

2011 HOUSE EDUCATION

HB 1143

2011 HOUSE STANDING COMMITTEE MINUTES

House Education Committee
Pioneer Room, State Capitol

HB 1143
01/19/11
13081

Conference Committee

Committee Clerk Signature



MINUTES:

Chairman RaeAnn Kelsch: We will open the hearing on HB

Rep. Joyce Kingsbury: Sponsor. Testimony. Attachment 1.

Chairman RaeAnn Kelsch: Questions?

Vice Chair Lisa Meier: Is world history generally taught as sophomores?

Rep. Kingsbury: I will let someone else answer that.

Chairman RaeAnn Kelsch: Questions?

Rep. David Monson: Sponsor. I am here in support of HB 1143. Being former teacher I know the value of world history and I think we made a mistake not making it a requirement in HB 1400.

Chairman RaeAnn Kelsch: Is there enough content in world history to have it now as a full unit of class given the fact that you have some of the other courses that go over world history. It seemed to me the rational of making it an offering was more palatable than making it a requirement.

Rep. David Monson: In this day of globalization and people traveling all over, world history offers a background. I would rather see it as a required course.

Rep. Karen Rohr: I received an email from a constituent and her concern was the fine arts and the career and tech parts. Could you speak on that?

Rep. David Monson: There is no doubt we are facing a time crunch with how we will fit all the courses in. This would make it harder to fit all the elective courses into their schedule.

Rep. Mark Sanford: I signed on to this bill and believe in the value of world history. I am concerned with some of the same things as Rep. Karen Rohr. If you took and kept the requirement for world history but reduced the composite to 3, there still are options for students to take electives. What is your thought on that?

Rep. David Monson: I have no problem doing that. I know that most of the kids in the schools did actually graduate with up to 28 credits. We are looking at trying to raise the rigor so I'm not opposed to adding another credit which would address Rep. Karen Rohr's concern.

Chairman RaeAnn Kelsch: There is another component that perhaps we are not considering. Every time we go in and change the requirements for a diploma, it changes the requirements for scholarships that a student might already be applying for. At some point we need to decide when to quit messing with these requirements so the students have the ability to actually know what is required of them and what requirements they can make for a scholarship.

Rep. David Monson: Very good point. We've had this discussion. However, we can't make these requirements retroactive. If you make this change you need to do so, so the students have a fair amount of time to meet these requirements.

Chairman RaeAnn Kelsch: There are no dates on this, so the bill will become law on August 1, 2011. That means the juniors that will be seniors that haven't taken world history, now all of a sudden would have to scramble to get that in.

Rep. David Monson: I agree you'd have to amend in something that states a buffer time.

Rep. Karen Rohr: Do we need to establish a measurable outcome since we're changing the curriculum to improve the rigor?

Rep. David Monson: I'm not the one to ask that one.

Chairman RaeAnn Kelsch: Your measurable outcome would be that every student taking the ACT and we have some new interim assessments. We will be able to start seeing the fruits of our rigor and that's why the state said they would start paying for the ACT. Questions? Support?

Bill Jahraus: Support. Testimony. Attachment 2.

Chairman RaeAnn Kelsch: Questions?

Rep. Lyle Hanson: Do you have any idea about the amount of students in Grafton that don't take world history?

Bill Jahraus: None. All of them take it. It is required and has been since I can remember. It's a local requirement.

Rep. Lyle Hanson: So this doesn't do anything for Grafton?

Bill Jahraus: It will protect Grafton in the future.

Chairman RaeAnn Kelsch: Questions? Support? Opposition?

Jon Martinson – NDSBA: During the last session we had a comprehensive review of the curriculum. During that we had a decrease in the number of electives those students could take. Is world history important? Absolutely. People could make a fight for many different areas for example I could make a case for finance. The important thing is what we think high school students need to know when they finish high school.

Chairman RaeAnn Kelsch: Questions? Opposition?

Warren Larson – NDCEL: Opposition. Testimony. Attachment 3.

Rep. Mike Schatz: In this letter it says that elective classes should be considered as important as the core. What is your stance on that?

Warren: We definitely place a little more significance on core classes because they are what the children need to know in life. The electives in my opinion are huge as well because that is where kids can branch out and learn more things.

Rep. Corey Mock: If Grafton High School is requiring world history locally, how many other school districts are requiring that locally as well?

Warren Larson – NDCEL: I don't know that.

Rep. Mark Sanford: Do you think the commission would have recommended the dropping of world history if they knew it was the second highest in meeting the standards and benchmarks that we require?

Warren Larson – NDCEL: I assume you are correct in what you are saying. I think in education we teach standards in benchmarks. Hopefully all schools are teaching the standards in benchmarks therefore those things will be taught in some manner. If we are going to make every standard and benchmark a law we will have a lot more laws.

Chairman RaeAnn Kelsch: Questions? Opposition?

John Salwei – Superintendent, Bismarck Public Schools: Opposition. Approx 6 yrs ago we began rewriting our core curriculum. We involved our teachers and had teams that worked very hard. What helps schools is getting the help from outside sources. In the rewriting, we saved social studies for last. It is the broadest and probably the most controversial. At the secondary level, we operate just as HB 1400 states. Starting in 5th grade we start with US history, 6th grade we teach world history, 7th grade we teach geography, 8th grade we teach ND studies and US history, 9th grade we teach 1932 through the 21st century, 11th grade we teach US history, and in 12th grade we teach government and econ. Notice I left out 10th grade. A problem we had when writing our curriculum was what to do with world history. We left it as an elective. One of the reasons for this was because when students are in all the other classes they don't have room in their schedule anymore. I'm not saying that the eight electives aren't worth being taught, but my concern is the rigor we want. Once you put in a requirement, you take away an elective for a student. My opposition comes from taking away the electives that students want to take.

Rep. Mark Sanford: So if the core social studies course wasn't required but world history was required, would that be more palatable?

John Salwei – Superintendent, Bismarck Public Schools: I could live with that. I didn't realize that the research on world history had such an impact on achievement.

Chairman RaeAnn Kelsch: Those were some statistics that were given by Bill Jaurus. That was something that he had in his testimony. Questions? Opposition?

Linda Paluck – DPI: Opposition. Testimony. Attachment 4.

Chairman RaeAnn Kelsch: Questions?

Rep. John Wall: You mentioned that currently all but 11 are teaching or requiring world history. Do you know how many are requiring?

Linda Paluck – DPI: I don't have that info.

Rep. Mike Schatz: I see comparisons of other worlds and US. By watering down curriculum, is that going to help us? Isn't it important to keep those building blocks in place?

Linda Paluck – DPI: I'm not here to debate whether world history is important or not, it undoubtedly is. What we are finding out is what is important to kids and what do they know already.

Rep. Bob Hunskor: When talking about standards and benchmarks, based on Rep. Mark Sanford's statement, is world history that important on reaching those benchmarks and is it that important to be required?

Linda Paluck – DPI: Rather than raise the requirements I think we need to think about if this is already here. To me it is.

Rep. Bob Hunskor: I understand that. But in the future there may be more or less.

Chairman RaeAnn Kelsch: Questions? Opposition?

Wayne Kutzer - CTE: Opposition. I oppose for the four units of social studies including world history. This bill will limit access to career and technical education courses. Elective courses are important to a students learning. It will have an impact on career and technical courses. I feel these courses are important and offer relevance.

Rep. Karen Rohr: Do you have any data to support your statement that it would decrease the percentage of students that would enlist in the career and technical programs?

Wayne Kutzer - CTE: We are getting that now.

Rep. Karen Rohr: Any thoughts of what that would do or any prejudgments? Are you able to make a preliminary report?

Wayne Kutzer - CTE: We look at a report and the information that comes out in terms of what courses are being offered and I could certainly get that information for you.

Rep. Mark Sanford: To be clear, what you are saying is you don't like lowering the elective from five to four for graduation standards. You aren't saying you have any anti feelings toward world history being taught?

Wayne Kutzer - CTE: Yes. I would be opposed to the four requirements of social studies.

Chairman RaeAnn Kelsch: Questions? I can tell you that this decision was not made lightly. There were months of deliberations on how to move forward on HB 1400. Last legislative session we had some discussion on leaving out world history from the required courses. To say world history was left out on purpose is incorrect. I'm just giving you the history for those that aren't up to speed on this. Opposition?

Scott Halvorson: I was a social studies instructor and taught world history so I can attest to its importance. My concern is reducing the electives from five to four. I think communities should be able to set their own requirements. They need that flexibility. I think it's your job to make sure the standards are there. I think it will be the school's responsibility to make sure those standards are met.

Chairman RaeAnn Kelsch: Questions? Opposition? We will close the hearing on HB 1143.

2011 HOUSE STANDING COMMITTEE MINUTES

House Education Committee
Pioneer Room, State Capitol

HB 1143
02/16/11
14605

Conference Committee

Committee Clerk Signature



MINUTES:

Chairman RaeAnn Kelsch: We will open the hearing on HB 1143.

Rep. Mike Schatz: I handed out amendments to HB 1143. Basically what the amendment does is go back to the way the law was before 2009, where we had three requirements for social studies, one being world history. From what I can understand that was the requirement from the beginning and I think we should go back to that. I think world history is very important. This amendment overstrikes "four" because the original bill had four credits of social studies. We do not want to do that. We want three. I'd like to move the amendment.

Rep. Karen Rohr: Second

Chairman RaeAnn Kelsch: Discussion? Hearing none we will try a voice vote.

Voice vote: Motion carries.

Chairman RaeAnn Kelsch: We now have amended HB 1143 before us.

Rep. Mike Schatz: I would move a do pass as amended.

Rep. Karen Rohr: Second.

Chairman RaeAnn Kelsch: Committee discussion.

Rep. Phillip Mueller: There was some concern about what Rep. Mike Schatz's amendment does. I'd be interested in having someone help me remember what that was.

Rep. Mike Schatz: I believe the concern was the date. You have the amendment that changed it back to three in world history and the second changed it back to three world history and a date of 2013. It allows everyone to get their scholarships so there won't be any problem there.

Chairman RaeAnn Kelsch: Actually the department that didn't have a problem with that part. What the department was saying is that it's not necessary because it's offered

currently as an elective and that there are some schools that are already requiring it for their graduation. Basically they were saying there was all but eleven high schools teaching it or requiring it for graduation.

Rep. Bob Hunsakor: I don't know if any of the committee members have had people from your districts contacting you but my area has been very quiet. If they had a concern over this being a problem it seems like they would have been in contact with some of these committee members.

Chairman RaeAnn Kelsch: I went to a principals' breakfast and they had it on their agenda to oppose it. I will oppose this on the standpoint that maybe my favorite subject is physics or maybe someone else has a favorite subject. I don't think it is fair to our students and this was a concern with putting the required classes in code is that every session someone will come in and try to change it. I am not arguing for or against world history. It has to come to a time when we say enough is enough and when do we say to these kids you have some constituency and they didn't like it for a lot of those reasons. My vote is because I don't like that we are trying to change it and going to change it every two years. I was the one that raised concern about putting a date on that and Rep. Mike Schatz did do that so that kids would have the opportunity to take this course without having to scramble to get it in.

Rep. Lyle Hanson: I agree with you because I think we have three bills requirement something this session. Every session we have someone that wants something to change the curriculum.

Rep. Mike Schatz: You mentioned consistency and I'm thinking we were constant up until 2009. You always had to take world history. Now we are going to be able to state civics, civilization, geography, multicultural studies, North Dakota studies, psychology and sociology. Now to me psychology and sociology replacing world history doesn't make a lot of sense. I think we need a global awareness. World history gives you that. We are in a global society. I hope everyone can see that the wisdom of the educators from the beginning to a session ago would come back.

Rep. David Rust: I thought one of the original objections to the bill was that it increased the number of units from three to four and that causes some problems with the electives. The amendment eliminates that objection because it goes back to three units. I thought that that was a good fix.

Rep. Mark Sanford: I agree with Rep. Mike Schatz in terms of global awareness. Nowhere in the curriculum do we have anywhere that deals with the fact that we are in a global society. I would be more comfortable with a world history or global studies option. An example would be when you are studying the Middle East; you would certainly need to know the history there. This is really specific and I have some reservations also.

Rep. Karen Rohr: Based on the information I wrote down it said it was not intentional that this was taken out of the law in 2009. Secondly I am going to go back to when our kids graduate from grade school and high school, there is some basic knowledge that they need to have and one of them is where we can from and American history. To become a citizen

in the US you have to know the history and world history of our country and I believe our students, when they graduate, should have this basic information.

Chairman RaeAnn Kelsch: It was intentionally put into an elective in 2009. It was done purposely as part of the study for what the required units would be during the interim. If you look at the over struck language so it would stay the three units and then it had world history as one of them you could choose.

Rep. Karen Rohr: So it went from a required course to an elective course?

Chairman RaeAnn Kelsch: I went from a required course to one of the courses that potentially you could take. One reason was it was done that way was to accommodate those school districts that currently require it anyway.

Rep. Phillip Mueller: This is a tough issue here for me. I think there is a comment made that says a lot about what we should be doing with our curriculum. These courses, elective classes, help students explore particular interest that raise interest level of students and in many cases contribute to them making it to graduation. I would also add that it helps in making career choices. I think that diminishing the electives part is counterproductive to students making some wise choices on what they are going to do with their future. I don't dispute anything that was said about the validity and the need for awareness about world history, but I think it allows students to pursue special interests. I think I would resist the do pass also.

Chairman RaeAnn Kelsch: We have a do pass as amended motion. We will take roll. We will close on HB 1143.

**7 YEAS 6 NAYS 2 ABSENT
CARRIER: Rep. Mike Schatz**

DO PASS as Amended

VR
2/16/11

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1143

Page 1, line 2, after "course" insert "; and to provide an effective date"

Page 1, line 19, remove the overstrike over "~~Three~~"

Page 1, line 19, remove "Four"

Page 1, line 21, after the underscored semicolon insert "and"

Page 1, line 24, overstrike "and"

Page 2, line 1, remove "d."

Page 2, line 1, overstrike "One unit or two one-half units of any other social studies, which may include"

Page 2, overstrike line 2

Page 2, line 3, overstrike "studies, psychology,"

Page 2, line 3, remove "and"

Page 2, line 3, overstrike "sociology"

Page 2, line 3, overstrike the semicolon

Page 2, line 11, remove the overstrike over "~~five~~"

Page 2, line 11, remove "four"

Page 2, after line 11, insert:

"SECTION 2. EFFECTIVE DATE. This Act becomes effective on July 1, 2013."

Re-number accordingly

Date: 02-16-11
Roll Call Vote #: VOICE VOTE

2011 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1143

House EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: Do Pass Do Not Pass Amended Adopt
Amendment Rerefer to Appropriations Reconsider

Motion Made By REP. SCHATZ Seconded By REP. ROHR

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch			Rep. Hanson		
Vice Chairman Meier			Rep. Hunsakor		
Rep. Heilman			Rep. Mock		
Rep. Heller			Rep. Mueller		
Rep. Johnson					
Rep. Karls					
Rep. Rohr					
Rep. Rust					
Rep. Sanford					
Rep. Schatz					
Rep. Wall					

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

VOICE VOTE ON AMENDMENT

MOTION CARRIES

Date: 02-16-11
 Roll Call Vote #: _____

2011 HOUSE STANDING COMMITTEE ROLL CALL VOTES
 BILL/RESOLUTION NO. 1143

House EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: Do Pass Do Not Pass Amended Adopt
 Amendment

Rerefer to Appropriations Reconsider

Motion Made By REP. SCHATZ Seconded By REP. ROHR

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch		X	Rep. Hanson		X
Vice Chairman Meier	X		Rep. Hunsakor		X
Rep. Heilman			Rep. Mock		
Rep. Heller	X		Rep. Mueller		X
Rep. Johnson		X			
Rep. Karls	X				
Rep. Rohr	X				
Rep. Rust	X				
Rep. Sanford	X				
Rep. Schatz	X				
Rep. Wall		X			

Total (Yes) 7 No 6

Absent 2

Floor Assignment REP. SCHATZ

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

HB 1143: Education Committee (Rep. R. Kelsch, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (7 YEAS, 6 NAYS, 2 ABSENT AND NOT VOTING). HB 1143 was placed on the Sixth order on the calendar.

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Renumber accordingly

2011 TESTIMONY

HB 1143

TESTIMONY ATTACHMENT 1

HB 1143

Madame Chair, members of the House Education Committee

My name is Joyce Kingsbury, I represent District 16, which is all of Walsh County, And part of Pembina County.

I am introducing HB 1143 at the request of Social Studies and History instructors who are concerned about the position of the offering of World History since HB 1400 was put in effect.

HB 1143 would amend HB 1400 in Section 15.1-21-02.1 in reference to High School graduation-diploma requirements.

Subsection 4 would increase the units of Social Studies to four, instead of three.

Subsection 7 would reduce the number of additional units to four, to relate to diploma requirements.

TESTIMONY ATTACHMENT 2

In Support of House Bill 1143

Madame Chair, members of the Education Committee: I am Bill Jahraus, a social studies teacher from Grafton High School. I have taught world history as well as many other social studies courses in Grafton since 1970. World history has been my passion since I can remember. I have a BA degree in history-political science from Concordia, Moorhead, and a MA degree in American history from UND. I worked as an archeologist in Israel during the summer of 1971. I am here to support the students of North Dakota and House Bill 1143.

HB 1143 restores world history as a requirement for high school graduation. World history was removed as a requirement for high school graduation by HB 1400 in the last session. World history was replaced by government and economics (or *Problems of Democracy*) as a requirement and then was placed in a basket of electives from which school districts could choose to fulfill a third social studies requirement for graduation. I don't have a problem with requiring government and economics as a requirement for graduation, but I do feel that it was wrong to drop world history because it is the foundation for both US history and US government! It's like dropping biology from the science curriculum. World history is too important to be an elective!

"FLAT" WORLD HB 1143 will help prepare our students for living a "flat" world. Our world is shrinking; it is becoming ever more interdependent. We live in a global economy. Students around the world are studying English and American history so that they can understand us and communicate more effectively with us. We need to do the same. Our students need to know more of the world's history so that they can function more effectively in it.

STANDARDS & BENCHMARKS HB 1143 will help ND schools meet ND Social Studies Standards. I have perused the ND Social Studies Content and Achievement Standards and have discovered that the study of world history should definitely help our students meet or exceed most of the basic standards: The six standards include 44 benchmark expectations. After analyzing the 44 benchmarks, I found that world history should help students reach at least 28 of those benchmarks (63%). This shows that world history definitely plays a major role in helping our students master our state's content and achievement standards! The only other course that compares to world history is US history, which covers 29 benchmarks (66%). No other social studies courses came close to providing our students with the opportunities to master our state's social studies standards and benchmarks!

READING SCORES HB 1143 will help improve our students reading scores. World history provides students with a rich and new vocabulary of persons, places, ideas, movements, and events. It opens up a whole new world for them! NWEA reading tests in Grafton High School held during the past two years show more than a three point and a seven point improvement in reading scores (in their world history classes). Average growth is expected to be one or two points from fall until spring.

UNIFORM CURRICULUM HB 1143 will help establish a more uniform social studies curriculum across the state. Students who would take world history in 10th grade, US history in 11th grade, and government-economics in 12th grade will all be on the same track. If they transfer from one ND school to another, they will find it much easier to be in the same course and in the same sequence of study. The exception would be 9th grade, where schools would have the opportunity to select one unit of social studies from those that remain listed in the law.

CORE COURSE HB 1143 will help ND students learn more about the world's rich history—from prehistoric man through the modern age. If world history is not required, where will our students learn about early man, the first civilizations, ancient Egypt, ancient Sumer, Ancient Greece and Ancient Rome? Where will they learn about the origins of Judaism, Christianity, and Islam? Where will they learn about the Byzantine Empire, early Russia, the Middle Ages, feudalism, the manor system, and the medieval church? Where will they learn about the origins of constitutional government, the Magna Carta, Model Parliament, and the emergence of Common Law? What about the Crusades, castles, and cathedrals? Where will they learn about the Age of Discovery, the Renaissance, the Reformation, THE Age of Absolutism, and the Age of Reason, the Industrial Revolution, the French Revolution and Napoleon? Where will they learn about the rise of 19th century nationalism, imperialism, and the origins of socialism and communism? What about the background for WWI, the Russian Revolution (Lenin, Stalin, Trotsky), the rise of fascism in Germany, Italy and Japan (Hitler, Mussolini, Tojo), and the background for WWII? What about the Cold War, the emergence of Israel, the rise of communist China under Mao, and the backgrounds for the Korean War and the Vietnam War? What about the collapse of communism and the rise of militant Islam? This is an abbreviated list of topics that I feel all of our students should be exposed to. If they are not, their education will be incomplete— and some may never have the opportunity to learn about such things again!

So I am hopeful that the state legislature will restore world history as a requirement in ND schools. It is too important to be an elective! Our students and our state will be the beneficiaries. World history teaches lessons that we don't dare forget! Please support HB 1143! Thank you for this opportunity to testify!

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Doug,

I just wanted to give you my thoughts on HB1143 relating to the additional Social Studies requirement and the reinstatement of World History as a requirement for graduation.

I wonder if the people that are continually changing the graduation requirements realize the ramifications that effect the schools and students. A brief history of some actions: changing the credit requirement from 21 to 24. The schools and students make adjustments to accommodate the new code, two years later it is change from 24 to 22 with additional class requirements to graduate, again the students have to make the adjustment. At this same time at the 2009 session the World History requirement was dropped and added to the elective list and at the same time an additional Social Studies of either adding an Economics class in combination with American Government or offering Problems of Democracy as a year-long class. Now at the very next session they are considering reinstating the World History requirement, again confusing students that have course plans in place.

Also was the addition of math and science requirements as part of the graduation requirements and to qualify for the state scholarship. This made sense, but also created issues for students that were on track to graduate and then had to drop classes that they were enrolled in to meet the new requirements. This was and is a hardship for the more academically challenged students as well and could have been done much less complicated had they used the pattern that the universities have in place for their academic scholarships.

Another situation that schools have to deal with when the legislators change requirements every session is the possible change in staffing and the students that have a schedule in place and need to make changes as well. Each year which includes this year the PowerSchool people put in place help sessions that begin the scheduling and staffing for the coming school year in January and February, a lot of time and effort is spent doing this only to be re-done if there are new requirements put in place.

There certainly is a need for changes from time to time but those changes should be thought out so that they do not need to be changed and changed back every session.

I agree also that we need to keep the elective avenue open and to add a social studies requirement would put elective courses more on the back burner than they are already, especially since the social studies requirement was just changed at the last session. The elective classes should be ~~also~~ considered at least as important as the require courses. These courses help students explore particular interests that they may have and also raise the interest level of students that in many cases contribute to them making it to graduation.



I would like the legislators to reflect and realize the ramifications of changing curriculum and how it affects everyone involved, most of all the students. If there is a change deemed needed it should stand the test of time and not need to be changed every two years.

Thank you for your time and I hope that this information is useful.

Respectfully,

Daryl Timian

Langdon Area MS/HS Principal

**TESTIMONY ON HB # 1143
EDUCATION COMMITTEE
January 19, 2011
Linda M. Paluck, Director,
School Approval & Accreditation
701-328-1718
Department of Public Instruction**

Madam Chairman and members of the committee:

My name is Linda Paluck and I am Director of the Approval & Accreditation Unit for the Department of Public Instruction. I am here to speak in opposition to HB 1143 relating to World History as a required school course.

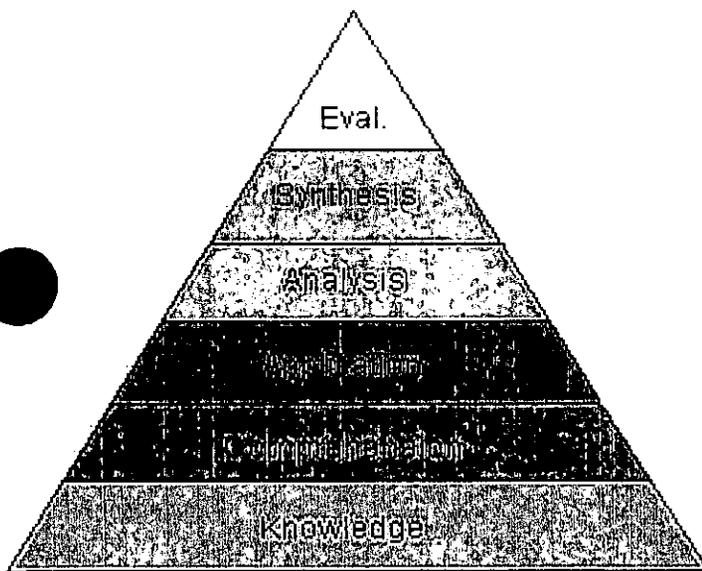
Attached to my testimony is Standard 2 of the North Dakota Standards for Social Studies. This particular Standard carries fourteen specific benchmarks that indicate what high school students should know and be able to do in the area of important historical events. These benchmarks are divided into three sub-titles:

1. Tribal Governance
2. U.S. Periods, Events, Figures, Movements to Include But Are Not Limited to Industrialization to Present
3. Global Periods, Events, Figures, and Movements Including But Not Limited To Renaissance to Present.

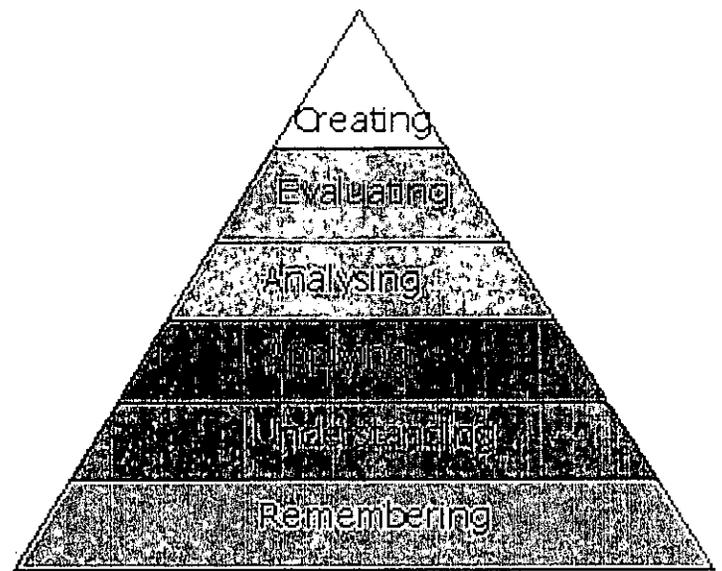
To receive a rating of “proficient” in Standard 2 of the Social Studies Standards, our North Dakota students must:

- Provide a relevant analysis of Federal policy and action regarding American Indians from Reconstruction to present.
- Provide a relevant evaluation of the transformation of the nation.
- Students trace the causes, course, and legacy of the United States’ involvement in World War I at home and abroad with sufficient detail.
- Students provide a relevant analysis of the major political, economic, and social developments that occurred between World War I and World War II including the investigation of the causes, course and legacy.
- Students provide a relevant analysis of the economic boom and social transformation of post-WWII America.
- Students provide a relevant analysis of the origins, foreign policy events, and domestic consequences of the Cold War including the development of equal opportunity.
- Students provide a relevant analysis of the key events and political and social effects of the Vietnam conflict along with presidential administrations.
- Students provide a relevant analysis of the major social issues and popular culture issues of contemporary US.

- Students provide a relevant analysis of the Renaissance, Reformation, Scientific Revolution, and the Enlightenment. Students also provide relevant explanation of the growth and expansion of global economies and their impact on world regions.
- Students provide a relevant comparison of the political, social and industrial revolutions from the late 18th to the early 20th century.



Old Version



New Version

Bloom's Taxonomy:

The standards define curricular objectives, rather than course units. The state's content standards have been established to balance the curriculum and are reflected through standards based instruction to our students. To measure true student achievement through the goal of educational adequacy, we must measure our



students in terms of the standards, and not providing instructional units or measuring time on task.

The Department of Public Instruction gathers data from the fall MISO reports provided by all North Dakota schools. Currently all but 11 high schools are teaching or requiring World History as a requirement for graduation.

Madam Chairman, this concludes my testimony. I will now stand for any questions from the Committee. Thank-you!

Standard 2: Important Historical Events

Standard 2: Students understand important historical events.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>Grades 9–12</p> <p>① TRIBAL GOVERNANCE</p> <p>9–12.2.1 <u>Analyze</u> Federal policy and action regarding American Indians (e.g. Dawes Act, changes in federal and state Indian policies, civil rights movement; current issues surrounding gaming, housing, distribution of wealth, and healthcare, Indian Reorganization Act, Bureau of Indian Affairs, Indian Civil Rights Act, Indian Child Welfare Act, American Indian Religious Freedom Act, Indian Gaming Regulatory Act, Citizenship, American Indian Movement)</p>	<p>Students provide an insightful analysis of Federal policy and action regarding American Indians from Reconstruction to present.</p>	<p>Students provide a relevant <u>analysis</u> of Federal policy and action regarding American Indians from Reconstruction to present.</p>	<p>Students provide a superficial analysis of Federal policy and action regarding American Indians from Reconstruction to present.</p>	<p>Students provide an irrelevant analysis of Federal policy and action regarding American Indians from Reconstruction to present.</p>
<p>② U.S. PERIODS, EVENTS, FIGURES, MOVEMENTS TO INCLUDE BUT NOT LIMITED TO INDUSTRIALIZATION TO PRESENT</p> <p>9–12.2.2 <u>Evaluate</u> the impact of various factors that led to the transformation of the nation (e.g., imperialism, industrialization, immigration, political/social reformers, urbanization, mechanization of agriculture, changing business environment)</p> <p>9–12.2.3 <u>Trace</u> the causes, course, and legacy of the United States' involvement in World War I at home and abroad (e.g., neutrality, military technologies, isolationism, Zimmerman Note, Lusitania, home front, Wilson's Fourteen Points)</p>	<p>Students provide an insightful evaluation of the transformation of the nation.</p> <p>Students trace the causes, course, and legacy of the United States' involvement in World War I at home and abroad with substantial detail.</p>	<p>Students provide a relevant <u>evaluation</u> of the transformation of the nation.</p> <p>Students <u>trace the causes, course, and legacy</u> of the United States' involvement in World War I at home and abroad with sufficient detail.</p>	<p>Students provide a superficial evaluation of the transformation of the nation.</p> <p>Students trace the causes, course, and legacy of the United States' involvement in World War I at home and abroad with superficial detail.</p>	<p>Students provide an irrelevant evaluation of the transformation of the nation.</p> <p>Students trace the causes, course, and legacy of the United States' involvement in World War I at home and abroad with little or no detail.</p>

Standard 2: Students understand important historical events.

Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grades 9–12				
9–12.2.4 Analyze the major political, economic, and social developments that occurred between World War I and World War II (e.g. Red Scare, Roaring 20's, Great Depression, New Deal)	Students provide an insightful analysis of the major political, economic, and social developments that occurred between World War I and World War II.	Students provide a relevant analysis of the major political, economic, and social developments that occurred between World War I and World War II.	Students provide a superficial analysis of the major political, economic, and social developments that occurred between World War I and World War II.	Students provide an irrelevant analysis of the major political, economic, and social developments that occurred between World War I and World War II.
9–12.2.5 Trace the causes, course, and legacy of World War II (e.g., totalitarian regimes; Pacific theater, European theater, home front)	Students trace the causes, course, and legacy of World War II with substantial detail.	Students trace the causes, course, and legacy of World War II with sufficient detail.	Students trace the causes, course, and legacy of World War II with superficial detail.	Students trace the causes, course, and legacy of World War II with little or no detail.
9–12.2.6 Analyze the economic boom and social transformation of post WWII America (e.g., popular culture, changing women's roles, technological developments)	Students provide an insightful analysis of the economic boom and social transformation of post-WWII America.	Students provide a relevant analysis of the economic boom and social transformation of post-WWII America.	Students provide a superficial analysis of the economic boom and social transformation of post-WWII America.	Students provide an irrelevant analysis of the economic boom and social transformation of post-WWII America.
9–12.2.7 Analyze the origins, foreign policy, events, and domestic consequences of the Cold War (e.g., containment policy, arms race, fear of communism)	Students provide an insightful analysis of the origins, foreign policy events, and domestic consequences of the Cold War.	Students provide a relevant analysis of the origins, foreign policy events, and domestic consequences of the Cold War.	Students provide a superficial analysis of the origins, foreign policy events, and domestic consequences of the Cold War.	Students provide an irrelevant analysis of the origins, foreign policy events, and domestic consequences of the Cold War.
9–12.2.8 Analyze the struggle for equal opportunity (e.g., Civil Rights Movement, Martin Luther King, Jr., Malcolm X, civil rights legislation and court cases, civil rights organizations, National Organization for Women, Equal Rights Amendment, American Indian Movement, Caesar Chavez)	Students analyze the development of equal opportunity with insightful interpretation.	Students analyze the development of equal opportunity with relevant interpretation.	Students analyze the development of equal opportunity with superficial interpretation.	Students analyze the development of equal opportunity with irrelevant interpretation.
9–12.2.9 Analyze the key events and political/social effects of the Vietnam conflict (e.g., Gulf of Tonkin Resolution and the Tet Offensive; protests and opposition; presidential policies, War Powers Act)	Students provide an insightful analysis of the key events and political and social effects of the Vietnam conflict.	Students provide a relevant analysis of the key events and political and social effects of the Vietnam conflict.	Students provide a superficial analysis of the key events and political and social effects of the Vietnam conflict.	Students provide an irrelevant analysis of the key events and political and social effects of the Vietnam conflict.

Standard 2: Students understand important historical events.

Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>Grades 9–12</p> <p>9–12.2.10 Analyze the key events, and foreign and domestic policies of contemporary presidential administrations (e.g., Great Society, Watergate, relations with the Middle East; the Iranian hostage crisis; energy crisis; Reaganomics, Persian Gulf War)</p> <p>9–12.2.11 Analyze the major social issues and popular culture of contemporary US (e.g., immigration, environment, poverty, terrorism, and discrimination)</p>	<p>Students provide an insightful analysis of presidential administrations.</p> <p>Students provide an insightful analysis of the major social issues and popular culture issues of contemporary US.</p>	<p>Students provide a relevant analysis of presidential administrations.</p> <p>Students provide a relevant analysis of the major social issues and popular culture issues of contemporary US.</p>	<p>Students provide a superficial analysis of presidential administrations.</p> <p>Students provide a superficial analysis of the major social issues and popular culture issues of contemporary US.</p>	<p>Students provide an irrelevant analysis of presidential administrations.</p> <p>Students provide an irrelevant analysis of the major social issues popular culture issues of contemporary US.</p>
<p>3 GLOBAL PERIODS, EVENTS, FIGURES, AND MOVEMENTS INCLUDING BUT NOT LIMITED TO RENAISSANCE TO PRESENT</p>				
<p>9–12.2.12 Analyze the ideas, events and global impacts of the Renaissance, Reformation, Scientific Revolution, and the Enlightenment</p> <p>9–12.2.13 Explain the growth and expansion of global economies and their impact on world regions (e.g., mercantilism, slavery, colonialism, Silk Road, salt trade)</p> <p>9–12.2.14 Compare the political, social, and industrial revolutions from the late 18th to the early 20th century (e.g., revolutions in the Americas and France; significant events and impacts of the Agricultural and the Industrial Revolution, Boer Wars, Boxer Rebellion, Sepoy rebellion)</p>	<p>Students provide an insightful analysis of the Renaissance, Reformation, Scientific Revolution, and the Enlightenment.</p> <p>Students provide an insightful explanation of the growth and expansion of global economies and their impact on world regions.</p> <p>Students provide an insightful comparison of the political, social, and industrial revolutions from the late 18th to the early 20th century.</p>	<p>Students provide a relevant analysis of the Renaissance, Reformation, Scientific Revolution, and the Enlightenment.</p> <p>Students provide a relevant explanation of the growth and expansion of global economies and their impact on world regions.</p> <p>Students provide a relevant comparison of the political, social, and industrial revolutions from the late 18th to the early 20th century.</p>	<p>Students provide a superficial analysis of the Renaissance, Reformation, Scientific Revolution, and the Enlightenment.</p> <p>Students provide a superficial explanation of the growth and expansion of global economies and their impact on world regions.</p> <p>Students provide a superficial comparison of the political, social, and industrial revolutions from the late 18th to the early 20th century.</p>	<p>Students provide an irrelevant analysis of the Renaissance, Reformation, Scientific Revolution, and the Enlightenment.</p> <p>Students provide an irrelevant explanation of the growth and expansion of global economies and their impact on world regions.</p> <p>Students provide an irrelevant comparison of the political, social, and industrial revolutions from the late 18th to the early 20th century.</p>