



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Report to the North Carolina General Assembly

North Carolina Department of Public
Instruction Implementation of The
Founding Principles Act

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

Date Due: October 15, 2015
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North Carolina Department of Public Instruction
Implementation of The Founding Principles Act

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

Historical Background

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 complete successfully a semester course, "American History I - The Founding Principles." Additionally, the Department of Public Instruction (DPI) 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 (SBE) 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* were aligned to reflect all of the content enumerated therein. Because the *United States History I* Essential Standards had 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. The *United States History II* was changed to *American History II* for consistency.

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*.

In September 2013, NC DPI engaged in a contract with the Bill of Rights Institute (BORI) to develop course content to support implementation of *The Founding Principles Act*.

Update Since the 2013 Report

The Bill of Rights Institute (BORI) modules were completed and available for use by schools during the 2014-2015 school year. The course content, aligned to both the *American History I: The Founding Principles* course and the *Civics and Economics* course, consists of ten (10) instructional units that contain the following: pre-assessment; primary source analysis; written reflection; and document-based assessments. More specific details of the units are contained in Appendix C.

Upon further consideration, in January 2015 the SBE determined that the *Civics and Economics* course would serve as the course students would take to fulfill the requirements of *The Founding Principles Act* as it provides a more in-depth study of the content outlined in the act. Consequently, the name of the *Civics and Economics* course was changed to *American History: The Founding Principles, Civics and Economics*.

In addition to the Bill of Rights Institute modules (BORI), DPI is also in the process of developing additional support documents and professional development that will assist districts with more effectively implementing *The Founding Principles Act*. This resource will consist of additional curricular units of instruction for the *American History: The Founding Principles, Civics and Economics* course that focuses on appropriate pacing and alignment.

The DPI Division of Testing and Accountability have included assessment items on the North Carolina Final Exams for the *American History: Founding Principles, Civics, and Economics* course to support the legislation. The average percentage of aligned items per test form represents approximately 54% of operational items and 58% of field-tested items.

Attachments: Appendices A-D

**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2011**

**SESSION LAW 2011-273
HOUSE BILL 588**

AN ACT TO ENACT THE FOUNDING PRINCIPLES ACT.

Whereas, the survival of the republic requires that our nation's children, the future guardians of its heritage and participants in its governance, have a clear understanding of the Founding Philosophy and the Founding Principles of government for a free people, which are found in the Declaration of Independence, the United States Constitution, the Federalist Papers, and the writings of the Founders, and an understanding of their preservation; Now, therefore,

The General Assembly of North Carolina enacts:

SECTION 1. This act shall be known as "The Founding Principles Act."

SECTION 2. G.S. 115C-81(g) reads as rewritten:

"(g) Civic Literacy. –

(1) Local boards of education shall require during the high school years the teaching of ~~the nation's founding and related documents, which shall include at least the major principles in the Declaration of Independence, the United States Constitution and its amendments, and the most important of the Federalist Papers.~~ a semester course "American History I – The Founding Principles," to include at least the following:

a. The Creator-endowed inalienable rights of the people.

b. Structure of government, separation of powers with checks and balances.

c. Frequent and free elections in a representative government.

d. Rule of law.

e. Equal justice under the law.

f. Private property rights.

g. Federalism.

h. Due process.

i. Individual rights as set forth in the Bill of Rights.

j. Individual responsibility.

A passing grade in the course shall be required for graduation from high school.

~~(2) Local boards of education shall require that high school students demonstrate knowledge and understanding of the nation's founding and related documents in order to receive a certificate or diploma of graduation from high school.~~

~~(3) Local boards of education shall include among the requirements for graduation from high school a passing grade in all courses that include primary instruction in the Declaration of Independence, the United States Constitution and its amendments, and the most important of the Federalist Papers.~~

(3a) Local boards of education shall allow and may encourage any public school teacher or administrator to read or post in a public school building, classroom, or event, excerpts or portions of writings, documents, and records that reflect the history of the United States, including, but not limited to, (i) the preamble to the North Carolina Constitution, (ii) the Declaration of Independence, (iii) the United States Constitution, (iv) the Mayflower Compact, (v) the national motto, (vi) the National Anthem, (vii) the Pledge of Allegiance, (viii) the writings, speeches, documents, and proclamations of



the founding fathers and Presidents of the United States, (ix) decisions of the Supreme Court of the United States, and (x) acts of the Congress of the United States, including the published text of the Congressional Record. Local boards, superintendents, principals, and supervisors shall not allow content-based censorship of American history in the public schools of this State, including religious references in these writings, documents, and records. Local boards and professional school personnel may develop curricula and use materials that are limited to specified topics provided the curricula and materials are aligned with the standard course of study or are grade level appropriate.

- (3b) A local school administrative unit may display on real property controlled by that local school administrative unit documents and objects of historical significance that have formed and influenced the United States legal or governmental system and that exemplify the development of the rule of law, such as the Magna Carta, the Mecklenburg Declaration, the Ten Commandments, the Justinian Code, and documents set out in subdivision (3a) of this subsection. This display may include, but shall not be limited to, documents that contain words associated with a religion; provided however, no display shall seek to establish or promote religion or to persuade any person to embrace a particular religion, denomination of a religion, or other philosophy. The display of a document containing words associated with a religion shall be in the same manner and appearance generally as other documents and objects displayed and shall not be presented or displayed in any fashion that results in calling attention to it apart from the other displayed documents and objects. The display also shall be accompanied by a prominent sign quoting the First Amendment of the United States Constitution as follows: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances."
- (4) The State Board of Education shall require that any high school level curriculum-based tests developed and administered statewide beginning with the 2014-2015 academic year ~~1990-91~~ include questions related to the philosophical foundations of our form of government and the principles underlying the Declaration of Independence, the United States Constitution and its amendments, and the most important of the Federalist Papers.
- (5) The ~~State~~ Department of Public Instruction and the local boards of education, as appropriate, shall ~~establish~~ provide or cause to be provided curriculum content for the semester course required in subdivision (1) of this subsection and provide for teacher training to ensure that the intent and provisions of this subsection are carried out. The curriculum content established shall include a review of the contributions made by Americans of all races.
- (6) The Department of Public Instruction shall submit a biennial report by October 15 of each odd-numbered year to the Joint Legislative Education Oversight Committee covering the implementation of this subsection."

SECTION 3. This act is effective when it becomes law and applies beginning with the 2014-2015 school year.

In the General Assembly read three times and ratified this the 18th day of June, 2011.

s/ Philip E. Berger
President Pro Tempore of the Senate

s/ Thom Tillis
Speaker of the House of Representatives

s/ Beverly E. Perdue
Governor

Approved 5:10 p.m. this 23rd day of June, 2011



Appendix A: American History: The Founding Principles, 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 name of the course has been changed to American History: The Founding Principles, Civics and Economics and the last column has been added to show the alignment of the standards to the Founding Principles Act.

North Carolina Essential Standards

Social Studies –American History: The Founding Principles, Civics and Economics Course

American History: The Founding Principles, 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 practice. 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 American History: The Founding Principles, 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 American History: The Founding Principles, Civics and Economics courses. The essential standards for American History: The Founding Principles, Civics and Economics have been written conceptually and identify the most critical knowledge and skills that students need to learn in this course.



AMERICAN HISTORY: THE FOUNDING PRINCIPLES, 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		Alignment To The Founding Principles Act
FP.C&G.1	Analyze the foundations and development of American government in terms of principles and values.	FP.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, Sons of Liberty, etc.).	Aligns to: Section 2 (1) a. The Creator-endowed inalienable rights of the people. b. Structure of government, separation of powers with checks and balances. c. Frequent and free elections in a representative government. d. Rule of law. e. Equal justice under the law. f. Private property rights. g. Federalism. h. Due process. i. Individual rights as set forth in the Bill of Rights. j. Individual responsibility.
		FP.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,	Aligns to: Section 2 (1) a. The Creator-endowed inalienable rights of the people. b. Structure of government, separation of powers with checks and balances.



Civics and Government

	Essential Standard	Clarifying Objectives		Alignment To The Founding Principles Act
			<p>justice and equality (e.g., natural rights, classical theories of government, Magna Carta, Montesquieu, Locke, English Bill of Rights, etc.).</p>	<ul style="list-style-type: none"> c. Frequent and free elections in a representative government. d. Rule of law. e. Equal justice under the law. f. Private property rights. g. Federalism. h. Due process. i. Individual rights as set forth in the Bill of Rights. j. Individual responsibility. <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> <ul style="list-style-type: none"> i. the preamble to the North Carolina Constitution, ii. the Declaration of Independence, iii. the United States Constitution, iv. the Mayflower Compact, viii. the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States, ix. decisions of the Supreme Court of the United States, and x. acts of the Congress of the United



Civics and Government

	Essential Standard	Clarifying Objectives		Alignment To The Founding Principles Act
				States, including the published text of the Congressional Record.”
		FP.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.).	Section 2. (3a) “...excerpts or portions of writings, documents, and records that reflect the history of the United States, including, but not limited to, <ul style="list-style-type: none"> i. the preamble to the North Carolina Constitution, ii. the Declaration of Independence, iii. the United States Constitution, iv. the Mayflower Compact, v. the national motto, vi. the National Anthem, vii. the Pledge of Allegiance, viii. the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States, ix. decisions of the Supreme Court of the United States, and x. acts of the Congress of the United States, including the published text of the Congressional Record.”
		FP.C&G.1.4	Analyze the principles and ideals underlying American democracy in terms of how they promote freedom	Aligns to: Section 2 (1) a. The Creator-endowed inalienable



Civics and Government

	Essential Standard	Clarifying Objectives		Alignment To The Founding Principles Act
			(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.).	<ul style="list-style-type: none"> rights of the people. b. Structure of government, separation of powers with checks and balances. d. Rule of law. e. Equal justice under the law. f. Private property rights. g. Federalism. h. Due process. i. Individual rights as set forth in the Bill of Rights. j. Individual responsibility.
		FP.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>Aligns to: Section 2 (1)</p> <ul style="list-style-type: none"> a. The Creator-endowed inalienable rights of the people. b. Structure of government, separation of powers with checks and balances. c. Frequent and free elections in a representative government. d. Rule of law. e. Equal justice under the law. f. Private property rights. g. Federalism. h. Due process. i. Individual rights as set forth in the Bill of Rights. j. Individual responsibility.



Civics and Government

	Essential Standard	Clarifying Objectives		Alignment To The Founding Principles Act
FP.C&G.2	Analyze government systems within the United States in terms of their structure, function and relationships.	FP.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.).	Aligns to: Section 2 (1) b. Structure of government, separation of powers with checks and balances. g. Federalism.
		FP.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.).	Aligns to: Section 2 (1) a. The Creator-endowed inalienable rights of the people. b. Structure of government, separation of powers with checks and balances. c. Frequent and free elections in a representative government. d. Rule of law. e. Equal justice under the law. f. Private property rights. g. Federalism. h. Due process. i. Individual rights as set forth in the Bill of Rights.



Civics and Government

	Essential Standard	Clarifying Objectives		Alignment To The Founding Principles Act
		FP.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 speech, due process, right to privacy, etc.).	<p>Aligns to: Section 2 (1)</p> <ul style="list-style-type: none"> b. Structure of government, separation of powers with checks and balances. c. Frequent and free elections in a representative government. d. Rule of law. e. Equal justice under the law. f. Private property rights. g. Federalism. h. Due process. i. Individual rights as set forth in the Bill of Rights. j. Individual responsibility. <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> <ul style="list-style-type: none"> iii. the United States Constitution, viii. the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States, ix. decisions of the Supreme Court of the United States, and x. acts of the Congress of the United



Civics and Government

	Essential Standard	Clarifying Objectives		Alignment To The Founding Principles Act
				States, including the published text of the Congressional Record.”
		FP.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>Aligns to: Section 2 (1)</p> <ul style="list-style-type: none"> b. Structure of government, separation of powers with checks and balances. c. Frequent and free elections in a representative government. d. Rule of law. e. Equal justice under the law. f. Private property rights. g. Federalism. h. Due process. i. Individual rights as set forth in the Bill of Rights. j. Individual responsibility. <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> <ul style="list-style-type: none"> i. the preamble to the North Carolina Constitution, iii. the United States Constitution,



Civics and Government

	Essential Standard	Clarifying Objectives	Alignment To The Founding Principles Act
		<p>FP.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>	<p>Aligns to: Section 2 (1)</p> <ul style="list-style-type: none"> b. Structure of government, separation of powers with checks and balances. c. Frequent and free elections in a representative government. d. Rule of law. e. Equal justice under the law. f. Private property rights. g. Federalism. h. Due process. i. Individual rights as set forth in the Bill of Rights. j. Individual responsibility.
		<p>FP.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.).</p>	<p>Aligns to: Section 2 (1)</p> <ul style="list-style-type: none"> a. The Creator-endowed inalienable rights of the people. b. Structure of government, separation of powers with checks and balances. c. Frequent and free elections in a representative government. d. Rule of law. e. Equal justice under the law. f. Private property rights. g. Federalism. h. Due process.



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	Essential Standard	Clarifying Objectives		Alignment To The Founding Principles Act
				<ul style="list-style-type: none"> i. Individual rights as set forth in the Bill of Rights. j. Individual responsibility. <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> <ul style="list-style-type: none"> iii. the United States Constitution, viii. the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States, ix. decisions of the Supreme Court of the United States, and x. acts of the Congress of the United States, including the published text of the Congressional Record."
		FP.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,	<p>Aligns to: Section 2 (1)</p> <ul style="list-style-type: none"> a. The Creator-endowed inalienable rights of the people. c. Frequent and free elections in a representative government. d. Rule of law. e. Equal justice under the law.



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	Essential Standard	Clarifying Objectives		Alignment To The Founding Principles Act
			redistricting, zoning, national security, health care, etc.).	<p>f. Private property rights. g. Federalism. h. Due process. i. Individual rights as set forth in the Bill of Rights. j. Individual responsibility.</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. the United States Constitution, iv. the Mayflower Compact, v. the national motto, vi. the National Anthem, vii. the Pledge of Allegiance, viii. the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States, ix. decisions of the Supreme Court of the United States, and x. acts of the Congress of the United States, including the published text of the Congressional Record."</p>



Civics and Government

	Essential Standard	Clarifying Objectives		Alignment To The Founding Principles Act
		FP.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>Aligns to: Section 2 (1)</p> <ul style="list-style-type: none"> a. The Creator-endowed inalienable rights of the people. c. Frequent and free elections in a representative government. d. Rule of law. e. Equal justice under the law. f. Private property rights. i. Individual rights as set forth in the Bill of Rights. j. Individual responsibility. <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> <ul style="list-style-type: none"> iii. the United States Constitution, v. the national motto, vii. the Pledge of Allegiance, viii. the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States, x. acts of the Congress of the United States, including the published text of the Congressional Record.”



Civics and Government

	Essential Standard	Clarifying Objectives		Alignment To The Founding Principles Act
FP.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.	FP.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>Aligns to:</p> <p>Section 2 (1)</p> <ul style="list-style-type: none"> a. The Creator-endowed inalienable rights of the people. d. Rule of law. e. Equal justice under the law. h. Due process. i. Individual rights as set forth in the Bill of Rights. j. Individual responsibility. <p>Section 2. (3a) “...excerpt or portions of writings, documents, and records that reflect the history of the United States, including, but not limited to,</p> <ul style="list-style-type: none"> iii. the United States Constitution, viii. the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States, ix. decisions of the Supreme Court of the United States, and x. acts of the Congress of the United States, including the published text of the Congressional Record.”



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	Essential Standard	Clarifying Objectives		Alignment To The Founding Principles Act
		FP.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>Aligns to: Section 2 (1)</p> <ul style="list-style-type: none"> b. Structure of government, separation of powers with checks and balances. c. Frequent and free elections in a representative government. d. Rule of law. h. Due process.
		FP.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>Aligns to: Section 2 (1)</p> <ul style="list-style-type: none"> b. Structure of government, separation of powers with checks and balances. d. Rule of law. e. Equal justice under the law. f. Private property rights. g. Federalism. h. Due process. i. Individual rights as set forth in the Bill of Rights. j. Individual responsibility. <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		Alignment To The Founding Principles Act
				<ul style="list-style-type: none"> iii. the United States Constitution, ix. decisions of the Supreme Court of the United States, and x. acts of the Congress of the United States, including the published text of the Congressional Record.”
		FP.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>Aligns to:</p> <p>Section 2 (1)</p> <ul style="list-style-type: none"> a. The Creator-endowed inalienable rights of the people. d. Rule of law. e. Equal justice under the law. f. Private property rights. h. Due process. i. Individual rights as set forth in the Bill of Rights. <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> <ul style="list-style-type: none"> iii. the United States Constitution, ix. decisions of the Supreme Court of the United States, and x. acts of the Congress of the United States, including the published text of



Civics and Government

	Essential Standard	Clarifying Objectives		Alignment To The Founding Principles Act
				the Congressional Record.”
		FP.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>Aligns to: Section 2 (1)</p> <ul style="list-style-type: none"> a. The Creator-endowed inalienable rights of the people. b. Structure of government, separation of powers with checks and balances. d. Rule of law. e. Equal justice under the law. f. Private property rights. g. Federalism. h. Due process. i. Individual rights as set forth in the Bill of Rights. <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> <ul style="list-style-type: none"> i. the preamble to the North Carolina Constitution, ii. the Declaration of Independence, iii. the United States Constitution, iv. the Mayflower Compact, v. the national motto, vi. the National Anthem,



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	Essential Standard	Clarifying Objectives		Alignment To The Founding Principles Act
				<ul style="list-style-type: none"> vii. the Pledge of Allegiance, viii. the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States, ix. decisions of the Supreme Court of the United States, and x. acts of the Congress of the United States, including the published text of the Congressional Record.”
		FP.C&G.3.6	<p>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>	<p>Aligns to:</p> <p>Section 2 (1)</p> <ul style="list-style-type: none"> c. Frequent and free elections in a representative government. d. Rule of law. e. Equal justice under the law. f. Private property rights. h. Due process. i. Individual rights as set forth in the Bill of Rights. <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> <ul style="list-style-type: none"> iii. the United States Constitution,



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	Essential Standard	Clarifying Objectives		Alignment To The Founding Principles Act
				<ul style="list-style-type: none"> viii. the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States, x. acts of the Congress of the United States, including the published text of the Congressional Record.”
		FP.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>Aligns to:</p> <p>Section 2 (1)</p> <ul style="list-style-type: none"> a. The Creator-endowed inalienable rights of the people. d. Rule of law. e. Equal justice under the law. f. Private property rights. h. Due process. i. Individual rights as set forth in the Bill of Rights. <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> <ul style="list-style-type: none"> iii. the United States Constitution, ix. decisions of the Supreme Court of the United States, and x. acts of the Congress of the United



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	Essential Standard	Clarifying Objectives		Alignment To The Founding Principles Act
				States, including the published text of the Congressional Record.”
		FP.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>Aligns to: Section 2 (1) a. The Creator-endowed inalienable rights of the people. d. Rule of law. e. Equal justice under the law. f. Private property rights. h. Due process. i. Individual rights as set forth in the Bill of Rights. j. Individual responsibility.</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. the United States Constitution, viii. the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States, ix. decisions of the Supreme Court of the United States, and x. acts of the Congress of the United</p>



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	Essential Standard	Clarifying Objectives		Alignment To The Founding Principles Act
				States, including the published text of the Congressional Record.”
FP.C&G.4	Understand how democracy depends upon the active participation of citizens.	FP.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.).	<p>Aligns to: Section 2 (1)</p> <ul style="list-style-type: none"> a. The Creator-endowed inalienable rights of the people. c. Frequent and free elections in a representative government. d. Rule of law. e. Equal justice under the law. f. Private property rights. h. Due process. i. Individual rights as set forth in the Bill of Rights. j. Individual responsibility. <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> <ul style="list-style-type: none"> iii. the United States Constitution, viii. the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States, ix. decisions of the Supreme Court of the United States, and



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	Essential Standard	Clarifying Objectives		Alignment To The Founding Principles Act
				<ul style="list-style-type: none"> x. acts of the Congress of the United States, including the published text of the Congressional Record.”
		FP.C&G.4.2	<p>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>	<p>Aligns to:</p> <p>Section 2 (1)</p> <ul style="list-style-type: none"> a. The Creator-endowed inalienable rights of the people. b. Structure of government, separation of powers with checks and balances. d. Rule of law. e. Equal justice under the law. f. Private property rights. g. Federalism. h. Due process. i. Individual rights as set forth in the Bill of Rights. j. Individual responsibility. <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> <ul style="list-style-type: none"> ii. the Declaration of Independence, iii. the United States Constitution, viii. the writings, speeches, documents, and proclamations of the founding



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	Essential Standard	Clarifying Objectives		Alignment To The Founding Principles Act
				fathers and Presidents of the United States.
		FP.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>Aligns to: Section 2 (1) c. Frequent and free elections in a representative government. g. Federalism. j. Individual responsibility.</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. the United States Constitution, viii. the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States.</p>
		FP.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,	<p>Aligns to: Section 2 (1) a. The Creator-endowed inalienable rights of the people. c. Frequent and free elections in a representative government. d. Rule of law.</p>



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	Essential Standard	Clarifying Objectives		Alignment To The Founding Principles Act
			jury duty, Selective Services Act, rule of law, eminent domain, etc.).	<ul style="list-style-type: none"> e. Equal justice under the law. f. Private property rights. h. Due process. i. Individual rights as set forth in the Bill of Rights. j. Individual responsibility.
		FP.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.).	<p>Aligns to: Section 2 (1)</p> <ul style="list-style-type: none"> d. Rule of law. e. Equal justice under the law. f. Private property rights. h. Due process. <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> <ul style="list-style-type: none"> iii. the United States Constitution, viii. the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States, ix. decisions of the Supreme Court of the United States, and x. acts of the Congress of the United States, including the published text of



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	Essential Standard	Clarifying Objectives		Alignment To The Founding Principles Act
				the Congressional Record.”
FP.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.	FP.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.).	Aligns to: Section 2 (1) b. Structure of government, separation of powers with checks and balances. c. Frequent and free elections in a representative government. e. Equal justice under the law. f. Private property rights. h. Due process. j. Individual responsibility.
		FP.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.).	Aligns to: Section 2 (1) b. Structure of government, separation of powers with checks and balances. d. Rule of law. e. Equal justice under the law. f. Private property rights. g. Federalism. h. Due process. Section 2. (3a) “...excerpts or portions of writings, documents, and records that reflect the history of the United States, including, but not limited to,



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	Essential Standard	Clarifying Objectives		Alignment To The Founding Principles Act
				iii. the United States Constitution, ix. decisions of the Supreme Court of the United States.
		FP.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.).	
		FP.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).	Aligns to: Section 2 (1) b. Structure of government, separation of powers with checks and balances. h. Due process. Section 2. (3a) "...excerpts or portions of writings, documents, and records that reflect the history of the United States, including, but not limited to, iii. the United States Constitution, viii. the writings, speeches, documents,



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	Essential Standard	Clarifying Objectives		Alignment To The Founding Principles Act
				<p>and proclamations of the founding fathers and Presidents of the United States,</p> <p>ix. decisions of the Supreme Court of the United States, and</p> <p>x. acts of the Congress of the United States, including the published text of the Congressional Record.”</p>
		FP.C&G.5.5	Analyze the development 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>Aligns to:</p> <p>Section 2 (1)</p> <p>a. The Creator-endowed inalienable rights of the people.</p> <p>b. Structure of government, separation of powers with checks and balances.</p> <p>d. Rule of law.</p> <p>e. Equal justice under the law.</p> <p>f. Private property rights.</p> <p>g. Federalism.</p> <p>h. Due process.</p> <p>i. Individual rights as set forth in the Bill of Rights.</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>



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	Essential Standard	Clarifying Objectives		Alignment To The Founding Principles Act
				<ul style="list-style-type: none"> iii. the United States Constitution, viii. the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States, ix. decisions of the Supreme Court of the United States, and x. acts of the Congress of the United States, including the published text of the Congressional Record.”
CE.PFL.1	Analyze the concepts and factors that enable individuals to make informed financial decisions for effective resource planning.	FP.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.).	
		FP.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.).	



Civics and Government

	Essential Standard	Clarifying Objectives		Alignment To The Founding Principles Act
		FP.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.).	
		FP.PFL.1.4	Summarize how debt management and creditworthiness impact an individual’s ability to become a responsible consumer and borrower (e.g., credit card management, monitoring percentage rates and personal credit reports, analyzing loan details, keeping and maintaining records, etc.).	
		FP.PFL.1.5	Analyze how fiscally responsible individuals save and invest to meet financial goals (e.g., investment, stock market, bonds, mutual funds, etc.).	



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	Essential Standard	Clarifying Objectives		Alignment To The Founding Principles Act
		FP.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.).	
FP.PFL.2	Understand how risk management strategies empower and protect consumers.	FP.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.).	
		FP.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.).	
		FP.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	



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	Essential Standard	Clarifying Objectives		Alignment To The Founding Principles Act
			information disclosure, investment protection laws, fees, etc.).	
		FP.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.).	
		FP.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.).	
FP.E.1	Understand economies, markets and the role economic factors play in making economic decisions.	FP.E.1.1	Compare how individuals and governments utilize scarce resources (human, natural and capital) in traditional, command, market and mixed economies.	
		FP.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	



Civics and Government

	Essential Standard	Clarifying Objectives	Alignment To The Founding Principles Act
		enterprise, circular flow, competition and profit motive, and allocation of resources via the price system).	
		F.P.E.1.3 Explain how supply and demand determine equilibrium price and quantity produced (e.g., any market example –apples, tires, etc.).	
		F.P.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, free enterprise, What to produce? How to produce it? How much to produce? For whom to produce it? etc.).	
		F.P.E.1.5 Compare how various market structures affect decisions made in a market economy (e.g., monopoly, oligopoly, monopolistic competition, pure competition, etc.).	
		F.P.E.1.6 Compare national, state and local economic activity (e.g., resources, wages, production, employment,	Aligns to: Section 2 (1) g. Federalism



Civics and Government

	Essential Standard	Clarifying Objectives		Alignment To The Founding Principles Act
			etc.).	
FP.E.2	Understand factors of economic interdependence and their impact on nations.	FP.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.).	
		FP.E.2.2	Summarize how nations specialize and become interdependent through trade (e.g., trade restrictions and government policy).	
		FP.E.2.3	Explain the impact of government policies on international trade (e.g., tariffs, quotas, sanctions, subsidies, banking, embargos, etc.).	
		FP.E.2.4	Analyze the role of North Carolina and the US in the world economy (e.g., furniture industry, tourism, fishing, etc.).	
FP.E.3	Analyze the role of government and economic institutions in developing and implementing economic stabilization policies in the U.S.	FP.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.).	



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	Essential Standard	Clarifying Objectives		Alignment To The Founding Principles Act
		FP.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.).	
		FP.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.).	Aligns to: Section 2 (1) b. Structure of government, separation of powers with checks and balances.



North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS

FOR ACHIEVING NEW STANDARDS

Appendix B: 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: 94-118, 127, 131-132.

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, Sons 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"> ▪ Reasons for colonial rebellion, such as British control and taxation, and how this led to the Revolutionary War and American independence. (<u>Inalienable rights, rule of law, equal justice under the law, due process</u>) ▪ The connection between colonial conflicts and the major principles the framers placed in the United States Constitution. (<u>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"> ▪ A nation’s political documents are often influenced by philosophical theories. (<u>U.S. Constitution, N.C. Constitution, Declaration of Independence, Supreme Court Decisions, Congressional Acts</u>) ▪ New ideas or ways of thinking are often integrated into a nation’s founding and development. (<u>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>) ▪ Constitutional governments are often founded upon ideas such as freedom, equality and the rights of individuals. (<u>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"> ▪ Philosophical theories of the Enlightenment and the 18th century

	<p>(Locke, Rousseau, Hobbes, and Montesquieu). (<u>Inalienable rights, structure of government, separation of powers with checks and balances, rule of law, equal justice under the law</u>)</p> <ul style="list-style-type: none"> ▪ American colonists brought with them the knowledge of Enlightenment theories and those theories impacted the development of United States government. (<u>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>) ▪ The fundamental principles of the Declaration of Independence. (<u>Inalienable rights, rule of law, equal justice under the law</u>) ▪ The fundamental principles of the United States Constitution. (<u>Separation of powers with checks and balances, rule of law, federalism</u>) ▪ The freedoms established in the Bill of Rights. (<u>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. For example: Components of both Federalist and Anti-Federalist beliefs are reflected in contemporary political debates on issues such as the size and role of government, federalism, and the protection of individual rights. ▪ Groups and individuals pursuing their own goals may influence the priorities, decisions and actions of a government. ▪ Debates over the power and authority of national government are

	<p>present in contemporary political debates. (<u>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> <p>Students will know:</p> <ul style="list-style-type: none"> ▪ Major arguments for and against ratifying the United States Constitution. (<u>Rule of law, federalism, individual rights set forth in the Bill of Rights</u>) ▪ Differences between Federalist and Anti-Federalist thoughts and writings. (<u>Structure of government, separation of powers with checks and balances, federalism, individual rights set forth in the Bill of Rights</u>) ▪ Key Federalists and Anti-Federalists in the debate over ratifying the United States Constitution. (<u>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 (<u>individual rights, self-government, justice, equality, diversity, patriotism, the common/public good, etc.</u>).

	<ul style="list-style-type: none"> ▪ Principles that are considered fundamental to American constitutional democracy (<u>rule of law, representative government, shared powers, checks and balances, federalism, individual rights, etc.</u>).
<p>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>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ 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. (<u>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>) ▪ A constitutional democracy allows competing ideas, values, and principles to compete in a peaceful manner. (<u>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"> ▪ Basic principles of United States government and their purpose. (<u>Structure of government, separation of powers with checks and balances, rule of law, equal justice under the law</u>) ▪ The concept of the social contract. (<u>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)

	<p>Students will know:</p> <ul style="list-style-type: none"> ▪ Reasons for America’s implementation of a federalist system of government. (<u>Structure of government, separation of powers with checks and balances, federalism</u>) ▪ Powers that are shared and held individually by state and federal governments within a federalist system. (<u>Structure of government, separation of powers with checks and balances, federalism</u>) ▪ The structure of government at national, state and local levels. (<u>Structure of government, separation of powers with checks and balances, federalism</u>)
<p>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>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Constitutions are "higher laws" that authorize an effective government with limited powers. (<u>Structure of government, separation of powers with checks and balances, federalism</u>) ▪ Government can have a significant impact on how people are governed. (<u>Structure of government, separation of powers with checks and balances, federalism</u>) <p>Students will know:</p> <ul style="list-style-type: none"> ▪ The functions of state and local governments. (<u>Structure of government, separation of powers with checks and balances, federalism</u>) ▪ The responsibilities and duties of the state and local government. (<u>Structure of government, separation of powers with checks and balances, federalism</u>) ▪ How and why government responds to social and economic changes.
<p>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>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ A written constitution sets forth the terms and limits of a government’s power. (<u>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>) ▪ A nation’s founding documents reflect and preserve its basic principles.

<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"> ▪ The purposes for the United States Constitution as outlined in the Preamble. The meaning of a “living Constitution.” <u>(U.S. Constitution, N.C. Constitution)</u> The processes for amending the United States Constitution.” <u>(U.S. Constitution, N.C. Constitution)</u> The purpose of the first 10 amendments, the freedoms each grants, and their relevance to each citizen. <u>(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"> • The structure and processes of national and state governments protect and preserve the democratic system (federal, state, local). <u>(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> ▪ National constitutions trump conflicts with state constitutions. <u>(U.S. Constitution, N.C. Constitution)</u> <p>Students will know:</p> <ul style="list-style-type: none"> ▪ The structure of the United States and North Carolina Constitutions. <u>(Structure of government, separation of powers with checks and balances)</u> ▪ The structure of the United States and North Carolina governments. <u>(Structure of government, separation of powers with checks and balances)</u> <p>The major differences and similarities between the United States and North Carolina Constitutions. <u>(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 state structures as well as in how they relate with governmental systems of other nations (e.g. Republicanism, federalism).

Students will understand:

- Governments are structured to address the needs of the people who are governed. (Structure of government, separation of powers with checks and balances)
- 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)
- 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)
- 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)

Students will know:

- Differences between the federal and state structure of governments. (Structure of government, separation of powers with checks and balances, federalism)
- 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)

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).

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.).

Students will understand:

- 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)
- 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)

Students will know:

- 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)
- 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)

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.).

Students will understand:

- 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)
- Controversies often exist regarding government response to contemporary issues.
- Individuals and institutions are affected by government actions.

Students will know:

- The definition of "public interest."
- Various examples of public interests in the United States.

	<ul style="list-style-type: none"> ▪ 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 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>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ 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. (<u>Frequent and free elections in a representative government, individual responsibility</u>) <p>For example:</p> <ul style="list-style-type: none"> ▪ Third parties bring up new ideas or press for action on certain issues. (<u>Frequent and free elections in a representative government, individual responsibility</u>) ▪ Third parties can change the outcome of elections by drawing votes away from one of the main parties. (<u>Frequent and free elections in a representative government, individual responsibility</u>) <p>Students will know:</p> <ul style="list-style-type: none"> ▪ History and characteristics of the two-party system. (<u>Frequent and free elections in a representative government</u>) ▪ Advantages and disadvantages of a two-party system. (<u>Frequent and free elections in a representative government</u>) ▪ The dominant political parties and platforms in the United States and their distinguishing characteristics. ▪ How political parties allow citizens to participate in government. (<u>Frequent and free elections in a representative government, individual responsibility</u>) ▪ The importance of civic responsibility to a political system. (<u>Frequent and free elections in a representative government, individual responsibility</u>)

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

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).

Unpacking

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

Students will understand:

- 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)
- 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)
- 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)

Students will know:

- How to define rule of law and recognize why it is an important concept for democratic governance. (Rule of law)
- How to define the concept of “equal protection under the law.” (Rule of law, equal justice under the law)

	<ul style="list-style-type: none"> ▪ Specific constitutional and legal protections that provide equal protection to all citizens. (<u>Rule of law, equal justice under the law</u>) ▪ The concept of limited government. (<u>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"> ▪ Legislatures are bound to follow a particular process in lawmaking. (<u>Federalism</u>) ▪ Political parties play a major role in shaping public and national policies as well as laws. (<u>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. (<u>Structure of government, rule of law, frequent and free elections in a representative government</u>) ▪ The role of the executive, legislative, and judicial branches in the federal law making process. (<u>Structure of government, rule of law, frequent and free elections in a representative government</u>) ▪ Similarities in the lawmaking processes on the national, state and local levels. (<u>Structure of government, rule of law, frequent and free elections in a representative government</u>) ▪ Explain procedural techniques for blocking legislation (<u>vetoes, filibusters</u>). ▪ 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. ▪ National and state agencies help shape government policies and define

	<p>how the requirements of statutes are to be met. <u>(Federalism)</u></p> <ul style="list-style-type: none"> ▪ Conflicts over values, principles and interests may make agreement difficult on certain issues of public policy. For example: affirmative action, environmental protection, equal rights, etc. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ The responsibilities of various agencies to enforce laws. ▪ The authority of federal, state, and local governments and their responsibility to enforce laws. <u>(Federalism)</u> ▪ The purpose of laws and their relationship to public policy. <u>(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"> ▪ Citizens look to the principle varieties of law for protection of individual rights. <u>(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> ▪ Constitutions may limit government in order to protect individual rights. <u>(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> ▪ Citizens often depend on legal systems to manage conflicts, disputes and protection of rights. <u>(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"> ▪ The differences between civil rights and individual rights. (<u>Individual rights as set forth in the Bill of Rights</u>) ▪ Why and how laws protect the rights and freedoms of individuals. (<u>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 individual rights (e.g., Constitutional, civil, and criminal). ▪ How court decisions have protected various minority groups. (<u>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. ▪ 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</u>) <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 (<u>due process, establishment clause, symbolic speech, supremacy, equal protection, judicial review, Federalism, etc.</u>).</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,</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Various jurisdictions enact statutes to prevent discrimination. (<u>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>Homeland Security, magistrate, state troopers, Sheriff, city police, ordinance, statute, regulation, fines, arrest, etc.).</p>	<p>Students will know:</p> <ul style="list-style-type: none"> ▪ The roles of various government officials in the legal process. (<u>Structure of government, due process</u>) ▪ The consequences for noncompliance in civil and criminal cases (correctional institutions, fines, probation, etc.). (<u>Due process</u>) ▪ Differences between the responsibilities and jurisdiction of federal, state, and local law enforcement. (<u>Structure of government</u>) ▪ The kinds of cooperation that exist between law enforcement agencies at different levels.
<p>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>	<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"> ▪ Students will know how individuals and interest groups influence public policy. (<u>Individual responsibility</u>) ▪ Ways the media plays an important role in public opinion. (<u>Individual rights as set forth in the Bill of Rights, individual responsibility</u>) ▪ Public opinion may influence the creation of laws.
<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>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Individuals have the responsibility to be aware of their rights. (<u>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>) ▪ Government must not subject individuals to unreasonable, unfair or arbitrary treatment under the law. (<u>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 possess. ▪ The adversarial nature of the judicial process protects individuals' rights and freedoms.
<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>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ The nature of citizenship and the rights associated with it have changed over time. (<u>Individual rights as set forth in the Bill of Rights, individual responsibility</u>) ▪ Certain groups are sometimes excluded from membership in a democratic society. ▪ Individuals have the responsibility to be aware of their rights. (<u>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"> ▪ The relationship between the ideals of individual rights and freedoms and the realities of America's history. (<u>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>) ▪ Ways in which the rights of individuals have been protected and violated in the United States. (<u>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>)

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

Students will understand:

- A nation's identity reflects the principles and beliefs of its people. (Rule of law, equal justice under the law, private property rights, federalism,

<p>Rights (e.g., inalienable rights, consent of the governed, popular sovereignty, religious and political freedom, separation of powers, etc.).</p>	<p><u>due process, individual rights as set forth in the Bill of Rights, individual responsibility)</u></p> <ul style="list-style-type: none"> ▪ The identity of a nation is defined by shared political values and principles rather than by ethnicity, race, class, language, gender or national origin. (<u>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.
<p>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>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Citizenship involves recognition of individual rights and responsibilities for political participation and encourages personal, social, economic, and political choice. (<u>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>) ▪ 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. (<u>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>) ▪ An increased level of citizen participation results in a more representative government. (<u>Individual responsibility)</u>) <p>Students will know:</p> <ul style="list-style-type: none"> ▪ Various ways individuals participate in civic life. (<u>Individual</u>

	<p><u>responsibility)</u></p> <ul style="list-style-type: none"> ▪ The criteria for becoming a United States citizen. ▪ The role citizens play in influencing government policies and actions. <u>(Individual responsibility)</u> ▪ Effective methods of influencing government. <u>(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"> ▪ Members of a society often have certain rights, responsibilities and privileges associated with citizenship. <u>(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> ▪ Individual interests and desires must become secondary to the economic, social and political needs of a nation. <u>(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> ▪ 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. <u>(Individual responsibility)</u> ▪ Individuals enter into a social contract with government once they become citizens. <u>(Individual responsibility)</u> <p>Students will know:</p> <ul style="list-style-type: none"> ▪ The differences between a citizen’s rights and their obligations. ▪ The differences between <i>civil rights</i> and <i>civil liberties</i>. <u>(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> ▪ The differences between civic responsibilities and personal responsibilities. <u>(Individual responsibility)</u> ▪ The types of things the United States government is able to constitutionally do in order to ensure the safety of its inhabitants.

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 representative government, individual responsibility)
- Constitutional amendments and laws related to voting rights.
- The reason for qualifications for elected government officials.
- Progression of the election process at national, state, and local

	levels. <u>(Frequent and free elections in a representative government)</u>
<p>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>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Legal systems can be structured to allow courts the authority to hear and decide cases. <u>(Structure of government, separation of powers with checks and balances)</u> ▪ Separation of powers and checks and balances slow down the process of enforcing and interpreting laws which insures better outcomes. <u>(Structure of government, separation of powers with checks and balances)</u> ▪ Judicial review reflects the idea of a constitutional government. (Rule of law, due process, <u>(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"> ▪ The structure of the court system (federal, state and local). <u>(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.” ▪ The judicial process (federal and state). <u>(Federalism)</u> ▪ How conflicts are resolved through the judicial process.
<p>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.).</p>	<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 passed by legislatures. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ The three types of independent agencies (executive, regulatory, and government corporations).

	<ul style="list-style-type: none"> ▪ 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"> ▪ The roles and duties of the legislative branch and executive branch in conducting foreign affairs. (<u>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. ▪ 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.). (<u>Individual responsibility</u>) ▪ How the process of debate and compromise has been used in reaching consensus on domestic and foreign policy issues.
<p>CE.C&G.5.5 Analyze the developments and implementation of domestic and foreign policy by</p>	<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

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.).

domestic policy.

- Being informed about global developments and a government's policies toward them helps citizens make better decisions on domestic and foreign policy. (Individual responsibility)
- Nation-states interact using diplomacy, formal agreements and sanctions which may be peaceful or involve the use of force.

Students will know:

- 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)
- Strategies the United States uses to achieve domestic and foreign policy. (Structure of government, separation of powers with checks and balances)
For example: Diplomacy; trade agreements; incentives; sanctions; military intervention; treaties; humanitarian aid, economic aid, etc.
- 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.
- The impact and relevance of policy decisions on laws, governments, communities, and individuals. (Due process)

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?
<p>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.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ 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. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ 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).
<p>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.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ People perform basic financial tasks to manage income, expenses and saving. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ 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.

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, 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.

<p>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.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ 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 when investing. <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
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<p>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>	<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.
<p>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>	<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

	<p>to conflict.</p> <p>Students will know:</p> <ul style="list-style-type: none"> ▪ 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,” ▪ Natural, human and capital resources, also called “land, labor, entrepreneurship and capital.”
<p>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>	<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.
<p>CE.E.1.3 Explain how supply and demand determine equilibrium price and quantity produced (e.g., any market example –apples, tires, etc.).</p>	<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 interaction of supply and demand. ▪ 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

	<p>to slide to the right. Advertisement for a product will cause the demand curve to slide to the right).</p>
<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, free enterprise, What to produce? How to produce it? How much to produce? For whom to produce it?, 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 to 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 planners, not prices, that decide how resources are used. ▪ 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.
<p>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>	<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

	<p>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).</p> <ul style="list-style-type: none"> ▪ 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. ▪ 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. (<u>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).

Economics

Essential Standard:

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

Concept(s): Economic Interdependence, Trade

Clarifying Objectives

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.).

Unpacking

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

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.

Students will know:

- 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.

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>	<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 it? 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.
<p>CE.E.2.3 Explain the impact of government policies on international trade (e.g., tariffs, quotas, sanctions, subsidies, banking, embargos, etc.)</p>	<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 its costs are dispersed. ▪ 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.” 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>	<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).
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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

Unpacking

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

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.).

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.

	<p>Students will know:</p> <ul style="list-style-type: none"> ▪ 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 (CPI). ▪ 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. For example: In a trough, unemployment is high and GDP is low. ▪ 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. ▪ National, state and local levels of government often use tax cuts and spending increases in times of economic weakness to stimulate the economy. (<u>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. ▪ 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. 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. ▪ 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. ▪ National governments can control the supply of money in an economy by encouraging or discouraging bank loans with the changes in

	<p>discount rate and the buying or selling of government bonds. <u>(Structure of government)</u></p> <ul style="list-style-type: none">▪ 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 its source to potential users. <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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Appendix C: Instructional Resources from the Bill of Rights Institute (BORI)

The Bill of Rights Institute will deliver 10 complete instructional units to help North Carolina teachers educate their students on the content required by the Founding Principles Act. Units will range from 15-30 pages in length, and all follow the same basic structure, including: pre-assessment; readings; primary source analysis; written reflection; and document-based assessments.

The 10 units will cover content required by the Founding Principles Act:

Unit 1: Individual responsibility

- Understand the responsibilities of living in a free republic.
- Primary Source Analysis: Writings of George Washington, Ben Franklin, and others.

Unit 2: Creator-endowed inalienable rights of the people

- Understand that all people have certain inherent rights that government exists to protect.
- Primary Source Analysis: John Locke's Two Treatises of Government; Declaration of Independence.

Unit 3: Representative government

- Understand that a republican system, where the people select representatives to represent their interests as they make and carry out laws, is a way of correcting the flaws of a majority-rule system.
- Primary Source Analysis: U.S. Constitution, Federalist 39.

Unit 4: Separation of powers with checks and balances

- Understand that the Founders sought to limit government power by dividing it and building in ways for each branch to check the others' growth.
- Primary Source Analysis: U.S. Constitution, Federalist 52.

Unit 5: Federalism

- Understand that a system of dual sovereignty, where the people delegate certain powers to the national government while the states and the people retain those powers not delegated, was intended as a way of limiting government power.
- Primary Source Analysis: The Tenth Amendment, Federalist 39.

Unit 6: Rule of law

- Understand that a free government requires that laws follow stable, transparent processes that apply equally to citizens and public officials.
- Primary Source Analysis: Madison's Notes of the Convention, the U.S. Constitution, the Bill of Rights.

Unit 7: Private property rights

- Understand that a system where individuals have the right to obtain and control possessions, as well as their opinions, faculties, and the fruits of their own labor, is essential to a free society.
- Primary Source Analysis: The First, Second, Third, Fourth, Fifth, Seventh, and Ninth Amendments; James Madison’s “On Property.”

Unit 8: Due process

- Understand that the government must follow established rules and procedures when dealing with persons accused of crimes.
- Primary Source Analysis: Magna Carta, English Bill of Rights, the Fourth, Fifth, Sixth, Seventh, and Eighth Amendments.

Unit 9: Individual rights as set forth in the Bill of Rights

- Understand that the purpose of government is to protect individual rights, and why specific limits on government powers were enshrined in the Bill of Rights.
- Primary Source Analysis: The Bill of Rights.

Unit 10: Equal justice under the law

- Understand that laws must apply equally to all people, and that government ensures equal opportunity but not equal outcomes.
- Primary Source Analysis: the Fifth and Fourteenth Amendments.
- Final course assessment/capstone project.

American History: The Founding Principles, Civics, and Economics

NCFE-Founding Principles Act Alignment: 2014-2015

NC Final Exam	FPA-Aligned Items	Total Items	Percentage of FPA-Aligned Items <i>(rounded to nearest hundredth percent)</i>
Base (operational only)	20	37 (excludes placeholders)	54.05%
CE Version 1 (includes embedding)	24	43 (includes embedded items)	55.81%
CE Version 2 (includes embedding)	24	43 (includes embedded items)	55.81%
CE Version 3 (includes embedding)	24	43 (includes embedded items)	55.81%
CE Version 4 (includes embedding)	23	43 (includes embedded items)	53.49%
CE Version 5 (includes embedding)	24	43 (includes embedded items)	55.81%
CE Version 6 (includes embedding)	23	43 (includes embedded items)	53.49%
CE Version 7 (includes embedding)	23	43 (includes embedded items)	53.49%
CE Version 8 (includes embedding)	23	43 (includes embedded items)	53.49%

Average Percentage of FPA-Aligned Items across **Embedded Forms**: **54.65%**

Percentage of FPA-Aligned Items in **Base Form**: **54.05%**