|  |  |  |
| --- | --- | --- |
| COMPARISON OF TWO TYPES OF EDUCATION  Traditional (Classical) vs. Progressive (Common Core & CSCOPE) Learning | | |
| **Description** | **Traditional (Classical)** | **Progressive (CSCOPE /Common Core)**  **Radical Left Wing Indoctrination**  **Social Justice Agenda** |
| **Instruction** | **Direct instruction by teacher** | **Self-directed learning, group-think**  **Emphasizes subjectivity, feelings, emotions, beliefs, multiculturalism, political correctness, social engineering, globalism, evolution, sexual freedom, contraceptives, environmental extremism, global warming/climate change, victimization, diversity & wealth redistribution.**  **De-emphasizes  *Declaration of***  ***Independence, Bill of Rights*, *Constitution*, Founding Fathers, national sovereignty, & American exceptionalism** |
| **Curriculum** | **Academic, fact-based, skills, research** | **Social concerns, project-based, constructivist, subjective, uses unproven fads and theories** |
| **Teacher’s role** | **Authority figure, sets the plan for the class, academic instruction** | **Facilitator** |
| **Student’s role** | **Learn from teacher, focus on factual learning, develop foundation skills for logical & analytical reasoning, independent thinking** | **Students teach each other; focus on feelings, emotions, opinions; group-think** |
| **English, Language Arts, Reading (ELAR)** | **Phonics; classical literature; cursive handwriting; grammar; usage; correct spelling; expository, persuasive, research writing** | **Whole language, balanced literacy, *Guided Reading*; no cursive writing instruction so can’t read primary documents of Founding Fathers** |
| **Math** | **“Drill and skill,” four math functions learned to automaticity** | **Fuzzy math, rejects drill and memorization of math facts, dependent on calculators** |
| **Social Studies** | **Focus on American heritage/exceptionalism, national sovereignty, Founding Documents** | **Diversity, multiculturalism, globalization, revisionist history, political correctness** |
| **Character development** | **Pro-faith, self control, personal responsibility, self-discipline, solid work ethic** | **Secular, moral relativism, anti-faith, victimization** |
| **Equality** | **Equal opportunities** | **Equal outcomes** |
| **Assessment** | **Students evaluated by earned grades, objective tests** | **Inflated grades, subjective assessments, evaluated based upon the value-system of the grader** |
| **Outcomes** | **Objective tests (right or wrong answers), emphasis on academic skills and knowledge** | **Subjective assessments; emphasis on holistic, “feel-good” scoring** |
| **Chart produced by Dr. Carole Hornsby Haynes / contact at** [chaynes777@gmail.com](mailto:chaynes777@gmail.com). **Permission granted for distribution** | | |