we receive some feedback from the previous tests. We can not adequately prepare our students until we receive a more comprehensive sampling of test questions. Many of our students are not skilled readers. Last year, my AP U. S. History students told me that they had to read the foils very carefully. Imagine the difficulty experienced by our CP students. The College Board provides AP teachers with released exams, scored student work, workshops, and a website. I feel very fortunate to be teaching AP and not CP. Teachers are not going to want to teach this class, even experienced teachers. "

"Standards can be vague at times. Example: U.S. Westward expansion. Life, people etc. "

"It is very difficult to fully teach each standard in the time period given, especially too lower performing students"

"How do you figure out what to leave out? The Standards are very broad. "

"TIME"

"Sample questions"

"Taught in North Carolina where end of course tests were already being given. "

"Too many standards,too little time"

"With so many disruptions such as pep rallies,testing,etc.,I find it hard to pace myself.

"

"I will not be teaching this next year"

"a much more clear understanding of what SDE deems important in U.S. History - in a format that matches that of the EOC test"

"how to fit it all in"

"We pack pre-Colombian to present into one semester. There needs to be another 1/2 unit to allow for a sound foundation to be taught and applied to modern times. "

"standards are still too general- how to make sure all is covered"

"I can't get to everything in the standards. "

"Understanding the depth of the standard"

"examples of the eoce questions"

"More time to teach! "

"We need more time to teach the standards. "

"two semesters to accomplish this feat"

"I need some direction on how to prepare these students for the EOC test. I have no idea how each standard is weighted"

"How to prepare the students for the test of 55 questions on hundreds of years of material"

"timely feedback about the performance of my students"

"The standards are vague and subjective. What is it that you want the students to know when they leave our high schools? I have taught US History for 27 years"

"USHC professional development courses"

"difficult in our setting . So much movement in and out of course"

"Off the shelf lesson plans that can be accomodated for all level students"

**Responses from the 155 teachers who responded to Question 61: "If you have any further comments or concerns about the US History and Constitution Academic Standards or End of Course test, please type them in the space below: (500 character maximum)"**

"Teaching this course on a 4 X 4 block is very difficult. If you desire to have students write and discuss, have projects, etc...it is truly hard to accomplish a thorough examination of all of the standards. I based my answers to some of the questions as to where I am right now--beginning of WWII. The last time I taught AP--we were on a year long schedule. I was able to prepare the students much more thoroughly for the course and the national exam. The same is true with the CP/TP levels as well. "

"Each standard has 100's or even thousands of facts and information. It is impossible to cover everything in US History. How can I know that I covered the 55 facts and info. covered on the test? The standards are too broad to know whether I covered specifically what is on the test. What 55 things are on the test? The standards cover 1,000's of facts and ideas, which 55 things are on the test? How can we know if we covered everything on the test if we only have broad standards and guides? "

"There are too many indicators with the standards. It is virtually impossible for me to cover the material with any kind of student understanding. the students complain about the fast pace, yet I am still unable to get everything covered. "

"too much material to cover effectively in a block"

"I am one of the few teachers I know who actually teaches from Native American settlement all the way to the present. This is difficult at times and requires I skim over some parts and even skip others, but I do not feel it would be fair to test a student on Bill Clinton's foreign policy positions if we never talked about it at all in the classroom. I would like to be able to offer a 'modern US History' class (perhaps 1900-present) instead of a course that covers all of US History. "

"I would love to see us have more instructional time available for US History. "

"The time period should end at least by 1964--1960 would be better. Inclusive times should be 1776--1960. "

"The SDE must consider the literacy of all students taking this EOC. From the website and comments from SDE officials, there is a sentiment to test higher order thinking skills. This is very faulty logic. The test either needs to test higher order thinking skills or it needs to test U.S. History and Constitution content. It cannot do both. Students who are performing at a 'basic' level are doing extremely well to learn and retain the content are taking a test they can't read and understand. "

"History is not science or math, or even English. There is an infinite amount of knowledge and skills students can gain from taking a high school history course. There is no possible way to assess what a student knows about the process of history by implementing a state-wide, multiple choice test. I feel that the standards leave a lot of important information out, are too vague, and do not allow me the academic freedom I need to effectively teach my students. I have much more to say... "

"It is very difficult to do a thorough job in the time allowed. By the needed pacing to get to most things, we lose interest through a lack of depth. The lack of reading skills and thinking skills in my students makes it difficult to cover the breadth of the material. Using primary documents and many other things requires the students to have the abilities to decipher the written word. If they don't get it the first time, there is not enough time to reteach and still cover most of the standard"

"I would like to know who is writing these tests and why certain questions are selected for placement on the exam. I would also like to know why teachers are not allowed to know what is on the test. We set students up for failure when there is secrecy and no communication. "

"Will we ever receive assessment data based on the individual indicators? What did the data from the fall field test yield? What lessons can be gleaned from the other EOC data such as physical science and algebra? Are other districts moving toward dividing US history into part 1 and part 2? Are other districts moving students away from world history in prep for US, such as US specific courses like the Cold War, The Colonial Period, etc. ? "

"We are always told not to give students an impossible task because that sets them up for failure. But this is exactly what these standards and the EOC do. A 55 question test on content-based standards that cover 400 years is impossible to prepare for. The standards cannot be taught in isolation because that requires more background knowledge than the students currently have. Thus, the pace is much too fast, and little knowledge is retained. This is no way to teach or to access. "

"I teach a US History class when called upon to do so..it is my minor, but I dearly love teaching it..the problem is that we are either 'racing to cover' the standards, or we fall behind by providing rich instruction and discussion of the themes and factual information necessary to successfully meet each standard. I admit I need help with pacing, but the vast amount of information we deal with is daunting for one semester. "

"I would like to see an in-depth analysis of student choices to see how well they did on the actual info covered in-depth during the semester. I use the essays provided and I feel that teachers of SS studies need to be taught how to teach students to answer essays. "

"If the end-of-course examination is as difficult as last year's field test (based on the difficulty faced by my AP students), you are going to have a large number of South Carolina students failing the E.O.C. exam, and possibly U.S. History. "

"The trial run last year was way too in depth for high school students. I thought there were too many higher level thinking questions and not enough factual knowledge type questions. I think whomever is making out this test should come teach a semester in SC public schools first. I would also be in favor of dividing US History into 2 courses. No matter what I do I can't seem to give ample time to the material or completely teach all objectives. "

"I would like to see US History split into two courses: (1) Origins to Civil War/Reconstruction; (2) Post-Reconstruction to Present. "

"I don't know how I can move any faster and still be sure that my students have adequate time to learn any of the material that they need to know - and yet I find myself running out of time at the end of each semester. "

"History is about interpretation, not the rote memorization of facts. How I choose to address the standards and what students, through inquiry projects, discover about history may not be the same as the writers of the EOC. Our goal should be to create young adults who are informed citizens because they are critical thinkers. I have had to cut many stimulating projects because of the EOC. "

"The amount of content to cover in a short period of time is too great for students to process the information. Pacing is too fast in order to reach all the standards so students do not have any time to explore the standards in any depth that would promote retention and understanding of the standards. The indicators are too vague. One indicator can cover up to 10 events, and pacing does not allow us to spend that much time on one indicator. There is not enough time to reach standard 10. "

"My philosophy is that I should teach what I will test. These standards and indicators are not complete enough or vague in places that teachers do not know what to teach exactly. I would like names, dates, terms, events, etc. for each indicator. I feel that I can teach, but I don't know what is going to be tested, so I can only be partly correct in what I teach. "

"I found the sample questions very helpful in giving me an idea of what to expect. However, I would like to have a proper set of assessments that cover the entire course with the same type of questions. Currently, I'm gleaning such questions from various sources or writing my own. However, I know that there are many EOC preparation books already available. I would like some input as to which of these resources would be best to use to prepare the students. "

"The scope of the content assessed is too much for a semester based course, if we are to cover the standards more than partially. US History needs to be divided into two credit bearing courses (pre-1877; post 1877) or the scope of the course needs to be reduced in its entirety (perhaps the US since 1877). The course is becoming too focused on the test and not focused upon the learning and practice of history. I still fail to understand how we can assess students' without written responses. "

"It is almost impossible to check completely on the standards. The standards are fine. The problem is time. When instructed to teach Colonization to Civil War in the 1st quarter you can only give students minimal overview of the what is listed in the standards. Out of the 4 history teachers at my school, I have covered the most standards. I will only teach part of the ST- 9 and briefly mention parts of ST-9. Others are only up to ST-8. Time expires with April/May involving so much testing. "

"I find it almost impossible to teach US History from Exploration and colonization up to and including present day in a 90 day course. The skills & information that needs to be taught to students to be successful is unmanagable. We took our EOC test in Dec. almost a full month before our final exams. So first semester we might have gotten in 70 days before we took the EOC. That is a least a full two months of school on the regular 6 period schedule. It would be like taking the EOC in March. "

"The biggest concern that I have is time limitations. Students are expected to fully know and understand all ten standards (including indicators) in a 18 week time frame. That is tough to do! I'm having to pick/choose (guess) which standards are more important, and teach those in detail and then skim over the others in order to get to all standards. I had a class in college for 18 weeks just on the Civil War. I'm expected to teach U.S. History from start to present day in the same amount of time. "

"This entire process seems to be under the gun. We want to do the best we can on the preparation for the EOC but feel we were not given enough training or time to properly prepare our students for this assessment. It would have been beneficial to have received information and sample test materials in August or September for evaluation and time to make adjustments to our instructional planning. For instance, if I had known that the test was more heavily weighted on the 20 th century time frame I w"

"Students need a review guide to help them focus on key information. Also, it is not possible to cover standards 9 and 10 prior to the test in early May. I have taught 18 years and know the proper pacing - I will be at standard 9.3 when the test is administered. After attending the 'cut of score' workshop, I was shocked to find out that all of the questions had to be high level questions. A well designed test has a mixture of questions at various difficulty levels. "

"My main concern is having enough time to spend ample time on each indicator. It is a host of information to be covered and absorbed for retention. In order to cover all the material thoroughly by the EOC date which is before the end of course, requires a fast-moving pace. I have had to

take out some of the the movies of historical events which bring history into the present for our students. It is a great connector, but time does not allow for it. ”

”The biggest concern I have is what to teach under each standard. Some standards are very specific, but some are very broad and could include a whole host of things. As one example of many, 7.2 is about the economic boom and bust, including the Harlem Renaissance...’ Well, what exactly should I cover under Harlem Renaissance? It is a huge topic - which musicians, poets, and/or artists do I include / leave out? The same applies to MANY other standards as well. ”

”The state EOCEP needs to be based across the entire spectrum of Bloom's not concentrated at the higher levels. A number of the sample questions on the SDE site are mislabelled as 'Understand' level. They should be labelled 'Analyze'. The Standards, Indicators & EOCEP should reflect the lifelong knowledge American citizens need and not focused on esoteric information that will not assist students as adult citizens. Too many Standards and Indicators do not address essential knowledge for adults. ”

”I am concerned about the development of the EOC. I have difficulty covering all of the standards each semester. I feel the students are receiving a superficial and abbreviated version of US History. I do not feel I am teaching differently than an eighth grade teacher as far as in-depth study. High school juniors and seniors should be able to have a more indepth knowledge, leading to more self-directed study, of US History. I believe we would do better to teach US History in two semesters. ”

”My real concern is we do no have enough time in a semester long United States History and Constitution class to cover the 2005 standards. If South Carolina believes in the 2005 standards then we need to insure that all students get the correct amount of time to cover the content. It amazes me that we try to do in a semester what colleges do in two semesters. Need to develop professional workshops on pacing so we can insure the students get what they need. ”

”This is my first year teaching this course. The US History and Constitution Academic Standards contain a great deal of information that must be taught in a short (semester) amount of time. I'm concerned with getting through all of the material in an effective way so that my students can be adequately prepared for the end of course test. ”

”The SDE has treated this test like a state secret. Those in charge have not thought through the results of the test. The Standards are great. An EOC is a great idea. Not telling me, the teacher, what the questions is ridiculous. Aside from readability issues, how can the SDE pick 50 random questions from 300 plus years of American hist., and expect my students to do well. The SDE obviously has no idea about what they are doing concerning this EOC. ”

”I have several issues with the end of course test and standards in US History and Constitution. 1. It is virtually impossible to teach 400 years of history in a semester. 2. Are 60 questions that cover a 400 year time period considered fair assessment? 3. Test scores from the Dec. test were not received until late Jan. 4. No test analysis or curriculum support have been offered to teachers to improve instruction. ”

”My biggest concern is time. On a block schedule, I do not feel that one semester allows enough time to fully cover the U.S. History standards. I feel that without adequate time, it is unfair to count it as 20% of the student's course grade. ”

”I am concerned that we have very few materials with which to acclimate our students to the EOC. With HSAP, we have plenty of resources as far as the MC ?'s are concerned but we are flying blind with the EOC. There are no practice questions. I would like more communication regarding resources, such as the Teacher's Guide and the Powerpoint. I didn't know they existed until this survey! I would also like to see more empirical data state-wide as far as pass rates are concerned with EOC. ”

"I am still concerned with the quantity of content on the exam. The standards need to be refined even more. It is too much to ask students to remember, much less apply. In an a/b or semester 4X4 class we have less than 90 days to cover 10 standards and all of the accompanying indicators. How can depth be achieved? We are asked to cover more specific non building content than on any other EOC test. This is unfair. "

"You are basically asking students to be taught and to remember in 90 instructional days over 300 years of history. We are taught as educators not to set our students up for failure. However, that is exactly what you are doing. We need change. You can't teach all that expected 90 days. In the 'real' school setting, we have interruptions which limit our instructional time. Therefore, we may end up trying to teach over 300 hundred years of history in 75-80 days. Unfair!!!!!!!!!!!!!! "

"One concern involves when these test are administered. They are given weeks before the 'end-of-the course', thus not providing enough time to cover all of the material. Another concern deals with the questions about the Constitution, Government class is a Senior level class in my district. Finally, students who are enrolled in the IB programs will have to take the EOC twice, after their Junior year in US History and again their Senior year following IB HOA. What other EOC requires a student to t"

"It would help if we had the following: - sample questions that we can use for our benchmark tests - a list of resources we can access to supplement instruction (resources for every standard) - prior knowledge of the date of the EOC would help teachers with planning - shorten some standards to 'essential information' (too much information) Thank you for allowing teachers to take a survey of this nature. I do not mean to be critical - I know that I can do a better job as well. "

"My concern is related to test security. With on line testing, there could be concerns about test security. "

"This is a very difficult topic to teach considering how our state standards were changed to include the beginning of settlement compared to reconstruction-really hard to squeeze everything in one year as it is now. "

"Requiring students who have already taken the EOC in US History to retake in AP US History gives a false reading as to how well we are teaching. Of course these students should score higher, they're taking a second year of US History. This gives false data as to our teaching. It double-dips these students, giving the appearance of punishment. Just plain stupid. Also, consider splitting US into a 2-year course so time can be given to standards. Too much material, too little time. "

"There are too many complex standards. Each standard has multiple parts and each part would require a full week of instruction. We need fewer standards and more specific, realistic objectives versus often very broad comprehensive academic standards that could easily fill several graduate courses. These are 10th and 11th graders very often with limited reading abilities. Help!!! "

"Would like more information on EOC. "

"There is too much material to adequately teach and give reinforcement activities in a semester to prepare a 16 year-old to answer the type of questions used on the EOC. The indicators are too broad and confusing; some require knowledge of obscure information not always found in US History texts. It is difficult to decide what to include and what to leave out. Some basic US History concepts are left out; yet need to be taught for continuity. We need several sample questions for each indicator. "

"The test needs to be as close as possible to the end of the semester. When we took the test I had taught up to the Civil Rights Movement. How can we assess what students have learned on material they haven't been taught? "

"There are far too many standards to teach even as a survey class if there is to be any depth involved. "

"I do not enjoy standards based instruction. I have taught U. S. History for about 14 years, and I used to teach more (and I believe better) before state standards were introduced. If standards are taught in isolation, a real picture of U. S. History is not received. S. C. standards leaves precious little time for bridges [connections] between standards. A 'school' issue concerning U. S. History is that, at this school, we simply can not cover all standards (well) in a one semester course. "

"As we are considered a 'failing school', mandated focus has been on the 'numbers game'. HSAP has been pushed in all classes and the 'unimportant' EOC not given any time. This year has been the worst of 14 years as far as having normal classes with no mandated test pullouts, special student meetings etc. All of our time and energies have been focused on standardized test which will give us the fastest numbers to get out of our failing status. I am further behind than I have ever been. "

"Our inner city Title 1 school serves students who reflect problems associated with poverty. The students miss huge chunks of instruction due to absences due to social problems. In addition huge chunks of instructional time are squandered by administrative decisions . Also an unwillingness to accept responsibility for their own learning by students and their parents negates the chances of covering the ambitious content driven standards. "

"Because of the amount of material that needs to be covered and the time restraints to cover it, I did not go in depth on any of the standards nor did I get to the last 2/3 standards. "

"Even though it would probably be difficult from a grading/reporting results standpoint, I feel that an 'end-of-course' test should be administered at the end of the course after ample time has been given to cover all standards. When my students take the test we will be studying the WWI era, and we will get through the remainder of the standards after the test has been taken. Also, one test should not have such an impact on the final grade--too many factors outside impact on test results. "

"This is the second year the EOC has been given in US History and we have received no feedback on how our students have done!! "

"One semester is not long enough. It should be a two semester class with a state test at the end of each semester. Reconstruction is the time period used by colleges and other states. "

"I feel the EOC is very difficult to prepare for because of the broadness of the standards. US History is facts, ideas, cause and effect relationships etc. not a process like Algebra. It is unfair to expect the students of South Carolina to be tested on a subject of this type. I try to prepare my students well and in December my students received some of the top scores at XXXX High, but the greater majority would have lowered their grade for the course because of one test. Not fair. "

"In order to completely teach the standards and ensure success on the EOC, US History should become a two year course or have less emphasis on the first few standards. Without 'feedback' from the field test, I'm at a complete loss as to whether what I do is enough or if I'm interpreting the standards correctly. I really am feeling pessimistic about this year's score reports. "

"I am concerned about the vast amount of information the students must know for the EOC test. All the standards must be covered and there is no time for review. "

"The pacing of this course is the problematic issue. Eventually I foresee the course being divided into two separate courses (US History I: Beginning to Civil War and Reconstruction; US History II: Reconstruction to Present Day). Unfortunately, the rapid pacing of the course being conducted all in one year does not allow students the in-depth understanding and instruction required for US History (analyzing primary resources, cartoons, debates, etc). This must be addressed in the future. "

"The US History EOC is as much a reading test, as it is a test for content knowledge, and this is problematic. I agree that if a test is to be written to the standards that are currently in effect, that it will demand that students answer higher level questions. However, this test will continue to be extremely difficult for not only students in poor performing schools and districts, but also students in schools that score excellent and distinguished on the school report card as a result. "

"A 16 week time frame to implement all the standards is unrealistic. We can only expose the students to the material, yet they are to demonstrate mastery on an EOC exam. This is extremely unfair to the students! "

"I sat on the pass/fail standards committee for the exam, and the reading level is too high, the questions are deliberately difficult, and average students cannot pass. Many of the questions were more difficult than multiple choice questions on the AP US History exam. This exam was not designed with average students in mind, and by refusing to give teachers access to the limitations standards, the SDE is 'setting up' students and teachers to fail. Why? "

"My main concern is that I don't have the time to cover so much material. I feel that I hurry my instruction and the students suffer because of it. The things we do cover, we cover too quickly. The biggest concern I have is in the amount of material to be covered within an 18 week class. Students are struggling to master content. "

"There is not enough time before taking the test to have had the opportunity to teach them to my students. Our students are at a disadvantage when taking the test. Books are too broad or not in enough detail when teaching the standards. There should be one book for the entire state, and example questions from that book provided for us to discuss with our students. "

"It is difficult to cover all content adequately in a semester course. It can be done but there is little time for projects or research. Students complain about the fast pace. Teachers are uncomfortable with the accountability of an EOC but in the long run, it will improve the quality of classroom instruction across the state. Teachers have to quit teaching just what they want and teach all of the standards which will level the playing field for all learners. "

"My only concern remains that I feel the survey course requires too much material to be covered. I still wish the State Department would reconsider the time period necessary for eleventh graders. I wish certain time periods could be utilized by certain grade levels, culminating with a 20th Century and beyond study in the eleventh grade. I can't tell you how many times my students really wanted to study more about a particular topic, but the time constraints would not allow us to do so. "

"This test will be invalid unless the SDE mandates that all schools give the test to all USH students on the same day and at the same time (as is done nationally for AP students). It is far too easy to remember and report questions to fellow students. "

"I truly think you guys need to send all schools copies of how we can effectively teach these standards completely. We feel like we just introduce the materials and run as fast as we can trying to cover all of the materials. "

"I think that if the USHC EOC is going to stay, then teachers need more resources and instructional ideas. It would also be helpful if the standards were more specific about what the

state wants taught. Also, refresher history courses would be of a great help. For schools that have year long courses, it would be helpful to the students if they could take the first 1/2 of the test at the end of the 1st semester, in other words break the test in half. I have more suggestions, but I have no space! ”

”One semester is not enough time to teach all these standards! ”

”There was little or no assistance concerning the EOC Exam for the 1st semester. Any information 'Teacher Guide' that was given was not available until after mid November and the test was given during December and January. My students expressed concerns because they found some misspellings on their test. There is not enough time to teach everything needed in 90 days. ”

”I think that the students are being deprived of a meaningful class by the scope of the standards. There is too much material to be taught in a semester block class and the students are exposed to a superficial 'coverage' of their nation's history. The interest and excitement in history is when students are allowed to investigate in depth. These standards do not allow that. The purpose of public education is to prepare students to be informed citizens of our democracy - we are not fulfilling this”

”The only concern I have with the end of course test, has been my ability to teach the concepts as dictated by the standards to students who have a limited proficiency in reading. I have been asked to do this while teaching the course for 90 minutes for 1 semester; this is just not enough time. My district is looking into expanding the course for 1 year. This, I feel, will give my students, as well as my self, the necessary time needed to reach all the standards. ”

”Please help us to help our children. Provide a sample test for teachers to give to their students. A multiple choice test is not the best method for many of our students to indicate their knowledge, but it is what we have. Please assist us in making this seem like a more 'doable' task for our children. Please allow teachers to enjoy the teaching of U. S. History, and to continue wanting to teach U. S. History. We don't ask for much, but we do expect a fair chance for success. ”

”It would be good for USHC teachers get the results of their field testing. ”

”Due to the fact that over 1/6 of the United States History and Constitution test has been eliminated because of block scheduling, it is very difficult to 'mostly' or 'completely' address all of the standards. Students do need an entire scope approach, but they need more time to master the standards. We used to have 9900 minutes per class, meeting for 180 sessions. Now, we generally have 8100 minutes and only 90 class meetings. (wanted to say more, but much less than 500 characters are available”

”I think the greatest thing that must be done to help teachers of U.S. History is to make the course a two year course. It is impossible to give all subjects the attention that is needed for students fully understand the complex ideas that must be taught. I know with time restraints this may be impossible, but the base knowledge my students have is not great enough to ensure they can be truly ready for an end of course test. ”

”Students have little prior knowledge of US History. The broad scope of the course today is too much for a semester. Think of all the history that has been written since the 1950s or 1960s. Most teachers never get to Vietnam. We need to look at the scope of this course. Splitting the course into halves would be a step in the right direction. Similar approaches were taken in Global Studies a few years back. Maybe testing them only up to 1950 then the last month could be to get to the present. ”

”In my AP class, I covered every standard in detail. I based this survey on my College Prep class. Having to master this huge amount of material as a CP student is overwhelming. The material is

complex and broad. The EOC questions are more suited for an AP student who has a real grasp of the material. I suggest that we limit the standards for to standard 5-10. I created pacing guide to ensure that I cover each standard, but these students need more time to internalize the information. ”

”serious concerns: 1. It is impossible to teach all 10 standards the way they should be taught. I have had to leave out much of my lessons, while I can teach the facts, I do not have enough time to generate any type of discussion or even interesting lessons to explore each standard more thoroughly. I do not have time to show any visuals (ie DVD), audio tapes to hear speeches. 2. vocabulary used in test ?, many of my students have never seen these words (they aren't US History words) ”

”I think the standards are very broad. It is hard for teachers to know what should be left out and what should be included. ”

”There is an enormous amount of material that needs to be covered and known by the students. The teachers need to be given some hands-on hints as to what basic terms are needed to be covered. Our school purchased, and I teach 'Passing the South Carolina US History and the Constitution End of Course Test' published by the American Book Company. The amount of terms at the end of each of the 15 chapters is enormous. Without some further clues, I think that you are inviting failure state wide. ”

”I would like to know why the decision was made to have an all content-based test. Why were skills ignored? Knowing how to find and use information is important. A straight content-based test places our students and their teachers at a disadvantage. 55 questions on the Standards, which are immense, will in no way measure the extent of instruction or learning that has taken place in a classroom. ”

”i deal with children from all ranges of academic skills the eoct is extremely unfair to the majority of them we are on the block 90 days rt. now i'm having to cover a chapt. every day and half and giving a test every two days entirely to much info. for a college student much less what i'm dealing with”

”I find it extremely difficult to cover these standards in 90 days. I believe that this course is very important and requires a split into two courses required by the state: pre 1900 and post 1900. We have a rich history and the 90 day romp through it with the pressure of the EOC now is going to lead to what other disciplines seem to have encountered- less information and more attention to the test issues as well as the clear 'curving' of the test by the state dept. ”

”According to my discussion with students, the way the questions are worded make it very difficult for the students to understand. They often complained they could not answer a question because they did not understand what is was asking them.  
Too many standards, too little time. This should be a 2 semester course so all standards can be adequately covered. ”

”I feel that we do not have enough time to teach all of the standards. The test will be given the 78th day into the semester, at that point we will have learned to 1960. We need to test on less standards - I cannot get to 8, 9 nad 10 by that time. ”

”The sample questions that I saw ask for the 'best' answer. This is a judgement call, and well informed students will be able to debate many answers, and because of this 'best' answer approach, a true measurement of knowledge will not be given. Q: What is the 'best' reason for the war in Iraq? Last year when we did the field tests, we were not allowed to see the results to judge how effective our methods were. If an EOC must be given, it should be similar to the immigration citizenship test. ”

"It is very difficult to cover all of the standards and prepare the students for the end of course test, while at the same time providing depth of understanding of the content. We find ourselves purely skimming the surface in order to cover the standards. "

"It is very hard to cover all the standards on a 4 x 4 or an AB schedule. The standards are looking at big picture concepts and the EOC is asking very specific questions. In some school districts students are grouped according to ability. Shouldn't there be different test for different ability groups???"

"Teachers at XXHS need some instruction in how to teach all of this material in one semester. "

"How you can reasonably expect to assess my students' understanding of U.S. History and its ramifications in 55 bubble in questions. Secondly, how do you expect them (or me) to perform well when the guidelines for preparation are so general & vague while the format of the test is so narrow and precise. I don't mind being held accountable for the quality of my teaching, but to think that a 55 question bubble test has a snowball's chance of doing that is laughable (but no one's laughing) "

"if this is used to evaluate teachers of US History, its a poor method; if it is to evaluate student performance, it misses the target; good luck"

"US History and Constitution needs to be 1 1/2 credits to cover Pre-Colombian to present, or 2 credits for Pre-Colombian through Reconstruction and Post-Reconstruction to Present. "

"Constitution foundation is critical to build understanding of our system. "

"Answers to all questions are based on my teaching U.S. History until 1900. Our course is taught in two semesters. I have not taught U.S. History in three years. "

"I teach in a 4X4 block schedule. I cannot cover everything in American History in my classes. I have often wondered if I should teach the course backward. This test needs to be given at the end of the academic year and no earlier. Also, as far as what is considered important content to cover in US History, that is open to interpretation. Various areas of history are more important to one person than another. If it is not stated in the standards, I may not cover it but then it appears on the test. I have felt this way for years...tell us what to cover chapter by chapter or time period by time period. Then, there will be no surprises. The test was given too early. We had weeks of instructional time left in the semester. The test is too difficult! "

"It would be helpful to have a list of vocabulary that is required for a student to succeed on the test. Also, it would be interesting to have data that describes the states/ school districts scores on the EOC. I worry that the test is not a good indicator of the knowledge the students possess. I think that the state should provide more training in terms of EOC preparedness. I think that a pacing guide should be created, as well as the introduction of benchmarks after designated units. The first of May is too soon to have the EOC - I have not talked to a single teacher who has made it to standard 10. This is a large amount of information to cover AND be able to fully address each standard. "

"Time constraints make covering many some of the standards superficial at best  
Coverage of standards for BLOCK VS. YEAR LONG CLASS. SHOULD TEST/ EXAMS BE DIFFERENT?"

"This course NEEDS to be a two part course. There is not enough time to discuss any detailed events. All topics are covered very shallow and brief. "

"I would like feedback concerning the areas of weaknesses and strengths from the test. I can't effectively critique my teaching without this knowledge. It would be helpful to know what areas I will need to approach differently or spend more time on. It makes no sense to administer a test and not tell the instructor what areas need improvement. "

"I feel the EOC is not taken at the correct time. It should be given at the end of school and not with two - three weeks to finish school. How can it be a true End of Course test if you will cover new material after the test? "

"There is definitely a concern over the time available to teach the standards. While the standards are quite good, it seems impossible to effectively cover them in an academic year without becoming very 'robotic' in the approach. I fear we are losing the creativity that teachers can utilize in their classroom with the pressure to now 'teach to the test.' While we all say and hear that this is not what we should do, there seems unfortunately no other choice under these current circumstances. "

"I like the content of the standards, but I feel that to cover them all is to sacrifice student understanding. There simply is not enough time in the school year. Also I am concerned because the standards are so broad (which I like as it gives me room for creativity) but the test is so specific. I worry that I could cover a standard, but students could still see something unfamiliar on the EOC test. "

"very difficult to get a true assessment of higher order thinking skills from a 55 question multiple choice test"

"The pace of instruction is too fast. United States History needs to be two credits. "

"I was on the original committee that actually wrote the standards from 1995-98. We intended the high school course to be a 'survey course'. This test should focus more on the founding of the country, the U.S. Constitution and our history up until WWI. That is what students do not know. Most of us have great trouble even getting beyond WWII in the time we have. We need to get the teachers together at a statewide forum or something to work out some of these problems. "

"It seems that the SDE realizes that we need more information about this test, as several questions are given on this survey regarding PD, info on the test, etc. I have been given absolutely no information about this test whatsoever, just a 'just teach the standards' response. That is fine, and that is how I structure my curriculum, but if I am expected to prepare students for an exam I need to know a little more about it. "

"There is not enough time to prepare the children properly. "

"We can not possibly teach the amount of material that is being asked. The level of the test is very difficult and the students will not be successful using the system we have in place now. you will have massive failures as you have probably seen on the practice"

"I need updated info on the LATEST version of the End of Course test for US History...so that I may better prepare my kids for what is coming in 2008!! "

"It would be helpful if those who developed these standards would accept the reality of 4/4 block scheduling. With 90 days to teach a course, conduct testing, and deal with any unforeseen events, the current standards are far too comprehensive. This course should include one unit on the founding documents and begin the course narrative in 1877. The earlier material should be covered in middle school. If the law won't allow for a reasonable split of the US History course, change the law. Legislating failure makes no sense. With the current standards, there is simply no way to complete the course. I have lived with end of course testing for 20 years as an advanced placement teacher. Please don't tell me about having high standards. "

"With the vagueness of several of the standards, how can a teacher ensure he/she is covering the necessary specifics (i.e., people, laws, court cases, etc.)? I am concerned with the vastness of material necessary to cover and the time allotted to cover it. It seems like a daunting task to even get to the Vietnam-era in most U.S. history classes, especially if the students are coming to us in high school with poor history skills (i.e., higher order thinking skills) and content knowledge."

"My major concern is trying to cover all the standards effectively in a semester. I feel that if a school district is on a semester block schedule then the course should be divided into two parts with a test for each part. This will allow more time to cover the standards in an effective manner. "

"I taught my students the standards, but my students said that they recalled having discussed the material, but the way the questions were asked was confusing. I feel like I had to rush through the material to get all the standards covered. I feel it is taking away some of the activities I normally would do with them just to get the material covered. A practice test with a few samples would be helpful. My students have worked very hard this year, but are so discouraged after taking it. "

"It was extremely difficult to cover all the standards. I think they need to be streamlined. I do like to have a guide that helps me determine what is significant. "

"Who validated the test? Why is the entire Reagan Administration not included in the standards? There seems to be an inordinate amount of emphasis placed on minorities and native americans in the text. "

"On a block schedule, I feel there are too many standards to cover. Students should get most of the Constitution/First Government information in Government so that one could be taken out and added to the Government standards. We started this semester on Jan. 17 and my students take the exam on May 22; that is only 4 months to cover all the standards. On the survey above, I checked 'not at all' for standards 8, 9, 10 because I have not gotten to them yet, but plan to before the EOC. "

"This is my 39th year of teaching, thirty five in Pennsylvania, and four here at the XXXX. We need tech-prep or general courses in social studies, and we need to make US History a two year course. This year I felt students were memorizing isolated information and did not see how events were related. I have, for thirty five years, taught and tested for understanding. The current constraints make that difficult. "

"In 23 years of teaching, I've never been asked to accomplish a more impossible goal than trying to implement almost 500 years of history in a semester which is then to be followed by a test containing 55 questions. I am really disappointed that we as professional history educators are being asked to teach to a test, rather than teach history to the needs of our students. Also, the EOC itself is rather unfair to the average and below average students. "

"It is difficult to cover all the standards in the depth that is required to master each standard in the time frame we are given. The EOC is on May 15th this year. We have ten school days after this date which is 15 more hours of instructional time that will be lost. You must add in days missed for testing and other programs each individual school has as well which also leads to lost instructional time. So the 75-80 days is not enough time. Make the U. S. History Course two sections. "

"I conducted the field study last year. I was pleased with the results and that my students were fairly comfortable with the standards. I commend the SDE on its standardizing efforts and in developing a representative test. "

"The standards and questions on the test are too detailed to be covered in a one-unit course. U S History should be a two-unit course. "

"How is the score determined? Is it wrong subtracted from right? Should students guess? "

"Way too many standards, too vague, and too much information to teach on block scheduling. I do not see how the State Department can give my students a test when I have been teaching them all year. To not get any feedback on the test or results is ridiculous. I personally do not like the idea of an EOC in US History unless it is narrowed down and we get some feedback. "

"I am concerned that the number of standards that must be covered in one semester prevents effective instruction of the material. "

"The amount of material to cover and the time frame allotted are overwhelming for most teachers."

"The EOC test for U.S. History is not a fair or valuable assessment. 55 questions about the entirety of U.S. History cannot truly assess a student's content knowledge nor their understanding of the various standards. 5 questions on WWII? 9 on the Cold War? You can take multiple classes on these events alone, and the EOC can somehow sum them up in 14 random questions? I hate to be negative, but MANY TEACHERS think that our students are going to have a very difficult time. I hope that they do not. "

"It is difficult to address military history (battles, etc) when there is no military history on the AP Exam... Pacing is difficult as well. I was never able to really explain Reagan and beyond because we simply ran out of time! EOC the very 1st week of May is tough! "

"Many students have related that the EOC test was harder than the AP test. I question the validity of a general multiple-choice test as the best way to measure student learning. This is especially true when the teacher is expected to teach an amount of material that is simply not possible in the time allotted. "

"I have had trouble seeing how the standards connect to the EOC test. Furthermore, it seems the standards are disseminated in such a way that there is little time to go in-depth on many subjects, yet the EOC questions consistently combine standards from different areas. I need more insight into what the state's goal is in this area. "

"I am concerned with the ability of my 'regular' non-college prep students in the area of addressing questions that are higher-level thinking/application. Why are we not more concerned if the kids 'know the history'? I spent a lot of time working on the Georgia EOCT, and the questions were much more directed at 'knowing the history.' Higher-level/applicability often times elude regular-ed students, when, indeed, they do know the material at hand. "

"During 2006-2007, I have taken a university course in assessment (sponsored by the school district). My concern is that social studies skills are noted as mastered prior to 11th grade and are used with the standards as part of assessment. That would increase the difficulty level, especially when the questions are inferential or dependent on higher order thinking skills. That means that students are expected to be proficient in skills as well as history in order to be successful on the EOCT. "

"Allow more classroom teachers (who teach all levels and all socio economic groups) in on the planning of this test. I for one would like to know the composition of this group that makes this test. Any information about this test would be a help. "

"It would have been helpful to see the results from last year. The new standards are a great improvement over the old ones. It is still extremely difficult to cover the material effectively for a state test. "

"The level of difficulty of the questions is inappropriate for regular students and sets them up for failure. Trying to cover all of the standards in an 18 week block scheduling format is not possible, and several important issues must either be omitted or covered in a cursory fashion. Year-long classes are the answer, and provide adequate time to cover the material and incorporate several practice tests into the course. This would improve students' test-taking skills and improve overall scores. "

"At the Alternative Learning Center, we use the NovaNet computer program with most of our high school social studies classes. The national standards are used in this program, which may hurt students on the EOC. "

"It would be very helpful to have a state wide professional dev. for the ECT in USHC teachers. "

"I don't know very much about this new concept and would like more information pertaining to it. "

"I would like for US History and the Constitution to be taught in two courses- the beginning to 1865 and from 1865 to present, in order for the standards to be mastered by students. Also, those two courses to incorporate government and eliminate that as a class. "

"Most schools in South Carolina are on some sort of block schedule and there is not enough time to adequately cover the standards"

"The standards are too broad and vague. You could teach all of the standards and still have students who wouldn't know the answers to test questions. This is due to the wide variety of information contained in the standards coupled with the lack of motivation and background knowledge of U.S. History that the majority of the students possess. This is high stakes testing for everyone but the students. "

"The sheer volume of material that needs to be presented and the pace we are required to maintain makes this an incredibly difficult course to teach. The students complete the course knowing factoids of US history, but not truly understanding US history. A much more effective method of presentation would be to have the course span over two years. This survey seems less about the actual course and more about the person teaching it. "

"It is very frustrating to have to administer a test in which no grade will be reported in time to be useful. I have given the test at least 3 times and have not once gotten scores back. Also I have had to give 2 final exams. This is even more frustrating for myself and my students. I am having to do this again this year. What's the point? "

"My major concern is the timing of the EOC test. The test comes at a time when there is about a month of school left, and we're not truly at the end of the course. It's awfully difficult to do an adequate job with the last standards under these circumstances. Also, the timing on the heels of HSAP (which affects our total school schedule) and so close to AP testing tends to make many students feel and complain of test exhaustion. Will they really do their best? "

"I would like to have practice tests to use with students especially CP students that approximate live test. "