



**Resolution Opposing the Requirement for IB History of the Americas Students  
also to take American History I: The Founding Principles**

Whereas the International Baccalaureate (IB) provides an internationally recognized high standard for teaching, learning, professional development, assessment, and school accreditation;

Whereas IB students, teachers, and schools contribute significantly to the cultural resources of communities across North Carolina as well as to the state as a whole;

Whereas North Carolina law demonstrates a strong legislative commitment for schools to offer and for students to engage with advanced high school coursework such as the IB, providing, for example, for student examination fees and oversight by the Department of Public Instruction to help expand statewide accessibility, equity, and enrollment in these advanced courses;

Whereas the Vision Statement of the North Carolina State Board of Education's Strategic Plan states that "every public school student will graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen;"

Whereas the North Carolina State Board of Education's Strategic Plan, Objective 2.1, states that the board seeks to "increase the number of students who graduate from high school with post secondary credit;"

Whereas IB Diploma Programme Candidates take two years of coursework in grades 11 and 12 that includes two-year-long classes in English, an additional language, social studies, natural sciences, mathematics, the arts or other electives, and Theory of Knowledge;

Whereas the IB History of the Americas course, as a Higher Level IB course, by definition always requires two years of study in the field of history;

Whereas students taking the IB History of the Americas course satisfy all of the curricular requirements outlined in the Founding Principles Act, as is demonstrated in the attached document;

Whereas IB World Schools must demonstrate to the IB organization during authorization and program evaluation procedures how they integrate state and local curriculum topics within the parameters of their IB courses;

Whereas the addition of a course entitled American History I: The Founding Principles leads to an unnecessary curricular redundancy with the IB History of the Americas course;

Whereas the additional and redundant course will not fit into the course schedules of many IB Diploma Candidates, creating a significant disincentive for students to engage in the high quality program that is encouraged by state law and the State Board of Education's mission to produce globally competitive students;

Whereas the addition of the new and unnecessary requirement will lead to a decrease both in student participation in the IB Diploma Programme as well as in school staffing and scheduling flexibility to offer all of the courses it requires;

Whereas scheduling and staffing limitations further will reduce the offering of and student participation in other valuable college-preparatory courses, including Advanced Placement (AP) United States Government and Politics, American Humanities, Turning Points in American History, AP Comparative Government and Politics, AP or IB Psychology, AP or IB Economics, AP or IB Geography, IB Philosophy, IB Business and Management, et al.;

Whereas we recognize the critical importance of the above courses to assist students in determining college majors and future career choices through which they will continue to enrich the social, intellectual, and cultural resources of our communities, state, nation, and world; and

Whereas the proposal, if approved, creates curricular redundancy and will simultaneously and significantly reduce student opportunities to grow intellectually, disincentivize their participation in the IB Programme, diminish school capability to teach valuable advanced courses, and ultimately lessen the immeasurable resources IB students and programs bring to the state of NC; now, therefore, be it

*Resolved*, that the IB Schools of North Carolina (IBSNC) organization, as a representative for all IB students, teachers, and schools in the state:

1. Strongly advocates that the North Carolina General Assembly amend the Founding Principles Act to allow for students who successfully complete the IB History of the Americas course to receive credit for American History I: The Founding Principles;
2. Urges the North Carolina General Assembly to continue to recognize that students in the IB History of the Americas course already study the content required by the Founding Principles Act; and
3. Encourages the maintenance of current practice, which allows the two-year IB History of the Americas course to count in lieu of American History I and II as students work to meet NC graduation requirements and also engage in legislatively-encouraged advanced coursework.

Be it further resolved that this Resolution shall be disseminated to all members of the Joint Legislative Education Oversight Committee, the North Carolina State Board of Education, to relevant Department of Public Instruction leaders, and to other interested parties. If any of these individuals would like further information or would like to engage in discussion on the matter, they are encouraged to contact IB Diploma Coordinators at schools across the state.

**North Carolina Founding Principles : IB History of the Americas Alignment Guide**  
**October 2014**  
**Prepared by the IB Schools of North Carolina (IBSNC)**

*As part of the IB authorization and self study process, World Schools must demonstrate how they fulfill state and local curricular requirements. IB requires - as demonstrated through the “Rules” document and the Authorization and Program Evaluation processes - that schools integrate state and local requirements within the parameters of the program. Because North Carolina requires all high school students to fulfill certain standards as required for graduation, IB teachers include these standards when planning their courses. In this way, IB teachers remain faithful to the requirements of both state law and programme rules.*

*Article 5.1 from the Rules for IB World Schools states that, “Schools are responsible for ensuring that they can implement the DP in conformity with their obligations under local and national laws.”*

*From the Programme Evaluation Guide for continued IB authorization: “Do IB students also have to fulfill other mandated requirements (for example, national, local requirements)? If the answer is yes...specify the type of requirements and in what year(s) of the Diploma Programme they need to be fulfilled.”*

*The following demonstrates how the curriculum guide for IB History of the Americas provides the flexibility to ensure that the requirements of legislation can be addressed within the course.*

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 document explains how instruction in these principles can be met in the IB History of the Americas course, as described in the International Baccalaureate History Guide (First examinations 2010).

The IB History Subject Guide explicitly states that, for Higher Level (HL) history courses (of which History of the Americas is one),

*“... Depending on the emphasis of each section, students can study political, military, economic, cultural or religious history and their interaction with each other. HL [courses] should be taught using a range of sources of historical evidence and students should be encouraged, through wide reading, to develop an appreciation and understanding of the views of historians that can be integrated into essays....”*

*(IB History Subject Guide, 2010 exams).*

As do all IB Higher Level History courses, History of the Americas contains twelve sections for study. The History Subject Guide suggests that teachers select three sections for in-depth study. The remainder of the course curriculum is left to the discretion of the teacher to fulfill the requirements of state and local standards and to create a coherent syllabus and course of study. On the pages introducing the History of the Americas portion of the course, the Subject Guide states:

*“This option covers major developments in the region from around 1760 to 2000: independence movements; the challenges of nation-building; ... Within the sections there*

will be, where appropriate, a case study approach in which *students will have the opportunity to study their own* or another national history of the region. Only people and events named in the guide will be named in the examination questions. In some bullets, suitable examples are shown in brackets. These examples will not be named in the examination questions as *any appropriate examples can be used...*"

(IB History Subject Guide, 2010 exams, emphases added).

In specific, each of the ten principles listed in HB588 are directly applicable to the first two of the twelve sections of the History of the Americas curriculum. Following is a description of each section, supported by relevant bullet points, quoted from the Subject Guide. Corresponding principles from HB588 are indicated in bold alongside the appropriate section.

### **"1. Independence movements**

This section focuses on the various forces that contributed to the rise of the independence movements, the similar and different paths that the movements followed and the immediate effects of independence in the region. It explores the political, intellectual and military contributions of their leaders and the sometimes contradictory views that shaped the emergence of the new nations.

- Independence movements in the Americas: political, economic, social, intellectual and religious causes; the role of foreign intervention; conflicts and issues leading to war [**a. The Creator-endowed inalienable rights of the people, c. Frequent and free elections in a representative government, d. rule of law, f. private property rights, h. due process, j. Individual responsibility**]
- Political and intellectual contributions of leaders to the process of independence: Washington, Bolivar (suitable choices could be Adams, Jefferson, San Martín, O'Higgins) [**a. The Creator-endowed inalienable rights of the people, c. Frequent and free elections in a representative government, d. rule of law, f. private property rights, h. due process j. Individual responsibility**]
- United States Declaration of Independence; processes leading to the declaration; influence of ideas; nature of the declaration; military campaigns and their impact on the outcome (suitable examples could be Saratoga and Yorktown)" [**a. The Creator-endowed inalienable rights of the people, c. Frequent and free elections in a representative government, d. rule of law, f. private property rights, h. due process, j. Individual responsibility ]**

### **"2. Nation-building and challenges**

This section focuses on the new challenges and problems that came with independence. It explores the ways in which, and the reasons why, the countries of the region attempted to build their nations. Independent and new nations emerged; the colonial empires, with few exceptions, were gone; new world links were forged yet the colonial legacy remained. Two of the problems that confronted the new nations were how to challenge it or how to build on it. The task of building new nations opened the doors to novel ways of political, social and economic thinking and to the redefining of concepts such as nation and state.

- United States: Articles of Confederation; the Constitution of 1787: philosophical underpinnings; major compromises and changes in the US political system" [**b. Structure of government, separation of powers with checks and balances, c. Frequent and free elections in a**

**representative government, d. rule of law, e. equal justice under the law, f. private property rights, g. federalism, h. due process, i. Individual rights as set forth in the Bill of Rights, j. Individual responsibility ]**

It follows that, for North Carolina teachers of IB History of the Americas to fulfill the provisions of HB588, they simply would teach the ten principles specified in that act as “appropriate examples” contained within the first two sections of the course (“Independence movements” and “Nation-building and challenges”).

IB History of the Americas affords teachers great flexibility in fulfilling the IB curriculum alongside required state and local standards. As such, IB History of the Americas is in harmony with the Founding Principles Act (HB588), and vice versa. North Carolina teachers of IB History of the Americas faithfully satisfy the requirements of this act when they teach the course with an emphasis on the first two sections described in the IB History Subject Guide. The law and the course are therefore are not in conflict, but are complementary of one another.