

North Carolina Founding Principles – AP U.S. History Alignment Guide

The North Carolina Founding Principles Act (HB588), passed in 2011, mandates the teaching of a course in “American History I – Founding Principles” that includes instruction in at least the ten American principles listed below. This alignment guide explains how instruction in these principles can be met in the AP U.S. History course, as described in the *Course and Exam Description*.

In the chart below, the left-hand column provides the North Carolina Founding Principle, while the other columns show some elements of the AP U.S. History course that best correspond to those principles, as follows:

- The second column provides relevant Learning Objective(s) from the AP *Course and Exam Description*. Teachers who teach about the Founding Principle in the left-hand column will be helping their students become proficient in the listed Learning Objective(s) and to write in response to AP Exam questions that are based on these Learning Objectives. (Only some of the Learning Objectives in the AP U.S. History course are related to the NC Founding Principles (and so they recur frequently in the document below). Teachers will need to address all of the AP Learning Objectives in their instruction to prepare students to succeed on the AP U.S. History Exam.)
- The third column provides some of the key concept statements from the AP *CED* that are related to the Founding Principle. Teachers providing instruction in these key concepts are preparing students for proficiency in the AP Exam and helping students to meet the NC Founding Principle requirement.
- As explained in the clarified Course and Exam Description, however, the key concepts do not include all historical content that will be provided to students in an AP U.S. History course; teachers **must** provide additional historical details beyond those specified in the outline. The fourth column provides historical events or topics that North Carolina AP teachers have suggested to the College Board for how to illustrate the Founding Principle in the classroom while also meeting the requirements of the AP U.S. History course.

Finally, the AP *CED* only provides general guidelines for learning outcomes, and cannot substitute for a teacher’s lesson plans. The College Board urges AP teachers in North Carolina to attend AP Summer Institutes and Workshops and join the online AP Teacher Community in order to develop and share robust instructional materials that meet the requirements for the AP U.S. History course in North Carolina.

North Carolina Founding Principle	AP U.S. History Learning Objective	Related AP U.S. History Key Concept	Some Suggested Primary Sources (from North Carolina AP teachers)
<p>a. The Creator-endowed inalienable rights of the people</p>	<p>CUL-4 Analyze how changing religious ideals, Enlightenment beliefs, and republican thought shaped the politics, culture, and society of the colonial era through the early Republic</p> <p>ID-1 Analyze how competing conceptions of national identity were expressed in the development of political institutions and cultural values from the late colonial through the antebellum periods</p> <p>CUL-2 Analyze how emerging conceptions of national identity and democratic ideals shaped value systems, gender roles, and cultural movements in the late 18th century and the 19th century</p>	<p>2.3.I.B Several factors promoted Anglicization in the British colonies: the growth of autonomous political communities based on English models, the development of commercial ties and legal structures, the emergence of a trans-Atlantic print culture, Protestant evangelism, religious toleration, and the spread of European Enlightenment ideas.</p> <p>2.3.II.C Resistance to imperial control in the British colonies drew on colonial experiences of self-government, evolving local ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.</p> <p>3.2.I.A Protestant evangelical religious fervor strengthened many British colonists' understandings of themselves as a chosen people blessed with liberty, while Enlightenment philosophers and ideas inspired many American political thinkers to emphasize individual talent over hereditary privilege.</p> <p>3.1.II.B The resulting independence movement was fueled by established</p>	<ul style="list-style-type: none"> • Excerpt from Locke's <i>Second Treatise on Government</i> (1689) • Transcript of the trial of John Peter Zenger (1735) • Mason's draft of the <i>Virginia Declaration of Rights</i> (1776) • <i>The Declaration of Independence</i> (1776)

		<p>colonial elites, as well as by grassroots movements that included newly mobilized laborers, artisans, and women, and rested on arguments over the rights of British subjects, the rights of the individual, and the ideas of the Enlightenment.</p> <p>3.2.I.B The colonists' belief in the superiority of republican self-government based on the natural rights of the people found its clearest American expression in Thomas Paine's <i>Common Sense</i> and in the Declaration of Independence.</p>	
<p>b. Structure of government, separation of powers with checks and balances</p>	<p>POL-5 Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787</p> <p>CUL-4 Analyze how changing religious ideals, Enlightenment beliefs, and republican thought shaped the politics, culture, and society of the colonial era through the early Republic</p>	<p>3.2.II After experiencing the limitations of the Articles of Confederation, American political leaders wrote a new Constitution based on the principles of federalism and separation of powers, crafted a Bill of Rights, and continued their debates about the proper balance between liberty and order.</p> <p>3.2.I.C Many new state constitutions and the national Articles of Confederation, reflecting republican fears of both centralized power and excessive popular influence, placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship.</p> <p>4.1.I.B Supreme Court decisions sought to assert federal power over state laws and the primacy of the judiciary in determining the meaning of the Constitution.</p>	<ul style="list-style-type: none"> • Madison's <i>Federalist</i> #46 (1788) • Supreme Court decision in <i>Marbury v. Madison</i> (1803) • Jackson's "Bank Veto Message" (1832) • Supreme Court decision in <i>Schechter v. United States</i> (1935)

		<p>4.3.II.B Federal government attempts to assert authority over the states brought resistance from state governments in the North and the South at different times.</p> <p>5.3.II The Civil War and Reconstruction altered power relationships between the states and the federal government and among the executive, legislative, and judicial branches, ending slavery and the notion of a divisible union, but leaving unresolved questions of relative power and largely unchanged social and economic patterns.</p> <p>8.3.III.C Conservatives and liberals clashed over many new social issues, the power of the presidency and the federal government, and movements for greater individual rights.</p>	
<p>c. Frequent and free elections in a representative government</p>	<p>CUL-4 Analyze how changing religious ideals, Enlightenment beliefs, and republican thought shaped the politics, culture, and society of the colonial era through the early Republic</p> <p>ID-1 Analyze how competing conceptions of national identity were expressed in the development of political institutions and cultural values</p>	<p>2.3.II.C Resistance to imperial control in the British colonies drew on colonial experiences of self-government, evolving local ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.</p> <p>3.3.II.A As settlers moved westward during the 1780s, Congress enacted the Northwest Ordinance for admitting new states and sought to promote public education, the</p>	<ul style="list-style-type: none"> - New England town meetings - Pony's "Report on the House of Burgesses Proceedings" (1619) - Northwest Ordinance (1787) (creating democratic processes in new states)

	<p>from the late colonial through the antebellum periods</p> <p>POL-2 Explain how and why major party systems and political alignments arose and have changed from the early Republic through the end of the 20th century</p>	<p>protection of private property, and the restriction of slavery in the Northwest Territory.</p> <p>4.1.I The nation's transformation to a more participatory democracy was accompanied by continued debates over federal power, the relationship between the federal government and the states, the authority of different branches of the federal government, and the rights and responsibilities of individual citizens</p>	
d. Rule of law	<p>CUL-4 Analyze how changing religious ideals, Enlightenment beliefs, and republican thought shaped the politics, culture, and society of the colonial era through the early Republic</p> <p>POL-5 Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787</p>	<p>2.3.I.B Several factors promoted Anglicization in the British colonies: the growth of autonomous political communities based on English models, the development of commercial ties and legal structures, the emergence of a trans-Atlantic print culture, Protestant evangelism, religious toleration, and the spread of European Enlightenment ideas.</p> <p>4.1.I.B Supreme Court decisions sought to assert federal power over state laws and the primacy of the judiciary in determining the meaning of the Constitution.</p>	<ul style="list-style-type: none"> - Excerpt from Montesquieu, <i>The Spirit of the Laws</i> (1748) - Marshall's opinion in <i>Ogden v. Sanders</i> (1827) - Supreme Court decision in <i>U.S. vs Nixon</i> (1974)
e. Equal justice under the law	<p>POL-5 Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787</p> <p>ID-8 Explain how civil rights activism in the 20th century</p>	<p>3.2.II After experiencing the limitations of the Articles of Confederation, American political leaders wrote a new Constitution based on the principles of federalism and separation of powers, crafted a Bill of Rights, and continued their debates about the proper balance between liberty and order.</p>	<ul style="list-style-type: none"> - Fourteenth Amendment (1865) - Supreme Court decision in <i>Brown vs. Board of Education</i> (1955) - King's "I Have a Dream" speech (1963)

	affected the growth of African American and other identity-based political and social movements	<p>5.3.III.A Although citizenship, equal protection of the laws, and voting rights were granted to African Americans in the 14th and 15th Amendments, these rights were progressively stripped away through segregation, violence, Supreme Court decisions, and local political tactics.</p> <p>8.2.I.B Decision-makers in each of the three branches of the federal government used measures including desegregation of the armed services, <i>Brown vs. Board of Education</i>, and the Civil Rights Act of 1964 to promote greater racial justice.</p>	
f. Private property rights	<p>ID-1 Analyze how competing conceptions of national identity were expressed in the development of political institutions and cultural values from the late colonial through the antebellum periods</p> <p>POL-6 Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century</p>	<p>3.1.II.B The resulting independence movement was fueled by established colonial elites, as well as by grassroots movements that included newly mobilized laborers, artisans, and women, and rested on arguments over the rights of British subjects, the rights of the individual, and the ideas of the Enlightenment.</p> <p>3.3.II.A As settlers moved westward during the 1780s, Congress enacted the Northwest Ordinance for admitting new states and sought to promote public education, the protection of private property, and the restriction of slavery in the Northwest Territory.</p>	<ul style="list-style-type: none"> - Locke's <i>Second Treatise on Government</i> (1689) - Nebraska Land Sale poster (Homestead Act, 1862) - Excerpt from Holmes, <i>The Common Law</i> (1881)
g. Federalism	POL-5 Analyze how arguments over the meaning and	3.2.II.B Delegates from the states worked through a series of compromises to form a	<ul style="list-style-type: none"> - Bill of Rights - Bank of the United States

	<p>interpretation of the Constitution have affected U.S. politics since 1787</p> <p>POL-4 Analyze how and why the New Deal, the Great Society, and the modern conservative movement all sought to change the federal government's role in U.S. political, social, and economic life</p>	<p>Constitution for a new national government, while providing limits on federal power.</p> <p>3.2.II.D As the first national administrations began to govern under the Constitution, continued debates about such issues as the relationship between the national government and the states, economic policy, and the conduct of foreign affairs led to the creation of political parties.</p> <p>4.1.I.B Supreme Court decisions sought to assert federal power over state laws and the primacy of the judiciary in determining the meaning of the Constitution.</p> <p>4.3.II.B Federal government attempts to assert authority over the states brought resistance from state governments in the North and the South at different times.</p>	<p>charter (1791)</p> <ul style="list-style-type: none"> - Marshall's opinion in <i>McCulloch vs. Maryland</i> (1819) - Fourteenth Amendment (1865) - <i>Slaughter-House Cases</i> (1873)
h. Due process	<p>POL-5 Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787</p> <p>ID-1 Analyze how competing conceptions of national identity were expressed in the development of political institutions and cultural values from the late colonial through the antebellum periods</p>	<p>2.3.II.A As regional distinctiveness among the British colonies diminished over time, they developed largely similar patterns of culture, laws, institutions, and governance within the context of the British imperial system.</p> <p>3.2.I.C Many new state constitutions and the national Articles of Confederation, reflecting republican fears of both centralized power and excessive popular influence, placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship.</p>	<ul style="list-style-type: none"> - Stamp Act courts (1765) - Fifth Amendment - Fourteenth Amendment

		<p>4.1.I.B Supreme Court decisions sought to assert federal power over state laws and the primacy of the judiciary in determining the meaning of the Constitution.</p>	
<p>i. Individual rights as set forth in the Bill of Rights</p>	<p>POL-7 Analyze how debates over civil rights and civil liberties have influenced political life from the early 20th century through the early 21st century</p> <p>POL-5 Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787</p>	<p>3.1.II During and after the imperial struggles of the mid-18th century, new pressures began to unite the British colonies against perceived and real constraints on their economic activities and political rights, sparking a colonial independence movement and war with Britain.</p> <p>3.1.II.B The resulting independence movement was fueled by established colonial elites, as well as by grassroots movements that included newly mobilized laborers, artisans, and women, and rested on arguments over the rights of British subjects, the rights of the individual, and the ideas of the Enlightenment</p> <p>3.2.II After experiencing the limitations of the Articles of Confederation, American political leaders wrote a new Constitution based on the principles of federalism and separation of powers, crafted a Bill of Rights, and continued their debates about the proper balance between liberty and order.</p> <p>8.3.III.C Conservatives and liberals clashed over many new social issues, the power of the presidency and the federal government,</p>	<ul style="list-style-type: none"> - Mason's <i>Virginia Declaration of Rights</i> - Bill of Rights (1791) - Seneca Falls Declaration of Sentiments (1848) - "Four Freedoms" paintings of Norman Rockwell - King's <i>Letter from a Birmingham Jail</i> (1965)

		and movements for greater individual rights .	
j. Individual responsibility	<p>CUL-4 Analyze how changing religious ideals, Enlightenment beliefs, and republican thought shaped the politics, culture, and society of the colonial era through the early Republic</p> <p>ID-1 Analyze how competing conceptions of national identity were expressed in the development of political institutions and cultural values from the late colonial through the antebellum periods</p>	<p>2.3.I.B Several factors promoted Anglicization in the British colonies: the growth of autonomous political communities based on English models, the development of commercial ties and legal structures, the emergence of a trans-Atlantic print culture, Protestant evangelism, religious toleration, and the spread of European Enlightenment ideas.</p> <p>2.3.II.C Resistance to imperial control in the British colonies drew on colonial experiences of self-government, evolving local ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.</p>	<ul style="list-style-type: none"> - <i>Fundamental Orders of Connecticut</i> (1639) - Paine's <i>The Crisis</i> (1776) - Tocqueville's <i>Democracy in America</i> (1840) - Kennedy's Inaugural Address (1961)