Great Minds Compliance with North Carolina’s Anti-CRT Legislation

North Carolina House Bill 324 “Ensuring Dignity and Non-Discrimination in Schools” provides that North Carolina public school shall not promote that:

(1) One race or sex is inherently superior to another race or sex.

(2) An individual, solely by virtue of his or her race or sex, is inherently racist, sexist, or oppressive.

(3) An individual should be discriminated against or receive adverse treatment solely or partly because of his or her race or sex.

(4) An individual's moral character is necessarily determined by his or her race or sex.

(5) An individual, solely by virtue of his or her race or sex, bears responsibility for actions committed in the past by other members of the same race or sex.

(6) Any individual, solely by virtue of his or her race or sex, should feel discomfort, guilt, anguish, or any other form of psychological distress.

(7) A meritocracy is inherently racist or sexist.

(8) The United States was created by members of a particular race or sex for the purpose of oppressing members of another race or sex.

(9) The United States government should be violently overthrown.

(10) Particular character traits, values, moral or ethical codes, privileges, or beliefs should be ascribed to a race or sex or to an individual because of the 6 individual's race or sex.

(11) The rule of law does not exist, but instead is a series of power relationships and struggles among racial or other groups.

(12) All Americans are not created equal and are not endowed by their Creator with certain unalienable rights, including life, liberty, and the pursuit of happiness.

(13) Governments should deny to any person within the government's jurisdiction the equal protection of the law.

Great Minds Wit & Wisdom® curriculum does not promote any of the above concepts. As permitted by North Carolina House Bill 324, the Wit & Wisdom curriculum does provide teachers and students with (i) textbooks, core texts or instructional material which includes the history of an ethnic group; (ii) historical context for the impartial discussion of controversial aspects of history or the historical oppression of a particular group of people based on race, ethnicity, class, nationality, religion, or
geographic region; and (iii) references to historical documents to provide context for the above concepts, in each case being careful not to sponsor, approve, or endorse the above concepts.