

# COMPARISON OF TWO TYPES OF EDUCATION: Type #1 (Traditional) vs. Type #2 (CSCOPE & Common Core)

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Description	Type #1 Traditional Classical Learning	Type #2 CSCOPE and Common Core Standards  Progressive, Radical Social Justice Agenda
Instruction	Direct instruction by teacher	<p>Self-directed learning, group-think</p> <p>Emphasis on:</p> <p>Subjectivity, feelings, emotions, beliefs, multiculturalism, political correctness, social engineering, globalism, evolution, sexual freedom, contraceptives, environmental extremism, global warming and climate change, victimization, diversity, acceptance of homosexuality as normal, redistribution of wealth</p> <p>De-emphasis on:</p> <p>Declaration of Independence, Bill of Rights, Constitution, national sovereignty, Founding Fathers, American exceptionalism</p>
Curriculum	Academic, fact-based, skills, research	Social concerns, project-based, constructivism, subjective, uses unproven fads and theories

<b>Teacher's Role</b>		<b>Authority figure; sets the plan for the class; academic instruction</b>		<b>Facilitator</b>
<b>Student's Role</b>		<b>Learn from teacher; focus on factual learning, develop foundation skills for logical and analytical reasoning, independent thinking</b>		<b>Students teach each other; focus on feelings, emotions, opinions; group-think</b>
<b>English, Language Arts, Reading (ELAR)</b>		<b>Phonics; classical literature; cursive handwriting; grammar; usage; correct spelling; expository, persuasive, research writing</b>		<b>Whole language, balanced literacy, <i>Guided Reading</i>; no cursive writing instruction so cannot read primary documents of Founding Fathers</b>
<b>Mathematics</b>		<b>"Drill and Skill," four math functions learned to automaticity</b>		<b>Fuzzy math, rejects drill and memorization of math facts, dependent on calculators</b>
<b>Social Studies</b>		<b>Focus on American heritage and exceptionalism, national sovereignty, Founding documents</b>		<b>Diversity, multiculturalism, globalization, revisionist history, political correctness</b>
<b>Character Development</b>		<b>Pro-faith, self-control, personal responsibility, self-discipline, solid work ethic</b>		<b>Secular, moral relativism, anti-faith, victimization</b>
<b>Equality</b>		<b>Equal opportunities</b>		<b>Equal outcomes</b>

<b>Assessment</b>		<b>Students evaluated by earned grades, objective tests</b>		<b>Inflated grades, subjective assessments evaluated based upon value system of grader, group grades</b>
<b>Outcomes</b>		<b>Objective tests (right-or-wrong answers), emphasis on academic skills and knowledge</b>		<b>Subjective assessments; emphasis on holistic, “feel good” scoring</b>

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