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State Board of Education
Department of Public Instruction

Report to the North Carolina General Assembly

Alignment of the North Carolina Social
Studies Essential Standards to The
Founding Principles Act

*The Founding Principles Act SL 2011-
273, sec.2 (6) (HB 588)*

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Alignment of the North Carolina Social Studies Essential Standards to The Founding Principles Act

The Founding Principles Act SL 2011-273, sec.2 (6) (HB 588)

On June 23, 2011, the North Carolina General Assembly passed The Founding Principles Act (SL 2011-273) that directs local boards of education to require, as a condition of high school graduation, students to successfully complete a semester course, "American History I - The Founding Principles." Additionally, the Department of Public Instruction and local boards of education, as appropriate, are directed to provide "curriculum content" to support this semester course. Lastly, the Act directs the State Board of Education to align "any curriculum-based tests developed and administered statewide" to include the content expressed in the Act.

With the passage of The Founding Principles Act, the 2010 North Carolina Essential Standards for *United States History I* have been aligned to reflect all of the content enumerated therein. Because the *United States History I* Essential Standards have a 100% alignment with the content outlined in The Founding Principles Act, the standards were not revised. However, members of the NC DPI K-12 Social Studies section modified the 2010 NC Essential Standards document for *United States History I* to demonstrate this alignment. This modification included changing the name of *United States History I* to *American History I: The Founding Principles* to reflect the course name identified in the Act. Consequently, *United States History II* was changed to *American History II* for consistency. Alignment documents for *Civics and Economics* are also included in this report because this course will provide a more in-depth study of the content outlined in The Founding Principles Act and will serve as reinforcement for *American History I*.

In March 2011, House Bill 48 was signed into law and eliminated statewide standardized testing in the public schools, except as required by federal law or as a condition of a federal grant. This included the elimination of the *United States History* End-of-Course test as well as the *Civics and Economics* End-of-Course test, both of which could have been used to measure student competence regarding the content outlined in The Founding Principles Act. As an alternative to standardized testing, NC DPI staff members have developed assessment tasks (Appendix C) that districts may use to assess content for *American History I* as well as student writing competency. The sample tasks could also be included as content formative assessment items in the Online Writing Instruction (OWI) system to which districts have access. The NC DPI staff will work to develop additional assessment tasks to be included in the OWI system in the future.

NC DPI staff will continue to conduct training sessions for teachers and district leaders that focus on understanding the content contained in The Founding Principles Act as well as how to effectively assess these principles at the local level. Additionally, the State Board of Education will encourage districts to develop local assessments that align with the requirements of the Act.

Attachments: Appendices A-E



Appendix A: American History I: The Founding Principles

This appendix contains additions made to the North Carolina Essential Standards for United States History I pursuant to the North Carolina General Assembly passage of The Founding Principles Act (SL 2011-273). This document is organized as follows: an introduction that describes the intent of the course and a set of standards that establishes the expectation of what students should understand, know, and be able to do upon successful completion of the course. There are eight essential standards for this course, each with more specific clarifying objectives. The last column has been added to show the alignment of the standards to the Founding Principles Act. You will also find changes to the introduction to the standards.



North Carolina Essential Standards Social Studies – American History I: The Founding Principles

There will be two required American History courses at the high school level. **American History I: The Founding Principles** will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. **American History I: The Founding Principles** will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

American History II: The Founding Principles will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of **American History II: The Founding Principles** will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on the United States in an interconnected world.

The essential standards of American History I: The Founding Principles have been designed to provide a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society over time. Students will continue to build upon previous studies of American History, the fundamental concepts in civics and government, economics, culture and geography taught in grades kindergarten through eight and use skills of historical analysis as they examine American history. This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations.

The essential standards for American History I: The Founding Principles have been developed to serve as the framework that will guide each local school district in the development of the curriculum for their standard and honors level American History courses, ~~and~~ These standards are not intended to be the curriculum, nor do they indicate the whole of the curriculum that will be written by an LEA. Written conceptually, standards for this course have been developed with an historical approach and identify the most critical knowledge and skills that students need to learn in this course.



American HISTORY I

Key to identifying strands: **H**-History

History			
	Essential Standard	Clarifying Objectives	<u>Alignment To The Founding Principles Act</u>
AH1.H.1	Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time.	AH1.H.1.1	<u>Use Chronological thinking to:</u> <ol style="list-style-type: none"> 1. Identify the structure of a historical narrative or story: (its beginning, middle and end) 2. Interpret data presented in time lines and create time lines
		AH1.H.1.2	<u>Use Historical Comprehension to:</u> <ol style="list-style-type: none"> 1. Reconstruct the literal meaning of a historical passage 2. Differentiate between historical facts and historical interpretations 3. Analyze data in historical maps 4. Analyze visual, literary and musical sources <p><u>Aligns to:</u> <u>Section 2. (3a) "...excerpts or portions of writings, documents, and records that reflect the history of the United States, including, but not limited to,</u></p> <ol style="list-style-type: none"> i. <u>the preamble to the North Carolina Constitution,</u> ii. <u>the Declaration of independence,</u> iii. <u>the United States Constitution,</u> iv. <u>the Mayflower Compact,</u> v. <u>the national motto,</u> vi. <u>the National Anthem,</u> vii. <u>the Pledge of Allegiance,</u> viii. <u>the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States,</u>



History				
	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
				ix. <u>decisions of the Supreme Court of the United States, and</u> x. <u>acts of the Congress of the United States, including the published text of the Congressional Record.”</u>
		AH1.H.1.3	<u>Use Historical Analysis and Interpretation to:</u> 1. <i>Identify issues and problems in the past</i> 2. Consider multiple perspectives of various peoples in the past 3. Analyze cause-and-effect relationships and multiple causation. 4. Evaluate competing historical narratives and debates among historians. 5. Evaluate the influence of the past on contemporary issues	<u>Aligns to:</u> <u>Section 2. (3a) “...excerpts or portions of writings, documents, and records that reflect the history of the United States, including, but not limited to,</u> i. <u>the preamble to the North Carolina Constitution,</u> ii. <u>the Declaration of independence,</u> iii. <u>the United States Constitution,</u> iv. <u>the Mayflower Compact,</u> v. <u>the national motto,</u> vi. <u>the National Anthem,</u> vii. <u>the Pledge of Allegiance,</u> viii. <u>the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States,</u> ix. <u>decisions of the Supreme Court of the United States, and</u> x. <u>acts of the Congress of the United States, including the published text of the Congressional Record.”</u>



History

	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
		AH1.H.1.4	<u>Use Historical Research to:</u> <ol style="list-style-type: none"> 1. Formulate historical questions 2. Obtain historical data from a variety of sources 3. Support interpretations with historical evidence 4. Construct analytical essays using historical evidence to support arguments. 	<u>Aligns to:</u> <u>Section 2. (3a) "...excerpts or portions of writings, documents, and records that reflect the history of the United States, including, but not limited to,</u> <ol style="list-style-type: none"> i. <u>the preamble to the North Carolina Constitution,</u> ii. <u>the Declaration of independence,</u> iii. <u>the United States Constitution,</u> iv. <u>the Mayflower Compact,</u> v. <u>the national motto,</u> vi. <u>the National Anthem,</u> vii. <u>the Pledge of Allegiance,</u> viii. <u>the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States,</u> ix. <u>decisions of the Supreme Court of the United States, and</u> x. <u>acts of the Congress of the United States, including the published text of the Congressional Record."</u>
AH1.H.2	Analyze key political, economic and social turning points in	AH1.H.2.1	Analyze key political, economic, and social turning points from colonization through Reconstruction in terms of causes and effects	<u>Aligns to:</u> <u>Section 2 (1)</u> a. <u>The Creator-endowed inalienable</u>



History				
	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
	United States History using historical thinking.		(e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).	<u>rights of the people.</u> b. <u>Structure of government, separation of powers with checks and balances.</u> c. <u>Frequent and free elections in a representative government.</u> d. <u>Rule of law.</u> e. <u>Equal justice under the law.</u> f. <u>Private property rights.</u> g. <u>Federalism.</u> h. <u>Due process.</u> i. <u>Individual rights as set forth in the Bill of Rights.</u> j. <u>Individual responsibility.</u>
		AH1.H.2.2	Evaluate key turning points from colonization through Reconstruction in terms of their lasting impact (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).	<u>Aligns to:</u> <u>Section 2 (1)</u> a. <u>The Creator-endowed inalienable rights of the people.</u> b. <u>Structure of government, separation of powers with checks and balances.</u> c. <u>Frequent and free elections in a representative government.</u> d. <u>Rule of law.</u> e. <u>Equal justice under the law.</u> f. <u>Private property rights.</u> g. <u>Federalism.</u> h. <u>Due process.</u>



History				
	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
				i. <u>Individual rights as set forth in the Bill of Rights.</u> j. <u>Individual responsibility.</u>
AH1.H.3	Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time.	AH1.H.3.1	Analyze how economic, political, social, military and religious factors influenced European exploration and American colonial settlement (e.g., Reformation, mercantilism, improvements in navigation technology, colonization, defeat of Spanish Armada, Great Awakening, etc.).	
		AH1.H.3.2	Explain how environmental, cultural and economic factors influenced the patterns of migration and settlement within the U.S. before the Civil War (e.g., economic diversity of regions, mercantilism, cash crops, triangular trade, ethnic diversity, Native American Indian beliefs about land ownership, Lewis & Clark expedition, farming, Industrial Revolution, etc.).	
		AH1.H.3.3	Explain the roles of various racial and ethnic groups in settlement and expansion through Reconstruction and the consequences for those groups (e.g., Germans, Scotch-Irish, Africans, Native American Indians, Irish, Chinese, etc.).	



History				
	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
		AH1.H.3.4	Analyze voluntary and involuntary immigration trends through Reconstruction in terms of causes, regions of origin and destination, cultural contributions, and public and governmental response (e.g., Puritans, Pilgrims, American Indians, Quakers, Scotch-Irish, Chinese, Africans, indentured servants, slavery, Middle Passage, farming, ideas of the Enlightenment, etc.).	
AH1.H.4	Analyze how conflict and compromise have shaped politics, economics and culture in the United States.	AH1.H.4.1	Analyze the political issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., American Revolution, Constitutional Convention, Bill of Rights, development of political parties, nullification, slavery, states' rights, Civil War).	<u>Aligns to:</u> <u>Section 2 (1)</u> a. <u>The Creator-endowed inalienable rights of the people.</u> b. <u>Structure of government, separation of powers with checks and balances.</u> c. <u>Frequent and free elections in a representative government.</u> d. <u>Rule of law.</u> e. <u>Equal justice under the law.</u> f. <u>Private property rights.</u> g. <u>Federalism.</u> h. <u>Due process.</u> i. <u>Individual rights as set forth in the Bill of Rights.</u> j. <u>Individual responsibility.</u>



History			
	Essential Standard	Clarifying Objectives	<u>Alignment To The Founding Principles Act</u>
		AH1.H.4.2 Analyze the economic issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., mercantilism, Revolutionary era taxation, National Bank, taxes, tariffs, territorial expansion, Economic “Panics”, Civil War).	<u>Aligns to:</u> <u>Section 2 (1)</u> b. <u>Structure of government, separation of powers with checks and balances.</u> f. <u>Private property rights.</u> g. <u>Federalism.</u> h. <u>Due process.</u> i. <u>Individual rights as set forth in the Bill of Rights.</u> j. <u>Individual responsibility.</u>
		AH1.H.4.3 Analyze the social and religious conflicts, movements and reforms that affected the United States from colonization through Reconstruction in terms of participants, strategies, opposition, and results (e.g., Second Great Awakening, Transcendentalism, abolition, temperance, mental illness, prisons, education, etc.).	<u>Aligns to:</u> <u>Section 2 (1)</u> a. <u>The Creator-endowed inalienable rights of the people.</u> c. <u>Frequent and free elections in a representative government.</u> e. <u>Equal justice under the law.</u> f. <u>Private property rights.</u> h. <u>Due process.</u> i. <u>Individual rights as set forth in the Bill of Rights.</u> j. <u>Individual responsibility.</u>
		AH1.H.4.4 Analyze the cultural conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., displacement of American Indians, manifest destiny, slavery,	<u>Aligns to:</u> <u>Section 2 (1)</u> a. <u>The Creator-endowed inalienable rights of the people.</u>



History				
	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
			assimilation, nativism).	<u>d. Rule of law.</u> <u>e. Equal justice under the law.</u> <u>f. Private property rights.</u> <u>g. Federalism.</u> <u>h. Due process.</u> <u>i. Individual rights as set forth in the Bill of Rights.</u> <u>j. Individual responsibility.</u>
AH1.H.5	Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.	AH1.H.5.1	Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems through Reconstruction (e.g., natural rights, First Great Awakening, Declaration of Independence, transcendentalism, suffrage, abolition, “slavery as a peculiar institution”, etc.).	<u>Aligns to:</u> <u>Section 2 (1)</u> <u>c. The Creator-endowed inalienable rights of the people.</u> <u>d. Structure of government, separation of powers with checks and balances.</u> <u>e. Frequent and free elections in a representative government.</u> <u>f. Rule of law.</u> <u>g. Equal justice under the law.</u> <u>h. Private property rights.</u> <u>i. Federalism.</u> <u>j. Due process.</u> <u>k. Individual rights as set forth in the Bill of Rights.</u> <u>l. Individual responsibility.</u>



History				
	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
		AH1.H.5.2	Explain how judicial, legislative and executive actions have affected the distribution of power between levels of government from colonization through Reconstruction (e.g., the Marshall Court, Jacksonian era, nullification, secession, etc.).	<u>Aligns to:</u> <u>Section 2 (1)</u> <u>b. Structure of government, separation of powers with checks and balances.</u> <u>c. Frequent and free elections in a representative government.</u> <u>d. Rule of law.</u> <u>e. Equal justice under the law.</u> <u>f. Private property rights.</u> <u>g. Federalism.</u> <u>i. Individual rights as set forth in the Bill of Rights.</u>
AH1.H.6	Understand how and why the role of the United States in the world has changed over time.	AH1.H.6.1	Explain how national economic and political interests helped set the direction of United States foreign policy from independence through Reconstruction (e.g., treaties, embargo, tariffs, Proclamation of Neutrality, Monroe Doctrine, etc.).	<u>Aligns to:</u> <u>Section 2 (1)</u> <u>b. Structure of government, separation of powers with checks and balances.</u> <u>c. Frequent and free elections in a representative government.</u> <u>d. Rule of law.</u> <u>e. Equal justice under the law.</u> <u>f. Private property rights.</u> <u>g. Federalism.</u> <u>h. Due process.</u> <u>i. Individual rights as set forth in the Bill of Rights.</u> <u>j. Individual responsibility.</u>



History				
	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
		AH1.H.6.2	Explain the reasons for involvement in wars prior to Reconstruction and the influence each involvement had on international affairs (e.g., French and Indian War, War of 1812, Mexican War, Civil War).	<u>Aligns to:</u> Section 2 (1) f. <u>Private property rights.</u> g. <u>Federalism.</u> h. <u>Due process.</u>
AH1.H.7	Understand the impact of war on American politics, economics, society and culture.	AH1.H.7.1	Explain the impact of wars on American politics through Reconstruction (e.g., Issues of taxation without representation, Proclamation of 1763, Proclamation of Neutrality, XYZ Affair, Alien & Sedition Acts, War Hawks, Hartford Convention, slavery Compromises, scalawags, carpetbaggers, etc.).	<u>Aligns to:</u> Section 2 (1) a. <u>The Creator-endowed inalienable rights of the people.</u> b. <u>Structure of government, separation of powers with checks and balances.</u> e. <u>Equal justice under the law.</u> f. <u>Private property rights.</u> g. <u>Federalism.</u> i. <u>Individual rights as set forth in the Bill of Rights.</u> j. <u>Individual responsibility.</u>
		AH1.H.7.2	Explain the impact of wars on the American economy through Reconstruction (e.g., colonial debts, salutary neglect, protective tariffs, inflation, profiteering, Hamilton’s economic plan, embargo, American System, Homesteaders, etc.).	<u>Aligns to:</u> Section 2 (1) a. <u>The Creator-endowed inalienable rights of the people.</u> f. <u>Private property rights.</u> g. <u>Federalism.</u> h. <u>Due process</u>



History

	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
		AH1.H.7.3	Explain the impact of wars on American society and culture through Reconstruction (e.g., salutary neglect, slavery, breakup of the plantation system, carpetbaggers, scalawags, KKK, and relocation of American Indians, etc.).	<u>Aligns to:</u> <u>Section 2 (1)</u> a. <u>The Creator-endowed inalienable rights of the people.</u> c. <u>Frequent and free elections in a representative government.</u> e. <u>Equal justice under the law.</u> f. <u>Private property rights.</u> g. <u>Federalism.</u> h. <u>Due process.</u> i. <u>Individual rights as set forth in the Bill of Rights.</u> j. <u>Individual responsibility.</u>
AH1.H. 8	Analyze the relationship between progress, crisis and the “American Dream” within the United States.	AH1.H.8.1	Analyze the relationship between innovation, economic development, progress and various perceptions of the “American Dream” through Reconstruction (e.g., inventions, Industrial Revolution, American System, etc.).	<u>Aligns to:</u> <u>Section 2 (1)</u> e. <u>Equal justice under the law.</u> f. <u>Private property rights.</u> g. <u>Federalism.</u> h. <u>Due process.</u> i. <u>Individual rights as set forth in the Bill of Rights.</u> j. <u>Individual responsibility.</u>
		AH1.H.8.2	Explain how opportunity and mobility impacted various groups within American society through Reconstruction (e.g., City on a Hill, Lowell and other “mill towns”, Manifest Destiny, immigrants/migrants, Gold Rush,	<u>Aligns to:</u> <u>Section 2 (1)</u> a. <u>The Creator-endowed inalienable rights of the people.</u> e. <u>Equal justice under the law.</u>



History			
	Essential Standard	Clarifying Objectives	<u>Alignment To The Founding Principles Act</u>
		Homestead Act, Morrill Act, Exodusters, women, various ethnic groups, etc.).	<u>f. Private property rights.</u> <u>h. Due process.</u> <u>i. Individual rights as set forth in the Bill of Rights.</u> <u>j. Individual responsibility.</u>
	AH1.H.8.3	Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” through Reconstruction (e.g., various ethnic, religious, racial, socio-economic groups of people; plantation society; transcendentalism; 49ers; etc.).	<u>Aligns to:</u> <u>Section 2 (1)</u> <u>a. The Creator-endowed inalienable rights of the people.</u> <u>c. Frequent and free elections in a representative government.</u> <u>e. Equal justice under the law.</u> <u>f. Private property rights.</u> <u>h. Due process.</u> <u>i. Individual rights as set forth in the Bill of Rights.</u> <u>j. Individual responsibility.</u>
	AH1.H.8.4	Analyze multiple perceptions of the “American Dream” in times of prosperity and crisis through Reconstruction (e.g., Hamilton’s Financial Plan; Embargo of 1807; Manifest Destiny, phases of Reconstruction; various ethnic, religious, racial, socio-economic groups of people, etc.).	<u>Aligns to:</u> <u>Section 2 (1)</u> <u>a. The Creator-endowed inalienable rights of the people.</u> <u>e. Equal justice under the law.</u> <u>f. Private property rights.</u> <u>g. Federalism.</u> <u>j. Individual responsibility.</u>



Appendix B: American History I: The Founding Principles Unpacking Document

This document identifies possible curriculum content that could be taught in the American History I: The Founding Principles course that aligns to the Founding Principles Act (SL 2011-273). The last column, labeled “Unpacking” contains the information that shows the alignment of the standards to the Founding Principles Act. This content is underlined for easy identification and can be found on the following pages in this document: 5, 7, 9, 15-34, 37-42.

This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

Essential Standards: American History I: The Founding Principles • Unpacked Content

For the new Essential Standards that will be effective in all North Carolina schools in the 2012-13 school year.

What is the purpose of this document?

To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

What is in the document?

Descriptions of what each standard means a student will know, understand and be able to do. The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this standard mean that a student must know and be able to do?” and to ensure the description is helpful, specific and comprehensive for educators.

How do I send Feedback?

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

Just want the standards alone?

You can find the standards alone at <http://www.dpi.state.nc.us/acre/standards/new-standards/>.

Note on Numbering: **H**–History

History

Essential Standard:

AH1.H.1 Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time.

Concept(s): Historical Thinking

Clarifying Objectives

AH1.H.1.1 Use Chronological Thinking to:

1. Identify the structure of a historical narrative or story: (its beginning, middle and end)
2. Interpret data presented in time lines and create time lines

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will know:

- Chronological thinking is the foundation of historical reasoning—the ability to examine relationships among historical events and to explain historical causality.

The student will be able to:

- Deconstruct the temporal structure (its beginning, middle, and end) of various types of historical narratives or stories. Thus, students will be able to think forward from the beginning of an event, problem, or issue through its development, and anticipate some outcome; or to work backward from some issue, problem, or event in order to explain its origins or development over time.
- Interpret data presented in time lines in order to identify patterns of *historical succession* (change) and *historical duration* (continuity).
- Create time lines to record events according to the temporal order in which they occurred and to reconstruct patterns of historical succession and duration.

History

Essential Standard:

AH1.H.1 Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time.

Concept(s): Historical Thinking

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
<p>AH1.H.1.2 <u>Use Historical Comprehension to:</u></p> <ol style="list-style-type: none"> 1. Reconstruct the literal meaning of a historical passage 2. Differentiate between historical facts and historical interpretations 3. Analyze data in historical maps 4. Analyze visual, literary and musical sources 	<p>The student will know:</p> <ul style="list-style-type: none"> • Historical passages are primary sources that provide firsthand testimony or direct evidence concerning a topic under investigation. • Historical narratives are research based stories or accounts that describe or interpret historical events. • Comprehending a historical passage requires that it be read to reveal the humanity of the individuals and groups who lived in the past. What, for example, were their motives and intentions, their values and ideas, their hopes, doubts, fears, strengths, and weaknesses? • Comprehending a historical passage or narrative requires the appreciation for and the development of <i>historical perspective</i>—judging the past in consideration of the <i>historical context</i> in which the events unfolded and not solely in terms of personal and/or contemporary norms and values. How then did the social, political, cultural, or economic world of certain individuals and groups possibly influence their motives and intentions, their values and ideas, their hopes, doubts, fears, strengths, and weaknesses? <p>The student will be able to:</p> <ul style="list-style-type: none"> • Reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed. • Differentiate between historical facts and historical interpretations but acknowledge that the two are related; that the facts the historian reports are selected and reflect the historian's judgment of what is most significant about the past. • Analyze historical data and sources beyond written passages or narratives in order to clarify, illustrate or elaborate on data presented in historical passages or narratives. This data includes historical maps. • Analyze historical data and sources beyond written passages or narratives in order to clarify, illustrate or elaborate on data presented in historical passages or narratives. This data includes, but is not limited to, visual, mathematical, and quantitative data presented in a variety of graphic organizers, photographs, political

	<p>cartoons, paintings, music and architecture.</p> <ul style="list-style-type: none"> • <u>Analyze excerpts or portions of writings, documents and records that reflect the history of the United States including but not limited to the preamble to the North Carolina Constitution, the Declaration of independence, the United States Constitution, the Mayflower Compact, the national motto, the National Anthem, the Pledge of Allegiance, the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States, decisions of the Supreme Court of the United States, and acts of the Congress of the United States, including the published text of the Congressional Record.</u>
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History

Essential Standard:

AH1.H.1 Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time.

Concept(s): Historical Thinking

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
<p><u>AH1.H.1.3 Use Historical Analysis and Interpretation to:</u></p> <ol style="list-style-type: none"> 1. Identify issues and problems in the past 2. Consider multiple perspectives of various peoples in the past. 3. Analyze cause-and-effect relationships and multiple causation. 4. Evaluate competing historical narratives and debates among historians. 5. Evaluate the influence of the past on contemporary issues. 	<p>The student will know:</p> <ul style="list-style-type: none"> • <i>Historical analysis</i> involves more than a single source. Such an analysis would involve a rich variety of historical documents and artifacts that present alternative voices, accounts, and interpretations or perspectives on the past. • The study of history is subject to an individual's <i>interpretation</i> of past events, issues, and problems. There is usually no one right answer, one essential fact, or one authoritative interpretation that can be used to explain the past. • Historians may differ on the facts they incorporate in the development of their narratives and disagree on how those facts are to be interpreted. Thus, written history is a "dialogue" among historians, not only about what happened but about the <i>historical interpretation</i> of <i>why</i> and <i>how</i> events unfolded. • Historical issues are frequently value-laden and subsequently create opportunities to

consider the moral convictions that possibly contributed to those actions taken by individuals and groups in the past.

- The past inevitably has a degree of relevance to one's own times.

The student will be able to:

- Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation. Consequently, **the student will be able to** use criteria to judge the past in consideration of the *historical context* in which the events unfolded and not solely in terms of personal and/or contemporary norms and values.
- Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.
- Analyze past events in terms of cause and effect relationships. The student will be able to consider multiple causes of past events by demonstrating the importance of the individual in history; the influence of ideas, human interests, and beliefs; and the role of chance, the accidental and the irrational.
- Use specific criteria to critique competing historical interpretations of past events in order to differentiate between expressions of opinion and informed hypotheses grounded in historical evidence.
- Use specific criteria to judge the relevance of the past to contemporary events and their own lives through a variety of classroom settings such as debates, simulations, and seminars.
- Analyze past events in terms of cause and effect relationships by using excerpts or portions of writings, documents and records that reflect the history of the United States including but not limited to the preamble to the North Carolina Constitution, the Declaration of Independence, the United States Constitution, the Mayflower Compact, the national motto, the National Anthem, the Pledge of Allegiance, the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States, decisions of the Supreme Court of the United States, and acts of the Congress of the United States, including the published text of the Congressional Record.

History

Essential Standard:

AH1.H.1 Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time.

Concept(s): Historical Thinking

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
<p>AH1.H.1.4 <u>Use Historical Research to:</u></p> <ol style="list-style-type: none"> 1. Formulate historical questions 2. Obtain historical data from a variety of sources 3. Support interpretations with historical evidence 4. Construct analytical essays using historical evidence to support arguments. 	<p>The student will know:</p> <ul style="list-style-type: none"> • <i>Historical inquiry</i>, the research or investigation of past events, often begins with a historical question. Historical questions typically address “how” and/or “why” past decisions were made, past actions were taken, or past events occurred. • <i>Historical inquiry</i>, the research or investigation of past events, requires the acquisition and analysis of historical data and documents beyond the classroom textbook. • <i>Historical inquiry</i>, the research or investigation of past events, will allow them to analyze preexisting interpretations, to raise new questions about an historical event, to investigate the perspectives of those whose voices do not appear in the textbook accounts, or to investigate an issue that the textbook largely or in part bypassed. <p>The student will be able to:</p> <ul style="list-style-type: none"> • Formulate historical questions by deconstructing a variety of sources, such as historical narratives and passages, including eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past. • Collect historical data from a variety of sources, to help answer historical questions. These sources include library and museum collections, historic sites, historical photos, journals, diaries, eyewitness accounts, newspapers, and the like; documentary films, oral testimony from living witnesses, censuses, tax records, city directories, statistical compilations, and economic indicators. • Interpret historical data, construct reasoned arguments and draw conclusions using historical evidence collected from a variety of sources. • Create analytical essays that demonstrate historical interpretations, analysis,

	conclusions, and supporting evidence from a variety of sources.
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History

Essential Standard:

AH1.H.2 Analyze key political, economic and social turning points in United States History using historical thinking.

Concept(s): Turning Points, Historical Thinking

Clarifying Objectives

AH1.H.2.1 Analyze key political, economic, and social turning points from colonization through Reconstruction in terms of causes and effects (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- The chronological narrative of a nation can be examined as a series of interconnected historical turning points.
- Historical turning points typically have multiple causes and effects within that chronological narrative.
- Historical turning points can be considered political, economic and/or social and can derive from a variety of sources such as conflict, legislation, political elections, technological innovations, leadership decisions, social movements or court decisions.

The student will know:

- Historical turning points are key moments from the past which typically occur for multiple reasons and ultimately produce a significant amount of change.

History

Essential Standard:

AH1.H.2 Analyze key political, economic and social turning points in United States History using historical thinking.

Concept(s): Turning Points, Historical Thinking

Clarifying Objectives

AH1.H.2.2 Evaluate key turning points from colonization through Reconstruction in terms of their lasting impact (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- The chronological narrative of a nation can be examined as a series of interconnected historical turning points.
- Turning points may have impacts over large periods of time and relevance to contemporary events, problems and issues.
- The interpretation of historical turning points and their impacts are subject to the criteria by which they are judged.

The student will know:

- Historical turning points are key moments from the past which typically occur for multiple reasons and ultimately produce a significant amount of change.
- Reasons why and ways in which Americans have united in political movements to abolish slavery, extend the franchise and provide equality of opportunity for each individual. (Private property rights, individual rights, individual responsibility, inalienable rights of the people)

History

Essential Standard:

AH1.H.3 Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time.

Concept(s): Exploration, Settlement, Movement, Expansion

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
<p>AH1.H.3.1 Analyze how economic, political, social, military and religious factors influenced European exploration and American colonial settlement (e.g., Reformation, mercantilism, improvements in navigation technology, colonization, defeat of Spanish Armada, Great Awakening, etc.).</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Nations and individuals motivated by power, wealth, and adventure may experience exploration and settlement differently. • Individuals and groups are sometimes motivated to relocate and take risks in order to improve their quality of life. • A nation may choose to colonize other regions of the world to expand its economic and political power. • Regions may experience differences in economic growth, political systems, and social structures due to geographic and cultural diversity. <p>The student will know:</p> <ul style="list-style-type: none"> • How the Protestant Reformation impacted European exploration and settlement of North America. • How the global imperial conflict between Britain, France and Spain impacted European exploration and settlement of North America. • How the system of <i>mercantilism</i> factored into European exploration and American colonial settlement. • How the Glorious Revolution impacted European exploration and the political organization of the colonies. • How the Great Awakening impacted colonial religious, family and educational practices.

	<ul style="list-style-type: none"> How and to what extent specific factors such as commerce/mercantilism, religion, geographic setting, population diversity, and cultural perspectives helped lead to the political, social and economic development of North American colonies.
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History

Essential Standard:

AH1.H.3 Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time.

Concept(s): Exploration, Settlement, Movement, Expansion

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
AH1.H.3.2 Explain how environmental, cultural and economic factors influenced the patterns of migration and settlement within the U.S. before the Civil War (e.g., economic diversity of regions, mercantilism, cash crops, triangular trade, ethnic diversity, American Indian beliefs about land ownership, Lewis & Clark expedition, farming, Industrial Revolution, etc.).	<p>The student will understand:</p> <ul style="list-style-type: none"> Individuals and groups are sometimes motivated to relocate and take risks in order to improve their quality of life. Diverse individuals and groups that settle into a particular region shape the cultural identity of that region. Geographic factors can shape the migration, settlement and cultural development within a region. Government policy can promote and direct the migration and settlement of people. <p>The student will know:</p> <ul style="list-style-type: none"> How economic factors influenced the settlement and development of the thirteen English colonies in North America (e.g., enclosure movement, joint-stock companies, head right system, “Triangular” trade and the growth of cash crops, Navigation Acts). How environmental factors, such as topography, climate variations and disease, influenced the settlement and development of the thirteen English colonies in North

America.

- How cultural factors influenced the settlement and development of the thirteen English colonies in North America (e.g., Quakers in Pennsylvania, Puritan families in New England, indentured servants and slaves in Virginia).
- How government policies and action influenced the patterns of migration and settlement along the Western frontier (e.g., Land Ordinance of 1785, Northwest Ordinance of 1787, Louisiana Purchase/Lewis and Clark Expedition, Mexican War, Gadsden Purchase, Kansas-Nebraska Act, Homestead Act).
- How and to what extent the Industrial/Market Revolution impacted patterns of migration and settlement in the 19th Century.
- How and to what extent the westward movement and settlement of European colonists and United States citizens impacted the culture and movement of American Indians.
- How and to what extent the westward expansion of the United States influenced the spread of slavery.
- How and to what extent the Underground Railroad influenced the migration of slaves to free communities in the North before the Civil War.
- How and to what extent the onset of freedom impacted the movement of African Americans within and out of the South during Reconstruction.

History

Essential Standard:

AH1.H.3 Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time.

Concept(s): Exploration, Settlement, Movement, Expansion

Clarifying Objectives

Unpacking

What does this standard mean a student will understand, know and be able to do?

USH1.H.3.3 Explain the roles of various racial and ethnic groups in settlement and expansion through Reconstruction and the consequences for those groups (e.g., Germans, Scotch-Irish, Africans, American Indian Indians, Irish, Chinese, etc.).

The student will understand:

- Individuals and groups willing to take risks can influence the settlement and expansion of a nation.
- While expansion and settlement may offer opportunities for various groups, it may also limit opportunities due to discrimination and racism.

The student will know:

- To what extent each of the thirteen original English colonies was culturally diverse.
- How, why and to what extent early English colonies relied on African slave labor to survive and prosper.
- How various groups of American Indians influenced the settlement and expansion of the European colonies and the United States frontier.
- How, why and to what extent various groups of people took the opportunity to move westward during the 19th Century territorial expansion of the United States (e.g. Mormons, Forty-niners, Homesteaders).
- To what extent the nation's territorial expansion westward led to cultural diffusion and conflict between various groups (e.g., 49ers, Mormons, homesteaders, American Indians, African freedmen, Asian immigrants and Mexicans).
- How various racial and ethnic groups aided in the industrial and agricultural expansion of the United States.
- The extent to which various racial and ethnic groups who aided the settlement and expansion of the United States were either accepted or discriminated against (e.g., Scots-Irish, Irish, German, Asian).
- How and to what extent the westward expansion of the United States influenced the spread of slavery.
- How and why American Indians were forced to the Great Plains and eventually reservations by the mid 19th Century and how that movement impacted American Indian culture.

History

Essential Standard:

AH1.H.3 Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time.

Concept(s): Exploration, Settlement, Movement, Expansion

Clarifying Objectives

AH1.H.3.4 Analyze voluntary and involuntary immigration trends through Reconstruction in terms of causes, regions of origin and destination, cultural contributions, and public and governmental response (e.g., Puritans, Pilgrims, American Indians, Quakers, Scotch-Irish, Chinese, Africans, indentured servants, slavery, Middle Passage, farming, ideas of the Enlightenment, etc.).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- The development of technology and industry encourages immigration, urban development, and ethnic diversity.
- Immigrants are often challenged with economic hardship, poor living conditions and discrimination.
- Forces that push or pull various groups of people to move to a particular place or region may factor into the cultural development of that place or region.
- Public responses to immigration may influence government policies.
- Immigrants can benefit from the assistance of individuals or government services; or persevere and overcome the lack of such assistance.
- Diverse groups of immigrants can contribute to the cultural, social, economic and political development of a nation.

The student will know:

- How and why various religious and/or ethnic groups immigrated to the colonies and the United States (e.g., Puritans, Pilgrims, Quakers, Jews, African slaves, Germans and Irish Catholics).
- How and to what extent various religious and/or ethnic groups immigrated and contributed to the culture of a particular place or region (e.g., Quakers in Pennsylvania, Puritans in New England, Scots-Irish and Moravians in North Carolina, Chinese in San Francisco, African slaves in South Carolina).
- How indentured servitude worked and the extent to which it impacted the economic, social and political development of various places and regions.
- How and why the “triangular trade” promoted the enslavement of West Africans in

the New World.

- How and to what extent various groups of 19th Century immigrants were subjected to political and economic discrimination, as well as, cultural stereotypes.(e.g., nativism, Order of the Star-Spangled Banner, Know-Nothings, Thomas Nast and Harper’s Weekly cartoons, “Forty-Eighters”, Naturalization Act of 1870).

History

Essential Standard:

AH1.H.4 Analyze how conflict and compromise have shaped politics, economics and culture in the United States.

Concept(s): Conflict, Compromise

Clarifying Objectives

AH1.H.4.1 Analyze the political issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., American Revolution, Constitutional Convention, Bill of Rights, development of political parties, nullification, slavery, states’ rights, Civil War).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- Political relationships can change and impact the domestic and foreign affairs between people and/or nations.
- A government founded on the division of power and authority may endure internal and external debates that can lead to conflict and/or compromise.
- A leader’s response to contemporary issues can result in political conflict or compromise.
- Governmental policies and actions that promote national growth and expansion can create sectional tension and political debate.
- In a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government. (Rule of law, structure of government, due process, individual responsibility)
- Equal protection of the law promotes equal treatment as an element of fundamental fairness and may prevent discrimination by government institutions. (Rule of law, equal protection, equal justice under the law, due process, individual rights)

The student will know

- To what extent self-government and English colonial policy led to conflict and a desire for independence by the colonists.
- How and why the political relationship between the colonists and England changed after the French and Indian War.
- How the structure, powers and authority of a new federal government under the *Articles of Confederation* led to political conflict and their eventual replacement by the *U.S. Constitution*. (Structure of government)
- How various opinions over the nature of *republicanism* impacted the debates of the Constitutional Convention and the ratification of the *United States Constitution* (e.g., James Madison's notes on the Convention, the Virginia Plan, the New Jersey Plan, Federalist Papers, John Adams & Thomas Jefferson correspondence).
- How differences in opinion over the power and authority of the national government led to the creation, development, and evolution of American political parties and their platforms. (Structure of government, federalism)
- How United States presidents and their administrations encountered specific internal and external conflicts (e.g., debates over the role of government, the rights and responsibilities of citizens, and the distribution of power among and between various institutions). (Structure of government, separation of powers with checks and balances, individual rights, individual responsibilities, federalism)
- How, why, and to what extent executive, judicial and legislative decisions may have increased the power and authority of the federal government (e.g., the Connecticut Compromise, the Judiciary Act of 1789, *Marbury v. Madison*, the Louisiana Purchase, the Monroe Doctrine, the "Emancipation Proclamation" and the Compromise of 1877). (Structure of government, separation of powers with checks and balances, federalism)
- How, why, and to what extent executive, judicial and legislative decisions may have increased sectional tension within the United States (e.g., the Three-Fifths Compromise, the Alien and Sedition Acts of 1798, the Missouri Compromise, the Tariff of 1828, the Compromise of 1850, the Fugitive Slave Act, the Kansas-Nebraska Act and the Dred Scott decision). (Structure of government, separation of powers with checks and balances, federalism)
- How and to what extent the failure of political compromises over the expansion of

slavery contributed to the onset of the Civil War. (Inalienable rights, Equal justice under the law, private property rights, federalism)

- How and why certain presidential campaigns and elections significantly changed American politics and society (e.g., 1796, 1800, 1824, 1828, 1860 and 1876) (Frequent and free elections in a representative government)
- How political scandals influenced various presidencies and the political development of the nation (e.g., Andrew Jackson, Andrew Johnson and Ulysses S. Grant). (Rule of law)
- How and why Reconstruction ended and how it impacted various groups politically and economically (e.g., scalawags, carpetbaggers and free African Americans). (Free elections in a representative government, inalienable rights, equal justice under the law, private property rights, federalism, due process, individual rights, individual responsibility)
- Why the rule of law is an essential component of United States government e.g., the central notion that society is governed according to widely known and accepted rules followed not only by the governed but also by those in authority. (Rule of law)
- How and why the framers of the Constitution adopted a federal system in which power and responsibility are divided and shared between a national government, having certain nationwide responsibilities, and state governments having state and local responsibilities. (Structure of government, federalism)
- Reasons why the Constitution's overall design and specific features were intended to place limitations on both national and state governments. (Structure of government, federalism)
- Ways in which the federal system provides numerous opportunities for citizens to hold their governments accountable. (Structure of government, federalism)
- Ways in which federalism is designed to protect individual rights to life, liberty, and property and how it has at times made it possible for states to deny the rights of certain groups, e.g., states' rights and slavery, denial of suffrage to women and minority groups. (Federalism, individual rights, individual responsibilities, equal justice under the law, due process, inalienable rights)
- How major features of the Constitution, such as federalism and the Bill of Rights, have helped to shape American society. (Federalism, individual rights as set forth in the Bill of Rights, individual responsibilities, equal justice under the law, due process,

	<u>inalienable rights)</u>
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History

Essential Standard:

AH1.H.4 Analyze how conflict and compromise have shaped politics, economics and culture in the United States.

Concept(s): Conflict, Compromise

Clarifying Objectives

AH1.H.4.2 Analyze the economic issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., mercantilism, Revolutionary Era taxation, National Bank, taxes, tariffs, territorial expansion, economic “Panics”, Civil War).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- Relationships between individuals, groups and nations may change as economic circumstances change.
- A nation’s economic development often varies by region which often leads to sectional interests.
- While a nation’s economic policies may encourage national growth, these policies may also lead to sectional tensions.
- As a nation prospers and grows, economic opportunities may increase for some individuals and groups, while decreasing for others.
- An economy’s cyclical nature may challenge individuals, groups and a nation.

The student will know:

- How the ideals of *mercantilism* guided the economic development of the colonies, as well as their relationship with Great Britain.
- How and why the economic relationship between Great Britain and its colonies changed after the French and Indian War.
- How and to what extent various colonists protested British economic policies leading up to the American Revolution.
- How the adoption of Alexander Hamilton’s financial plan impacted the political and economic development of the United States.

	<ul style="list-style-type: none"> • How and to what extent “the American System” impacted the economic, political and social development of the United States. • How the development of the American industrial sector, new innovations and the expansion of markets impacted regional economies before the Civil War. • How the development of the American agricultural sector varied by region leading up to the Civil War (e.g., southern plantations, subsistence farms and western agriculture). • How and to what extent the national government’s economic policy on behalf of a national bank and tariffs, contributed to sectional tension and state’s rights debates leading up to the Civil War. (<u>Federalism</u>) • How and why the nation’s territorial expansion westward and its belief in <i>Manifest Destiny</i> had both national and sectional economic consequences. (<u>Federalism</u>) • How and why national economic panics originated and impacted the political, social and cultural development of the United States. (e.g., Panic of 1819, 1837, 1857, 1873) • <u>Reasons why the Constitution's overall design and specific features were intended to place limitations on both national and state governments e.g., states cannot restrict interstate commerce. (Structure of government, separation of powers with checks and balances, federalism)</u>
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History

Essential Standard:

AH1.H.4 Analyze how conflict and compromise have shaped politics, economics and culture in the United States.

Concept(s): Conflict, Compromise

Clarifying Objectives

Unpacking

What does this standard mean a student will understand, know and be able to do?

AH1.H.4.3 Analyze the social and religious conflicts, movements and reforms that affected the United States from colonization through

The student will understand:

- The desire for self-improvement and the common good can influence people to reform themselves and society. (Individual responsibility)

Reconstruction in terms of participants, strategies, opposition, and results (e.g., Second Great Awakening, Transcendentalism, abolition, temperance, mental illness, prisons, education, etc.).

- Movements for change and reform often become necessary when the relationship between a nation and its ideals are conflicting.
- Reform movements require the leadership and participation of various individuals and groups. (Individual responsibility)
- The strategies used to achieve reform produce varying degrees of success and opposition.
- Equal protection of the law promotes equal treatment as an element of fundamental fairness and prohibits discrimination by government institutions. (Inalienable rights, equal protection under the law, individual rights, due process)
- Various reform groups may find common ground while fighting to protect individual and inalienable rights. (Inalienable rights, equal protection under the law, individual rights, due process)

The student will know:

- How and why individuals and groups were inspired by religious values and political ideals to lead and participate in social reform movements in the United States before the Civil War. (Inalienable rights, equal protection under the law, individual rights, due process)
- How and to what extent economic change influenced the development of major social reform movements in the United States during the 19th Century.
- How and to what extent the Second Great Awakening influenced the onset of 19th Century social reform movements in the United States. (Individual rights)
- The significance of the abolitionist movement in the United States through the contributions of major leaders and participants, their strategies and opposition, and the results of their efforts by the end of Reconstruction (e.g., Frederick Douglass, William Lloyd Garrison, Sojourner Truth, pamphlets, newspapers, speeches and American Anti-Slavery Society). (Inalienable rights, equal protection under the law, individual rights, due process)
- The significance of the women's rights movement in the United States through the contributions of major leaders and participants, their strategies and opposition, and the results of their efforts by the end of Reconstruction (e.g., Elizabeth Cady Stanton, Lucretia Mott, Seneca Falls Convention, Susan B. Anthony and Lucy

Stone). (Inalienable rights, equal protection under the law, individual rights, due process)

- The significance of other major reform movements in the United States, such as asylum/mental illness reform, prison reform, labor reform, education reform and temperance through the contributions of major leaders and participants, their strategies and opposition, and the results of their efforts by the end of Reconstruction (e.g., Horace Mann, Dorothea Dix and “Memorial to the Legislature of Massachusetts”). (Inalienable rights, equal protection under the law, individual rights, due process)
- How and why ideal utopian communities formed in the early 19th century and their implications for American culture and society (e.g., Brook Farm, Oneida Community, Shakers and New Harmony). (Inalienable rights, equal protection under the law, individual rights)
- To what extent newly freed African Americans were allowed freedom and equal citizenship. (Inalienable rights, equal protection under the law, individual rights, due process, free elections in a representative government)

***Note:** This standard clarifies a distinction between social and cultural issues, conflict and compromise. This clarifying objective demonstrates how social issues and conflict resulted in interaction, movement and reform.*

History

Essential Standard:

AH1.H.4 Analyze how conflict and compromise have shaped politics, economics and culture in the United States.

Concept(s): Conflict, Compromise

Clarifying Objectives

AH1.H.4.4 Analyze the cultural conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., displacement of American Indians, manifest destiny, slavery, assimilation, nativism).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- Cultural diffusion may come at the expense of cultural traditions.
- Cultural diversity derived from religious, ethnic, geographic and class difference may create conflict.
- Shared experiences among diverse groups may shape national identity.
- Art, literature and music often reflect a region or nation's interests, values and conflicts.
- As nations expand and become more diverse, conflict may arise over cultural differences.
- Cultural development and differences sometimes lead to open rebellion and/or war.
- The idea of citizenship confers equal rights under the law and is not dependent on inherited, involuntary groupings such as race, ethnicity or religion. (Equal rights under the law, inalienable rights, individual rights)
- Shared civic beliefs and values are essential to the maintenance of the constitutional rights. (Individual rights as set forth in the Bill of Rights)

The student will know:

- How British, Spanish and French attempts at empire in North America led to cultural diffusion and conflict between various groups leading up to the American Revolution.
- How the cultural development of the British colonies and the early nation varied according to the inhabitants of different regions.
- How and to what extent European colonists and enslaved Africans adapted their cultures and institutions to define a new American culture.
- How and to what extent revolutionary spirit and independence influenced various

cultural groups and defined for the first time what it meant to be an American. (Inalienable rights)

- How and to what extent the Market/Industrial Revolution influenced various cultural groups (e.g., cottage industry v. factory system, American system and the Lowell system).
- How and to what extent the Second Great Awakening influenced various cultural groups (e.g., reform movements, revivalism and camp meetings). (Individual rights as set forth in the Bill of Rights)
- How, why and to what extent the ideals of American womanhood changed from “republican motherhood” at the time of the American Revolution to the “cult of domesticity” at the start of the Civil War.
- The evolution of colonial relationships and government policies on behalf of American Indians and how such relationships and policies affected both American and American Indian cultures.
- How and why cultural conflicts became open rebellions (e.g., Bacon’s Rebellion, King Phillip’s War, the Salem Witch Trials, the Regulator Movement, Shay’s Rebellion and Nat Turner’s Rebellion) and the extent such rebellions impacted the development of various places before the Civil War.
- How the belief in “Manifest Destiny” and the nation’s territorial expansion westward led to cultural diffusion and conflict between various groups (e.g., 49ers, Mormons, homesteaders, American Indians, African freedmen, Asian immigrants and Hispanics). (Federalism)
- How *nativism* and anti-immigrant behaviors influenced various groups of immigrants (e.g., Scots-Irish, Irish, German and Asian) and the United States before the Civil War.
- How and why American society of the 19th century developed a distinctive urban popular culture (e.g., boxing, performing arts and minstrel shows).
- How the institution of slavery impacted the antebellum lives and cultures of those who were enslaved (e.g., the slave trade, plantation division of labor, effects on enslaved women, slave religion and folklore, family life and slave rebellions). (Inalienable rights, equal justice under the law, private property rights, due process)
- How the institution of slavery impacted the antebellum lives, cultures and perspectives of those who were free (e.g. free blacks, plantation owners, southern

farmers, northern laborers and western settlers). (Inalienable rights, equal justice under the law, private property rights, due process)

- The social and cultural effects of the Reconstruction period, and specifically Radical Reconstruction, on newly freed African Americans and the United States. (Inalienable rights, equal justice under the law, private property rights, due process)
- How and why American art, literature, and music reflected and impacted national and regional interests, values and/or conflicts (e.g., Romanticism, transcendentalism, Philip Freneau, the Knickerbockers, Nathaniel Hawthorne and Walt Whitman).
- The importance to the individual and society of such personal rights as freedom of expression and thought. (Equal rights under the law, inalienable rights, individual rights)
- How and why shared political and civic beliefs and values have helped to define the “American” citizen rather than ethnicity, race, religion, class or national origin. (Individual rights as set forth in the Bill of Rights)

***Note:** This standard clarifies a distinction between social and cultural issues, conflict and compromise. This clarifying objective demonstrates how cultural conflict resulted from the struggle of different individuals and groups to identify with and freely express themselves in a diverse democratic nation.*

History

Essential Standard:

AH1.H.5 Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.

Concept(s): Freedom, Equality, Power

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
<p>AH1.H.5.1 Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems through Reconstruction (e.g., natural rights, First Great Awakening, Declaration of Independence, transcendentalism, suffrage, abolition, “slavery as a peculiar institution”, etc.).</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Diverse groups of people may have to agree upon shared values and principles in order to form and maintain a viable political and economic system. • A nation may agree on values and principles philosophically, but disagree on the practical political and economic application of those same values and principles. • Governments can be structured in order to address the needs and desires of the governed. (<u>Structure of government</u>) • Leadership can affect societal, economic and political change in order to promote freedom and equality. (<u>Due process</u>) <p>The student will know:</p> <ul style="list-style-type: none"> • How and to what extent colonial rights and privileges as Englishmen, established in England, influenced the development of colonial political institutions (e.g., the Magna Carta, English Common Law, and the English Bill of Rights). (<u>Inalienable rights</u>) • How, why and to what extent British colonies encouraged religious freedom and tolerance (e.g., Massachusetts Bay, Rhode Island, Virginia, Maryland, and Pennsylvania). (<u>Connections can be made to the eventual creation of the Bill of Rights which recognized basic individual rights</u>) • How and why the Great Awakening encouraged individualism and personal judgment, revivalism and religious tolerance. (<u>Connections can be made to the eventual creation of the Bill of Rights which recognized basic individual rights</u>) • How British colonists began to express and share ideas about liberty and independence leading up to the American Revolution (e.g., John Dickinson, Samuel

Adams, Paul Revere, and Committees of Correspondence). (Inalienable rights)

- How and why Thomas Paine’s pamphlet, *Common Sense*, encouraged revolution and independence. (Inalienable rights)
- How and why Adam Smith and *The Wealth of Nations* impacted the creation and development of the United States as a capitalistic and free market society.
- How, why and to what extent European enlightened philosophers and their writings, such as John Locke and the *Two Treatises of Government*, impacted the creation and development of the United States as a democratic republic. (Inalienable rights, make connections to rule of Law)
- How the views of Federalists and Anti-Federalists, such as Alexander Hamilton and Thomas Jefferson, shaped the development of American economic and political institutions. (Federalism, equal justice under the law, rule of law, private property rights, individual rights as set forth in the Bill of Rights)
- How and why the Bill of Rights was added to the United States Constitution. (Federalism, private property rights, individual rights as set forth in the Bill of Rights)
- How and why the northern emancipation of slaves and the southern “peculiar institution” of slavery affected the political and economic systems of the United States. (Federalism, equal justice under the law, rule of law, private property rights, individual rights as set forth in the Bill of Rights, individual responsibility, due process)
- How social reform movements for freedom and equality, such as women’s rights and abolition, impacted the development and platforms of American political parties (e.g., Jacksonian-Democrats, Whigs and Republicans). (Federalism, equal justice under the law, rule of law, private property rights, individual rights as set forth in the Bill of Rights, individual responsibility, due process, inalienable rights)
- How and to what extent the adoption of the 13th, 14th and 15th Amendments to the United States Constitution impacted the freedom and equality of African Americans. (Federalism, equal justice under the law, rule of law, private property rights, individual rights as set forth in the Bill of Rights, individual responsibility, due process, inalienable rights, free elections in a representative government)

History

Essential Standard:

AH1.H.5 Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.

Concept(s): Freedom, Equality, Power

Clarifying Objectives

AH1.H.5.2 Explain how judicial, legislative and executive actions have affected the distribution of power between levels of government from colonization through Reconstruction (e.g., the Marshall Court, Jacksonian era, nullification, secession, etc.).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- Perceptions of power and authority can lead to actual tension and conflict.
- The power to govern in a democratic system is divided among different groups which, at times, are at odds with each other over how to best govern.
- Leaders can modify the institutions of government in response to the challenges of their time.
- The distribution of power and authority may change during times of tension and conflict. (Structure of government, separation of powers with checks and balances)

The student will know:

- How the political organization of the royal colonies around a royal governor, councils and assemblies affected the distribution of power between the colonists and Great Britain.
- How the actions and legislation of the British monarch and Parliament after the French and Indian War led to the American Revolution and independence.
- How the creation and implementation of the *Articles of Confederation* affected the distribution of power between the states and with the new national government.
- How the creation and implementation of the *United States Constitution* affected the distribution of power and authority between the states and with the new national government. (Structure of government, separation of powers with checks and balances, federalism)
- How the debate between the Federalists and Anti-Federalists over the ratification of the *United States Constitution*, impacted the creation of political parties and the distribution of power between levels and institutions of government. (Structure of

government, separation of powers with checks and balances, federalism)

- How, why and to what extent the leadership and presidency of George Washington established a stronger national government. (Structure of government, separation of powers with checks and balances)
- How the early decisions of Chief Justice John Marshall and the United States Supreme Court increased the power and authority of the national government. (Structure of government, separation of powers with checks and balances)
- How political platforms, campaigns and elections impacted the distribution of power within the institutions of national government and between the states and nation (e.g., elections and campaigns of 1800, 1824, 1828, 1860, Whig, Free-Soil, Democratic and Republican platforms). (Structure of government, separation of powers with checks and balances, federalism, frequent and free elections in a representative government)
- How, why, and to what extent executive, judicial and legislative decisions may have increased the power and authority of the federal government (e.g., the Connecticut Compromise, the Judiciary Act of 1789, *Marbury v. Madison*, the Louisiana Purchase, the Monroe Doctrine, the bank wars, the “Emancipation Proclamation” and the Compromise of 1877). (Structure of government, separation of powers with checks and balances, federalism, due process)
- How, why, and to what extent executive, judicial and legislative decisions may have increased sectional tension within the United States (e.g., the Three-Fifths Compromise, the Alien and Sedition Acts of 1798, the Missouri Compromise, the Tariff of 1828, the Mexican War, the Compromise of 1850, the Fugitive Slave Act, the Kansas-Nebraska Act and the Dred Scott decision). (Structure of government, separation of powers with checks and balances, federalism)
- How, why and to what extent the wartime leadership of Abraham Lincoln secured the authority of the national government and increased the power of the U.S. Presidency. (Structure of government, separation of powers with checks and balances, federalism, due process)
- How Reconstruction policies and legislation impacted the distribution of power between the southern secession states and the federal government. (Structure of government, separation of powers with checks and balances)

History

Essential Standard:

AH1.H.6 Understand how and why the role of the United States in the world has changed over time.

Concept(s): International Affairs , Foreign Policy

Clarifying Objectives

AH1.H.6.1 Explain how national economic and political interests helped set the direction of United States foreign policy from independence through Reconstruction (e.g., treaties, embargo, tariffs, Proclamation of Neutrality, Monroe Doctrine, etc.).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- Economic and political interests will guide a nation's foreign policy.
- Foreign policy guidelines and international agreements may encourage domestic economic development and enable political security.
- Foreign policy decisions may be a source of national pride or sectional tension.

The student will know:

- How, why and to what extent the early republic adhered to a foreign policy of isolationism and neutrality, especially in the wake of the French Revolution.
- How and to what extent international trade policies and diplomatic agreements, such as embargos, tariffs and treaties shaped the development of foreign policy as well as sectional interests within the United States (e.g., Jay's Treaty, Embargo of 1807, Treaty of Ghent and the Tariffs of 1816 and 1828).
- To what extent the Monroe Doctrine secured the nation's dominant economic and political role in the Western Hemisphere.
- How various diplomatic treaties/agreements enabled westward expansion and economic development (e.g., Treaty of Greenville, Louisiana Purchase, Adams-Onis Treaty, Treaty of Guadalupe Hidalgo and Gadsden Purchase).
- How various diplomatic treaties/agreements enabled political security and nationalism (e.g., Louisiana Purchase, Pinckney's Treaty, Adams-Onis Treaty and Treaty of Guadalupe Hidalgo).

History

Essential Standard:

AH1.H.6 Understand how and why the role of the United States in the world has changed over time.

Concept(s): International Affairs, Foreign Policy

Clarifying Objectives

AH1.H.6.2 Explain the reasons for involvement in wars prior to Reconstruction and the influence each involvement had on international affairs (e.g., French and Indian War, War of 1812, Mexican War, Civil War)

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- When a nation's economic and/or political interests are threatened it can lead to some degree of participation in war.
- Wars and their outcomes are often unsettling and have enduring international consequences for nations and civilians.
- Political and popular opinion on war can shift between government policies or thoughts of isolationism, neutrality and interventionism.

The student will know:

- How and why the competition between empirical powers led to colonial involvement in the French and Indian War.
- How and why more strict colonial policies by the British government led to colonial discontent, opposition, protest and the American Revolution.
- How the nation's maritime trade interests tested American neutrality and led to undeclared naval wars with foreign states during the early republic.
- How, why and the extent to which maritime rights and/or territorial expansion led to the War of 1812.
- How and why expansionism and a national belief in Manifest Destiny led to the Mexican War.
- How, why and the extent to which the United States Civil War was an "irrepressible conflict." (Federalism)
- How, why and the extent to which American wars through Reconstruction effected national power, foreign policy, international affairs and relationships. (Federalism)

History

Essential Standard:

AH1.H.7 Understand the impact of war on American politics, economics, society and culture.

Concept(s): War

Clarifying Objectives

AH1.H.7.1 Explain the impact of wars on American politics through Reconstruction (e.g., Issues of taxation without representation, Proclamation of 1763, Proclamation of Neutrality, XYZ Affair, Alien & Sedition Acts, War Hawks, Hartford Convention, slavery Compromises, scalawags, carpetbaggers, etc.).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- War can influence the political decisions and development of participant and neutral nations, and their leaders.
- Politicians who support or refute a nation's participation in war can politically benefit or suffer from their stance.
- A nation's government and its political leaders often assume more authority during periods of conflict, rebellion or warfare.

The student will know:

- How the English Civil Wars and the Glorious Revolution of the 17th Century impacted the political development of the British colonies.
- How and to what extent colonial expansion and various frontier wars with American Indians influenced the political development of the colonies (e.g., Pequot War, King Philips War and Tuscarora War). (Private property rights)
- How and to what extent imperial wars between England, Spain and France impacted the development and expectation of self-government in the British North American colonies.
- How and why British attempts to exert control over its colonies after the French and Indian War led to violent, organized and successful resistance.
- How the outcome of the American Revolution impacted the creation of state constitutions, the *Articles of Confederation* and eventually the *United States Constitution*.

	<ul style="list-style-type: none"> • How the French Revolution tested the neutrality and impacted the foreign policy and politics of the United States. • How and why political parties continued to debate the proper role of government long after the War for Independence ended. • How empirical conflict between Great Britain and France tested the neutrality of the United States. • How and why the War of 1812 created a stronger national government and sense of nationalism/patriotism among United States citizens. • How and to what extent American participation in and debate over war shaped the development and platforms of national political parties. (<u>Federalism, individual responsibility</u>) • How and why political leaders crafted sectional compromises following the Mexican War. • How and to what extent the secession of southern states impacted congress and the development of federal policies during the Civil War and Reconstruction. (<u>Federalism</u>) • How, why and to what extent the Civil War and Reconstruction strengthened the power and authority of the national government over the states. (<u>Federalism</u>)
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History

Essential Standard:

AH1.H.7 Understand the impact of war on American politics, economics, society and culture.

Concept(s): War

Clarifying Objectives

AH1.H.7.2 Explain the impact of wars on the American economy through Reconstruction (e.g., colonial debt, salutary neglect, protective tariffs,

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- Civilians and their governments will economically sacrifice and suffer because of war.

inflation, profiteering, Hamilton's economic plan, embargo, etc.).

- Nation-states have difficulty financing war efforts and overcoming the results of war.

The student will know:

- How the English Civil Wars and the Glorious Revolution of the 17th Century impacted British economic policy and the economic development of the colonies.
- How a series of European colonial wars between England, France and Spain, culminating with the French and Indian War, impacted British financial policy and the economic development of the British colonies.
- The extent to which colonists had difficulty in financing and winning the American Revolution.
- How and to what extent debt accumulated during the American Revolution threatened the economic development of the new nation under the *Articles of Confederation* and the *United States Constitution*.
- How war between Britain and France impacted American trade and shipping leading up to the War of 1812.
- How wars and conflicts, such as the War of 1812 and Civil War, influenced the development of the nation's industrial base. (Federalism, private property rights)
- How, why and to what extent the outcome of the Mexican War led to the economic development of the United States and the expansion and settlement of the Western frontier. (Federalism, private property rights, inalienable rights)
- How the United States Civil War impacted the economies of the northern, southern and western states. (Private property rights, due process)
- How and why tenancy and sharecropping prevailed in the South after the Civil War.
- How, why and to what extent the United States involvement in various wars led to economic crisis and panic.

History

Essential Standard:

AH1.H.7 Understand the impact of war on American politics, economics, society and culture.

Concept(s): War

Clarifying Objectives

AH1.H.7.3 Explain the impact of wars on American society and culture through Reconstruction (e.g., salutary neglect, slavery, breakup of the plantation system, carpetbaggers, scalawags, KKK, and relocation of American Indians, etc.).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- Expansion and settlement in the absence of governmental authority, power and law can lead to open cultural conflict and rebellion. (Structure of government, separation of powers with checks and balances)
- Wars between countries of competing ideologies and influence can create societal suspension, anxiety, fear and discrimination.
- The perception of wars and their purpose may help determine the degree of mobilization and participation of a democratic nation and its citizens.
- Culture, as exemplified by art, music, fashion, literature and language, can reflect the fear and anxiety created by warfare.

The student will know:

- How and to what extent imperial wars between England, Spain and France impacted the cultural development and identity of “New World” settlers through the French and Indian War.
- How and to what extent the American Revolution and independence transformed the cultures of the British colonies and defined for the first time what it meant to be an American. (Inalienable rights)
- How the American Revolution split the British colonies into Patriots or Loyalists and the effect of that split on American society and the war.
- How continuous war and conflict between American Indians and the young republic as a result of territorial expansion and migration resulted in relocation and assimilation. (Private property rights)
- How, why and to what extent the War of 1812 promoted nationalism and patriotism in the United States.
- How, why and to what extent the Mexican War invoked antiwar sentiment and

	<p>sectionalism in the United States.</p> <ul style="list-style-type: none"> • How and why the mobilization, devastation and outcome of the United States Civil War impacted northern, southern and western societies and culture. • How and to what extent newly freed African Americans culturally benefited from the political and economic reconstruction of the South • How wars impacted the roles, responsibilities and perceptions of women in American society through Reconstruction. • How and to what extent nationalism, patriotism and participation in warfare was reflected in American art, literature, music and language. • How and to what extent civil liberties were impacted by various wars and conflicts. • How and why political leaders and citizens adopted different tactics and justifications to oppose war at different times through Reconstruction.
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History

Essential Standard:

AH1.H.8 Analyze the relationship between progress, crisis and the “American Dream” within the United States.

Concept(s): Progress, Crisis, “the American Dream”

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
AH1.H.8.1 Analyze the relationship between innovation, economic development, progress and various perceptions of the “American Dream” through Reconstruction (e.g., inventions, Industrial Revolution, American System, etc.).	<p>The student will understand:</p> <ul style="list-style-type: none"> • Individual risks, aspirations and ingenuity often lead to innovation, economic development and progress. • Governments may create policies that encourage economic growth and development. • Different groups of people may be affected in different ways by economic growth. • Innovation designed to solve problems may result in the creation of new problems.

The student will know:

- How the 17th and early 18th century growth of cash crops, colonial land policies and indentured or enslaved labor led to the economic development of the plantation system and a landed gentry in the South.
- How the 17th and early 18th century growth of commerce shipbuilding and commercial agriculture encouraged materialism and economic development in New England.
- How the 17th and early 18th century growth of commerce, colonial land policies, and surplus agriculture led to the cultural diversity and economic development of the Middle Colonies.
- How the system of mercantilism led to “Triangular Trade” and the economic development of Great Britain and the colonies.
- How the advancement of printing technologies and the availability of popular literature, through pamphlets, newspapers and magazines, impacted American culture from the Revolution to the Civil War.
- How and why the late 18th century Industrial Revolution and emergence of new technologies began in Great Britain and the extent it impacted the economic development of the United States (e.g., coal powered steam engine, textile machines for spinning thread and weaving cloth and iron production).
- How the construction of the Erie Canal impacted the economic development and cultural progress of the United States.
- How the invention of the cotton gin impacted the institution of slavery, as well as the economic development of southern states and the nation.
- How and to what extent the mid 19th century Industrial Revolution and emergence of new transportation and communication technologies impacted the economic development of the United States (e.g., national telegraph and railroad system, steamships and telephone).
- How, why and to what extent American innovation before the Civil War improved living conditions for Americans (e.g., indoor plumbing, vulcanized rubber, central heating, gas lighting, sewing machines, sewer systems and typewriter).
- How, why and to what extent American innovations immediately after the Civil War led to economic development and settlement of the frontier (e.g., barbed wire, farm implements, air brakes and steam turbines).

	<ul style="list-style-type: none"> • <u>The importance of the central ideas of the natural rights philosophy in the creation of American constitutional government, e.g., that all persons have the right to life, liberty, property, and the pursuit of happiness just because they are human beings; that the major purpose of government is to protect those rights.</u> • <u>Ways in which the Constitution has encouraged Americans to engage in commercial and other productive activities that have improved their quality of life.</u>
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History

Essential Standard:

AH1.H.8 Analyze the relationship between progress, crisis and the “American Dream” within the United States.

Concept(s): Progress, Crisis, “the American Dream”

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
AH1.H.8.2 Explain how opportunity and mobility impacted various groups within American society through Reconstruction (e.g., Lowell and other “mill towns”, Manifest Destiny, immigrants/migrants, Gold Rush, Homestead Act, Morrill Act, Exodusters, women, various ethnic groups, etc.).	<p>The student will understand:</p> <ul style="list-style-type: none"> • Opportunity and mobility on behalf of survival, perseverance and self-improvement can have both positive and negative impacts for various groups and their communities. • People often move, despite barriers, when given an opportunity. <p>The student will know:</p> <ul style="list-style-type: none"> • How British colonists persevered in the face of harsh conditions to colonize North America. • How the American Revolution and independence from Great Britain impacted those who were patriots, loyalists or neutral in the cause. • How and to what extent West Africans and their cultures survived the Middle Passage and the conditions of slavery. • How American Indians were impacted by European colonization and the nation’s westward expansion. <u>(Private property rights)</u>

	<ul style="list-style-type: none"> • How the late 18th century Industrial Revolution and emergence of new technologies in the New England textile industry impacted women and their roles in society (e.g., Lowell Mill Girls and families within the Rhode Island system). <u>(Private property rights, individual rights, equal justice under the law, inalienable rights)</u> • How and to what extent the emergence of industry and commerce in the North and Midwest led to increased opportunities for migrants/immigrants by the mid 19th Century (e.g., Northern and Southern migrants, Irish and German immigrants). <u>(Private property rights, individual rights, equal justice under the law, inalienable rights)</u> • How and to what extent the California gold rush benefited or harmed groups moving to western mining camps (e.g., American 49ers, Hispanics, Chinese, American Indians and women). <u>(Private property rights, individual rights, equal justice under the law, inalienable rights, individual responsibility)</u> • How and to what extent government legislation encouraged westward movement and economic opportunity along the western frontier (e.g., Northwest Ordinance, Louisiana Purchase, American System, Homestead Act, Morrill Act and Indian Removal). <u>(Private property rights, individual rights, equal justice under the law, inalienable rights, frequent and free elections in a representative government)</u> • How the battles of the Civil War and the movement of Confederate and Union troops along southern battlefields impacted southern communities. <u>(Private property rights, individual rights, equal justice under the law, inalienable rights)</u> • How and to what extent Republican “scalawags” and “carpetbaggers” benefited from Reconstruction. <u>(Private property rights, individual rights, equal justice under the law, inalienable rights, frequent and free elections in a representative government)</u>
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History

Essential Standard:

AH1.H.8 Analyze the relationship between progress, crisis and the “American Dream” within the United States.

Concept(s): Progress, Crisis, “the American Dream”

Clarifying Objectives

AH1.H.8.3 Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” through Reconstruction (e.g., plantation society, transcendentalism, 49ers, etc.).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- National ideals often influence an individual or group’s perceptions of themselves, their country, and their place within society. (Individual responsibility)
- National ideals may not always be attainable or equitable for everyone. (Individual rights, equal justice under the law, due process)

The student will know:

- To what extent land policies and inheritance laws based on primogeniture and entail limited or expanded opportunities for settlers in the British colonies. (Private property rights)
- To what extent the declaration and fulfillment of independence from Great Britain established freedoms and equality for the colonists. (Individual rights)
- To what extent the southern economy founded on the growth of cash crops and the slave labor of plantation societies promoted or suppressed economic opportunities for southerners.
- To what extent the northern economy founded on the commerce, shipping and manufacturing of urban communities promoted or suppressed economic opportunities for those groups migrating, immigrating and/or settling in the North.
- To what extent the United States became a more democratic and inclusive society because of the social reform movements of the mid19th Century (e.g., abolition, women’s rights, education reform, asylum reform, temperance, prison reform). (Individual rights as set forth in the Bill of Rights, due process, individual responsibility, equal justice under the law)
- To what extent Jacksonian Democracy benefited the “common man”. (Individual rights, due process, individual responsibility, equal justice under the law, private

property rights)

- To what extent 19th century utopian societies fulfilled their idea of the “American Dream” (e.g., Shakers, Oneida Community and Brook Farm). (Individual rights, individual responsibility, equal justice under the law)
- To what extent westward movement and settlement of various groups fulfilled or denied the promises of freedom and prosperity along the frontier (e.g., American Indians, women, homesteaders, Mormons and missionaries). (Individual rights, individual responsibility, equal justice under the law, private property rights)
- To what extent newly freed African Americans benefited politically, socially and economically from the reconstruction of the South. (Individual rights, due process, individual responsibility, equal justice under the law, private property rights, free elections)
- To what extent the idea that all persons have the right to life, liberty, property, and the pursuit of happiness has provided increased opportunities. (Individual rights, due process, individual responsibility, equal justice under the law, private property rights)

History

Essential Standard:

AH1.H.8 Analyze the relationship between progress, crisis and the “American Dream” within the United States.

Concept(s): Progress, Crisis, “the American Dream”

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
<p>AH1.H.8.4 Analyze multiple perceptions of the “American Dream” in times of prosperity and crisis through Reconstruction (e.g., Hamilton’s Financial Plan, Bank of the United States, Embargo of 1807, Manifest Destiny, phases of Reconstruction, etc.).</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • An individual or group’s perceptions of themselves, their country, and their place within a society may be influenced by times of prosperity and crisis. <p>The student will know:</p> <ul style="list-style-type: none"> • How explorers and colonists justified their risks and perseverance in exploring and settling the “New World” (e.g., John Smith’s <i>The Generall Historie of Virginia</i>, John Winthrop’s “City upon a Hill”, Roger Williams, Anne Hutchinson and William Penn). • How American Indians fought, appealed and made concessions at times of colonial encroachment and national expansion (e.g., Pequot War, <i>Seneca Chief Cornplanter’s address to George Washington</i>, Elias Boudinot and the Trail of Tears). (<u>Private property rights</u>) • How and why colonists declared and gained independence from Great Britain (e.g., James Otis and <i>The Rights of the British Colonists Asserted</i>, John Dickinson and <i>Letters of a Pennsylvania Farmer</i>, Thomas Paine and <i>Common Sense</i>, Thomas Jefferson and <i>The Declaration of Independence</i>). (<u>Inalienable rights</u>) • How the founding fathers defined and directed the birth of a new republic under the <i>United States Constitution</i> (e.g., <i>Federalist Papers</i>, Alexander Hamilton and <i>Report to Congress on the Subject of Manufactures</i> and the correspondence between Thomas Jefferson and John Adams). (<u>Inalienable rights, federalism</u>) • How politicians, opportunists and/or activists either defended or protested expansionism and Manifest Destiny (e.g., James K. Polk, John L. O’Sullivan and

Henry David Thoreau). (Inalienable rights, property rights, individual responsibility)

- How southerners and politicians defended state's rights, slavery, and the idea of nullification at times of sectional tension and political debate (e.g., *Virginia and Kentucky Resolutions*, John C. Calhoun, George Fitzhugh and *South Carolina Exposition and Protest*). (Inalienable rights, property rights, federalism, individual responsibility)
- How politicians defended nationalism and compromise in terms of unity and national security (e.g., Andrew Jackson, Daniel Webster and Henry Clay). (Inalienable rights, property rights, federalism, individual responsibility)
- How and to what extent the 19th Century romantic movement of thought, literature and the arts reflected individualism and the virtues of common people (e.g., Ralph Waldo Emerson, Nathaniel Hawthorne, Harriet Beecher Stowe and Walt Whitman).
- How slaves and freedmen reacted to the proposition that “all men are created equal” during the era of African American slavery (e.g., *Narrative of the Life of Frederick Douglass*, “Ain't I a Woman”, Phyllis Wheatley, Harriet Jacobs and Nat Turner). (Inalienable rights)
- How women reacted to the promise that “all men are created equal” in the absence of gender rights (e.g., Abigail Adams correspondence to John Adams, *The Declaration of Sentiments*, Sarah and Angelina Grimke). (Inalienable rights)
- How American leaders, reformers and activists struggled to give greater meaning to the proposition that “all men are created equal” (e.g., Henry David Thoreau and “Civil Disobedience”, Frederick Douglass and “What to a Slave is the Fourth of July?” and Abraham Lincoln and the *Gettysburg Address*). (Inalienable rights, property rights, equal justice under the law, individual responsibility)

B Appendix C: American History I Recommendations for Assessment

Introduction

The adoption of the new conceptual based American History *Essential Standards*, together with the Common Core State Standards (CCSS) for reading and writing literacy in History/Social Studies, calls for a different approach to assessing student achievement in American History. The possible new assessment should consist of stimuli (primary artifact) based extended constructed response tasks (see exemplar below). Pursuant to The Founding Principles Act (SL 2011-273), the assessment should also include "... questions related to the philosophical foundations, and the most important of the Federalist Papers."

Sample Task:

The *Declaration of Independence* contains some of the most important foundational principles of the United States government.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness.--That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed, --That whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.

- Expert from *The Declaration of Independence*

To what extent did the principles contained in *The Declaration of Independence* apply or not apply to various groups in the United States from colonization through reconstruction? Explain your answer using specific examples. Be sure to identify the founding principles in your response.

As you write your response, remember to

- organize your response so your ideas progress logically.
- include specific examples from US History to clearly develop your response.
- edit your response for standard language and grammar usage.

American History I: The Founding Principles Clarifying *Objectives*: AHI.H.1.2, AHI.H.1.3, AHI.H.1.4, AHI.H.2.2, AHI.H.3.4, AHI.H.4.1, AHI.H.4.2, AHI.H.4.3, AHI.H.4.4, AHI.H.5.1, AHI.H.6.2, AHI.H.7.3, AHI.H.8.2 AHI.H.8.3, and AHI.H.8.4

Recommendation:

The NC State Board of Education will encourage districts to develop local assessments that cover the content aligned in The Founding Principles Act and to participate in the NC DPI Online Writing Instrument (OWI) Moodle that will contain assessment tasks for formative purposes in the classroom.

DRAFT



Appendix D: Civics and Economics

This appendix contains additions made to the North Carolina Essential Standards for Civics and Economics pursuant to the North Carolina General Assembly passage of The Founding Principles Act (SL 2011-273). This document is organized as follows: an introduction that describes the intent of the course and a set of standards that establishes the expectation of what students should understand, know, and be able to do upon successful completion of the course. There are ten essential standards for this course, each with more specific clarifying objectives. The last column has been added to show the alignment of the standards to the Founding Principles Act. You will also find changes to the introduction to the standards..



North Carolina Essential Standards Social Studies – Civics and Economics Course

Civics and Economics has been developed as a course that provides a framework for understanding the basic tenets of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship and concepts in macro and micro economics and personal finance. The essential standards of this course are organized under three strands – Civics and Government, Personal Financial Literacy and Economics. The Civics and Government strand is framed to develop students' increased understanding of the institutions of constitutional democracy and the fundamental principles and values upon which they are founded, the skills necessary to participate as effective and responsible citizens and the knowledge of how to use democratic procedures for making decisions and managing conflict. The Economic and Personal Financial Literacy strands are framed to provide students with an understanding of the role economic factors play in making economic decisions, the ability to reason logically about key economic issues and the knowledge and skills needed to manage personal financial resources effectively for lifetime financial security. Taken together these three strands should help to prepare students to become responsible and effective citizens in an interdependent world.

The essential standards and clarifying objectives of this course build on the civic and economic strands taught in grades kindergarten through eight and align with the National Standards for Civics and Government, the National Standards for Economics and the National Standards of Personal Financial Literacy. The standards of this course seek to address key provisions in North Carolina Public School Law G.S. 115C-81 that call for all students to learn about the governments of the United States and North Carolina, the free enterprise system and the manner in which it is actually practiced. ~~and to pass an End of Course exam.~~ Additionally, this course seeks to address the Session Law 2005-276, Section 7.59 amendment to G.S. 115C-81 that requires public schools to provide instruction in personal financial literacy for all high school students and the North Carolina State Board of Education's decision that personal financial literacy standards be integrated into the Civics and Economics course. Finally, this course has been aligned to the requirements of Session Law 2011-273 House Bill 588 *The Founding Principles Act*.

The essential standards in themselves are not intended to be the curriculum, nor do they indicate the whole of the curriculum that will be written by an LEA. The essential standards have been developed to serve as the minimum baseline standards that will guide each local school district in the development of their standard and honors level Civics and Economics courses. The essential standards for Civics and Economics have been written conceptually and identify the most critical knowledge and skills that students need to learn in this course.



CIVICS AND ECONOMICS

Key to identifying strands: **C&G**-Civics and Government, **PFL**-Personal Financial Literacy and **E**-Economics

Civics and Government				
	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
CE.C&G.1	Analyze the foundations and development of American government in terms of principles and values.	CE.C&G.1.1	Explain how the tensions over power and authority led America’s founding fathers to develop a constitutional democracy (e.g., mercantilism, salutary neglect, taxation and representation, boycott and protest, independence, American Revolution, Articles of Confederation, Ben Franklin, George Washington, John Adams, Songs of Liberty, etc.).	<u>Aligns to:</u> Section 2 (1) a. <u>The Creator-endowed inalienable rights of the people.</u> b. <u>Structure of government, separation of powers with checks and balances.</u> c. <u>Frequent and free elections in a representative government.</u> d. <u>Rule of law.</u> e. <u>Equal justice under the law.</u> f. <u>Private property rights.</u> g. <u>Federalism.</u> h. <u>Due process.</u> i. <u>Individual rights as set forth in the Bill of Rights.</u> j. <u>Individual responsibility.</u>
		CE.C&G.1.2	Explain how the Enlightenment and other contributing theories impacted the writing of the Declaration of Independence, the US Constitution and the Bill of Rights to help promote liberty, justice and equality (e.g., natural rights, classical theories of	<u>Aligns to:</u> Section 2 (1) a. <u>The Creator-endowed inalienable rights of the people.</u> b. <u>Structure of government, separation of powers with checks and balances.</u> c. <u>Frequent and free elections in a representative government.</u>



Civics and Government

	Essential Standard	Clarifying Objectives	<u>Alignment To The Founding Principles Act</u>
		government, Magna Carta, Montesquieu, Locke, English Bill of Rights, etc.).	<p>d. <u>Rule of law.</u></p> <p>e. <u>Equal justice under the law.</u></p> <p>f. <u>Private property rights.</u></p> <p>g. <u>Federalism.</u></p> <p>h. <u>Due process.</u></p> <p>i. <u>Individual rights as set forth in the Bill of Rights.</u></p> <p>j. <u>Individual responsibility.</u></p> <p><u>Section 2. (3a) "...excerpts or portions of writings, documents, and records that reflect the history of the United States, including, but not limited to,</u></p> <p>i. <u>the preamble to the North Carolina Constitution,</u></p> <p>ii. <u>the Declaration of independence,</u></p> <p>iii. <u>the United States Constitution,</u></p> <p>iv. <u>the Mayflower Compact,</u></p> <p>viii. <u>the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States,</u></p> <p>ix. <u>decisions of the Supreme Court of the United States, and</u></p> <p>x. <u>acts of the Congress of the United States, including the published text of the Congressional Record."</u></p>



Civics and Government

	Essential Standard	Clarifying Objectives	<u>Alignment To The Founding Principles Act</u>
		CE.C&G.1.3 Evaluate how debates on power and authority between Federalists and Anti-Federalists have helped shape government in the United States over time (e.g., Hamilton, Jefferson, Madison, Federalist Papers, strong central government, protection of individual rights, Elastic Clause, Bill of Rights, etc.).	<u>Section 2. (3a) “...excerpts or portions of writings, documents, and records that reflect the history of the United States, including, but not limited to,</u> i. <u>the preamble to the North Carolina Constitution,</u> ii. <u>the Declaration of independence,</u> iii. <u>the United States Constitution,</u> iv. <u>the Mayflower Compact,</u> v. <u>the national motto,</u> vi. <u>the National Anthem,</u> vii. <u>the Pledge of Allegiance,</u> viii. <u>the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States,</u> ix. <u>decisions of the Supreme Court of the United States, and</u> x. <u>acts of the Congress of the United States, including the published text of the Congressional Record.”</u>
		CE.C&G.1.4 Analyze the principles and ideals underlying American democracy in terms of how they promote freedom (i.e. separation of powers, rule of law, limited government, democracy, consent of the governed	<u>Aligns to:</u> <u>Section 2 (1)</u> a. <u>The Creator-endowed inalienable rights of the people.</u> b. <u>Structure of government, separation of powers with checks and balances.</u>



Civics and Government

	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
			/ individual rights –life, liberty, pursuit of happiness, self-government, representative democracy, equal opportunity, equal protection under the law, diversity, patriotism, etc.).	d. <u>Rule of law.</u> e. <u>Equal justice under the law.</u> f. <u>Private property rights.</u> g. <u>Federalism.</u> h. <u>Due process.</u> i. <u>Individual rights as set forth in the Bill of Rights.</u> j. <u>Individual responsibility.</u>
		CE.C&G.1.5	Evaluate the fundamental principles of American politics in terms of the extent to which they have been used effectively to maintain constitutional democracy in the United States (e.g., rule of law, limited government, democracy, consent of the governed, etc.).	<u>Aligns to:</u> <u>Section 2 (1)</u> a. <u>The Creator-endowed inalienable rights of the people.</u> b. <u>Structure of government, separation of powers with checks and balances.</u> c. <u>Frequent and free elections in a representative government.</u> d. <u>Rule of law.</u> e. <u>Equal justice under the law.</u> f. <u>Private property rights.</u> g. <u>Federalism.</u> h. <u>Due process.</u> i. <u>Individual rights as set forth in the Bill of Rights.</u> j. <u>Individual responsibility.</u>
CE.C&G.2	Analyze government systems within the United States in terms of their structure,	CE.C&G.2.1	Analyze the structures of national, state and local governments in terms of ways they are organized to	<u>Aligns to:</u> <u>Section 2 (1)</u> b. <u>Structure of government, separation</u>



Civics and Government

	Essential Standard	Clarifying Objectives	<u>Alignment To The Founding Principles Act</u>
	function and relationships.		of powers with checks and balances. g. <u>Federalism.</u>
		CE.C&G.2.2	<p>Summarize the functions of North Carolina state and local governments within the federal system of government (e.g., local charters, maintain a militia, pass ordinances and laws, collect taxes, supervise elections, maintain highways, types of local governments, etc.).</p> <p><u>Aligns to:</u> <u>Section 2 (1)</u> a. <u>The Creator-endowed inalienable rights of the people.</u> b. <u>Structure of government, separation of powers with checks and balances.</u> c. <u>Frequent and free elections in a representative government.</u> d. <u>Rule of law.</u> e. <u>Equal justice under the law.</u> f. <u>Private property rights.</u> g. <u>Federalism.</u> h. <u>Due process.</u> i. <u>Individual rights as set forth in the Bill of Rights.</u></p>
		CE.C&G.2.3	<p>Evaluate the U.S. Constitution as a “living Constitution” in terms of how the words in the Constitution and Bill of Rights have been interpreted and applied throughout their existence (e.g., precedents,</p> <p><u>Aligns to:</u> <u>Section 2 (1)</u> b. <u>Structure of government, separation of powers with checks and balances.</u> c. <u>Frequent and free elections in a representative government.</u></p>



Civics and Government

	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
			rule of law, Stare decisis, judicial review, supremacy, equal protections, “establishment clause”, symbolic speech, due process, right to privacy, etc.).	<p>d. <u>Rule of law.</u></p> <p>e. <u>Equal justice under the law.</u></p> <p>f. <u>Private property rights.</u></p> <p>g. <u>Federalism.</u></p> <p>h. <u>Due process.</u></p> <p>i. <u>Individual rights as set forth in the Bill of Rights.</u></p> <p>j. <u>Individual responsibility.</u></p> <p><u>Section 2. (3a) “...excerpts or portions of writings, documents, and records that reflect the history of the United States, including, but not limited to,</u></p> <p>iii. <u>the United States Constitution,</u></p> <p>viii. <u>the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States,</u></p> <p>ix. <u>decisions of the Supreme Court of the United States, and</u></p> <p>x. <u>acts of the Congress of the United States, including the published text of the Congressional Record.”</u></p>
		CE.C&G.2.4	Compare the Constitutions and the structures of the United States and North Carolina governments (e.g., the various NC Constitutions, Bill	<p><u>Aligns to:</u></p> <p><u>Section 2 (1)</u></p> <p>b. <u>Structure of government, separation of powers with checks and balances.</u></p>



Civics and Government

	Essential Standard	Clarifying Objectives	<u>Alignment To The Founding Principles Act</u>
		of Rights, Declaration of Rights, Preambles, the organization of, the powers of, responsibilities, etc.).	<ul style="list-style-type: none"> c. <u>Frequent and free elections in a representative government.</u> d. <u>Rule of law.</u> e. <u>Equal justice under the law.</u> f. <u>Private property rights.</u> g. <u>Federalism.</u> h. <u>Due process.</u> i. <u>Individual rights as set forth in the Bill of Rights.</u> j. <u>Individual responsibility.</u> <p><u>Section 2. (3a) "...excerpts or portions of writings, documents, and records that reflect the history of the United States, including, but not limited to,</u></p> <ul style="list-style-type: none"> i. <u>the preamble to the North Carolina Constitution,</u> iii. <u>the United States Constitution,</u>
		CE.C&G.2.5 Compare United States system of government within the framework of the federal and state structures as well as in how they relate with governmental systems of other nations (e.g. Republicanism, federalism).	<p><u>Aligns to:</u> <u>Section 2 (1)</u></p> <ul style="list-style-type: none"> b. <u>Structure of government, separation of powers with checks and balances.</u> c. <u>Frequent and free elections in a representative government.</u> d. <u>Rule of law.</u> e. <u>Equal justice under the law.</u> f. <u>Private property rights.</u>



Civics and Government

	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
				g. <u>Federalism.</u> h. <u>Due process.</u> i. <u>Individual rights as set forth in the Bill of Rights.</u> j. <u>Individual responsibility.</u>
		CE.C&G.2.6	Evaluate the authority federal, state and local governments have over individuals' rights and privileges (e.g., Bill of Rights, Delegated Powers, Reserved Powers, Concurrent Powers, Pardons, Writ of habeas corpus, Judicial Process, states' rights, Patriot Act, etc.).	<u>Aligns to:</u> <u>Section 2 (1)</u> a. The Creator-endowed inalienable rights of the people. b. <u>Structure of government, separation of powers with checks and balances.</u> c. <u>Frequent and free elections in a representative government.</u> d. <u>Rule of law.</u> e. <u>Equal justice under the law.</u> f. <u>Private property rights.</u> g. <u>Federalism.</u> h. <u>Due process.</u> i. <u>Individual rights as set forth in the Bill of Rights.</u> j. <u>Individual responsibility.</u> <u>Section 2. (3a) "...excerpts or portions of writings, documents, and records that reflect the history of the United States, including, but not limited to,</u> iii. <u>the United States Constitution,</u>



Civics and Government

	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
				viii. <u>the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States,</u> ix. <u>decisions of the Supreme Court of the United States, and</u> x. <u>acts of the Congress of the United States, including the published text of the Congressional Record.”</u>
		CE.C&G.2.7	Analyze contemporary issues and governmental responses at the local, state, and national levels in terms of how they promote the public interest and/or general welfare (e.g., taxes, immigration, naturalization, civil rights, economic development, annexation, redistricting, zoning, national security, health care, etc.).	<u>Aligns to:</u> <u>Section 2 (1)</u> a. <u>The Creator-endowed inalienable rights of the people.</u> c. <u>Frequent and free elections in a representative government.</u> d. <u>Rule of law.</u> e. <u>Equal justice under the law.</u> f. <u>Private property rights.</u> g. <u>Federalism.</u> h. <u>Due process.</u> i. <u>Individual rights as set forth in the Bill of Rights.</u> j. <u>Individual responsibility.</u> <u>Section 2. (3a) “...excerpts or portions of writings, documents, and records that reflect the history of the United States, including, but not limited to,</u>



Civics and Government

	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
				<ul style="list-style-type: none"> iii. <u>the United States Constitution,</u> iv. <u>the Mayflower Compact,</u> v. <u>the national motto,</u> vi. <u>the National Anthem,</u> vii. <u>the Pledge of Allegiance,</u> viii. <u>the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States,</u> ix. <u>decisions of the Supreme Court of the United States, and</u> x. <u>acts of the Congress of the United States, including the published text of the Congressional Record.”</u>
		CE.C&G.2.8	Analyze America’s two-party system in terms of the political and economic views that led to its emergence and the role that political parties play in American politics (e.g., Democrat, Republican, promotion of civic responsibility, Federalists, Anti-Federalists, Influence of third parties, precincts, “the political spectrum”, straight ticket, canvass, planks, platform, etc.).	<p><u>Aligns to:</u> <u>Section 2 (1)</u></p> <ul style="list-style-type: none"> a. <u>The Creator-endowed inalienable rights of the people.</u> c. <u>Frequent and free elections in a representative government.</u> d. <u>Rule of law.</u> e. <u>Equal justice under the law.</u> f. <u>Private property rights.</u> i. <u>Individual rights as set forth in the Bill of Rights.</u> j. <u>Individual responsibility.</u>



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	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
				<p><u>Section 2. (3a) “...excerpts or portions of writings, documents, and records that reflect the history of the United States, including, but not limited to,</u></p> <ul style="list-style-type: none"> iii. <u>the United States Constitution,</u> v. <u>the national motto,</u> vii. <u>the Pledge of Allegiance,</u> viii. <u>the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States,</u> x. <u>acts of the Congress of the United States, including the published text of the Congressional Record.”</u>
CE.C&G.3	Analyze the legal system within the United States in terms of the development, execution and protection of citizenship rights at all levels of government.	CE.C&G.3.1	Analyze how the rule of law establishes limits on both the governed and those who govern while holding true to the ideal of equal protection under the law (e.g., the Fourteenth Amendments, Americans with Disabilities Act, equal opportunity legislation).	<p><u>Aligns to:</u></p> <p>Section 2 (1)</p> <ul style="list-style-type: none"> a. <u>The Creator-endowed inalienable rights of the people.</u> d. <u>Rule of law.</u> e. <u>Equal justice under the law.</u> h. <u>Due process.</u> i. <u>Individual rights as set forth in the Bill of Rights.</u> j. <u>Individual responsibility.</u> <p><u>Section 2. (3a) “...excerpts or portions of writings, documents, and records that</u></p>



Civics and Government

	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
				<p>reflect the history of the United States, including, but not limited to,</p> <p>iii. <u>the United States Constitution,</u></p> <p>viii. <u>the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States,</u></p> <p>ix. <u>decisions of the Supreme Court of the United States, and</u></p> <p>x. <u>acts of the Congress of the United States, including the published text of the Congressional Record.”</u></p>
		CE.C&G.3.2	Compare lawmaking processes of federal, state and local governments (e.g., committee system, legislative process, bills, laws, veto, filibuster, cloture, proposition, etc.).	<p><u>Aligns to:</u></p> <p><u>Section 2 (1)</u></p> <p>b. <u>Structure of government, separation of powers with checks and balances.</u></p> <p>c. <u>Frequent and free elections in a representative government.</u></p> <p>d. <u>Rule of law.</u></p> <p>h. <u>Due process.</u></p>
		CE.C&G.3.3	Analyze laws and policies in terms of their intended purposes, who has authority to create them and how they are enforced (e.g., laws, policies, public policy, regulatory, symbolic, procedural, etc.).	<p><u>Aligns to:</u></p> <p><u>Section 2 (1)</u></p> <p>b. <u>Structure of government, separation of powers with checks and balances.</u></p> <p>d. <u>Rule of law.</u></p> <p>e. <u>Equal justice under the law.</u></p>



Civics and Government

	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
				<p>f. <u>Private property rights.</u></p> <p>g. <u>Federalism.</u></p> <p>h. <u>Due process.</u></p> <p>i. <u>Individual rights as set forth in the Bill of Rights.</u></p> <p>j. <u>Individual responsibility.</u></p> <p>Section 2. (3a) “...excerpts or portions of writings, documents, and records that reflect the history of the United States, including, but not limited to,</p> <p>iii. <u>the United States Constitution,</u></p> <p>ix. <u>decisions of the Supreme Court of the United States, and</u></p> <p>x. <u>acts of the Congress of the United States, including the published text of the Congressional Record.”</u></p>
		CE.C&G.3.4	Explain how individual rights are protected by varieties of law (e.g., Bill of Rights, Supreme Court Decisions, constitutional law, criminal law, civil law, Tort, Administrative law, Statutory law and International law, etc.).	<p><u>Aligns to:</u></p> <p><u>Section 2 (1)</u></p> <p>a. <u>The Creator-endowed inalienable rights of the people.</u></p> <p>d. <u>Rule of law.</u></p> <p>e. <u>Equal justice under the law.</u></p> <p>f. <u>Private property rights.</u></p> <p>h. <u>Due process.</u></p> <p>i. <u>Individual rights as set forth in the Bill of Rights.</u></p> <p>Section 2. (3a) “...excerpts or portions of</p>



Civics and Government

	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
				<p>writings, documents, and records that reflect the history of the United States, including, but not limited to,</p> <p>iii. <u>the United States Constitution,</u></p> <p>ix. <u>decisions of the Supreme Court of the United States, and</u></p> <p>x. <u>acts of the Congress of the United States, including the published text of the Congressional Record.”</u></p>
		CE.C&G.3.5	<p>Compare jurisdictions and methods of law enforcement applied at each level of government, the consequences of noncompliance to laws at each level and how each reflects equal protection under the law (e.g., Department of Justice, Regulatory Commissions, FBI, SBI, Homeland Security, Magistrate, State troopers, Sheriff, City police, Ordinance, Statute, Regulation, Fines, Arrest, etc.).</p>	<p>Aligns to:</p> <p>Section 2 (1)</p> <p>a. <u>The Creator-endowed inalienable rights of the people.</u></p> <p>b. <u>Structure of government, separation of powers with checks and balances.</u></p> <p>d. <u>Rule of law.</u></p> <p>e. <u>Equal justice under the law.</u></p> <p>f. <u>Private property rights.</u></p> <p>g. <u>Federalism.</u></p> <p>h. <u>Due process.</u></p> <p>i. <u>Individual rights as set forth in the Bill of Rights.</u></p> <p>Section 2. (3a) “...excerpts or portions of writings, documents, and records that reflect the history of the United States, including, but not limited to,</p>



Civics and Government

	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
				<ul style="list-style-type: none"> i. <u>the preamble to the North Carolina Constitution.</u> ii. <u>the Declaration of independence.</u> iii. <u>the United States Constitution.</u> iv. <u>the Mayflower Compact.</u> v. <u>the national motto.</u> vi. <u>the National Anthem.</u> vii. <u>the Pledge of Allegiance.</u> viii. <u>the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States.</u> ix. <u>decisions of the Supreme Court of the United States, and</u> x. <u>acts of the Congress of the United States, including the published text of the Congressional Record.”</u>
		CE.C&G.3.6	Explain ways laws have been influenced by political parties, constituents, interest groups, lobbyists, the media and public opinion (e.g., extension of suffrage, labor legislation, civil rights legislation, military policy, environmental legislation, business regulation and educational policy).	<p><u>Aligns to:</u> <u>Section 2 (1)</u></p> <ul style="list-style-type: none"> c. <u>Frequent and free elections in a representative government.</u> d. <u>Rule of law.</u> e. <u>Equal justice under the law.</u> f. <u>Private property rights.</u> h. <u>Due process.</u> i. <u>Individual rights as set forth in the Bill of Rights.</u>



Civics and Government

	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
				<p><u>Section 2. (3a) "...excerpts or portions of writings, documents, and records that reflect the history of the United States, including, but not limited to,</u></p> <p>iii. <u>the United States Constitution,</u></p> <p>viii. <u>the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States,</u></p> <p>x. <u>acts of the Congress of the United States, including the published text of the Congressional Record."</u></p>
		CE.C&G.3.7	Summarize the importance of the right to due process of law for individuals accused of crimes (e.g., habeas corpus, presumption of innocence, impartial tribunal, trial by jury, right to counsel, right against self-incrimination, protection against double jeopardy, right of appeal).	<p><u>Aligns to:</u></p> <p><u>Section 2 (1)</u></p> <p>a. <u>The Creator-endowed inalienable rights of the people.</u></p> <p>d. <u>Rule of law.</u></p> <p>e. <u>Equal justice under the law.</u></p> <p>f. <u>Private property rights.</u></p> <p>h. <u>Due process.</u></p> <p>i. <u>Individual rights as set forth in the Bill of Rights.</u></p> <p><u>Section 2. (3a) "...excerpts or portions of writings, documents, and records that reflect the history of the United States,</u></p>



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	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
				<p><u>including, but not limited to,</u></p> <p>iii. <u>the United States Constitution,</u></p> <p>ix. <u>decisions of the Supreme Court of the United States, and</u></p> <p>x. <u>acts of the Congress of the United States, including the published text of the Congressional Record.”</u></p>
		CE.C&G.3.8	Evaluate the rights of individuals in terms of how well those rights have been upheld by democratic government in the United States.	<p><u>Aligns to:</u></p> <p><u>Section 2 (1)</u></p> <p>a. The Creator-endowed inalienable rights of the people.</p> <p>d. Rule of law.</p> <p>e. Equal justice under the law.</p> <p>f. Private property rights.</p> <p>h. Due process.</p> <p>i. Individual rights as set forth in the Bill of Rights.</p> <p>j. Individual responsibility.</p> <p><u>Section 2. (3a) “...excerpts or portions of writings, documents, and records that reflect the history of the United States, including, but not limited to,</u></p> <p>iii. <u>the United States Constitution,</u></p> <p>viii. <u>the writings, speeches, documents, and proclamations of the founding</u></p>



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	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
				<u>fathers and Presidents of the United States,</u> ix. <u>decisions of the Supreme Court of the United States, and</u> x. <u>acts of the Congress of the United States, including the published text of the Congressional Record.”</u>
CE.C&G.4	Understand how democracy depends upon the active participation of citizens.	CE.C&G.4.1	Compare citizenship in the American constitutional democracy to membership in other types of governments (e.g., right to privacy, civil rights, responsibilities, political rights, right to due process, equal protection under the law, participation, freedom, etc.).	<u>Aligns to:</u> <u>Section 2 (1)</u> a. <u>The Creator-endowed inalienable rights of the people.</u> c. <u>Frequent and free elections in a representative government.</u> d. <u>Rule of law.</u> e. <u>Equal justice under the law.</u> f. <u>Private property rights.</u> h. <u>Due process.</u> i. <u>Individual rights as set forth in the Bill of Rights.</u> j. <u>Individual responsibility.</u> <u>Section 2. (3a) “...excerpts or portions of writings, documents, and records that reflect the history of the United States, including, but not limited to,</u> iii. <u>the United States Constitution,</u> viii. <u>the writings, speeches, documents, and proclamations of the founding</u>



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	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
				<u>fathers and Presidents of the United States,</u> ix. <u>decisions of the Supreme Court of the United States, and</u> x. <u>acts of the Congress of the United States, including the published text of the Congressional Record.”</u>
		CE.C&G.4.2	Explain how the development of America’s national identity derived from principles in the Declaration of Independence, US Constitution and Bill of Rights (e.g., inalienable rights, consent of the governed, popular sovereignty, religious and political freedom, separation of powers, etc.).	<u>Aligns to:</u> <u>Section 2 (1)</u> a. <u>The Creator-endowed inalienable rights of the people.</u> b. <u>Structure of government, separation of powers with checks and balances.</u> d. <u>Rule of law.</u> e. <u>Equal justice under the law.</u> f. <u>Private property rights.</u> g. <u>Federalism.</u> h. <u>Due process.</u> i. <u>Individual rights as set forth in the Bill of Rights.</u> j. <u>Individual responsibility.</u> <u>Section 2. (3a) “...excerpts or portions of writings, documents, and records that reflect the history of the United States, including, but not limited to,</u> ii. <u>the Declaration of independence,</u>



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	Essential Standard	Clarifying Objectives	<u>Alignment To The Founding Principles Act</u>
			iii. <u>the United States Constitution,</u> viii. <u>the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States,</u>
		CE.C&G.4.3 Analyze the roles of citizens of North Carolina and the United States in terms of responsibilities, participation, civic life and criteria for membership or admission (e.g., voting, jury duty, lobbying, interacting successfully with government agencies, organizing and working in civic groups, volunteering, petitioning, picketing, running for political office, residency, etc.).	<u>Aligns to:</u> <u>Section 2 (1)</u> c. <u>Frequent and free elections in a representative government.</u> g. <u>Federalism.</u> j. <u>Individual responsibility.</u> <u>Section 2. (3a) “...excerpts or portions of writings, documents, and records that reflect the history of the United States, including, but not limited to,</u> iii. <u>the United States Constitution,</u> viii. <u>the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States,</u>
		CE.C&G.4.4 Analyze the obligations of citizens by determining when their personal desires, interests and involvement are subordinate to the good of the nation or state (e.g., Patriot Act,	<u>Aligns to:</u> <u>Section 2 (1)</u> a. <u>The Creator-endowed inalienable rights of the people.</u> c. <u>Frequent and free elections in a</u>



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	Essential Standard	Clarifying Objectives	<u>Alignment To The Founding Principles Act</u>
		Homeland Security, sedition, civil rights, equal rights under the law, jury duty, Selective Services Act, rule of law, eminent domain, etc.).	<u>representative government.</u> d. <u>Rule of law.</u> e. <u>Equal justice under the law.</u> f. <u>Private property rights.</u> h. <u>Due process.</u> i. <u>Individual rights as set forth in the Bill of Rights.</u> j. <u>Individual responsibility.</u>
		CE.C&G.4.5 Explain the changing perception and interpretation of citizenship and naturalization (e.g., aliens, Interpretations of the 14 th amendment, citizenship, patriotism, equal rights under the law, etc.).	<u>Aligns to:</u> <u>Section 2 (1)</u> d. <u>Rule of law.</u> e. <u>Equal justice under the law.</u> f. <u>Private property rights.</u> h. <u>Due process.</u> <u>Section 2. (3a) “...excerpts or portions of writings, documents, and records that reflect the history of the United States, including, but not limited to,</u> iii. <u>the United States Constitution,</u> viii. <u>the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States,</u> ix. <u>decisions of the Supreme Court of the United States, and</u> x. <u>acts of the Congress of the United</u>



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	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
				<u>States, including the published text of the Congressional Record.”</u>
CE.C&G.5	Analyze how political and legal systems within and outside of the United States provide a means to balance competing interests and resolve conflicts.	CE.C&G.5.1	Analyze the election process at the national, state and local levels in terms of the checks and balances provided by qualifications and procedures for voting (e.g., civic participation, public hearings, forums, at large voting, petition, local initiatives, local referendums, voting amendments, types of elections, etc.).	<u>Aligns to:</u> <u>Section 2 (1)</u> b. <u>Structure of government, separation of powers with checks and balances.</u> c. <u>Frequent and free elections in a representative government.</u> e. <u>Equal justice under the law.</u> f. <u>Private property rights.</u> h. <u>Due process.</u> j. <u>Individual responsibility.</u>
		CE.C&G.5.2	Analyze state and federal courts by outlining their jurisdictions and the adversarial nature of the judicial process (e.g., Appellate, Exclusive, Concurrent, Original, types of federal courts, types of state courts, oral argument, courtroom rules, Supreme Court, opinions, Court Docket, Prosecutor/Prosecution, Complaint, Defendant, Plaintiff, hearing, bail, indictment, sentencing, appeal, etc.).	<u>Aligns to:</u> <u>Section 2 (1)</u> b. <u>Structure of government, separation of powers with checks and balances.</u> d. <u>Rule of law.</u> e. <u>Equal justice under the law.</u> f. <u>Private property rights.</u> g. <u>Federalism.</u> h. <u>Due process.</u> <u>Section 2. (3a) “...excerpts or portions of writings, documents, and records that reflect the history of the United States, including, but not limited to,</u>



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	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
				iii. <u>the United States Constitution,</u> ix. <u>decisions of the Supreme Court of the United States, and</u>
		CE.C&G.5.3	Analyze national, state and local government agencies in terms of how they balance interests and resolve conflicts (e.g., FBI, SBI, DEA, CIA, National Guard Reserves, magistrates, Better Business Bureau, IRS, Immigration and Naturalization, FEMA, Homeland Security, ATF, etc.).	
		CE.C&G.5.4	Explain how conflict between constitutional provisions and the requirements of foreign policy are resolved (e.g., the power of Congress to declare war and the need for the president to make expeditious decisions in times of international emergency, the power of the President to make treaties and the need for the Senate to approve them).	<u>Aligns to:</u> <u>Section 2 (1)</u> b. Structure of government, separation of powers with checks and balances. h. <u>Due process.</u> <u>Section 2. (3a) "...excerpts or portions of writings, documents, and records that reflect the history of the United States, including, but not limited to,</u> iii. <u>the United States Constitution,</u> viii. <u>the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United</u>



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	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
				<u>States,</u> ix. <u>decisions of the Supreme Court of the United States, and</u> x. <u>acts of the Congress of the United States, including the published text of the Congressional Record.”</u>
		CE.C&G.5.5	Analyze the develops and implementation of domestic and foreign policy by outlining opposing arguments on major issues and their efforts toward resolutions (, e.g., health care, education, immigration, regulation of business and industry, foreign aid, intervention abroad, etc.).	<u>Aligns to:</u> <u>Section 2 (1)</u> a. The Creator-endowed inalienable rights of the people. b. Structure of government, separation of powers with checks and balances. d. <u>Rule of law.</u> e. <u>Equal justice under the law.</u> f. <u>Private property rights.</u> g. <u>Federalism.</u> h. <u>Due process.</u> i. <u>Individual rights as set forth in the Bill of Rights.</u> <u>Section 2. (3a) “...excerpts or portions of writings, documents, and records that reflect the history of the United States, including, but not limited to,</u> iii. <u>the United States Constitution,</u> viii. <u>the writings, speeches, documents, and proclamations of the founding</u>



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	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
				<u>fathers and Presidents of the United States,</u> ix. <u>decisions of the Supreme Court of the United States, and</u> x. <u>acts of the Congress of the United States, including the published text of the Congressional Record.”</u>
CE.PFL.1	Analyze the concepts and factors that enable individuals to make informed financial decisions for effective resource planning.	CE.PFL.1.1	Explain how education, income, career, and life choices impact an individual’s financial plan and goals (e.g., job, wage, salary, college/university, community college, military, workforce, skill development, social security, entrepreneur, rent, mortgage, etc.).	
		CE.PFL.1.2	Explain how fiscally responsible individuals create and manage a personal budget that is inclusive of income, taxes, gross and net pay, giving, fixed and variable expenses and retirement (e.g., budget, financial plan, money management, saving and investing plan, etc.).	
		CE.PFL.1.3	Analyze how managing a checking and savings account contributes to financial well being (e.g., deposits,	



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	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
			withdrawals, transfers, automated transactions, fees, etc.).	
		CE.PFL.1.4	Summarize how debt management and creditworthiness impact an individual's ability to become responsible consumers and borrowers (e.g., credit card management, monitoring percentage rates and personal credit reports, analyzing loan details, keeping and maintaining records, etc.).	
		CE.PFL.1.5	Analyze how fiscally responsible individuals save and invest to meet financial goals (e.g., investment, stock market, bonds, mutual funds, etc.).	
		CE.PFL.1.6	Compare various investing strategies and tax implications for their potential to build wealth (e.g., individual stocks and bonds with investing in stock, giving, bonds, mutual funds, retirement plans, etc.).	



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	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
CE.PFL.2	Understand how risk management strategies empower and protect consumers.	CE.PFL.2.1	Explain how consumer protection laws and government regulation contribute to the empowerment of the individual (e.g., consumer credit laws, regulation, FTC-Federal Trade Commission, protection agencies, etc.).	
		CE.PFL.2.2	Summarize various types of fraudulent solicitation and business practices (e.g., identity theft, personal information disclosure, online scams, Ponzi schemes, investment scams, internet fraud, etc.).	
		CE.PFL.2.3	Summarize ways consumers can protect themselves from fraudulent and deceptive practices (e.g., do not call lists, reading the fine print, terms and conditions, personal information disclosure, investment protection laws, fees, etc.).	
		CE.PFL.2.4	Classify the various types of insurance and estate planning including the benefits and consequences (e.g., car, health, renters, life, liability, travel, disability, long-term care, natural	



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	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
			disaster, etc.).	
		CE.PFL.2.5	Summarize strategies individuals use for resolving consumer conflict (e.g., contacting Attorney General, filing claims, Better Business Bureau, Secretary of State, etc.).	
CE.E.1	Understand economies, markets and the role economic factors play in making economic decisions.	CE.E.1.1	Compare how individuals and governments utilize scarce resources (human, natural and capital) in traditional, command, market and mixed economies.	
		CE.E.1.2	Analyze a market economy in terms of economic characteristics, the roles they play in decision-making and the importance of each role (e.g., private property, free enterprise, circular flow, competition and profit motive, and allocation of resources via the price system).	
		CE.E.1.3	Explain how supply and demand determine equilibrium price and quantity produced (e.g., any market example –apples, tires, etc.).	



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	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
		CE.E.1.4	Analyze the ways in which incentives and profits influence what is produced and distributed in a market system (e.g., supply, demand, What to Produce?, How to Produce It?, How Much to Produce?, For Whom To Produce It?, free enterprise, etc.).	
		CE.E.1.5	Compare how various market structures affect decisions made in a market economy (e.g., monopoly, oligopoly, monopolistic competition, pure competition, etc.).	
		CE.E.1.6	Compare national, state and local economic activity (e.g., resources, wages, production, employment, etc.).	<u>Aligns to:</u> <u>Section 2 (1)</u> g. <u>Federalism</u>
CE.E.2	Understand factors of economic interdependence and their impact on nations.	CE.E.2.1	Explain the basic concepts of trade (e.g., including absolute and comparative advantage, exchange rates, balance of trade, gains from trade, etc.).	
		CE.E.2.2	Summarize how nations specialize and become interdependent through trade (e.g., trade restrictions and	



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	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
			government policy).	
		CE.E.2.3	Explain the impact of government policies on international trade (e.g., tariffs, quotas, sanctions, subsidies, banking, embargos, etc.).	
		CE.E.2.4	Analyze the role of NC and the US in the world economy (e.g., furniture industry, tourism, fishing, etc.).	
CE.E.3	Analyze the role of government and economic institutions in developing and implementing economic stabilization policies in the U.S.	CE.E.3.1	Summarize basic macroeconomic indicators and how they vary over the course of a business cycle (e.g., gross domestic product, unemployment, consumer price index, etc.).	
		CE.E.3.2	Explain how fiscal policy and the monetary policy influence overall levels of employment, interest rates, production, price level and economic growth (e.g., business cycle, standard of living, recession, depression, Consumer Price Index, etc.).	



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	Essential Standard	Clarifying Objectives		<u>Alignment To The Founding Principles Act</u>
		CE.E.3.3	Analyze organizations in terms of their roles and functions in the United States economy (e.g., banks, labor unions, federal reserve, nonprofit organizations and cooperatives, Wall Street, etc.).	<u>Aligns to:</u> <u>Section 2 (1)</u> b. <u>Structure of government, separation of powers with checks and balances.</u>



North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS

FOR ACHIEVING NEW STANDARDS

Appendix E: Civics and Economics Unpacking Document

This document identifies possible curriculum content that could be taught in the Civics and Economics course that aligns to the Founding Principles Act (SL 2011-273). The last column, labeled “Unpacking” contains the information that shows the alignment of the standards to the Founding Principles Act. This content is underlined for easy identification and can be found on the following pages in this document: 3-26, 36 and 40-41.

This document is designed to help North Carolina educators teach the Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

***Essential Standards: Civics and Economics* • Unpacked Content**

For the new Essential Standards that will be effective in all North Carolina schools in the 2012-13 school year.

What is the purpose of this document?

To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

What is in the document?

Descriptions of what each standard means a student will know, understand and be able to do. The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this standard mean that a student must know and be able to do?” and to ensure the description is helpful, specific and comprehensive for educators.

How do I send Feedback?

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

Just want the standards alone?

You can find the standards alone at <http://www.dpi.state.nc.us/acre/standards/new-standards/#social>.

Note on Numbering: **H**–History, **G**–Geography and Environmental Literacy, **E**–Economic and Financial Literacy, **C&G**–Civics and Government, **C**–Culture

Civics and Government

Essential Standard:

CE.C&G.1 Analyze the foundations and development of American government in terms of principles and values.

Concept(s): Power, Authority, Democracy

Clarifying Objectives

CE.C&G.1.1 Explain how the tensions over power and authority led America's founding fathers to develop a constitutional democracy (e.g., mercantilism, salutary neglect, taxation and representation, boycott and protest, independence, American Revolution, Articles of Confederation, Ben Franklin, George Washington, John Adams, Son of Liberty, etc.).

Unpacking

What does this objective mean a student will understand, know and be able to do?

Students will understand:

- "Salutary neglect" between a nation and its colonies may impact their political and economic relationship and lead to the creation of a new nation.
- The desire for representative government can lead to conflict within and among nations. (Frequent and free elections in a representative government)
- Civil disobedience can lead to changes in government. (Frequent and free elections in a representative government, rule of law, federalism, due process, Structure of government, separation of powers with checks and balances)

Students will know:

- A constitutional democracy is a form of representative democracy that depends on the participation of its citizens. (Frequent and free elections in a representative government, rule of law, federalism, due process, Structure of government, separation of powers with checks and balances)
- A constitutional democracy is a system of government based on popular sovereignty in which the structures, powers, and limits of government are set forth in a constitution. (Frequent and free elections in a representative government, rule of law, federalism, due

	<p><u>process, Structure of government, separation of powers with checks and balances, equal justice under the law, private property rights)</u></p> <ul style="list-style-type: none"> ▪ <u>Reasons for colonial rebellion, such as British control and taxation, and how this lead to the Revolutionary War and American independence. (Inalienable rights, rule of law, equal justice under the law, due process)</u> ▪ <u>The connection between colonial conflicts and the major principles the framers placed in the United States Constitution. (Structure of government, separation of powers with checks and balances, rule of law, equal justice under the law, federalism, individual rights set forth in the Bill of Rights)</u>
<p>CE.C&G.1.2 Explain how the Enlightenment and other contributing theories impacted the writing of the Declaration of Independence, the US Constitution and the Bill of Rights to help promote liberty, justice and equality (e.g., natural rights, classical theories of government, Magna Carta, Montesquieu, Locke, English Bill of Rights, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ <u>A nation’s political documents are often influenced by philosophical theories. (U.S. Constitution, N.C. Constitution, Declaration of Independence, Supreme Court Decisions, Congressional Acts)</u> ▪ <u>New ideas or ways of thinking are often integrated into a nation’s founding and development. (Inalienable rights, structure of government, separation of powers with checks and balances, rule of law, equal justice under the law, federalism, individual rights set forth in the Bill of Rights)</u> ▪ <u>Constitutional governments are often founded upon ideas such as freedom, equality and the rights of individuals. (Inalienable rights, structure of government, separation of powers with checks and balances, rule of law, equal justice under the law, federalism, individual rights set forth in the Bill of Rights, individual responsibility)</u> ▪ <p>Students will know:</p>

	<ul style="list-style-type: none"> ▪ <u>Philosophical theories of the Enlightenment and the 18th century (Locke, Rousseau, Hobbes, and Montesquieu). (Inalienable rights, structure of government, separation of powers with checks and balances, rule of law, equal justice under the law)</u> ▪ <u>American colonists brought with them the knowledge of Enlightenment theories and those theories impacted the development of United States government. (Inalienable rights, structure of government, separation of powers with checks and balances, rule of law, equal justice under the law, federalism, individual rights set forth in the Bill of Rights, individual responsibility)</u> ▪ <u>The fundamental principles of the Declaration of Independence. (Inalienable rights, rule of law, equal justice under the law)</u> ▪ <u>The fundamental principles of the United States Constitution. (Separation of powers with checks and balances, rule of law, federalism)</u> ▪ <u>The freedoms established in the Bill of Rights. (Inalienable rights, structure of government, equal justice under the law, due process, federalism, individual rights set forth in the Bill of Rights, individual responsibility)</u>
<p>CE.C&G.1.3 Evaluate how debates on power and authority between Federalists and Anti-Federalists have helped shape government in the United States over time (e.g., Hamilton, Jefferson, Madison, Federalist Papers, strong central government, protection of individual rights, <i>Elastic Clause, Bill of Rights, etc.</i>).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Multiple perspectives on power and authority often influence the direction in which a nation’s government develops. <p>For example: Components of both Federalist and Anti-Federalist beliefs are reflected in contemporary political debate on issues such as the size and role of government, federalism, and the protection of individual rights.</p>

	<ul style="list-style-type: none"> ▪ Groups and individuals pursuing their own goals may influence the priorities, decisions and actions of a government. ▪ <u>Debates over the power and authority of national government are present in contemporary political debates. (Structure of government, separation of powers with checks and balances, rule of law, equal justice under the law, federalism, individual rights set forth in the Bill of Rights)</u> <p>Students will know:</p> <ul style="list-style-type: none"> ▪ <u>Major arguments for and against ratifying the United States Constitution. (Rule of law, federalism, individual rights set forth in the Bill of Rights)</u> ▪ <u>Differences between Federalist and Anti-Federalist thoughts and writings. (Structure of government, separation of powers with checks and balances, federalism, individual rights set forth in the Bill of Rights)</u> ▪ <u>Key Federalists and Anti-Federalists in the debate over ratifying the United States Constitution. (Federalism, Individual rights set forth in the Bill of Rights)</u>
<p>CE.C&G.1.4 Analyze the principles and ideals underlying American democracy in terms of how they promote freedom (i.e. separation of powers, rule of law, limited government, democracy, consent of the governed / individual rights –life, liberty, pursuit of happiness, self-government, representative democracy, equal opportunity, equal protection under the law, diversity, patriotism, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Shared values and principles may be necessary for a group of people to progress and form a political system. ▪ Principles and ideals underlying democracy are designed to promote the freedom of the people in a nation. ▪ A nation may agree on values and principles philosophically, but disagree on the practical application of those same values and principles. ▪ Democratic freedom requires the active participation of a nation’s citizens.

	<p>Students will know:</p> <ul style="list-style-type: none"> ▪ Ideals that are considered fundamental to American public life (individual rights, self-government, justice, equality, diversity, patriotism, the common/public good, etc.). ▪ Principles that are considered fundamental to American constitutional democracy (rule of law, representative government, shared powers, checks and balances, federalism, individual rights, etc.).
CE.C&G.1.5 Evaluate the fundamental principles of American politics in terms of the extent to which they have been used effectively to maintain constitutional democracy in the United States (e.g., rule of law, limited government, democracy, consent of the governed, etc.).	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ <u>A government system in which the structures, powers and limits of government are set forth in a constitution relies on its founding principles to maintain order. (Inalienable rights, structure of government, separation of powers with checks and balances, frequent and free elections in a representative government, rule of law, equal justice under the law, private property rights, federalism, due process, individual rights as set forth in the Bill of Rights, individual responsibility)</u> ▪ <u>A constitutional democracy allows competing ideas, values, and principles to compete in a peaceful manner. (Inalienable rights, structure of government, separation of powers with checks and balances, frequent and free elections in a representative government, rule of law, equal justice under the law, private property rights, federalism, due process, individual rights as set forth in the Bill of Rights, individual responsibility)</u> <p>Students will know:</p> <ul style="list-style-type: none"> ▪ <u>Basic principles of United States government and their purpose. (Structure of government, separation of powers with checks and balances, rule of law, equal justice under the law)</u> ▪ <u>The concept of the social contract. (Inalienable rights)</u>

Civics and Government

Essential Standard:

CE.C&G.2 Analyze government systems within the United States in terms of their structure, function and relationships.

Concept(s): Government systems, structure, function

Clarifying Objectives

CE.C&G.2.1 Analyze the structures of national, state and local governments in terms of ways they are organized to maintain order, security, welfare of the public and the protection of citizens (e.g., federalism, the three branches, court system, jurisdictions, judicial process, agencies, etc.).

Unpacking

What does this objective mean a student will understand, know and be able to do?

Students will understand:

- Governments are structured to address the basic needs of the people (Inalienable rights, structure of government, separation of powers with checks and balances, frequent and free elections in a representative government, rule of law, equal justice under the law, private property rights, federalism, individual rights as set forth in the Bill of Rights)
- A system of government established by a constitution may result in the complex dispersal of powers, as a result people may live under the jurisdiction of national, state and local governments. (Inalienable rights, structure of government, separation of powers with checks and balances, frequent and free elections in a representative government, rule of law, equal justice under the law, private property rights, federalism, due process, individual rights as set forth in the Bill of Rights, individual responsibility)
- A complex system of multi-levels and divisions of government may reflect the principle of popular sovereignty, enable citizens to hold their governments accountable and help to insure protection for the rights of the people. (Structure of government, separation of powers with checks and balances, frequent and free elections in a representative government, rule of law, equal justice under the law, private property rights, federalism, due process, individual rights as set forth in the Bill of Rights, individual responsibility)
- Functions of government involve a complex relationship among the branches of government at all levels. (Structure of government, separation of powers with checks and balances)

Students will know:

	<ul style="list-style-type: none"> ▪ <u>Reasons for America’s implementation of a federalist system of government. (Structure of government, separation of powers with checks and balances, federalism)</u> ▪ <u>Powers that are shared and held individually by state and federal governments with in a federalist system. (Structure of government, separation of powers with checks and balances, federalism)</u> ▪ <u>The structure of government at national, state and local levels. (Structure of government, separation of powers with checks and balances, federalism)</u>
CE.C&G.2.2 Summarize the functions of North Carolina state and local governments within the federal system of government (e.g., local charters, maintain a militia, pass ordinances and laws, collect taxes, supervise elections, maintain highways, types of local governments, etc.).	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ <u>Constitutions are "higher laws" that authorize an effective government with limited powers. (Structure of government, separation of powers with checks and balances, federalism)</u> ▪ <u>Government can have a significant impact on how people are governed. (Structure of government, separation of powers with checks and balances, federalism)</u> <p>Students will know:</p> <ul style="list-style-type: none"> ▪ <u>The functions of state and local governments. (Structure of government, separation of powers with checks and balances, federalism)</u> ▪ <u>The responsibilities and duties of the state and local government. (Structure of government, separation of powers with checks and balances, federalism)</u> ▪ How and why government responds to social and economic changes.
CE.C&G.2.3 Evaluate the U.S. Constitution as a “living Constitution” in terms of how the words in the Constitution and Bill of Rights have been interpreted and applied throughout their existence (e.g., precedents, rule of law, Stare decisis, judicial review, supremacy, equal protections, “establishment clause”, symbolic	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ <u>A written constitution sets forth the terms and limits of a government’s power. (Structure of government, separation of powers with checks and balances, frequent and free elections in a representative government, rule of law, equal justice under the law, private property rights, federalism, due process, individual rights as set forth in the Bill of Rights)</u> ▪ <u>A nation’s founding documents reflect and preserve its basic principles.</u>

<p>speech, due process, right to privacy, etc.).</p>	<p><u>(U.S. Constitution, N.C. Constitution, Declaration of Independence)</u></p> <p>Students will know:</p> <ul style="list-style-type: none"> ▪ <u>The purposes for the United States Constitution as outlined in the Preamble. The meaning of a “living Constitution”. (U.S. Constitution, N.C. Constitution)</u> <u>The processes for amending the United States Constitution. ”. (U.S. Constitution, N.C. Constitution)</u> <u>The purpose of the first 10 amendments, the freedoms each grants, and their relevance to each citizen. (Federalism, due process, individual rights as set forth in the Bill of Rights)</u>
<p>CE.C&G.2.4 Compare the Constitutions and the structures of the United States and North Carolina governments (e.g., the various NC Constitutions, Bill of Rights, Declaration of Rights, Preambles, the organization of, the powers of, responsibilities, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> • <u>The structure and processes of national and state governments protect and preserve the democratic system (federal, state, local). (Structure of government, separation of powers with checks and balances, frequent and free elections in a representative government, rule of law, equal justice under the law, private property rights, federalism, due process, individual rights as set forth in the Bill of Rights)</u> ▪ <u>National constitutions trump conflicts with state constitutions. (U.S. Constitution, N.C. Constitution)</u> <p>Students will know:</p> <ul style="list-style-type: none"> ▪ <u>The structure of the United States and North Carolina Constitutions. (Structure of government, separation of powers with checks and balances)</u> ▪ <u>The structure of the United States and North Carolina governments. (Structure of government, separation of powers with checks and balances)</u> <u>The major differences and similarities between the United States and North Carolina Constitutions. (U.S. Constitution, N.C. Constitution, Preamble to the NC Constitution)</u>
<p>CE.C&G.2.5 Compare United States system of government within the framework of the federal and</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ <u>Governments are structured to address the needs of the people who are governed.</u>

<p>state structures as well as in how they relate with governmental systems of other nations (e.g. Republicanism, federalism).</p>	<p><u>(Structure of government, separation of powers with checks and balances)</u></p> <ul style="list-style-type: none"> ▪ <u>Political change at the state level may cause conflict at the national level and vice versa. (Structure of government, separation of powers with checks and balances, federalism)</u> ▪ <u>In democratic forms of government, ultimate power lies with the people. (Structure of government, separation of powers with checks and balances, frequent and free elections in a representative government, rule of law, individual rights as set forth in the Bill of Rights, individual responsibility)</u> ▪ <u>Democracy influences the institutions and practices of a nation. (Structure of government, separation of powers with checks and balances, frequent and free elections in a representative government, rule of law, equal justice under the law, private property rights, federalism, due process, individual rights as set forth in the Bill of Rights)</u> <p><u>Students will know:</u></p> <ul style="list-style-type: none"> ▪ <u>Differences between the federal and state structure of governments. (Structure of government, separation of powers with checks and balances, federalism)</u> ▪ <u>Differences and similarities between the United States system of government and the government systems of other nations. (Structure of government, separation of powers with checks and balances, federalism)</u> <p>For example: One significant difference between the United States and some other major democracies is the selection and role of the head of government. In parliamentary systems, the head of government is a prime minister selected from the parliament, and is typically the leader of the majority political party or coalition. The prime minister appoints a cabinet of ministers often consisting of other members of parliament. A separate head of state may be a monarch or an elected President (or comparable official).</p>
<p>CE.C&G.2.6 Evaluate the authority federal, state and local governments have over individuals' rights and privileges (e.g., Bill of Rights, Delegated Powers, Reserved Powers, Concurrent Powers, Pardons, Writ of habeas corpus, Judicial Process, states' rights, Patriot</p>	<p><u>Students will understand:</u></p> <ul style="list-style-type: none"> ▪ <u>Governments balance preserving the rights of individuals with protecting the common good. (Rule of law, equal justice under the law, private property rights, federalism, due process, individual rights as set forth in the Bill of Rights, individual responsibility)</u>

<p>Act, etc.).</p>	<ul style="list-style-type: none"> ▪ <u>Constitutional democracy often develops from both the need for authority and the need to limit authority. (Structure of government, rule of law, equal justice under the law, private property rights, federalism, due process, individual rights as set forth in the Bill of Rights, individual responsibility)</u> <p>Students will know:</p> <ul style="list-style-type: none"> ▪ <u>The types of authority government can exercise over the people. (Rule of law, equal justice under the law, private property rights, federalism, due process, individual rights as set forth in the Bill of Rights, individual responsibility)</u> ▪ <u>The rights and privileges citizens have in the United States and the differences between the two. . (Rule of law, equal justice under the law, private property rights, federalism, due process, individual rights as set forth in the Bill of Rights, individual responsibility)</u>
<p>CE.C&G.2.7 Analyze contemporary issues and governmental responses at the local, state, and national levels in terms of how they promote the public interest and/or general welfare (e.g., taxes, immigration, naturalization, civil rights, economic development, annexation, redistricting, zoning, national security, health care, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ <u>One level of government can have a significant impact on how policy is established and people are governed. (Structure of government, separation of powers with checks and balances)</u> ▪ Controversies often exist regarding government response to contemporary issues. ▪ Individuals and institutions are affected by government actions. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ The definition of “public interest”. ▪ Various examples of public interests in the United States. ▪ The definition of general welfare in the United States and how the government attempts to preserve it. ▪ Contemporary issues affecting the United States and how government and citizens respond.
<p>CE.C&G.2.8 Analyze America’s two-party system in</p>	<p>Students will understand:</p>

terms of the political and economic views that led to its emergence and the role that political parties play in American politics (e.g., Democrat, Republican, promotion of civic responsibility, Federalists, Anti-Federalists, Influence of third parties, precincts, “the political spectrum”, straight ticket, canvass, planks, platform, etc.).

- A nation’s political systems are often comprised of adversarial groups which must find ways to resolve conflict and balance competing interests.
- Third parties play an important role in politics. (Frequent and free elections in a representative government, individual responsibility)

For example:

- Third parties bring up new ideas or press for action on certain issues. (Frequent and free elections in a representative government, individual responsibility)
- Third parties can change the outcome of elections by drawing votes away from one of the main parties. (Frequent and free elections in a representative government, individual responsibility)

Students will know:

- History and characteristics of the two-party system. (Frequent and free elections in a representative government)
- Advantages and disadvantages of a two-party system. (Frequent and free elections in a representative government)
- The dominant political parties and platforms in the United States and their distinguishing characteristics.
- How political parties allow citizens to participate in government. (Frequent and free elections in a representative government, individual responsibility)
- The importance of civic responsibility to a political system. (Frequent and free elections in a representative government, individual responsibility)

Civics and Government

Essential Standard:

CE.C&G.3 Analyze the legal system within the United States in terms of the development, execution and protection of citizenship

rights at all levels of government.	
Concept(s): Rights, legal system, protection, citizenship	
Clarifying Objectives	Unpacking What does this objective mean a student will understand, know and be able to do?
CE.C&G.3.1 Analyze how the rule of law establishes limits on both the governed and those who govern while holding true to the ideal of equal protection under the law (e.g., the Fourteenth Amendments, Americans with Disabilities Act, equal opportunity legislation).	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ <u>A democratic government works with its citizens to make, follow, and enforce laws. (Structure of government, rule of law, equal justice under the law, private property rights, federalism, due process, individual rights as set forth in the Bill of Rights, individual responsibility)</u> ▪ <u>In a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government. (Rule of law, equal justice under the law, private property rights, federalism, due process, individual rights as set forth in the Bill of Rights, individual responsibility)</u> ▪ <u>Equal protection of the law promotes equal treatment as an element of fundamental fairness and prohibits discrimination by government institutions. (Rule of law, equal justice under the law, private property rights, federalism, due process, individual rights as set forth in the Bill of Rights, individual responsibility)</u> <p>Students will know:</p> <ul style="list-style-type: none"> ▪ <u>How to define rule of law and recognize why it is an important concept for democratic governance. (Rule of law)</u> ▪ <u>How to define the concept of “equal protection under the law.” (Rule of law, equal justice under the law)</u> ▪ <u>Specific constitutional and legal protections that provide equal protection to all citizens. (Rule of law, equal justice under the law)</u> ▪ <u>The concept of limited government. (Structure of government, rule of law, equal justice under the law, private property rights, federalism)</u>

<p>CE.C&G.3.2 Compare lawmaking processes of federal, state and local governments (e.g., committee system, legislative process, bills, laws, veto, Filibuster, Cloture, Proposition, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ <u>Legislatures are bound to follow a particular process in lawmaking. (Federalism)</u> ▪ <u>Political parties play a major role in shaping public and national policies as well as laws. (Equal justice under the law, private property rights, due process, individual responsibility)</u> <p>Students will know:</p> <ul style="list-style-type: none"> ▪ The formal process for how a bill becomes a law. (Structure of government, rule of law, frequent and free elections in a representative government) ▪ The role of the executive, legislative, and judicial branches in the federal law making process. (Structure of government, rule of law, frequent and free elections in a representative government) ▪ Similarities in the lawmaking processes on the national, state and local levels. (Structure of government, rule of law, frequent and free elections in a representative government) ▪ Explain procedural techniques for blocking legislation (vetoes, filibusters). ▪ How party politics play a role in the law making process.
<p>CE.C&G.3.3 Analyze laws and policies in terms of their intended purposes, who has authority to create them and how they are enforced (e.g., laws, policies, public policy, regulatory, symbolic, procedural, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Laws may be enforced by different agencies in order to ensure domestic tranquility. ▪ <u>National and state agencies help shape government policies and define how the requirements of statutes are to be met. (Federalism)</u> ▪ Conflicts over values, principles and interests may make agreement difficult on certain issues of public policy. <p>For example: affirmative action, environmental protection, equal rights, etc.</p>

	<p>Students will know:</p> <ul style="list-style-type: none"> ▪ The responsibilities of various agencies to enforce laws. ▪ <u>The authority of federal, state, and local governments and their responsibility to enforce laws. (Federalism)</u> ▪ <u>The purpose of laws and their relationship to public policy. (Rule of law, equal justice under the law, private property rights, due process)</u> ▪ The influence of public policy on financial planning for federal, state, and local governments. ▪ How individuals, interest groups and the media influence public policy.
<p>CE.C&G.3.4 Explain how individual rights are protected by varieties of law (e.g., Bill of Rights, Supreme Court Decisions, constitutional law, criminal law, civil law, Tort, Administrative law, Statutory law and International law, etc.).</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> ▪ <u>Citizens look to the principle varieties of law for protection of individual rights. (Rule of law, equal justice under the law, private property rights, federalism, due process, individual rights as set forth in the Bill of Rights)</u> ▪ <u>Constitutions may limit government in order to protect individual rights. (Rule of law, equal justice under the law, private property rights, federalism, due process, individual rights as set forth in the Bill of Rights)</u> ▪ <u>Citizens often depend on legal systems to manage conflicts, disputes and protection of rights. (Rule of law, equal justice under the law, private property rights, federalism, due process, individual rights as set forth in the Bill of Rights)</u> <p>The student will know:</p> <ul style="list-style-type: none"> ▪ <u>The differences between civil rights and individual rights. (Individual rights as set forth in the Bill of Rights)</u> ▪ <u>Why and how laws protect the rights and freedoms of individuals. (Rule of law, equal justice under the law, private property rights, federalism, due process, individual rights as set forth in the Bill of Rights)</u> ▪ The relationship between the various types of law and how those affect

	<p>individual rights (e.g., Constitutional, civil, and criminal).</p> <ul style="list-style-type: none"> ▪ <u>How court decisions have protected various minority groups. (Rule of law, equal justice under the law, private property rights, federalism, due process, individual rights as set forth in the Bill of Rights)</u> ▪ The procedures involved in a criminal case. ▪ The procedures involved in a civil case. ▪ <u>The constitutional issues of Supreme Court cases - to include but not exclusive of landmark cases (if given a Supreme Court case/decision be able to explain the Constitutional issue of the case).</u> ("...excerpts or portions of decisions of the Supreme Court of the United States) <p>For example: Instead of memorizing court cases students will be expected to recognize the Constitutional issues the Supreme Court considers in reviewing a case (Due Process, Establishment Clause, Symbolic Speech, Supremacy, Equal Protection, Judicial Review, Federalism, etc.).</p>
<p>CE.C&G.3.5 Compare jurisdictions and methods of law enforcement applied at each level of government, the consequences of noncompliance to laws at each level and how each reflects equal protection under the law (e.g., Department of Justice, Regulatory Commissions, FBI. SBI, Homeland Security, Magistrate, State troopers, Sheriff, City police, Ordinance, Statute, Regulation, Fines, Arrest, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ <u>Various jurisdictions enact statutes to prevent discrimination. (Rule of law, equal justice under the law, private property rights, due process, individual rights as set forth in the Bill of Rights)</u> <p>Students will know:</p> <ul style="list-style-type: none"> ▪ <u>The roles of various government officials in the legal process. (Structure of government, due process)</u> ▪ <u>The consequences for noncompliance in civil and criminal cases (correctional institutions, fines, probation, etc.). (Due process)</u> ▪ <u>Differences between the responsibilities and jurisdiction of federal, state, and local law enforcement. Structure of government)</u>

	<ul style="list-style-type: none"> ▪ The kinds of cooperation that exist between law enforcement agencies at different levels.
CE.C&G.3.6 Explain ways laws have been influenced by political parties, constituents, interest groups, lobbyists, the media and public opinion (e.g., extension of suffrage, labor legislation, civil rights legislation, military policy, environmental legislation, business regulation and educational policy).	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Building constituencies plays an important role when trying to influence laws and policies. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ <u>Students will know how individuals and interest groups influence public policy. (Individual responsibility)</u> ▪ <u>Ways the media plays an important role in public opinion. (Individual rights as set forth in the Bill of Rights, individual responsibility)</u> ▪ Public opinion may influence the creation of laws.
CE.C&G.3.7 Summarize the importance of the right to due process of law for individuals accused of crimes (e.g., habeas corpus, presumption of innocence, impartial tribunal, trial by jury, right to counsel, right against self-incrimination, protection against double jeopardy, right of appeal).	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ <u>Individuals have the responsibility to be aware of their rights. (Rule of law, equal justice under the law, private property rights, due process, individual rights as set forth in the Bill of Rights, individual responsibility)</u> ▪ <u>Government must not subject individuals to unreasonable, unfair or arbitrary treatment under the law. (Rule of law, equal justice under the law, private property rights, due process, individual rights as set forth in the Bill of Rights)</u> <p>Students will know:</p> <ul style="list-style-type: none"> ▪ The constitutional and legal protections against the abuse of power by the government (such as the 8th Amendment and the War Powers Resolution). ▪ The legal rights and responsibilities that citizens process. ▪ The adversarial nature of the judicial process protects individuals' rights and freedoms.
CE.C&G.3.8 Evaluate the rights of individuals in terms of	Students will understand:

<p>how well those rights have been upheld by democratic government in the United States.</p>	<ul style="list-style-type: none"> ▪ <u>The nature of citizenship and the rights associated with it have changed over time. (Individual rights as set forth in the Bill of Rights, individual responsibility)</u> ▪ <u>Certain groups are sometimes excluded from membership in a democratic society.</u> ▪ <u>Individuals have the responsibility to be aware of their rights. (Rule of law, equal justice under the law, private property rights, due process, individual rights as set forth in the Bill of Rights, individual responsibility)</u> <p>Students will know:</p> <ul style="list-style-type: none"> ▪ <u>The relationship between the ideals of individual rights and freedoms and the realities of America’s history. (Rule of law, equal justice under the law, private property rights, due process, individual rights as set forth in the Bill of Rights, individual responsibility)</u> ▪ <u>Ways in which the rights of individuals have been protected and violated in the United States. (Rule of law, equal justice under the law, private property rights, due process, individual rights as set forth in the Bill of Rights, individual responsibility)</u>
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Civics and Government

Essential Standard:

CE.C&G.4 Understand how democracy depends upon the active participation of citizens.

Concept(s): Democracy, government, citizenship

Clarifying Objectives

CE.C&G.4.1 Compare citizenship in the American constitutional democracy to membership in other types of governments (e.g., right to privacy, civil rights, responsibilities, political rights, right to due process, equal protection under the law, participation, freedom, etc.).

Unpacking

What does this objective mean a student will understand, know and be able to do?

Students will understand:

- The political, religious, and economic freedoms provided to citizens are often accompanied by the responsibility of active civic participation at the individual, community, state, and national levels. (Individual rights as set forth in the Bill of Rights, individual responsibility)
- Stable governments need a citizenry who understand their roles and responsibilities and abide by those understandings. (Individual responsibility)

Students will know:

- Criteria which defines citizenship in the United States.
- The criteria that have defined citizenship in the United States during various periods of its history (the Constitutional era, pre and post Civil War, early 1900s, post WWI, post WWII, present-day, etc.).
- Different types of American citizenship.
- What citizenship may look like in types of government other than

	constitutional democracies (e.g., socialist state-Norway, monarchy-Jordan, oligarchy-Pakistan, dictatorship-Iraq before the Iraqi war).
CE.C&G.4.2 Explain how the development of America's national identity derived from principles in the Declaration of Independence, US Constitution and Bill of Rights (e.g., inalienable rights, consent of the governed, popular sovereignty, religious and political freedom, separation of powers, etc.).	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ <u>A nation's identity reflects the principles and beliefs of its people. (Rule of law, equal justice under the law, private property rights, federalism, due process, individual rights as set forth in the Bill of Rights, individual responsibility)</u> ▪ <u>The identity of a nation is defined by shared political values and principles rather than by ethnicity, race, class, language, gender or national origin. (Structure of government, rule of law, equal justice under the law, private property rights, federalism, due process, individual rights as set forth in the Bill of Rights, individual responsibility)</u> ▪ Immigration influences the national identity of a nation. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ The meaning of "national identity". ▪ How to explain influences of immigration on national identity. ▪ Identify and explain the values that contribute to the United States' national identity.
CE.C&G.4.3 Analyze the roles of citizens of North Carolina and the United States in terms of responsibilities, participation, civic life and criteria for membership or admission (e.g., voting, jury duty, lobbying, interacting successfully with government agencies, organizing and working in civic groups, volunteering, petitioning, picketing, running for political office, residency, etc.).	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ <u>Citizenship involves recognition of individual rights and responsibilities for political participation and encourages personal, social, economic, and political choice. (Rule of law, equal justice under the law, private property rights, federalism, due process, individual rights as set forth in the Bill of Rights, individual responsibility)</u> ▪ <u>Political, religious, and economic freedoms provided to citizens are often accompanied by the responsibility of active civic participation at the individual, community, state, and national levels. (Rule of law, equal justice under the law, private property rights, federalism, due process, individual rights as set forth in the Bill of Rights, individual responsibility)</u> ▪ <u>An increased level of citizen participation results in a more representative</u>

	<p><u>government. (Individual responsibility)</u></p> <p>Students will know:</p> <ul style="list-style-type: none"> ▪ <u>Various ways individuals participate in civic life. (Individual responsibility)</u> ▪ <u>The criteria for becoming a United States citizen.</u> ▪ <u>The role citizens play in influencing government policies and actions. (Individual responsibility)</u> ▪ <u>Effective methods of influencing government. (Individual responsibility)</u>
<p>CE.C&G.4.4 Analyze the obligations of citizens by determining when their personal desires, interests and involvement are subordinate to the good of the nation or state (e.g., Patriot Act, Homeland Security, sedition, civil rights, equal rights under the law, jury duty, Selective Services Act, rule of law, eminent domain, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ <u>Members of a society often have certain rights, responsibilities and privileges associated with citizenship. (Rule of law, equal justice under the law, private property rights, federalism, due process, individual rights as set forth in the Bill of Rights, individual responsibility)</u> ▪ <u>Individual interests and desires must become secondary to the economic, social and political needs of a nation. (Rule of law, equal justice under the law, private property rights, federalism, due process, individual rights as set forth in the Bill of Rights, individual responsibility)</u> ▪ <u>Government may be influenced by groups and individuals in ways that may or may not be in the best interest of the nation as a whole. (Individual responsibility)</u> ▪ <u>Individuals enter into a social contract with government once they become citizens. (Individual responsibility)</u> <p>Students will know:</p> <ul style="list-style-type: none"> ▪ <u>The differences between a citizen's rights and their obligations.</u> ▪ <u>The differences between <i>civil rights</i> and <i>civil liberties</i>. . (Rule of law, equal justice under the law, private property rights, federalism, due process, individual rights as set forth in the Bill of Rights, individual responsibility)</u> ▪ <u>The differences between civic responsibilities and personal</u>

	<u>responsibilities. . (Individual responsibility)</u> <ul style="list-style-type: none"> ▪ The types of things the United States government is able to constitutionally do in order to ensure the safety of its inhabitants.
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Civics and Government

Essential Standard:

CE.C&G.5 Analyze how political and legal systems within and outside of the United States provide a means to balance competing interests and resolve conflicts.

Concept(s): Political systems, legal systems, conflict

Clarifying Objectives

CE.C&G.5.1 Analyze the election process at the national, state and local levels in terms of the checks and balances provided by qualifications and procedures for voting (e.g., civic participation, public hearings, forums, at large voting, petition, local initiatives, local referendums, voting amendments, types of elections, etc.).

Unpacking

What does this objective mean a student will understand, know and be able to do?

Students will understand:

- Elected leaders are expected to represent the interests of the electorate. (Frequent and free elections in a representative government, rule of law, individual rights as set forth in the Bill of Rights, individual responsibility)

Students will know:

- The qualification for voting in federal, state, and local elections. (Frequent and free elections in a representative government)
- How citizens can implement laws and influence government policy through voting. (Frequent and free elections in a representative government, rule of law, individual responsibility)
- How citizens make informed choices in elections. (Frequent and free elections in a representative government, individual responsibility)
- The role media plays in elections. (Frequent and free elections in a

	<p><u>representative government, individual responsibility)</u></p> <ul style="list-style-type: none"> ▪ Constitutional amendments and laws related to voting rights. ▪ The reason for qualifications for elected government officials. ▪ <u>Progression of the election process at national, state, and local levels.</u> (Frequent and free elections in a representative government)
CE.C&G.5.2 Analyze state and federal courts by outlining their jurisdictions and the adversarial nature of the judicial process (e.g., Appellate, Exclusive, Concurrent, Original, types of federal courts, types of state courts, oral argument, courtroom rules, Supreme Court, opinions, Court Docket, Prosecutor/Prosecution, Complaint, Defendant, Plaintiff, hearing, bail, indictment, sentencing, appeal, etc.).	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ <u>Legal systems can be structured to allow courts the authority to hear and decide cases. (Structure of government, separation of powers with checks and balances)</u> ▪ <u>Separation of powers and checks and balances slow down the process of enforcing and interpreting laws which insures better outcomes. (Structure of government, separation of powers with checks and balances)</u> <u>Judicial review reflects the idea of a constitutional government. (Rule of law, due process, (“...excerpts or portions of decisions of the Supreme Court of the United States)</u> <p>Students will know:</p> <ul style="list-style-type: none"> ▪ <u>The structure of the court system (federal, state and local). (Structure of government, separation of powers with checks and balances, federalism)</u> ▪ The types of jurisdictions among the courts. ▪ The types of law. ▪ Contextual meaning of “adversarial.” ▪ <u>The judicial process (federal and state).(Federalism)</u> ▪ How conflicts are resolved through the judicial process.
CE.C&G.5.3 Analyze national, state and local government agencies in terms of how they balance interests and resolve conflicts (e.g., FBI, SBI, DEA, CIA, National Guard Reserves, magistrates, Better Business Bureau, IRS, Immigration and Naturalization, FEMA,	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Government agencies affect national, state and local interests in a variety of ways. ▪ Laws may be enforced by many different agencies in order to ensure domestic tranquility. ▪ Government agencies set regulations to meet the requirements of laws

<p>Homeland Security, ATF, etc.).</p>	<p>passed by legislatures.</p> <p>Students will know:</p> <ul style="list-style-type: none"> ▪ The three types of independent agencies (executive, regulatory, and government corporations). ▪ The roles and responsibilities of key national, state and local government agencies.
<p>CE.C&G.5.4 Explain how conflict between constitutional provisions and the requirements of foreign policy are resolved (e.g., the power of Congress to declare war and the need for the president to make expeditious decisions in times of international emergency, the power of the President to make treaties and the need for the Senate to approve them).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Awareness of global developments and their effects help groups reach compromise on issues pertaining to domestic and foreign policy. ▪ A nation's economic policies are often the result of their foreign policies which are shaped by national interest and constitutional provisions. ▪ International relationships change in response to global, regional, and national issues and events. ▪ A nation's constitutional principles and domestic politics may impose constraints on a nation's relations with the rest of the world. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ <u>The roles and duties of the legislative branch and executive branch in conducting foreign affairs. (Structure of government, separation of powers with checks and balances)</u> ▪ Compare government's role during times of conflict and times of tranquility. ▪ How and why the use of the national interest as a criterion for American foreign policy is important. ▪ <u>How and why domestic politics may impose constraints or obligations on the ways in which the United States acts in the world (long-standing commitments to certain nations, lobbying efforts of domestic groups, economic needs, etc.). (Individual responsibility)</u>

	<ul style="list-style-type: none"> How the process of debate and compromise has been used in reaching consensus on domestic & foreign policy issues.
CE.C&G.5.5 Analyze the developments and implementation of domestic and foreign policy by outlining opposing arguments on major issues and their efforts toward resolutions (, e.g., health care, education, immigration, regulation of business and industry, foreign aid, intervention abroad, etc.).	<p>Students will understand:</p> <ul style="list-style-type: none"> Contemporary political developments across the globe have significant political, demographic and environmental implications on domestic policy. <u>Being informed about global developments and a government's policies toward them helps citizens make better decisions on domestic and foreign policy. (Individual responsibility)</u> Nation-states interact using diplomacy, formal agreements and sanctions which may be peaceful or involve the use of force. <p>Students will know:</p> <ul style="list-style-type: none"> <u>The most important powers the United States Constitution gives to the Congress, president, and federal judiciary in foreign affairs. (Structure of government, separation of powers with checks and balances, federalism)</u> <u>Strategies the United States uses to achieve domestic and foreign policy. (Structure of government, separation of powers with checks and balances)</u> <p>For example: Diplomacy; trade agreements; incentives; sanctions; military intervention; treaties; humanitarian aid, economic aid, etc.</p> <ul style="list-style-type: none"> Contemporary foreign policy issues and the means the United States uses to deal with them. The position of the United States on major domestic and foreign policy issues. <u>The impact and relevance of policy decisions on laws, governments, communities, and individuals. (Due process)</u>

Personal Financial Literacy

Essential Standard:

CE.PFL.1 Analyze the concepts and factors that enable individuals to make informed financial decisions for effective resource planning.

Concept(s): Income and Careers, Financial Responsibility, Decision Making, Saving and Investing, Credit and Debt

Clarifying Objectives

Unpacking

What does this objective mean a student will understand, know and be able to do?

CE.PFL.1.1 Explain how education, income, career, and life choices impact an individual's financial plan and goals (e.g., job, wage, salary, college/university, community college, military, workforce, skill development, social security, entrepreneur, rent, mortgage, etc.).

Students will understand:

- The choices that people make have benefits, costs, risks, and future consequences.
- An individual's actions affect them through intended and unintended consequences.
- Attitudes and values affect financial decisions.

Students will know:

- What tradeoffs are and that a person's choices involve trade-offs.
- That a person's income and wealth is mostly dependent on the kind of human capital that they possess (e.g., knowledge, habits, and skills).

CE.PFL.1.2 Explain how fiscally responsible individuals create and manage a personal budget that is inclusive of income, taxes, gross and net pay, giving, fixed and variable expenses and retirement (e.g., budget, financial plan, money management, saving and investing plan, etc.).

Students will understand:

- People perform basic financial tasks to manage income, expenses and saving.

Students will know:

- How to create a budget that balances their income with their expenses.
- The definition of "disposable income" and "discretionary income."
- What it means to "pay yourself first."

<p>CE.PFL.1.3 Analyze how managing a checking and savings account contributes to financial well being (e.g., deposits, withdrawals, transfers, automated transactions, fees, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Wealth increases with regular investment, time and frequent compounding. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ The characteristics of checking accounts and savings accounts. ▪ How to make basic transactions with bank accounts and the consequences of overdrafts.
<p>CE.PFL.1.4 Summarize how debt management and creditworthiness impact an individual's ability to become responsible consumers and borrowers (e.g., credit card management, monitoring percentage rates and personal credit reports, analyzing loan details, keeping and maintaining records, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Credit is a basic financial tool. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ That failing to pay off a credit card balance quickly can lead to a decrease in one's standard of living. ▪ How a good credit score can help one get a good rate on a mortgage. ▪ That the Annual Percentage Rate (APR) is the best indicator of the cost of a loan. ▪ The nature of compound interest as it relates to debt. ▪ The costs and benefits of using debt to make purchases in various situations.
<p>CE.PFL.1.5 Analyze how fiscally responsible individuals save and invest to meet financial goals (e.g., investment, stock market, bonds, mutual funds, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Saving and investing are basic ways of preparing for one's future financial goals and financial security. ▪ There are risks and benefits to various investments. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ How to develop habits of saving every month. ▪ The distinction between stocks, bonds, mutual funds, CDs and money market accounts. ▪ The relationship between risk and return when investing.

<p>CE.PFL.1.6 Compare various investing strategies and tax implications for their potential to build wealth (e.g., individual stocks and bonds with investing in stock, giving, bonds, mutual funds, retirement plans, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Investment strategies differ in their potential rate of return, liquidity and level of risk. ▪ Fees, tax deferrals and exemptions may significantly affect an investor's total return over time. ▪ There are risks and benefits to various investments. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ Where to find information on various investments. ▪ The relationship between risk and return when investing.
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Personal Financial Literacy

Essential Standard:

CE.PFL.2 Understand how risk management strategies empower and protect consumers.

Concept(s): Risk Management and Insurance, Planning and Money Management

Clarifying Objectives

Unpacking

What does this objective mean a student will understand, know and be able to do?

CE.PFL.2.1 Explain how consumer protection laws and government regulation contribute to the empowerment of the individual (e.g., consumer credit laws, regulation, FTC-Federal Trade Commission, protection agencies, etc.).

Students will understand:

- Laws and regulations exist to protect consumers from seller and lender abuses.

Students will know:

- Examples of basic consumer protections offered to them by state and federal government.

CE.PFL.2.2 Summarize various types of fraudulent solicitation and business practices (e.g., identity theft, personal information disclosure, online scams, Ponzi schemes, investment scams, internet fraud, etc.).

Students will understand:

- Automated financial transactions can make consumers vulnerable to privacy infringement and identity theft.
- An investment opportunity that looks too good to be true probably is.

Students will know:

- Types of fraudulent business practices.
- How a Ponzi scheme works.
- How a Pyramid Scheme (or Multi-Level Marketing) works.

CE.PFL.2.3 Summarize ways consumers can protect themselves from fraudulent and deceptive practices (e.g., do not call lists, reading the fine print, terms and conditions, personal information disclosure, investment

Students will understand:

- An informed investor understands the importance of research and uses this information in their investing decisions.
- Dealing with non-reputable parties can have undesirable consequences

protection laws, fees, etc.).	<p>when investing.</p> <p>Students will know:</p> <ul style="list-style-type: none"> ▪ To contact the state securities regulator (or securities commission) to make sure the investment is legitimate before investing. ▪ Various websites they can visit for information about investment fraud. <p>For example:</p> <ul style="list-style-type: none"> • North American Securities Administration Association - http://www.nasaa.org/investor_education/Investor_Alerts_Tips/ • Investor Education Resources - http://www.secretary.state.nc.us/sec/invedu.aspx • FBI-Common Fraud Schemes - www.fbi.gov/scams-safety/fraud • Internet Crime Complaint Center - http://www.ic3.gov/crimeschemes.aspx
CE.PFL.2.4 Classify the various types of insurance and estate planning including the benefits and consequences (e.g., car, health, renters, life, liability, travel, disability, long-term care, natural disaster, etc.).	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ People purchase insurance to mitigate the risk of financial loss. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ What kinds of insurance are available, and if they are appropriate for a person at a given stage of life.
CE.PFL.2.5 Summarize strategies individuals use for resolving consumer conflict (e.g., contacting Attorney General, filing claims, Better Business Bureau, Secretary of State, etc.).	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ People resolve conflicts through legal procedures or compromise. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ Steps in filing a claim with the Better Business Bureau. ▪ Strategies for resolving consumer conflict.

Economics

Essential Standard:

CE.E.1 Understand economies, markets and the role economic factors play in making economic decisions.

Concept(s):): Economy, Markets, Production

Clarifying Objectives

CE.E.1.1 Compare how individuals and governments utilize scarce resources (human, natural and capital) in traditional, command, market and mixed economies.

Unpacking

What does this objective mean a student will understand, know and be able to do?

Students will understand:

- There are not enough resources to satisfy all wants.
- Scarcity forces people to make choices.
- All choices have opportunity costs.
- Economic systems influence peoples' incentives.
- People and governments make choices with limited resources.
- The need for resources and markets promotes expansion and may lead to some degree of conflict.
- Relative scarcity may lead to trade and economic interdependence or to conflict.

Students will know:

- The definition of scarcity.
- Scarcity is a basic economic problem.
- How to identify an opportunity cost.
- How to predict how someone will act based on the incentives they are given.
- The different kinds of economic systems (traditional, market, command, mixed)
- How to place the economic systems on a continuum showing level of economic freedom (traditional is not usually placed on this continuum).
- The types of things that are considered scarce resources.
- Productive resources, also called "factors of production,"

	<ul style="list-style-type: none"> Natural, human and capital resources, also called “land, labor, entrepreneurship and capital.”
CE.E.1.2 Analyze a market economy in terms of economic characteristics, the roles they play in decision-making and the importance of each role (e.g., private property, free enterprise, circular flow, competition and profit motive, and allocation of resources via the price system).	<p>Students will understand:</p> <ul style="list-style-type: none"> Profit often acts as an incentive in a market economy. With respect to government’s role in a market, some intervention is appropriate. Government has limited yet important functions in a market economy. <p>For example: Preserve competition, enforce contracts, and to protect life, liberty, and property.</p> <ul style="list-style-type: none"> Investment in capital and human resources can affect production and influence the economic choices of groups and individuals. <p>Students will know:</p> <ul style="list-style-type: none"> The definition of a Market Economy, as well as synonyms: free enterprise, price system, <i>laissez-faire</i>, capitalism. The basic parts of the Circular Flow Model. In a market economy, <i>profit</i> acts as a motivator, <i>competition</i> acts as a regulator, and <i>prices</i> act as a coordinator. Private property is an essential part of a market economy, since market exchange cannot occur without clearly established ownership. The role of competition in regulating quality and price. The role of prices as coordinators of a market economy.
CE.E.1.3 Explain how supply and demand determine equilibrium price and quantity produced (e.g., any market example –apples, tires, etc.).	<p>Students will understand:</p> <ul style="list-style-type: none"> Scarcity and the necessity of balancing scarcity and unlimited wants may influence production, consumption and economic choices. In a free market economy, price and quantity are determined by the

	<p>interaction of supply and demand.</p> <ul style="list-style-type: none"> Increases or decreases in demand and/or supply will impact price and quantity. <p>Students will know:</p> <ul style="list-style-type: none"> How to create a demand schedule. How to create a supply schedule. How to find the “market clearing price” or “equilibrium price and quantity.” The difference between “demand” (the curve) and “quantity demanded” (the x-axis). How to move supply and demand curves (e.g., the slide of a curve to the right or left). What occurrences will move supply curves and demand curves (e.g. An improvement in technology will cause an industry’s supply curve to slide to the right. Advertisement for a product will cause the demand curve to slide to the right).
<p>CE.E.1.4 Analyze the ways in which incentives and profits influence what is produced and distributed in a market system (e.g., supply, demand, What to Produce?, How to Produce It?, How Much to Produce?, For Whom To Produce It?, free enterprise, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> When nations face the problem of scarcity, their citizens must often decide how allocate scarce resources. Investment in capital and human resources can affect production and influence the economic choices of groups and individuals. Goods and services are supplied by many people in many ways. <p>Students will know:</p> <ul style="list-style-type: none"> Prices are like traffic signals for the economy: they organize the flow of economic resources and channel them to their most efficient use. In a command economy (by way of contrast), it is government

	<p>planners, not prices, that decide how resources are used.</p> <ul style="list-style-type: none"> ▪ While profits often act as incentives, people might also be motivated by other factors, like a feeling of fulfillment in their work or any number of other things. ▪ A method for allocating scarce resources is an economic system. An economic system is a set of rules that people must consider when making decisions. ▪ The concept of the Invisible Hand.
CE.E.1.5 Compare how various market structures affect decisions made in a market economy (e.g., monopoly, oligopoly, monopolistic competition, pure competition, etc.).	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Markets with more competition tend to create better outcomes for consumers. ▪ Location, government regulation or the uniqueness of a product are factors that may cause markets to be more or less competitive. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ How to create a continuum showing the differences between different market structures in terms of the level of competition (e.g., a monopolistically competitive market includes more competition than an oligopolistic market, which in turn has more competition than a monopolistic market). ▪ Examples of each type of market (e.g., perfect competition: wheat and many other farm products. Monopolistic competition: fast-food restaurants. Oligopoly: cell-phone networks, hospitals, soft drinks. Monopoly: Utilities, hair salons, veterinarians). ▪ The role of competition in regulating quality and price. ▪ Why people in a particular industry might have an interest in creating barriers for others' entry into the market. ▪ Factors that cause markets to be competitive.

<p>CE.E.1.6 Compare national, state and local economic activity (e.g., resources, wages, production, employment, etc.)</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ The way in which economic systems address the key economic questions may determine the role of consumers and producers. ▪ <u>Factors such as, free enterprise, competition, private ownership of resources and government regulation of business can have a negative or positive impact on the United States economy. (Federalism)</u> <p>Students will know:</p> <ul style="list-style-type: none"> ▪ Economic features of North Carolina (e.g., history of tobacco farming and textile manufacturing, contemporary finance and high-tech research).
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Economics

Essential Standard:

CE.E.2 Understand factors of economic interdependence and their impact on nations.

Concept(s): Economic Interdependence, Trade

Clarifying Objectives

Unpacking

What does this objective mean a student will understand, know and be able to do?

CE.E.2.1 Explain the basic concepts of trade (e.g., including absolute and comparative advantage, exchange rates, balance of trade, gains from trade, etc.).

Students will understand:

- Trade can cause economies to change.
- Trade allows a nation to specialize in the production of products than it can produce most efficiently.
- Producers who do not have a comparative advantage may be driven out of business.

	<p>Students will know:</p> <ul style="list-style-type: none"> ▪ A voluntary trade benefits both parties. ▪ The definition of comparative advantage: the ability of a party (e.g. person, business, or nation) to produce a good or service at a lower opportunity cost than others. ▪ Why comparative advantage gives people an incentive to specialize and trade. <p>For example: Specialization allows people to pursue their comparative advantage, which causes goods and services to be produced at a lower cost. Trade allows overall global production and consumption to increase.</p>
CE.E.2.2 Summarize how nations specialize and become interdependent through trade (e.g., trade restrictions and government policy).	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Nations with strong economic infrastructure wield greater power in international relations. ▪ Different economic systems develop and change as societies respond to three essential questions; what to produce, how to produce and for whom to produce. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ The definition of interdependence. ▪ The definition of globalization. ▪ Trade is an integral part of the economy of a nation. ▪ Nations decide what, why and with whom to trade.
CE.E.2.3 Explain the impact of government policies on international trade (e.g., tariffs, quotas, sanctions, subsidies, banking, embargos, etc.)	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Protectionism usually benefits a narrow industry while increasing costs for consumers. ▪ Voters tend to support protectionism when its benefits are concentrated and

	<p>its costs are dispersed.</p> <ul style="list-style-type: none"> Political action may impact a nation’s economy and result in changing government regulations. Economic decisions of one country can affect the economies of other nations. <p>Students will know:</p> <ul style="list-style-type: none"> Governments often attempt to shield certain sectors of the economy from the changes brought about by trade. Definition of “protectionism.” <p>Various forms of protectionism: subsidies, tariffs, sanction, embargos, and quotas.</p>
CE.E.2.4 Analyze the role of NC and the US in the world economy (e.g., furniture industry, tourism, fishing, etc.).	<p>Students will understand:</p> <ul style="list-style-type: none"> Federal and state governments share similarities and differences that affect their economic development. The prosperity and stability of a nation’s economy is dependent upon a stable global economy. <p>Students will know:</p> <ul style="list-style-type: none"> Economic features of North Carolina (e.g., history of tobacco farming and textile manufacturing, contemporary finance and high-tech research).

Economics

Essential Standard:

CE.E.3 Analyze the role of government and economic institutions in developing and implementing economic stabilization policies in the U.S.

Concept(s): Economic Institutions, Stabilization, Policy

Clarifying Objectives

CE.E.3.1 Summarize basic macroeconomic indicators and how they vary over the course of a business cycle (e.g., gross domestic product, unemployment, consumer price index, etc.).

Unpacking

What does this objective mean a student will understand, know and be able to do?

Students will understand:

- A nation's overall levels of income, employment and prices are determined by the interaction of spending and production decisions.
- Leading indicators help investors predict and react to the direction the market is headed.
- Inflation redistributes purchasing power and as a result imposes undesirable costs on some people while benefiting others.

Students will know:

- Macroeconomics vs. microeconomics.
- The definition of Gross Domestic Product (GDP).
- What GDP does and does not measure.

For example: GDP does measure final goods and services, does not measure intangible things like leisure time. It measures production, which is a flow as opposed to wealth which is a stock.

- How the unemployment level is calculated.
- The definition of inflation.
- How the rate of inflation is measured using the Consumer Price Index

	<p>(CPI).</p> <ul style="list-style-type: none"> ▪ The phases of the business cycle (expansion, peak, contraction, trough). ▪ Why inflation is a problem. ▪ Economic indicators tend to vary over the course of the business cycle. <p>For example: In a trough, unemployment is high and GDP is low.</p> <ul style="list-style-type: none"> ▪ Various forces affect economic conditions and an economy's stability.
<p>CE.E.3.2 Explain how fiscal policy and monetary policy influence overall levels of employment, interest rates, production, price level and economic growth (e.g., business cycle, standard of living, recession, depression, Consumer Price Index, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Changes in the money supply can lead to changes in interest rates which, in turn, affect the availability of credit, the average level of prices and national levels of spending and output. ▪ <u>National, state and local levels of government often use tax cuts and spending increases in times of economic weakness to stimulate the economy. (Structure of government, federalism)</u> ▪ Fiscal policy can provide stimulus during economic recession. ▪ Monetary policy decisions can prevent inflation. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ The definitions of fiscal policy and monetary policy. ▪ Monetary policy is used by the national government and fiscal policy is used by all levels of government. ▪ What exactly the Federal Reserve system is and its function. ▪ The Federal Reserve can affect the amount of money that banks can lend. ▪ The Federal Reserve can influence interest rates.

	<ul style="list-style-type: none"> ▪ Banks create money when they make loans. ▪ Paper money is no longer “backed” by gold. Its value is largely dependent on the amount of money that the Federal Reserve allows banks to create. ▪ The term “fiat” money. <p>For example: Fiat money is money that has value only because of government regulation or law. Money that has no gold or silver backing. Today, most national currencies are fiat currencies, including the US dollar and the euro.</p> <ul style="list-style-type: none"> ▪ How and why fiscal and monetary policy are used as attempts to stimulate the economy in a contraction. ▪ How and why fiscal and monetary policy are used to attempt to keep the economy from “overheating” in an expansion. ▪ Why the tools of fiscal policy (including stimulus) and monetary policy (including expansion of the money supply, contractionary policy) are controversial.
<p>CE.E.3.3 Analyze organizations in terms of their roles and functions in the United States economy (e.g., banks, labor unions, federal reserve, nonprofit organizations and cooperatives, Wall Street, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ A central bank has a monopoly on creating the currency of a nation and functions to provide a nation’s money supply. ▪ <u>National governments can control the supply of money in an economy by encouraging or discouraging bank loans with the changes in discount rate and the buying or selling of government bonds.</u> (Structure of government) ▪ Nonprofit organizations serve the public or a mutual benefit other than the accumulation of profits and as a result are a valuable part of a nation’s economy. ▪ Financial institutions facilitate allocation of financial resources from

	<p>its source to potential users.</p> <p>For example:</p> <ul style="list-style-type: none"> • Some financial institutions collect funds from investors and make them available to users. • Some financial institutions act as middlemen between deficit and surplus units. • Some financial institutions manage funds as agents for their clients. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ That the financial system (banks, the stock market, etc.) connects savers to borrowers. ▪ Entrepreneurs get money for new businesses by borrowing money through banks. ▪ The definition and characteristics of a recession. ▪ When people become afraid that too many loans will not be repaid, a financial panic or a “run” on the banks may occur.
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