



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
(HB 588), sec.2 as amended by SL 2015-
291 (SB 524)*

Date Due: October 15, 2017
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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, Governor Beverly E. Perdue signed into law *The Founding Principles Act* SL 2011-273 (HB 588) 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 NCDPI 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*. The Bill of Rights Institute (BORI) modules were completed and available for use by schools beginning with 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-assessments; 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*.

The DPI Division of Testing and Accountability 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 items per test form represents approximately 54% of operational items and 54% of field-tested items.

Update Since the 2015 Report

On October 29, 2015, Governor Pat McCrory signed SL 2015-291 (SB 524) into law, which amended SL 2011-273 (HB 588). The new legislation essentially added three additional founding principles to the course and removed the requirement that the course be named American History I The Founding Principles.

DPI has completed a support tool that provides additional guidance to districts and schools regarding effective implementation of the American History: Founding Principles, Civics and Economics course. This tool will be uploaded to Canvas as a way to provide professional development for teachers and the curricular materials will be added to SchoolNet for statewide use. A statewide communication regarding the availability of this tool will go out via various listservs in September 2017. The professional learning site is expected to be available in December 2017.

Recommendations for the 2017-2019 Biennium

- Collect data from LEAs on implementation
- Determine needs of LEAs for additional support
- Develop a cadre of teacher leaders who can help support professional learning

Acknowledgements

The following educators and NCDPI Staff contributed significant amounts of time to develop this tool. This work could not have been accomplished without their efforts.

Educators:

Craston Artis, former NCDPI Staff member
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Attachments: Appendices A-F



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
			justice and equality (e.g., natural rights, classical theories of government, Magna Carta, Montesquieu, Locke, English Bill of Rights, etc.).	<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.).	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.).	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.



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
				i. Individual rights as set forth in the Bill of Rights. j. Individual responsibility. 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, 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,	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. 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>



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	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.”



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	Essential Standard	Clarifying Objectives		Alignment To The Founding Principles Act
FP.C&G.3	<p>Analyze the legal system within the United States in terms of the development, execution and protection of citizenship rights at all levels of government.</p>	FP.C&G.3.1	<p>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>	<p>Aligns to: 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) "...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."



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	Essential Standard	Clarifying Objectives	Alignment To The Founding Principles Act
		<p>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>	<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.
		<p>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>	<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>



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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, 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



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	Essential Standard	Clarifying Objectives		Alignment To The Founding Principles Act
				<p>the Congressional Record.”</p> <p>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. 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> <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,
		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.).	



Civics and Government

	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.”
		<p>FP.C&G.3.6</p>	<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: Section 2 (1) 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> <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,



Civics and Government

	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
				<p>States, including the published text of the Congressional Record.”</p>
		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:</p> <p>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
				<ul style="list-style-type: none"> 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).	<p>Aligns to:</p> <p>Section 2 (1)</p> <ul style="list-style-type: none"> b. Structure of government, separation of powers with checks and balances. 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,



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	Essential Standard	Clarifying Objectives		Alignment To The Founding Principles Act
				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.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.).	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. 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. 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, 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	



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	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.

Appendix B: American History: Founding Principles, Civics and Economics Unpacking Document

This document identifies possible curriculum content that could be taught in the American History: Founding Principles, 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: American History: Founding Principles, 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

	<p>government at all levels. (<u>Structure of government, separation of powers with checks and balances</u>)</p> <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,</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,</u>

rule of law, Stare decisis, judicial review, supremacy, equal protections, “establishment clause,” symbolic speech, due process, right to privacy, etc.).

federalism, due process, individual rights as set forth in the Bill of Rights)

- A nation’s founding documents reflect and preserve its basic principles. (U.S. Constitution, N.C. Constitution, Declaration of Independence)

Students will know:

- The purposes for the United States Constitution as outlined in the Preamble. The meaning of a “living Constitution.” (U.S. Constitution, N.C. Constitution)
The processes for amending the United States Constitution.” (U.S. Constitution, N.C. Constitution)
The purpose of the first 10 amendments, the freedoms each grants, and their relevance to each citizen. (Federalism, due process, individual rights as set forth in the Bill of Rights)

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.).

Students will understand:

- The structure and processes of national and state governments protect and preserve the democratic system (federal, state, local). (Structure of government, separation of powers with checks and balances, frequent and free elections in a representative government, rule of law, equal justice under the law, private property rights, federalism, due process, individual rights as set forth in the Bill of Rights)
- National constitutions trump conflicts with state constitutions. (U.S. Constitution, N.C. Constitution)

Students will know:

- The structure of the United States and North Carolina Constitutions. (Structure of government, separation of powers with checks and balances)
- The structure of the United States and North Carolina governments. (Structure of government, separation of powers with checks and balances)
The major differences and similarities between the United States and North Carolina Constitutions. (U.S. Constitution, N.C. Constitution, Preamble to the NC Constitution)

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).

<p>CE.C&G.2.6 Evaluate the authority federal, state and local governments have over individuals' rights and privileges (e.g., Bill of Rights, delegated powers, reserved powers, concurrent powers, pardons, writ of habeas corpus, judicial process, states' rights, Patriot Act, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Governments balance preserving the rights of individuals with protecting the common good. (<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>) ▪ Constitutional democracy often develops from both the need for authority and the need to limit authority. (<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>) <p>Students will know:</p> <ul style="list-style-type: none"> ▪ The types of authority government can exercise over the people. (<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 rights and privileges citizens have in the United States and the differences between the two. (<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>)
<p>CE.C&G.2.7 Analyze contemporary issues and governmental responses at the local, state, and national levels in terms of how they promote the public interest and/or general welfare (e.g., taxes, immigration, naturalization, civil rights, economic development, annexation, redistricting, zoning, national security, health care, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ One level of government can have a significant impact on how policy is established and people are governed. (<u>Structure of government, separation of powers with checks and balances</u>) ▪ Controversies often exist regarding government response to contemporary issues. ▪ Individuals and institutions are affected by government actions. <p>Students will know:</p>

	<ul style="list-style-type: none"> ▪ The definition of “public interest.” ▪ Various examples of public interests in the United States. ▪ The definition of general welfare in the United States and how the government attempts to preserve it. ▪ Contemporary issues affecting the United States and how government and citizens respond.
<p>CE.C&G.2.8 Analyze America’s two-party system in 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)

	<ul style="list-style-type: none"> ▪ How to define the concept of “equal protection under the law.” (<u>Rule of law, equal justice under the law</u>) ▪ 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>veto, 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,</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.

<p>regulatory, symbolic, procedural, etc.).</p>	<ul style="list-style-type: none"> ▪ National and state agencies help shape government policies and define how the requirements of statutes are to be met. (<u>Federalism</u>) ▪ 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.,</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>Department of Justice, regulatory commissions, FBI, SBI, Homeland Security, magistrate, state troopers, Sheriff, city police, ordinance, statute, regulation, fines, arrest, etc.).</p>	<p>Students will 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
<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</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>

of State, etc.).	<ul style="list-style-type: none"> ▪ Steps in filing a claim with the Better Business Bureau. ▪ Strategies for resolving consumer conflict.
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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

Unpacking

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

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

- Students will understand:**
- There are not enough resources to satisfy all wants.
 - Scarcity forces people to make choices.
 - All choices have opportunity costs.
 - Economic systems influence peoples’ incentives.
 - People and governments make choices with limited resources.
 - The need for resources and markets promotes expansion and may lead to some degree of conflict.
 - Relative scarcity may lead to trade and economic interdependence or to conflict.
- Students will know:**
- The definition of scarcity.
 - Scarcity is a basic economic problem.
 - How to identify an opportunity cost.
 - How to predict how someone will act based on the incentives they are given.
 - The different kinds of economic systems (traditional, market, command, mixed)
 - How to place the economic systems on a continuum showing level of economic freedom (traditional is not usually placed on this

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

<p>equilibrium price and quantity produced (e.g., any market example –apples, tires, etc.).</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 to slide to the right. Advertisement for a product will cause the demand curve to slide to the right).
<p>CE.E.1.4 Analyze the ways in which incentives and profits influence what is produced and distributed in a market system (e.g., supply, demand, 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

	<p>of economic resources and channel them to their most efficient use.</p> <ul style="list-style-type: none"> ▪ 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 market structures in terms of the level of competition (e.g., a monopolistically competitive market includes more competition than an oligopolistic market, which in turn has more competition than a monopolistic market). ▪ Examples of each type of market (e.g., perfect competition: wheat and many other farm products. Monopolistic competition: fast-food restaurants. Oligopoly: cell-phone networks, hospitals, soft drinks. Monopoly: utilities, hair salons, veterinarians). ▪ The role of competition in regulating quality and price. ▪ Why people in a particular industry might have an interest in creating barriers for others' entry into the market.

	<ul style="list-style-type: none"> Factors that cause markets to be competitive.
CE.E.1.6 Compare national, state and local economic activity (e.g., resources, wages, production, employment, etc.)	<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.

	<ul style="list-style-type: none"> ▪ Producers who do not have a comparative advantage may be driven out of business. <p>Students will know:</p> <ul style="list-style-type: none"> ▪ A voluntary trade benefits both parties. ▪ The definition of comparative advantage: the ability of a party (e.g. person, business, or nation) to produce a good or service at a lower opportunity cost than others. ▪ Why comparative advantage gives people an incentive to specialize and trade. <p>For example: Specialization allows people to pursue their comparative advantage, which causes goods and services to be produced at a lower cost. Trade allows overall global production and consumption to increase.</p>
<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,</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ Protectionism usually benefits a narrow industry while increasing costs for

<p>subsidies, banking, embargos, etc.)</p>	<p>consumers.</p> <ul style="list-style-type: none"> ▪ 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).

Economics

Essential Standard:

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

Concept(s): Economic Institutions, Stabilization, Policy

Clarifying Objectives

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

Unpacking

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

Students will understand:

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

Students will know:

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

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

- How the unemployment level is calculated.
- The definition of inflation.
- How the rate of inflation is measured using the Consumer Price Index (CPI).
- The phases of the business cycle (expansion, peak, contraction, trough).

	<ul style="list-style-type: none"> ▪ 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.

	<p>For example: Fiat money is money that has value only because of government regulation or law. Money that has no gold or silver backing. Today, most national currencies are fiat currencies, including the US dollar and the euro.</p> <ul style="list-style-type: none"> ▪ How and why fiscal and monetary policy are used as attempts to stimulate the economy in a contraction. ▪ How and why fiscal and monetary policy are used to attempt to keep the economy from “overheating” in an expansion. ▪ Why the tools of fiscal policy (including stimulus) and monetary policy (including expansion of the money supply, contractionary policy) are controversial.
<p>CE.E.3.3 Analyze organizations in terms of their roles and functions in the United States economy (e.g., banks, labor unions, federal reserve, nonprofit organizations and cooperatives, Wall Street, etc.).</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> ▪ A central bank has a monopoly on creating the currency of a nation and functions to provide a nation’s money supply. ▪ National governments can control the supply of money in an economy by encouraging or discouraging bank loans with the changes in discount rate and the buying or selling of government bonds. <u>(Structure of government)</u> ▪ 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.

Students will know:

- 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.

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: 2015–2016

NC Final Exam	FPA-Aligned Items	Total Items	Percentage of FPA-Aligned Items <i>(rounded to nearest hundredth percent)</i>
Base (operational only)	16	37 (excludes placeholders)	43.24%
FP Version 1 (includes embedding)	21	43 (includes embedded items)	48.84%
FP Version 2 (includes embedding)	19	43 (includes embedded items)	44.19%
FP Version 3 (includes embedding)	18	43 (includes embedded items)	41.86%
FP Version 4 (includes embedding)	19	43 (includes embedded items)	44.19%
FP Version 5 (includes embedding)	19	43 (includes embedded items)	44.19%
FP Version 6 (includes embedding)	19	43 (includes embedded items)	44.19%
FP Version 7 (includes embedding)	19	43 (includes embedded items)	44.19%
FP Version 8 (includes embedding)	18	43 (includes embedded items)	41.86%

Percentage of FPA-Aligned Items in **Base Form**: **43.24%**

Average Percentage of FPA-Aligned Items across **Embedded Forms**: **44.19%**

Note: This chart reflects item counts only and is not representative of total score points. All constructed response items (operational and embedded) were aligned to the Founding Principles Act and were assigned greater score points than multiple choice items.

American History: The Founding Principles, Civics, and Economics

NCFE-Founding Principles Act Alignment: 2016–2017

NC Final Exam	FPA-Aligned Items	Total Items	Percentage of FPA-Aligned Items <i>(rounded to nearest hundredth percent)</i>
Base (operational only)	12	36 (excludes placeholders)	33.33%
FP Version 1 (includes embedding)	15	43 (includes embedded items)	34.88%
FP Version 2 (includes embedding)	15	43 (includes embedded items)	34.88%
FP Version 3 (includes embedding)	16	43 (includes embedded items)	37.21%
FP Version 4 (includes embedding)	15	43 (includes embedded items)	34.88%
FP Version 5 (includes embedding)	16	43 (includes embedded items)	37.21%
FP Version 6 (includes embedding)	14	43 (includes embedded items)	32.56%
FP Version 7 (includes embedding)	15	43 (includes embedded items)	34.88%

Percentage of FPA-Aligned Items in **Base Form**: **33.33%**

Average Percentage of FPA-Aligned Items across **Embedded Forms**: **35.22%**

Note: This chart reflects item counts only and is not representative of total score points. All constructed response items (operational and embedded) were aligned to the Founding Principles Act and were assigned greater score points than multiple choice items.

Guide to the Founding Principles Framework

American History: Founding Principles, Civics and Economics

Background

In 2011, the North Carolina General Assembly passed [House Bill 588](#): The Founding Principles Act and was subsequently signed into law by former Governor Beverly E. Perdue. This law requires students to take a semester/year-long course called American History: Founding Principles, Civics and Economics and receive a passing grade as a requirement for graduation. The law enumerated ten “founding principles” that were to be included in the course. In 2015, the Senate introduced [Senate Bill 524](#) as a revision to HB 588. This new bill was ratified in September 2015 and signed into law by Governor Patrick McCrory on October 29, 2015. The changes that were made in this bill entailed changing the “founding principles” required course from American History I to the Civics and Economics course. Subsequently, the name of Civics and Economics was changed to American History: Founding Principles, Civics and Economics. Additionally, there were three “founding principles” added to the course requirements. The following “founding principles” should be a foundational part of any local curriculum developed for this course:

- 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.
- K. Constitutional limitations on government power to tax and spend and prompt payment of public debt.
- L. Strong defense and supremacy of civil authority over military.
- M. Peace, commerce, and honest friendship with all nations, entangling alliances with none.

Note: *Each cluster contains a subset of the “founding principles” outlined in legislation.*

Purpose

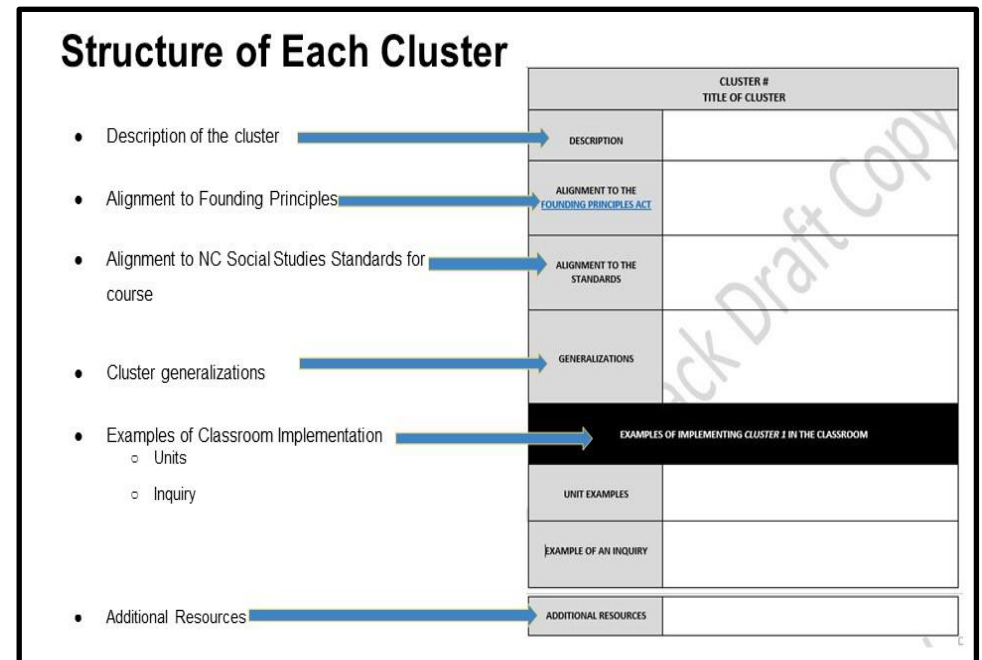
This tool is designed to:

1. Provide guidance on the inclusion of the founding principles outlined in NC General Statute;
2. Propose a coherent framework for local districts and schools to organize and develop **local curriculum** for the course; and
3. Share examples of teaching resources that align to the course, legislation, and reflect effective strategies for teaching and learning.

Organization

This tool is organized into four (4) curricular clusters. A cluster is defined as a collection of content standards grouped together because of their connection to an idea or area of focus. Within each cluster, you will find

1. A description of the cluster,
2. A list of “founding principles” aligned to the cluster,
3. Clarifying objectives aligned to the cluster with key concepts identified,
4. A set of generalizations developed from the key concepts,
5. Examples of Classroom Implementation
 - a. Sample Units
 - b. Sample Inquiries
6. Additional resources that could support teaching and learning.



***Note:** It is important to understand that a cluster is not a unit of instruction. A cluster can be used to develop units of instruction. Depending on the amount of time you have for the course and the background of the students, you may be able to develop 2-3 units from each cluster. This is not intended to be a pacing guide. While you may develop units of instruction following the sequence of the clusters; there may be multiple ways to organize your curriculum. Pacing will be determined by the development of instructional plans and the needs of the students.

Important Reminder: You will find that there are several clarifying objectives that appear in multiple clusters. This is done to show the need to provide multiple opportunities for students to make connections to prior learning. There are four clarifying objectives that are critical to each cluster. They are: FP.C&G.1.3, FP.C&G.1.4, FP.C&G.2.3, and FP.C&G.2.7.

Cluster and Area of Focus	Clarifying Objectives
<p>Cluster 1: The Founding Principles of the United States Government</p> <p>The focus of this cluster is strongly centered on the concepts of government, power, authority, rights, and the principles for which the United States was founded, as an independent nation. Thus, this section of the course is intended to help students understand the fundamental principles on which our nation was founded.</p> <p>Founding Principles Alignment: These 9 principles have been identified from the total list of 13 “founding principles” outlined in the legislation.</p> <p>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</p>	<p>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.)</p> <p>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, justice and equality (e.g., natural rights, classical theories of government, Magna Carta, Montesquieu, Locke, English Bill of Rights, etc.).</p> <p>*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.).</p> <p>*FP.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>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> <p>*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> <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>*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, redistricting, zoning, national security, healthcare, etc.).</p> <p>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> <p>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>

<p>G. Federalism H. Due process I. Individual rights as set forth in the Bill of Rights J. Individual responsibility</p>	<p>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. FP.C&G.4.2 Explain how the development of America’s national identity derived from principles in the Declaration of Independence, US Constitution and Bill of Rights (e.g., inalienable rights, consent of the governed, popular sovereignty, religious and political freedom, separation of powers, etc.). 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, jury duty, Selective Services Act, rule of law, eminent domain, etc.). FP.C&G.4.5 Explain the changing perception and interpretation of citizenship and naturalization (e.g., aliens, interpretations of the 14th amendment, citizenship, patriotism, equal rights under the law, etc.).</p>
<p>Cluster 2: Structure and Function of Government</p> <p>This section provides students with an increased understanding of the institutions of a constitutional democracy and the skills that are necessary to effectively participate as responsible citizens.</p> <p>Founding Principles Alignment: These 8 principles have been identified from the total list of 13 “founding principles” outlined in the legislation.</p> <p>A. The Creator-endowed inalienable rights of the people. B. Structure of government, separation of powers with checks and balances.</p>	<p>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.) *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.). *FP.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.). 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.). 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.). 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.). *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.). 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,</p>

<p>C. Frequent and free elections in a representative government.</p> <p>D. Rule of law.</p> <p>E. Equal justice under the law.</p> <p>G. Federalism.</p> <p>H. Due process.</p> <p>I. Individual rights as set forth in the Bill of Rights.</p>	<p>etc.).</p> <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>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>*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, redistricting, zoning, national security, healthcare, etc.).</p> <p>FP.C&G.2.8 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, healthcare, etc.).</p> <p>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> <p>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> <p>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> <p>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> <p>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> <p>FP.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>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.)</p> <p>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.).</p>
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	<p>FP.E.1.1 Compare how individuals and governments utilize scarce resources (human, natural and capital) in traditional, command, market and mixed economies.</p> <p>FP.E.1.6 Compare national, state and local economic activity (e.g., resources, wages, production, employment, etc.).</p>
<p>Cluster 3: Voices In Civic Engagement</p> <p>The focus of this cluster is on how students will participate in the local, state, and national community. Students will be able to explore how to participate politically, socially, and economically. It will provide students with an understanding of the decision making process, the ability to reason logically about key issues, and the knowledge and skills to participate in deliberative dialogue.</p> <p>Students will learn about some</p>	<p>*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.).</p> <p>*FP.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>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> <p>*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> <p>*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, redistricting, zoning, national security, healthcare, etc.).</p> <p>FP.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>

of the tools individuals can use to be financially responsible citizens. They will understand how their decisions can impact their financial future and how important it can be to make good choices from the start. Students will also look at the government’s role in consumer protection and the various agencies, organizations, laws, and regulations, which can help citizens deal with any conflicts that may arise.

Founding Principles Alignment: These **8 principles** have been identified from the total list of 13 “founding principles” outlined in the legislation.

- A.** The Creator-endowed inalienable rights of the people
- C.** Frequent and free elections in a representative government
- 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
- K.** Constitutional limitations on government power to tax and spend and prompt payment of public debt.

- 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.
- 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.).
- 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.).
- 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, jury duty, Selective Services Act, rule of law, eminent domain, etc.).
- FP.C&G.4.5** Explain the changing perception and interpretation of citizenship and naturalization (e.g., aliens, interpretations of the 14th amendment, citizenship, patriotism, equal rights under the law, etc.).
- 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.).
- 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.).
- 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.).
- 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.).
- 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.).

	<p>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.).</p> <p>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 information disclosure, investment protection laws, fees, etc.).</p> <p>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.).</p> <p>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.).</p> <p>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 enterprise, circular flow, competition and profit motive, and allocation of resources via the price system).</p> <p>FP.E.1.3 Explain how supply and demand determine equilibrium price and quantity produced (e.g., any market example – apples, tires, etc.)</p> <p>FP.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>Cluster 4 The Global Stage</p> <p>The purpose of this cluster is to provide students with an understanding of:</p> <ul style="list-style-type: none"> ● how the United States operates within a global context; ● how United States’ domestic policy is itself impacted by foreign policy; and ● ways in which citizens may interact through civic or economic decision making and 	<p>*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.).</p> <p>*FP.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>*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> <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>*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, redistricting, zoning, national security, healthcare, etc.).</p> <p>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>

engagement with the global community.

Founding Principles Alignment:

All **13 principles** have been identified from the “founding principles” outlined in the legislation.

- 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.
- K.** Constitutional limitations on government power to tax and spend and prompt payment of public debt.
- L.** Strong defense and supremacy of civil authority over military.
- M.** Peace, commerce, and honest friendship with all

FP.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).

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.).

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, jury duty, Selective Services Act, rule of law, eminent domain, 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).

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.).

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.1.5 Compare how various market structures affect decisions made in a market economy (e.g., monopoly, oligopoly, monopolistic competition, pure competition, 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.).

nations, entangling alliances with none.	
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Founding Principles Framework
A Tool to Support North Carolina High School Course 4209
American History: Founding Principles, Civics and Economics (AHFPCE)

Disclaimer: *This Cluster is a part of a Founding Principles Framework developed by the North Carolina Department of Public Instruction (NCDPI) and North Carolina teachers currently teaching the course American History: Founding Principles, Civics, and Economics (AHFPCE). Curriculum for this course is not provided by NCDPI. This Founding Principles Framework is intended to serve as a “framework” and resource to help guide social studies educators in the development of strongly aligned curriculum, classroom instruction, and resources for the AHFPCE course.*

CLUSTER 1 The Founding Principles of the United States Government	
DESCRIPTION	<p>The focus of CLUSTER 1 for the <i>American History: Founding Principles, Civics and Economics (AHFPCE)</i> course strongly focuses on the concepts of government and the power, authority, ideas, rights, and principles for which the United States was founded. CLUSTER 1 of this course is intended to provide the background to help students understand the fundamental principles on which the nation of the United States was founded. We have taken the standards that tightly align to the early foundations of United States government and grouped them together to provide a framework for which any local district, school, or classroom teacher may design a curriculum to yield deliberate emphasis on building knowledge and understanding of colonial awareness of self-government, the demand and fight for independence, the origins of an official United States government, and the beginning debates for creating a government upon which citizens and individuals living in the United States will depend on for their freedoms and rights, from 1789 to present day.</p> <p>As students study the eras of colonial settlement through the post-revolutionary America, they should analyze, evaluate, make comparisons between historical, contemporary, and current-day events, issues, and debates. Because this is a “living course” and students along with every citizen of the U.S. live this course each day, the “framework” of Cluster 1 has been compiled with the intent that once the course is over students have acquired a key knowledge and understanding of the creation of the U.S., and its two hundred plus years survival as a democratic nation. For this to occur it is important to understand that this Cluster is not about definitions and terminology. It’s not about identifying and checking off the teaching of the 13 colonies, the Revolutionary War, George Washington, Thomas Jefferson, the Declaration of Independence, and U.S. Constitution. This Cluster is about having an accurate and meaningful understanding of the core principles of U.S. government, the “founding principles” identified by the N.C. General Assembly, key democratic ideals of the U.S., philosophies, values, and beliefs that shaped early American government, and documents essential to the founding of the U.S. government. This Cluster also intends that students have a strong understanding of:</p>

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- A. The motivations for why and how the U.S. evolved from colonial possessions to free, independent states governed by a strong central government.
- B. The power and authority the federal government has to govern as well as its limits, and the many on-going debates of power, authority, and federalism.
- C. The belief the U.S. government operates based on the idea of *consent of the governed*, and the granting of fundamental individual rights and freedoms to its citizens.

The national Center for Civic Education states, “The goal of education in civics and government is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles of American constitutional democracy.” The purpose of Cluster 1 is to lay a foundation from which this goal can evolve. In aligning Cluster 1 closely to both the “founding principles” legislation and the N.C. Essential Standards, students’ study of Cluster 1 should allow them to examine deeply and **continuously revisit** questions such as:

- 1) What purposes should government serve?
- 2) What are the essential characteristics of limited and unlimited government? Should they change with the times or remain constant?
- 3) What values and principles are basic to American constitutional democracy?
- 4) How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?
- 5) Is federalism critical to a healthy American democracy?
- 6) What are property rights and how much power and authority does government have when making decisions about the property rights of citizens?
- 7) What civic dispositions or traits are important to the preservation and improvement of American constitutional democracy?
- 8) How are the “public and private collective” doing in upholding the principles upon which the United States was founded?

Although the Clusters may be utilized in any order which pleases a classroom teacher, the teaching and learning framed around Cluster 1 should provide a strong and meaningful segue into the study of Cluster 2.

Educational research continues to support the reality that it is not only the mastering of content, but also what students should be able to do with that content. The content of Cluster 1 is inseparable from the cognitive and disciplinary skills students need to acquire to be informed, active, and engaged citizens. For example, for citizens to be able to think critically about *a government, its structure and function, the individual’s personal and public voice in politics and government, and the relationship all levels of U.S. government play on a global stage* they must understand the history and its contemporary relevance, as well as a set of tools or considerations useful in

Founding Principles Framework
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	<p>making relevant connections. Cluster 1 establishes the foundation. Keeping this in mind, curriculum developed using Cluster 1 should ask students to evaluate, take, and defend positions, explain the meaning and importance of the U.S. Constitution, evaluate historical and contemporary government and political decisions, events, policies, communications, etc. using such criteria as logical validity, factual accuracy, emotional appeal, distorted evidence, and appeals to bias or prejudice.</p>
<p>ALIGNMENT TO THE FOUNDING PRINCIPLES ACT</p>	<p>This section identifies <u>9 “founding principles”</u>, underlined and in bold print, that tightly align to the intent of study for Cluster 1, which is the foundations of American Government. These 9 principles have been identified from the total list of 13 “founding principles” outlined in the legislation of the Session Law 2015-291 Senate Bill 524.</p> <ul style="list-style-type: none"> a. <u>The Creator-endowed inalienable rights of the people.</u> b. Structure of government, separation of powers with checks and balances. c. <u>Frequent and free elections in a representative government.</u> d. <u>Rule of law.</u> e. <u>Equal justice under the law.</u> f. <u>Private property rights.</u> g. <u>Federalism.</u> h. <u>Due process.</u> i. <u>Individual rights as set forth in the Bill of Rights.</u> j. <u>Individual responsibility.</u> k. Constitutional limitations on government power to tax and spend and prompt payment of public debt. l. Strong defense and supremacy of civil authority over military. m. Peace, commerce, and honest friendship with all nations, entangling alliances with none.
<p>ALIGNMENT TO THE STANDARDS</p>	<p>The following clarifying objectives have been identified as the objectives that best align to Cluster 1, which has a scope that encompasses the teaching of the causes, events, leadership, and historical figures responsible for leading to, the development of, and the participation in the establishment evolution of the governments of the United States.</p> <p>The teaching of the causes, events, decisions, and historical figures responsible for the eventual founding of the nation should encompass each of these clarifying objectives identified for Cluster 1. Although many of the clarifying objectives listed as essential to the study of Cluster 1 will also be essential to the teaching of other clusters, it is</p>

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critical that the foundation for the students' learning progression for the course be established by Cluster 1.

1. **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.).
2. **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, justice and equality (e.g., natural rights, classical theories of government, Magna Carta, Montesquieu, Locke, English Bill of Rights, etc.).
3. **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.).
4. **FP.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.).
5. **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.).
6. **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, judicial review, supremacy, equal protections, "establishment clause", symbolic speech, due process, right to privacy, etc.).
7. **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.).
8. **FP.C&G.2.7** Analyze contemporary issues and governmental responses at the

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	<p>local, state, and national levels in terms of how they promote the <u>public interest</u> and/or <u>general welfare</u> (e.g., taxes, immigration, naturalization, civil rights, economic development, annexation, redistricting, zoning, national security, healthcare, etc.).</p> <p>9. FP.C&G.2.8 Analyze America’s two-party <u>system</u> in terms of the <u>political and economic views</u> that led to its emergence and the <u>role</u> 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>10. FP.C&G.3.4 Explain how <u>individual rights</u> are protected by varieties of <u>law</u> (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>11. FP.C&G.3.7 Summarize the importance of the right to <u>due process</u> of <u>law</u> for <u>individuals</u> 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>12. FP.C&G.3.8 Evaluate the <u>rights</u> of <u>individuals</u> in terms of how well those <u>rights</u> have been upheld by <u>democratic government</u> in the United States.</p> <p>13. FP.C&G.4.2 Explain how the <u>development</u> of America’s <u>national identity</u> derived from <u>principles</u> 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>
GENERALIZATIONS	<p>As you noticed above, the concepts in each clarifying objective listed above have been identified for the reader by underlining them. Many of those concepts have been used to help write the generalizations outlined in this section. So, why are the generalizations important? First, the generalizations are important because under the conceptual framework of the NC Essential Standards for Social Studies we recognize that the generalizations articulate the enduring understandings we want students to realize because of studying a topic. Second, we know that the language of social studies is anchored in individual concepts and conceptual understanding. Third, we know that with concept-based curriculum, we use two or more concepts to come up with broad statements about relationships that can be applied in multiple situations, addressing multiple topics.</p>

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These generalizations listed for Cluster 1 are, of course, not all the generalizations that can be applied to the study of the Cluster. We indeed, recognize that there are infinite generalizations that can be created to support Cluster 1 and that many teachers may elect to write their own generalizations. The generalizations we have provided represent essential understandings we hope students will acquire as they engage in the study of Cluster 1. These generalizations were selected because they represent major historical or political understandings associated with the founding and development of the United States as well as with the historical, contemporary, and current observance of some of the most fundamental principles of U.S. government.

Additional generalizations may be found in the [unpacking documents](#) aligned to the standards identified in this cluster.

1. Opposing perspectives relating to power and authority may lead to conflict within and among nations and can guide the actions of a nation's government or result in the development of new governments.
2. Civil disobedience often results from the belief of the individual that the government has a responsibility to protect the rights of individuals within the community or society. (*Frequent and free elections in a representative government, rule of law, federalism, due process, Structure of government, separation of powers with checks and balances*)
3. A nation may agree on values and principles philosophically, but disagree on the practical application of those same values and principles.
4. Democratic freedom requires the active participation of a nation's citizens.
5. The interpretation and application of a nation's founding ideals and principles may change over time. (*US Constitution, Bill of Rights*)
6. Democratic governments often struggle to maintain a balance between 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*)
7. Government responses to contemporary issues can create or defuse controversy depending upon the political, economic, social, or cultural agenda of

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groups or organizations.

8. The interpretation of a nation’s founding documents may limit the role and reach of government in order to protect individual rights. (*Rule of law, equal justice under the law, private property rights, federalism, due process, individual rights as set forth in the Bill of Rights*)

9. Governments have a responsibility to ensure that citizens are aware of their rights, and limitations on their rights, in order to ensure fair and equal treatment under the law. (*Rule of law, equal justice under the law, private property rights, due process, individual rights as set forth in the Bill of Rights, individual responsibility*)

10. Citizen participation often results in a government which is more responsive to the needs and interest of the people.

11. Multiple perspectives on power and authority often guide the actions of a nation’s government.

12. Decisions on power and authority have shaped the government and society over time.

EXAMPLES OF IMPLEMENTING CLUSTER 1 IN THE CLASSROOM

UNIT EXAMPLES

Click the links below to access some example curriculum developed using the standards, generalizations, and components from the Founding Principles and Student Citizen Act as guiding elements.

Curriculum Units Aligned to CLUSTER 1

- **A Concept Based Unit “Foundations of American Government”** – (This Unit and its six lessons allow for instruction that encompasses the following objectives of Cluster 1 - **CE.C&G.1.1, CE.C&G.1.2, CE.C&G.1.3, CE.C&G.1.4,** and **CE.C&G.4.2**) <https://drive.google.com/drive/folders/0B3J9-zhzKbUNmIIQmNOYnNucTg>
 1. [A Lesson Plan – Why Have Governments](#)
 2. [A Lesson Plan – Power in Transition From Monarchy to Democracy](#)
 3. [A Lesson Plan - When a Government Abuses It’s Power](#)
 4. [A Lesson Plan – Power From the Consent of the Governed](#)
 5. [A Lesson Plan – Government Power: From Too Much to Too Little](#)
 6. [A Lesson Plan – Power of Compromise](#)

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	<ul style="list-style-type: none"> ● A Concept Based Unit - “Awareness, Action, and Participation” - (This Unit and its six lessons allow for instruction that encompasses the following objectives of Cluster 1 - FP.C&G.1.1, FP.C&G.1.2, FP.C&G.1.3, FP.C&G.1.4, FP.C&G.1.5, FP.C&G.2.3, FP.C&G.2.6, FP.C&G.2.7, FP.C&G.3.4, FP.C&G.3.7, FP.C&G.3.8, FP.C&G.4.2)
<p>LESSON PLAN EXAMPLES</p>	<p><u>Lesson Plans Aligned to CLUSTER 1</u></p> <ul style="list-style-type: none"> ● A Lesson Plan - What Fundamental Ideas About Government Do Americans Share? - by the Center for Civic Education - http://www.civiced.org/resources/curriculum/independence-day-lesson ● A Lesson Plan - 9/11 and the Constitution - by the Center for Civic Education http://www.civiced.org/resources/curriculum/911-and-the-constitution
<p>FOUNDING PRINCIPLES MODULES</p>	<p><u>Bill of Rights Classroom Instructional Modules Aligned to CLUSTER 1</u></p> <ul style="list-style-type: none"> ● Bill of Rights Modules on the NCDPI Social Studies Wiki <ol style="list-style-type: none"> 1. Bill of Rights Module 1 - Individual Responsibility Module 2. Bill of Rights Module 3 - Founding Principles: Representative Government 3. Bill of Rights Module 7 - Private Property 4. Bill of Rights Module 9 - Individual Rights as Set Forth in the Bill of Rights Module
<p>EXAMPLES OF INQUIRY</p>	<p style="text-align: center;">INQUIRY EXAMPLE #1</p> <p style="text-align: center;">The Federal Government and Your Rights to Communicate</p> <p>This inquiry example is based on the identified elements of CLUSTER 1. <u>Inquiry(ies) Aligned to CLUSTER 1</u></p> <ol style="list-style-type: none"> 1. An Inquiry Based Lesson – <i>The Federal Government and Your Rights to Communicate</i> (See Below) <p>(This Unit and its six lessons allow for instruction that encompasses the following objectives of Cluster 1 - FP.C&G.1.3, FP.C&G.1.4, FP.C&G.2.6, FP.C&G.2.7, FP.C&G.3.4)</p>

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The Inquiry Question

Should the federal government have unlimited authority to monitor and control an individual's personal information and what and how they communicate?

Inquiry Connections to the Founding Principles

- a. The Creator-endowed inalienable rights of the people
- f. Private property rights
- i. Individual rights as set forth in the Bill of Rights
- j. Individual responsibility

Inquiry Alignment to the Objectives of Cluster 1

1. **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.)
2. **FP.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.).
3. **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.).
4. **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, redistricting, zoning, national security, healthcare, etc.).
5. **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.).

Generalization(s) Aligned to this Inquiry

1. Opposing perspectives relating to power and authority may lead to conflict within and among nations and can guide the actions of a nation's

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government or result in the development of new governments.

2. A nation may agree on values and principles philosophically, but disagree on the practical application of those same values and principles.
3. Democratic governments often struggle to maintain a balance between 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*)

Inquiry Description

Teachers experienced in the art of teaching using inquiry understand that inquiry-based learning is more than asking students what they want to know about a topic, issue, or event. They understand that inquiry-based learning is about triggering curiosity. This inquiry is posed to trigger student curiosity about U.S. government authority when it comes to an individual's right to privacy, their right to feel secure in the expression of first amendment rights, and their right to feel protected from government abuse and infringement upon personal rights and freedoms. Because the intent of this inquiry is that students connect the historical foundations of the U.S. government to how the founding principles of government have been used over time and how they might apply to their present-day lives; it is not recommended that this inquiry be used with students until these historical foundations have been taught.

This inquiry assumes the acquisition of background knowledge about the abuses of government in both Europe and the colonies, the ideals, values, and beliefs upon which the colonists rebelled and declared their independence, and the fundamental principles upon which the United States was founded and continues to operate. Teachers choosing to incorporate this inquiry into their instructional plan should do so with the understanding that students should have already been exposed to lessons and assessment that have built their knowledge about colonial settlement in the 13 colonies, the laws, acts, and regulations passed by European authorities upon the colonists in North America, and how the abuses that colonial Americans felt they experienced at the hands of the European government authority impacted the articulation of beliefs and practice outlined in many of the founding documents of this nation.

Staging the Inquiry

Introduce this inquiry by doing the following:

Discuss the concept of privacy by pairing students together and giving each pair, a situation describing a current event or situation involving a question of

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privacy in the following areas (internet, email, social media, U.S. postal mail, telephone/cell phone, personal residence, school locker, hospital/medical records, voting, private conversation, written information about an individual, spoken information about an individual, and personal computer).

The Compelling and Supporting Questions

This inquiry exemplar is built around one compelling question and six supporting questions. The section immediately following these questions demonstrates how each of the six supporting questions can be used to give students practice with making real-world connections to the application of various “founding principles” aligned to Cluster 1. Each supporting question has a suggested task and one or more sources to help the student analyze or investigate information as they perform the task.

The Compelling Question:

As a means of providing for national security, should the Federal government have unlimited authority to monitor your social media activity, have access to your e-mail accounts, library records, and other personal information?

Supporting Questions:

1. In what ways did the British government’s needs to maintain order and security clash with the American colonists’ needs to protect their individual rights and practice of self-government?
2. What actions taken by the British parliament and the English officials in the colonies demonstrate actions the American colonists viewed as abuses?
3. What have been some historical issues involving first amendment freedoms, privacy, individual rights, and government power and authority?
4. What types of laws have been passed in response to issues of free speech and free press and individual privacy? How have the following two issues been handled legislatively and judicially, in the past 75 years?
5. What power or authority does the Federal government have over communication in the United States (e.g., speech, press, expression, internet, telephone, etc.)?
6. If the U.S. government were to exhibit total control over the internet, communications, cellular phone use, and other forms of

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	<p>communication what are at least two Constitutional principles you believe would be violated? Explain. What are two countries the U.S. government would be behaving similarly in exhibiting this total control?</p>	
	<p><u>Supporting Question 1</u></p> <p>1. In what ways did the British government's needs to maintain order and security clash with the American colonists' needs to protect their individual rights and practice of self-government?</p> <p>Student Task Create a chart listing 1) Ways the British tried to maintain order, control, and security in the colonies and 2) Why the American colonists saw each thing you list as a violation of their rights and freedoms.</p> <p>Sources American Civil Liberties Union</p> <ul style="list-style-type: none"> ● Your rights to privacy https://www.aclu.org/your-right-privacy 	<p><u>Supporting Question 2</u></p> <p>2. What actions taken by the British parliament and the English officials in the colonies demonstrate actions the American colonists viewed as abuses?</p> <p>Student Task Using the Declaration of Independence, develop a flow chart listing at least 10 grievances and what the American colonists felt were the causes of or reasons for those grievances.</p> <p>Sources</p> <ul style="list-style-type: none"> ● The Declaration of Independence ● Video "What Caused the American Revolution" The Gilder Lehrman Institute of American History. (Teachers will need to have a login to access this resource. Teachers may get a FREE login by subscribing. Here is the quick link to subscribe Click here . ● American Revolutionary War Pamphlets - Digital Exhibition produced by Alison Conner, 2013
	<p><u>Supporting Question 3</u></p> <p>3. What have been some historical issues involving first amendment freedoms, privacy, individual rights, and government power and authority?</p> <p>Student Task Create three timelines representing each of the following windows of time: 1) 1700 -1820 2) 1820 -1920</p>	<p><u>Supporting Question 4</u></p> <p>4. What types of laws have been passed in response to issues of free speech and free press and individual privacy? How have the following two issues been handled legislatively and judicially, in the past 75 years?</p> <p style="margin-left: 40px;">a) issue of first amendment rights of speech and press versus government authority</p> <p style="margin-left: 40px;">b) issue of privacy versus government</p>

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	<p>3) 1920 – Present. Each timeline should illustrate at least one issue or event involving a first amendment freedom, at least one issue involving privacy, one issue involving individual rights, and at least one event or issue involving a question of government power and authority when it comes to individual rights. Annotate the events you document on each timeline.</p> <p>Sources</p> <ul style="list-style-type: none"> ● American Civil Liberties Union <ul style="list-style-type: none"> ○ Your rights to privacy https://www.aclu.org/your-right-privacy ● A Right To Privacy History Privacy Torts and the First Amendment http://www.shmoop.com/right-to-privacy/fourth-amendment-students.html <ul style="list-style-type: none"> ○ The Fourth Amendment & Students http://www.shmoop.com/right-to-privacy/fourth-amendment-students.html ● New York Times Articles <ul style="list-style-type: none"> ○ How Privacy Vanishes Online http://www.nytimes.com/2010/03/17/technology/17privacy.html ○ <i>Major Ruling Shields Privacy of Cellphones</i> Supreme 	<p style="text-align: center;">authority</p> <p>Student Task</p> <ol style="list-style-type: none"> 1. List one legislative quote and one judicial quote made by an official about a major issue, debate, or case concerning first amendment rights of speech or press that has occurred within the last 75 years. Then describe how each relates to the intent of either the Creator-endowed inalienable rights of the people, individual rights as set forth in the Bill of Rights, or both. 2. List one legislative quote and one judicial quote made by an official about a major issue, debate, or case concerning individual rights privacy that has occurred within the last 75 years. Then describe how each relates to the intent of either the Creator-endowed inalienable rights of the people, individual rights as set forth in the Bill of Rights, or both. <p>Sources</p> <ul style="list-style-type: none"> ● Administrative Office of the United States Courts “<i>What Does Free Speech Mean?</i>” http://www.uscourts.gov/about-federal-courts/educational-resources/about-educational-outreach/activity-resources/what-does ● A Right To Privacy History Privacy Torts and the First Amendment http://www.shmoop.com/right-to-privacy/fourth-amendment-students.html ● Los Angeles Times Articles <ul style="list-style-type: none"> ● Current and pending case “<i>Supreme</i>
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	<p>Court Says Phones Can't Be Searched Without a Warrant http://www.nytimes.com/2014/06/26/us/supreme-court-cellphones-search-privacy.html? r=0</p>	<p><i>Court case pits privacy rights against Internet data brokers"</i> http://www.latimes.com/nation/la-na-supreme-court-data-privacy-20151102-story.html</p>
	<p><u>Supporting Question 5</u></p> <p>5. What power or authority does the Federal government have over communication in the United States (e.g., speech, press, expression, internet, telephone, etc.)?</p> <p>Student Task List the authority the federal government has in the area of communications. Then write a brief paragraph describing what the federal government does not have explicit authority over when it comes to communications.</p> <p>Sources</p> <ul style="list-style-type: none"> • Department of Homeland Security/Civil Rights and Civil Liberties The Communications Act of 1934 https://it.ojp.gov/PrivacyLiberty/authorities/statutes/1288 	<p><u>Supporting Question 6</u></p> <p>6. If the U.S. government were to exhibit total control over the internet, communications, cellular phone use, and other forms of communication what are at least two Constitutional principles you believe would be violated? Explain. What are two countries the U.S. government would be behaving similarly in exhibiting this total control?</p> <p>Student Task Prepare a point – counterpoint paper debating the dynamics of a U.S. government totally controlling all forms of communications of its citizens.</p> <p>Sources</p> <ul style="list-style-type: none"> • The Constitution • The Bill of Rights • Washington Post Article: How Government is Trying to Control What you Think, Is this New Propaganda? https://www.washingtonpost.com/postever/thing/wp/2015/09/24/the-new-propaganda-how-the-american-government-is-trying-to-control-what-you-think/?utm_term=.7982bbf76154 • Congress.Gov H.R.2048 - USA FREEDOM Act of 2015 https://www.congress.gov/bill/114th-congress/house-bill/2048/text • The Atlantic Article "Defining the 'We' in the Declaration of Internet Freedom"

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<http://www.theatlantic.com/technology/archive/2012/07/defining-the-we-in-the-declaration-of-internet-freedom/259485/>

- **The First Amendment Center - Internet & First Amendment overview** (The First Amendment Center serves as a forum for the study and exploration of free-expression issues, including freedom of speech, of the press and of religion, and the rights to assemble and to petition the government.)
<http://www.firstamendmentcenter.org/internet-first-amendment-overview>

Summative Performance Assessment

Give the following to the student as their instruction and description of the assignment they are to perform and be assessed for knowledge and understanding after having been taught and engaged in the inquiry above.

- **The Summative Assessment**

You are a member of congress. You know that the Department of Homeland Security has implemented strong privacy as well as civil rights and civil liberties standards into all its cybersecurity programs and initiatives. You however, must decide what to do about a proposal to allow the federal government to be able to obtain information from personal cellular and internet accounts of citizens as a part of random national security checks. The proposal wants the government to have the authority to be able to have complete access, at any time, to individual citizen accounts and conversations, no matter what. You must prepare a report detailing your position on the proposal. What will your position be on this proposal, on what founding principles, values, and beliefs do you base your position, and how does your position maintain a balance for the need for government to have authority to obtain this information and the need to ensure the Constitutional protection of individual rights?

- **Extension Opportunities**

Create a teacher made classroom Blog or Online Forums/Discussion Boards using an online Web 2.0 tool such as [Class Blogmeister](#), [Collaborative Classroom](#), [Chalkup](#), etc. Post the following two short articles "[Keep it Secret. Keep US Safe](#)" and "[New Perspectives Symposium: Inventing the Surveillance Society](#)" into the blog and have

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students respond to the following question “**WHAT DO YOU THINK ABOUT THE STORY?**” Require each student who decides to do the extension to respond to at least 1 person. Make it fun and make only one Blog or Forum and have all classes respond into the one Blog or Forum.

Resources for the Extension:

1. *October 23, 2013* by Laurel Belman. (n.d.). *Keep It Secret. Keep US Safe*. Retrieved February 07, 2017, from <http://invention.si.edu/keep-it-secret-keep-us-safe>
2. *8, 2. D.* (n.d.). *New Perspectives Symposium: Inventing the Surveillance Society*. Retrieved February 07, 2017, from <http://invention.si.edu/new-perspectives-symposium-inventing-surveillance-society>

Why should teachers consider having students engage in extension assignments or tasks?

Extension is needed for growth. Extension activities extend the learning of the lesson. Extension activities can be done in small groups or by a single student. For gifted students extension can and should be challenging. For struggling students extension can and should reinforce skills.(2014)

Citation Source: Enrichment vs. Extension In the Regular Classroom. (2014, April 04). Retrieved February 07, 2017, from <https://ramblingsofagiftedteacher.wordpress.com/2014/04/04/enrichment-vs-extension-in-the-regular-classroom/>

Taking Informed Action (TIA)

Based on the Inquiry Design Model (IDM) teachers focus on three components when planning a TIA for students - **1)** The understanding (connection to a generalization), **2)** how it will be assessed, and **3)** the action. The following is a suggestion for a TIA assignment after the completion of this *Inquiry*.

1. Understand:

Research the internet for propaganda posters for both sides of the privacy issue. Copy and save at least 3 propaganda posters that support the side you favored in the proposal you wrote for your summative performance assessment.

- **Connected to Generalization:** Democratic governments often struggle to maintain a balance between the need for authority and

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the need to limit authority.

2. Assess:

Summarize why the propaganda posters you have chosen to support your proposal and why there are effective propaganda tools and why they may or may not have effects that might be dangerous to citizens.

3. Act:

Blogs may be used to promote awareness about political and social issues. It is simply information sharing about any subject or can be simply to engage in the passion for writing. Collaborate with class members to start a class blog focused on finding, exposing, and discussing media images, commercials, PSA announcements, video trailers, etc. you feel have the potential to threaten the privacy rights of Americans in one of these areas - social media, phone, email.

Resources Teachers Can Use to Help Teach This Inquiry

1. **The Learning Network** - The Learning Network is a blog that provides daily resources for teaching and learning with The New York Times, including lesson plans, questions for writing and discussion, quizzes, monthly contests and more. Each resource is connected to an “op ed” article appearing in the New York Times.

a. Article The Internet vs. the First Amendment

http://www.nytimes.com/learning/teachers/featured_articles/19990429thursday.html

b. Lesson Plans by The Learning Network: Teaching and Learning with the New York Times

<http://learning.blogs.nytimes.com/?s=The+Internet+vs.+the+First+Amendment>

c. Teaching About Cybersecurity: Taking Steps to Improve Online Safety and Prevent Data Breaches

<http://learning.blogs.nytimes.com/?s=cybersecurity+and+privacy>

d. **Cyberwar: How Digital Threats Are Redefining National Security**

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<http://learning.blogs.nytimes.com/2013/04/16/cyberwar-how-digital-threats-are-redefining-national-security/#more-129846>

2. **Shmoop** - Shmoop is a digital resource with a section for educators that provides resources for teaching civics, literature, and other topics. Shmoop features educational materials to help teens understand a variety of topics, including U.S. history and civics. The site's real strength is in its presentation. Instead of just offering endless pages of content, Shmoop breaks subjects down in fun ways. The site's learning resources are legitimate and the site prides itself in having Ph.D. and Masters students from schools like Stanford and Harvard write much of the conversational content, which is peppered with pop culture references. http://www.shmoop.com/public/about_us/

Artifacts Students Can Use to Investigate the Inquiry

1. American Bar Association Briefs
 - a. Cell Phones Are Essential Tools of Self-expression and Modern Journalism
http://www.americanbar.org/content/dam/aba/publications/supreme_court_preview/briefs-v3/13-132and13-212_amicus_pet_press_photog.authcheckdam.pdf
2. American Civil Liberties Union
 - Your rights to privacy <https://www.aclu.org/your-right-privacy>
3. A Right To Privacy History
 - Privacy Torts and the First Amendment
<http://www.shmoop.com/right-to-privacy/fourth-amendment-students.html>
 - The Fourth Amendment & Students
<http://www.shmoop.com/right-to-privacy/fourth-amendment-students.html>
4. New York Times Articles

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- How Privacy Vanishes Online
<http://www.nytimes.com/2010/03/17/technology/17privacy.html>
- *Major Ruling Shields Privacy of Cellphones* Supreme Court Says Phones Can't Be Searched Without a Warrant
http://www.nytimes.com/2014/06/26/us/supreme-court-cellphones-search-privacy.html?_r=0

5. Video "What Caused the American Revolution" [The Gilder Lehrman Institute of American History](#). (Teachers will need to have a login to access this resource. Teachers may get a FREE login by subscribing. Here is the quick link to subscribe [Click here](#) .
6. American Revolutionary War Pamphlets - [Digital Exhibition produced by Alison Conner, 2013](#)
7. Administrative Office of the United States Courts
 - "What Does Free Speech Mean?"
<http://www.uscourts.gov/about-federal-courts/educational-resources/about-educational-outreach/activity-resources/what-does>
8. Los Angeles Times Articles - Current and pending case "*Supreme Court case pits privacy rights against Internet data brokers*"
<http://www.latimes.com/nation/la-na-supreme-court-data-privacy-20151102-story.html>
9. Department of Homeland Security/Civil Rights and Civil Liberties - The Communications Act of 1934
<https://it.ojp.gov/PrivacyLiberty/authorities/statutes/1288>
10. The National Archives - The Declaration of Independence -
<https://www.archives.gov/founding-docs/declaration-transcript>
11. The National Archives - The Constitution -
<https://www.archives.gov/founding-docs/constitution-transcript>
12. The National Archives - The Bill of Rights -
<https://www.archives.gov/founding-docs/bill-of-rights-transcript>
13. Washington Post Article: How Government is Trying to Control What You Think, Is this New Propaganda?
<https://www.washingtonpost.com/posteverything/wp/2015/09/24/the-new-propaganda-how-the-american-government-is-trying-to->

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[control-what-you-think/?utm_term=.7982bbf76154](http://www.theatlantic.com/technology/archive/2012/07/defining-the-we-in-the-declaration-of-internet-freedom/259485/)

14. Congress.Gov - H.R.2048 - USA FREEDOM Act of 2015
<https://www.congress.gov/bill/114th-congress/house-bill/2048/text>
15. The Atlantic Article - “Defining the ‘We’ in the Declaration of Internet Freedom”
<http://www.theatlantic.com/technology/archive/2012/07/defining-the-we-in-the-declaration-of-internet-freedom/259485/>
16. The First Amendment Center - **Internet & First Amendment overview**
(The First Amendment Center serves as a forum for the study and exploration of free-expression issues, including freedom of speech, of the press and of religion, and the rights to assemble and to petition the government.) <http://www.firstamendmentcenter.org/internet-first-amendment-overview>

INQUIRY EXAMPLE #2

The Inquiry Question

Is the act of civil disobedience ever justified in a democratic society?

Inquiry Connections to the Founding Principles

- a. The Creator-endowed inalienable rights of the people
- c. Frequent and free elections in a representative government
- f. Private property rights
- i. Individual rights as set forth in the Bill of Rights
- j. Individual responsibility

Inquiry Alignment to the Objectives of Cluster 1

1. **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.).
2. **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, justice** and **equality** (e.g., natural rights, classical theories of government, Magna Carta, Montesquieu, Locke, English Bill of Rights, etc.).

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3. **FP.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.).
4. **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, redistricting, zoning, national security, healthcare, etc.).
5. **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.

Cluster 1 Generalization(s) Aligned to this Inquiry

1. Civil disobedience often results from the belief of the individual that the government has a responsibility to protect the rights of individuals within the society. (Frequent and free elections in a representative government, rule of law, federalism, due process, Structure of government, separation of powers with checks and balances)
2. Democratic freedom requires the active participation of a nation’s citizens.
3. Citizen participation often results in a government which is more responsive to the needs and interest of the people.

Purpose of this Inquiry

The intent of this inquiry is to have students analyze the importance of active civic participation, particularly civil disobedience, when they are concerned that the government is not being responsive to their voice.

This inquiry is intended to be taught in conjunction with the colonists’ movement towards revolution. Students will examine historical, as well as modern day acts of civil disobedience as they delve into the question “Is the act of civil disobedience ever justified in a democratic society?” and come up with a response(s) supported with examples and information from their learning and the resources each supporting question will ask them to consider. Students will examine historical, as well as modern day acts of civil disobedience with the purpose of comparing and contrasting citizens’ actions towards a lack of government responsiveness. Students will then analyze the information they have collected to answer the inquiry question.

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Staging the Inquiry

Introduce this inquiry by doing the following:

Allow students 5-7 minutes to free write about an issue that they feel strongly about. This could be gun control, abortion, climate change, etc. Then discuss with students whether they would be willing to break a law in protest of a law against the issue.

The Compelling and Supporting Questions

This inquiry exemplar is built around one compelling question and four supporting questions. The section immediately following these questions demonstrates how each of the four supporting questions can be used to give students practice with making real-world connections to the application of various “founding principles” aligned to Cluster 1. Each supporting question has a suggested task and one or more sources to help the student analyze or investigate information as they perform the task.

Compelling Question

Is the act of civil disobedience ever justified in a democratic society?

Supporting Questions

1. Are there certain qualities and characteristics typically desired of citizens living in countries that practice democracy found in the US?
2. What is civil disobedience and how might it be carried out?
3. In what ways did the events leading to tensions between the colonists and Great Britain exemplify what history has come to see as demonstrations of civil disobedience?
4. What are some historical and contemporary reasons that citizens have felt the need to protest government or government decisions?

Supporting Question 1

1. Are there certain types of citizens needed in a democratic society?

Student Task

Identify activities performed by “good” citizens. Read the essay, “What types of citizen does a

Supporting Question 2

1. What is civil disobedience and how might it be carried out?

Student Task

Using the video resource on Civil Disobedience develop a visual organizer that illustrate at least 4 types of civil disobedience

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	<p>democracy need?” Categorize your list of activities as either personally responsible, participatory or justice oriented citizens.</p> <p>Sources The DBQ Project: Mini-Qs in Civics https://www.dbqproject.com/product-category/mini-qs/civics/</p>	<p>and at least 6 examples of civil disobedience being carried out in the U.S. between 1800 and present day. DO NOT USE ANY EXAMPLE USED IN THE VIDEO. For example, your visual might illustrate the “sit-in” as a type of civil disobedience, but you cannot use the Greensboro Sit-Ins as one of your examples of how sit-ins have been used in the U.S.</p> <p>Sources http://study.com/academy/lesson/what-is-civil-disobedience-definition-actsexamples.html <i>Note: This source requires an account and a login.</i></p>
	<p>Supporting Question 3</p> <p>1. What actions of Great Britain led to the colonist’s agreement to a revolution?</p> <p>Student Task Create a timeline of no less than 10 events that caused tensions between the colonists and Great Britain. Qualify each event by providing a description of how the event was a demonstration of civil disobedience.</p> <p>Sources</p>	<p>Supporting Question 4</p> <p>1. What are some historical and contemporary reasons that citizens have felt the need to protest government or government decisions?</p> <p>Student Task After choosing a historical figure that participated in civil disobedience from a provided list of choices, research the figure and answer the following questions:</p> <ol style="list-style-type: none"> 1. What were they protesting? 2. How did they break the law? 3. Why did they choose to break the law? 4. What impact did their actions have? 5. How does their action(s) show civil disobedience? 6. Was their act of civil disobedience justifiable in a democratic society? <p>Now choose, from a teacher provided list, a contemporary figure, or group, that has recently participated in civil disobedience and answer the same questions. (modified from a PBS lesson plan)</p> <p>Sources</p>

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	http://www.historyisfun.org/wpcontent/uploads/2014/03/RoadtoRevolution.pdf	http://d3i6fh83elv35t.cloudfront.net/newshour/extra/wpcontent/uploads/sites/2/2014/03/civildisquotes2.pdf
	<p><u>Summative Performance Assessment</u> Give the following to the student as their instruction and description of the assignment they are to perform and be assessed for knowledge and understanding after having been taught and engaged in the inquiry above. The assessment aligns to the following generalization:</p> <ol style="list-style-type: none"> 1. Civil disobedience often results from the belief of the individual that the government has a responsibility to protect the rights of individuals within the society. (<u>Frequent and free elections in a representative government, rule of law, federalism, due process, Structure of government, separation of powers with checks and balances</u>) <p><u>The Assessment:</u> You will participate in a debate. You must be prepared to debate either side of the argument, “Civil disobedience is never justified in a democratic society.” Prior to the debate, you must turn in a written opening statement, 3 debate points and 3 counter points. Your argument (opening statement) should be based on evidence (debate points) from prior tasks and inquiry questions. Remember that you are making an argument and supporting your points with evidence. It is also important that you think about the opposing argument and be prepared to counter that argument with evidence.</p> <p><u>Additional Resources Teachers Can Use to Help Teach This Inquiry</u></p> <ul style="list-style-type: none"> • The DBQ Project: Mini-Qs in Civics <ol style="list-style-type: none"> 1. http://study.com/academy/lesson/what-is-civil-disobedience-definition-actsexamples.htm 2. http://www.historyisfun.org/wpcontent/uploads/2014/03/RoadtoRevolution.pdf 3. http://d3i6fh83elv35t.cloudfront.net/newshour/extra/wpcontent/uploads/sites/2/2014/03/civildisquotes2.pdf 	
ADDITIONAL RESOURCES	<p><u>Websites</u></p> <ul style="list-style-type: none"> • “Believing Game Activity” This could be used as a hook or introduction activity: http://www.morningsidecenter.org/teachable-moment/lessons/teaching-critical-thinking-believing-game-doubting-game • Walden and “Civil Disobedience” Teacher’s Guide: Great source to expand the inquiry but requires an account. https://www.teachervision.com/religion-and-philosophy/walden-civildisobedience-teachers-guide • Teaching Tolerance: The Non-Violence lesson in this resource would be a great addition to the inquiry if you wanted to take more time with it. 	

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[http://www.tolerance.org/sites/default/files/kits/A Time for Justice Teachers Guide.pdf](http://www.tolerance.org/sites/default/files/kits/A%20Time%20for%20Justice%20Teachers%20Guide.pdf)

The Founding Principles Modules created by the National Bill of Rights Institute

- Module 1: [Individual Responsibility](#)
- Module 2: [Inalienable Rights](#)
- Module 3: [Representative Government](#)
- Module 4: [Separation of Powers and Checks and Balances](#)
- Module 5: [Federalism](#)
- Module 6: [Rule of Law](#)
- Module 7: [Private Property](#)
- Module 8: [Due Process](#)
- Module 9: [Individual Rights](#)
- Module 10: [Equal Protection](#)

Video Resources Specifically Cataloged for Civic Education

- **The YouTube Channel of the Center for Civic Education** – This is the official YouTube channel of the Center for Civic Education. It is a nonprofit educational organization devoted to promoting an enlightened and responsible citizenry committed to democratic principles and actively engaged in the practice of democracy in the United States and other countries. Teachers using this resource will find videos about topics important to the study of civics and government. Key to this resource is the ability to find in-depth videos about the fundamental principles of democracy and representative government.
<https://www.youtube.com/user/DigitalCivics/videos?nohtml5=False>
 - An example of a video resource aligned to Cluster #1 is “The Philosophical Foundation of Representative Democracy” - https://www.youtube.com/watch?v=-DUGc9x_d1E

Ideas for Taking Informed Action

- Practicing Citizenship: Taking Informed Action. (2016, October 25). Retrieved February 07, 2017, from <http://www.c3teachers.org/practicing-citizenship-taking-informed-action/>
C3 teacher Carly Muetterties, a high school teacher in Kentucky summed up the TIA in simple but very clear and understandable language. Carly states that Taking Informed Action (TIA) occurs at the end of an inquiry, but that doesn't mean you should consider leaving it off. Participating in a TIA activity allows students to deepen their understanding of the connections between our topic and their lives.(2016)
- Taking Informed Action Forum Posts

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	http://www.c3teachers.org/category/taking-informed-action/
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Disclaimer: *This Cluster is a part of a Founding Principles Framework developed by the North Carolina Department of Public Instruction (NCDPI) and North Carolina teachers currently teaching the course American History: Founding Principles, Civics, and Economics (AHFPCE). Curriculum for this course is not provided by NCDPI. This Founding Principles Framework is intended to serve as a “framework” and resource to help guide social studies educators in the development of strongly aligned curriculum, classroom instruction, and resources for the AHFPCE course.*

CLUSTER 2 Structure and Function of U.S. Government	
DESCRIPTION	<p>The focus of CLUSTER 2 for the <i>American History Founding Principles, Civics and Economics (AHFPCE)</i> course seeks to provide students with an increased understanding of the institutions of a constitutional democracy and the skills that are necessary to effectively participate as responsible citizens, the impact of laws and economic policies on its citizens, and the role the government plays influencing its citizens. CLUSTER 2 of this course is intended to provide the background to help students understand the fundamental principles which support the function and structure of the government of the United States.</p> <p style="text-align: center;">The intent of Cluster 2 is to ensure students build upon the basic knowledge and understanding that the structure of the U.S. federal government is composed of three distinct branches and the powers of those branches are vested by the U.S. Constitution in the Congress, the President, and the federal courts, including the Supreme Court. The concept of federalism is also key to understanding any content developed using the “framework” developed for Cluster 2. The U.S. Constitution expresses six basic principles: popular sovereignty, Limited government, separation of powers, checks and balances, judicial review, and federalism. Some argue that maintaining peace within the American society is perhaps one of the greatest fundamental purposes of government in the U.S. The preamble to the US Constitution refers to this function specifically when it states to "ensure domestic tranquility. Cluster 2 provides a “framework” to allow for the alignment of the NC Founding Principles to the basic functions of the United States government listed in the U.S. Constitution. Functions such as forming a more perfect Union, establishing and upholding justice, providing for the common defense, promoting the general welfare, securing liberty, and of course ensuring domestic tranquility, all work together in a system of government that divides its power between the federal and the state, while protecting individual rights and freedoms of American citizens and all individuals within the borders of the U.S.</p> <p>By engaging in a deliberate and focused study centered around connecting back to the</p>

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	<p>structure and function of government at the federal, state, and local levels students should be able to understand how government truly works in the United States.</p>
<p>ALIGNMENT TO THE FOUNDING PRINCIPLES ACT</p>	<p>The following conceptual principles have been taken from the Civic Literacy subsection (g) of Section 2 (1) in HB 524 “The Founding Principles Act” and tightly align to the intent and focus of study for Cluster 2, the Structure and Function of United States Government .</p> <ul style="list-style-type: none"> A. Structure of government, separation of powers with checks and balances. B. Frequent and free elections in a representative government. C. Rule of law. D. Federalism. E. Due process. F. The Creator-endowed inalienable rights of the people G. Equal justice under the law H. Individual rights as set forth in the Bill of Rights
<p>ALIGNMENT TO THE STANDARDS</p>	<ul style="list-style-type: none"> • The following clarifying objectives have been identified as the objectives that best align to the teaching of the causes, events, leadership, and historical figures responsible for leading to, the development of, and the participation in the establishment evolution of the governments of the United States. • CE.C&G.1.1 Explain how the <u>tensions</u> over <u>power</u> and <u>authority</u> led America’s founding fathers to develop a constitutional <u>democracy</u> (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.). • CE.C&G.1.2 Explain how the Enlightenment and other contributing <u>theories</u> 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.). • CE.C&G.1.3 Evaluate how debates on <u>power</u> and <u>authority</u> between Federalists and Anti-Federalists have helped shape <u>government</u> in the United States over <u>time</u> (e.g., Hamilton, Jefferson, Madison, Federalist Papers, strong central government, protection of individual rights, Elastic Clause, Bill of Rights, etc.) • CE.C&G.1.4 Analyze the <u>principles</u> and <u>ideals</u> underlying American democracy in terms of how they promote <u>freedom</u> (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.).

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- **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.).
- **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,
- **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.).
- **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, judicial review, supremacy, equal protections, “establishment clause”, symbolic speech, due process, right to privacy, etc.).
- **CE.C&G.2.4** Compare the **Constitutions** and the structures of the United States and North Carolina **governments** (e.g., the various NC Constitution, Bill of Rights, Declaration of Rights, Preambles, the organization of, the powers of, responsibilities, etc.).
- **CE.C&G.2.5** Compare the 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).
- **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.).
- **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, healthcare, etc.).
- **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).
- **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.).

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- **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.).
- **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.).
- **CE.C&G.3.5** Compare jurisdictions and methods of law enforcement applied at each level of government, the consequences of noncompliance to laws at each level and how each reflects equal protection under the law (e.g., Department of Justice, Regulatory Commissions, FBI, SBI, Homeland Security, Magistrate, State troopers, Sheriff, City police, ordinance, statute, regulation, fines, arrest, etc.).
- **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.).
- **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.).
- **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 and Reserves, magistrates, Better Business Bureau, IRS, Immigration and Naturalization, FEMA, Homeland Security, ATF, etc.).
- **CE.C&G.5.4** Explain how conflict between constitutional provisions and the requirements of foreign policy are resolved (e.g., the power of Congress to declare war and the need for the president to make expeditious decisions in times of international emergency, the power of the President to make treaties and the need for the Senate to approve them).
- **CE.E.1.1** Compare how individuals and governments utilize scarce resources (e.g., human, natural and capital) in traditional, command, market and mixed economies.
- **CE.E.1.2** Analyze a market economy in terms of economic characteristics, the roles they play in decision-making and the importance of each role (e.g.,

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	<p>private property, free enterprise, circular flow, competition and profit motive, and allocation of resources via the price system).</p> <ul style="list-style-type: none"> • CE.E.3.2 Explain how fiscal policy and the monetary policy influence overall levels of employment, interest rates, production, price level and economic growth (e.g., business cycle, standard of living, recession, depression, Consumer Price Index, etc.). • 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.)
GENERALIZATIONS	<p>Seven generalizations have been crafted for CLUSTER 2. These seven generalizations represent some of the big ideas and general understandings that individuals commonly understand about a democratic society living under a constitutional democracy of representative government. Please note that these generalizations were determined to represent major historical or political understandings associated with the structure and function of the United States’ government as well as with the historical, contemporary, and current observance of some of the most fundamental principles of the which support the various branches and levels of government, governmental departments, agencies, and organizations which exist to help run the U.S. Although there can be multiple generalizations that relate to the CLUSTER 2, these are just a few which have been identified as essential to the understandings we hope students will acquire based on the intent of the North Carolina Essential Standards for this course.</p> <ol style="list-style-type: none"> 1. Political systems based on limited government and rule of law often have structures in place to protect one’s individual rights. 2. Governmental structures that decentralize authority allow for power to be distributed through the governmental system. 3. Government functions to maintain order by creating laws and policies to protect its citizens. 4. Multiple perspectives on power and authority often guide the actions of a nation’s government. 5. The structure of government is organized to maintain order and the protection of its citizens. 6. The creation and enforcement of laws and policies is determined by the intention of whoever has government authority. 7. Power and authority has shaped the government over time.

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EXAMPLES OF IMPLEMENTING *CLUSTER 2* IN THE CLASSROOM

UNIT EXAMPLES	<p>Click the links below to access some example curriculum developed using the standards, general and components from the Founding Principles and Student Citizen Act as guiding elements.</p> <ul style="list-style-type: none"> • I'm A Yankee Doodle Dandy, Are You? – A Governor’s Teachers Network (GTN) Unit • Types of Government, How Do We Compare? - A Lesson Plan • Immigration Today, Law, Legislation, and Debate – A Lesson Plan
AN EXAMPLE OF AN INQUIRY	<p><u>Founding Principles Aligned to the Inquiry</u></p> <ul style="list-style-type: none"> • The Creator-endowed inalienable rights of the people • Equal justice under the law • Individual rights as set forth in the Bill of Rights <p><u>Objectives Aligned to the Inquiry</u></p> <ul style="list-style-type: none"> • CE.C&G.1.3 Evaluate how debates on power and authority between Federalists and Anti-Federalists have helped shape government in the United States over time (e.g., Hamilton, Jefferson, Madison, Federalist Papers, strong central government, protection of individual rights, Elastic Clause, Bill of Rights, etc.). • 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.). • 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, • 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.). • 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

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general welfare (e.g., taxes, immigration, naturalization, civil rights, economic development, annexation, redistricting, zoning, national security, healthcare, etc.)

- **CE.E.3.2** Explain how fiscal policy and the monetary policy influence overall levels of employment, interest rates, production, price level and economic growth
- **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.)
- **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.)

Generalization(s) Aligned to the Inquiry

- The structure of government may be organized to maintain order and the protection of its citizens.
- The creation and enforcement of laws and policies is determined by the intention of whoever has government authority.
- Power and authority has shaped the government over time.
- Political systems based on limited government and rule of law often have structures in place to protect one's individual rights.
- The government makes economic choices due to limited resources.
- Government functions to maintain order by creating laws and policies to protect its citizens.
- Multiple perspectives on power and authority often guide the actions of a nation's government.

Description

In addressing the compelling question "Did the Constitution create a just government?" students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument with evidence and counterevidence from a variety of sources. The goal of this inquiry is for students to gain an informed, critical perspective on the United States Constitution as it stood at the conclusion of the Constitutional Convention of 1787. By investigating the issue justice of the Constitution, students examine how the Constitution structures the government, the Constitution's relationship to slavery, the economy, privacy, and the extent to which the amendment process makes the government more democratic. Through taking a critical look at the Constitution, students should understand the government the Constitution created and develop an evidence based perspective that serves as a launching pad for informed action.

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Staging the Inquiry

Have the students read the Preamble to the Constitution and discuss what it would mean for the government to achieve each of the goals listed. Use this discussion to direct students to consider the purpose of a governing document, circumstances that influenced the writing of the Constitution, and factors that might affect how the Constitution was assessed in 1787 and how it can be assessed today.

Compelling & Supporting Questions

Compelling Question: “Did the Constitution Create a Just Government?”

Supporting Questions

1. Why did the framers of the United States Constitution believe a new document was necessary?
2. How did the Constitution structure the government?
3. How did the framers protect slavery in the Constitution?
4. How democratic was the 1787 Constitution?
5. Who is the most important position to vote for?
6. As a means of providing national security, should the federal government have unlimited authority to monitor your online activity (social media, email, online accounts etc.)
7. To what extent should the Federal Government get involved in economic policies?
8. What power does the executive branch have in influencing the economy? What power does the legislative branch have in influencing the economy?
9. In what ways does the political system affect economics? (i.e. lobbyists, elections, political parties)
10. When should the federal government regulate business?
11. Who in the state determines the minimum wage?
12. What power does the state government have to differ from the federal minimum wage?

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	<p>13. When should the state government regulate business?</p> <p>14. If a state were to sue the federal government for raising the minimum wage, how would the Supreme Court rule?</p> <p>15. What agencies help determine economic policies?</p> <p>16. What factors have to be considered in raising the minimum wage?</p> <p>17. How would the minimum wage affect inflation? the labor market? 18. Do the benefits of raising the minimum wage outweigh the drawbacks?</p>	
	<p>Supporting Question 1</p> <p>Why did the framers of the United States Constitution feel a new document was necessary?</p> <p>Student Task Generate a list of concerns that prompted the writing of the Constitution.</p> <p>Sources</p> <ul style="list-style-type: none"> • Excerpt from letter from Alexander Hamilton to James Duane • Excerpt from letter from George Washington to James Warren • Letter from John Jay to Thomas Jefferson 	<p>Supporting Question 2</p> <p>How did the Constitution structure the government?</p> <p>Student Task</p> <p>Create a graphic organizer that displays the branches of the federal government and their functions.</p> <p>Sources</p> <ul style="list-style-type: none"> • Selections from the Constitution (Art. I, Sec. 7–9; Art. II, Sec. 2–3; Art. III Sec. 2) • Excerpt from Federalist No. 51
	<p>Supporting Question 3</p> <p>How did the framers protect slavery in the Constitution?</p> <p>Student Task</p> <p>Write a paragraph using evidence that explains how the framers protected slavery in the Constitution.</p> <p>Sources</p>	<p>Supporting Question 4</p> <p>How democratic was the 1787 Constitution?</p> <p>Student Task</p> <p>Develop a claim supported by evidence that explains how democratic they consider the 1787 Constitution to be.</p> <p>Sources</p>

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	<ul style="list-style-type: none"> • Selections from the Constitution (Art. I Sec. 2, Clause 3; Art. I, Sec. 9, Clause 1; Art. IV, Sec.2, Clause 3) • Excerpts from James Madison’s notes from the Constitutional Convention • Excerpts from a speech by Benjamin Franklin 	<ul style="list-style-type: none"> • Selections from the Constitution (Art. I, Sec. 2; Art. II, Sec. 1–2; Art. IV, Sec. 4; Art. V; Art. VII) • Excerpt from James Madison’s notes from the Constitutional Convention • Excerpt from Federalist No. 43
	<p><u>Summative Performance Assessment</u></p> <p>At this point in the inquiry, students have examined concerns that prompted the writing of the United States Constitution, the structure of the government, and debates over the Constitution’s relationship to slavery and the extent to which the Constitution should be democratic. Students should be able to demonstrate the breadth of their understanding and their ability to use evidence from multiple sources to support their claims. In this task, students construct an evidence-based argument responding to the compelling question “Did the Constitution create a just government?” It is important to note that students’ arguments could take a variety of forms, including a detailed outline, poster, or essay. Students’ arguments will likely vary, but could include any of the following:</p> <ul style="list-style-type: none"> • Despite the inclusion of slavery, which could not have been avoided, the framers created a just Constitution because its system of checks and balances ensured that no one would have too much power in the government. • Even though there were positive aspects of the Constitution, the government it created was unjust because it greatly limited democracy and protected slavery. • Although imperfect, the Constitution created a just government because the amendment process provided an effective way to improve the government. <p>Students could extend these arguments by reading additional Federalist and Antifederalist papers created during the ratification debate; Federalist No. 10 and Antifederalist: Brutus No. 3 are recommended. Students can then develop political cartoons or position papers that focus on the perceived justness of the Constitution in response to these two arguments.</p> <p>Students can take Informed Action by drawing on their knowledge of the writing and amending of the Constitution. They demonstrate their ability to understand by researching amendments to the Constitution. They show their ability to assess by analyzing how an unsuccessful amendment could have made the Constitution more just. And they act by seeking out opportunities to participate in the promotion of an amendment they believe</p>	

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	would make the Constitution more just.
ADDITIONAL RESOURCES	<ul style="list-style-type: none"> ● The Inquiry ● US Constitution Activity: <ul style="list-style-type: none"> ○ Standards: CE.C&G.1.5, CE.C&G.2.6 ○ Principles: Separation of Powers, Checks and Balances, Limited Government ○ Strengths: Requires students to use primary sources to apply their understanding of the principles- Can be done without technology ○ Weaknesses: Requires the teacher to have class copies of the constitution. Due to the in-depth reading required, it may take the students 45 min to an hour to complete the activity. ○ Additional: Best to print sheets for each individual student. Depending on the level of the students, the teacher may need to provide a modified Constitution for low readers. ● NC Constitution Activity: <ul style="list-style-type: none"> ○ Standards: CE.C&G.1.5, CE.C&G.2.2 ○ Principles: Federalism, Limited Government, Rule of Law ○ Strengths: Requires students to use primary sources to apply their understanding of the principles- Can be done without technology ○ Weaknesses: Requires the teacher to have class copies of the NC constitution. A PDF version can be found here. Due to the in-depth reading required, it may take the students 45 min to an hour to complete the activity. ○ Additional: Best to print sheets for each individual student. Depending on the level of the students, the teacher may need to provide a modified Constitution for low readers. ● Foreign Policy: https://www.icivics.org/teachers/lesson-plans/diplomacy <ul style="list-style-type: none"> ○ Standards: CE.C&G.5.4 ○ Principles: Separation of Powers ○ Strengths: Provides the teacher with a full lesson plan and resources to help teach foreign policy. This includes PowerPoint, worksheets, and answer keys ○ Weaknesses: These lessons are generally geared to lower level students and are not challenging enough for Honors students. ○ Additional: You must make copies for every student. Teacher has to make a FREE account to have access to the lessons. ● Mock Election: <ul style="list-style-type: none"> ○ Standards: CE.C&G.5.1 ○ Principles: Representative Government, Rule of Law ○ Strengths: Provides a step by step process on how to complete a Mock Election. ○ Weaknesses: These lessons are generally geared to lower level students and are not challenging enough for Honors students. The lesson could take several days to complete. <p style="margin-left: 20px;">Additional: You must make copies for every student. Teacher has to make a FREE</p>

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account to have access to the lessons.

- Federalism: <http://www.c3teachers.org/inquiries/federalism/>
 - Standards: CE.C&G.2.1, **CE.C&G.2.7**
 - Principles: Federalism
 - Strengths: Resources are collected in one place
 - Weaknesses: Aligned to NY state and its constitution- need to adjust and adapt for NC
 - Additional: In NC most students taking Civics and Economics are 9th and 10th graders. This lesson is designed for 12th graders and may need to be modified to the appropriate level.
- Principles of the Republic: <https://www.principlesoftherepublic.org/>
 - Standards: **CE.C&G.1.5**, CE.C&G.2.5
 - Principles: Individual Responsibility, Representative Government, Separation of powers and checks and balances, Federalism, Inalienable Rights, Equal Protection, Private Property, Rule of Law, Due Process
 - Strengths: This program was written and created by teachers. It provides resources for many of the founding principles.
 - Weaknesses: You must sign up (free account).
 - Additional:
- Political Parties: <http://www.c3teachers.org/inquiries/political-parties/>
 - Standards:
 - Principles:
 - Strengths:
 - Weaknesses:
- Separation of Power: <https://www.icivics.org/games/branches-power>
 - Standards: CE.C&G.2.1
 - Principle: Separation of Powers, Checks and Balances
 - Strengths: Engaging game for students to play
 - Weaknesses: Teachers need to make lesson plan to preface this activity. It cannot stand alone to teach students the concept
- Due Process: <https://www.icivics.org/games/we-the-jury>
 - Standards:
 - Principle: Due Process, Limited Government
 - Strengths: Engaging game for students to play
 - Weaknesses: Only has one case for them to be a part of and it is civil not criminal.
- Rule of Law: <https://www.icivics.org/games/cast-your-vote>
 - Standards: CE.C&G.5.1
 - Principle: Rule of Law
 - Strengths: Engaging game to help teach students what it is like to vote
 - Weaknesses: It is only a max of a 15-minute game. Requires students to have access to computers and internet
 - Additional: Students do not have to sign up for account to play the game, but

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if the teacher wants to see their progress/results, the students must be a part of a class created by the teacher. This is completely free and does not take much time.

- Federalism:
 - https://cdn.icivics.org/sites/default/files/uploads/States%20Rule%20WQ%20Companion%20Worksheet_0.pdf
 - Standards: CE.C&G.2.2
 - Principle: Federalism
 - Strengths: This activity requires students to do research on their own state and how they fit into the federal government.
 - Weaknesses: This would require the students to have to research on the internet.
 - Addition: You must make copies for every student. Teacher has to make a FREE account to have access to the lessons.
- ❑ Resource EVERFI: Free to NC Teachers www.everfi.net
 - ❑ C&E.C&G.2.1
 - ❑ Commons Modules:
 - ❑ Who Speaks For Me,
 - ❑ A Leader For The People,
 - ❑ Justice For All,
 - ❑ My Voice, My Vote,
 - ❑ Information Exchange
- ❑ Consent of the Governed <http://www.econedlink.org/teacher-lesson/356/Taxation-without-Representation> .
 - ❑ C&E.C&G 1.1 & 1.4
 - ❑ This lesson has students use primary documents to examine representation in government and the purpose of taxes. This lesson works for this concept as well as Consent. This lesson has students use primary documents to examine representation in government and the purpose of taxes.

[SAS Curriculum Pathways: Free to NC Teachers](#)

- Nixon and the Watergate Scandal [SAS Curriculum Pathways: QL#1262](#)
 - C&E.C&G 2.3
- Comparing State Constitutions [SAS Curriculum \(QL#410\)](#)
 - C&E.C&G 2.4
- Freedom of Speech in Schools (Tinker Case to Confederate Flag issue) [SAS Curriculum \(QL#1186\)](#)
 - C&E.C&G 3.4
- The Executive Branch Departments [SAS Curriculum Pathways: QL#409](#)
 - C&E.C&G 3.5
- SAS Curriculum has some wonderful excerpts from Primary Source documents of written court opinions that cover
 - McCulloch v. Maryland, Gibbons v. Ogden, Marbury v. Madison
 - C&E.C&G 5.2

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| | <ul style="list-style-type: none">● The War Powers Act SAS Curriculum Pathways QL#1181<ul style="list-style-type: none">○ C&E.C&G 5.4● OPEC Oil Embargo SAS Curriculum (QL#1299)<ul style="list-style-type: none">○ C&E.E 2.3 <p>Carolina K12 (Formerly NC Civics Consortium)</p> |
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Disclaimer: *This Cluster is a part of a Founding Principles Framework developed by the North Carolina Department of Public Instruction (NCDPI) and North Carolina teachers currently teaching the course American History: Founding Principles, Civics, and Economics (AHFPCE). Curriculum for this course is not provided by NCDPI. This Founding Principles Framework is intended to serve as a “framework” and resource to help guide social studies educators in the development of strongly aligned curriculum, classroom instruction, and resources for the AHFPCE course.*

CLUSTER 3 The Individual’s Voice in Civics and Economics	
DESCRIPTION	<p>Cluster 3 focuses on the rights of individuals and how students can participate in the local, state, and national community. It will enable students to explore political, social and economic issues impacting them and how they can civically participate to change, influence, or impact policies and laws. It will provide students with an understanding of the how decisions are made at the federal and state level, the ability to reason logically about key issues, and the knowledge and skills to participate in deliberative dialogue. In addition, students will learn about some of the tools individuals can use to be financially responsible citizens. Students will understand how their decisions can impact their future. Throughout this cluster students will be able to connect political and economic concepts to each other and be able to understand how their participation within each affect the policies that are produced at a national, state, and local level.</p> <p>The standards in this cluster tightly align to the rights of individuals and how government and institutions shape, change and influence citizens’ rights. Taken together these standards work to help students understand governmental response, social, political and economic forms of protest, individual right, equal treatment under the law, financial security, economic choices, and how policies and laws are influenced by people and institutions.</p>
ALIGNMENT TO THE FOUNDING PRINCIPLES ACT	<p>The following conceptual principles have been taken from the Civic Literacy subsection (g) of Section 2 (1) in HB 524 “The Founding Principles Act” and tightly align to the intent and focus of study for Cluster 1, the Founding Principles of American Government .</p> <ul style="list-style-type: none"> ● The Creator-endowed inalienable rights of the people ● Frequent and free elections in a representative government ● Equal justice under the law ● Private property rights ● Due process

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	<ul style="list-style-type: none"> ● Individual rights as set forth in the Bill of Rights ● Individual responsibility
<p>ALIGNMENT TO THE STANDARDS</p>	<p>The words bolded and underlined in the standards below are concepts. Concepts help identify the critical big ideas and content that will be addressed during the course of the cluster.</p> <ul style="list-style-type: none"> ● FP.C&G.1.3 Evaluate how <u>debates</u> on <u>power</u> and <u>authority</u> between Federalists and Anti-Federalists have helped shape <u>government</u> in the United States over <u>time</u> (e.g., Hamilton, Jefferson, Madison, Federalist Papers, strong central government, protection of individual rights, Elastic Clause, Bill of Rights, etc.) ● FP.C&G.1.4 Analyze the <u>principles</u> and <u>ideals</u> underlying American <u>democracy</u> in terms of how they promote <u>freedom</u> (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.). ● FP.C&G.2.3 Evaluate the U.S. <u>Constitution</u> as a “living Constitution” in terms of how the words in the <u>Constitution</u> and Bill of <u>Rights</u> have been interpreted and applied throughout their existence (e.g., precedents, rule of law, judicial review, supremacy, equal protections, “establishment clause,” symbolic speech, due process, right to privacy, etc.). ● FP.C&G.2.7 Analyze contemporary <u>issues</u> and governmental <u>responses</u> at the local, state, and national levels in terms of how they promote the <u>public interest</u> and/or general <u>welfare</u> (e.g., taxes, immigration, naturalization, civil rights, economic development, annexation, redistricting, zoning, national security, healthcare, etc.). ● FP.C&G.3.6 Explain ways <u>laws</u> have been influenced by <u>political parties</u>, <u>constituents</u>, <u>interest groups</u>, <u>lobbyists</u>, the <u>media</u> and <u>public opinion</u> (e.g., extension of suffrage, labor legislation, civil rights legislation, military policy, environmental legislation, business regulation and educational policy). ● FP.C&G.3.8 Evaluate the <u>rights</u> of individuals in terms of how well those <u>rights</u> have been upheld by democratic <u>government</u> in the United States. ● FP.C&G.4.1 Compare <u>citizenship</u> in the American constitutional <u>democracy</u> to membership in other types of <u>governments</u> (e.g., right to privacy, civil rights, responsibilities, political rights, right to due process, equal protection under the law, participation, freedom, etc.). ● FP.C&G.4.3 Analyze the roles of <u>citizens</u> of North Carolina and the United States in terms of <u>responsibilities</u>, <u>participation</u>, <u>civic life</u> and criteria for membership or

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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.).

- **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, jury duty, Selective Services Act, rule of law, eminent domain, etc.).
- **FP.C&G.4.5** Explain the changing perception and interpretation of **citizenship** and **naturalization** (e.g., aliens, Interpretations of the 14th amendment, citizenship, patriotism, equal rights under the law, etc.).
- **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.).
- **FP.C&G.5.5** Analyze the development and implementation of **domestic** and **foreign policy** by outlining opposing **arguments** on major **issues** and efforts toward **resolution** (e.g., health care, education, immigration, regulation of business and industry, foreign aid, intervention abroad, etc.).
- **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.).
- **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 responsible **consumers** and **borrowers** (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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	<ul style="list-style-type: none"> ● FP.PFL.1.6 Compare various <u>investing strategies</u> and <u>tax</u> implications for their potential to build <u>wealth</u> (e.g., individual stocks and bonds with investing in stock, giving, bonds, mutual funds, retirement plans, etc.). ● FP.PFL.2.1 Explain how consumer protection <u>laws</u> and government <u>regulation</u> contribute to the empowerment of the <u>individual</u> (e.g., consumer credit laws, regulation, FTC-Federal Trade Commission, protection agencies, etc.). ● FP.PFL.2.2 Summarize various types of fraudulent <u>solicitation</u> and business <u>practices</u> (e.g., identity theft, personal information disclosure, online scams, Ponzi schemes, investment scams, internet fraud, etc.). ● FP.PFL.2.3 Summarize ways <u>consumers</u> can protect themselves from fraudulent and deceptive <u>practices</u> (e.g., do not call lists, reading the fine print, terms and conditions, personal information disclosure, investment protection laws, fees, etc.). ● FP.PFL.2.4 Classify the various types of <u>insurance</u> and estate planning including the <u>benefits</u> and <u>consequences</u> (e.g., car, health, renters, life, liability, travel, disability, long-term care, natural disaster, etc.). ● FP.PFL.2.5 Summarize <u>strategies</u> individuals use for resolving consumer <u>conflict</u> (e.g., contacting Attorney General, filing claims, Better Business Bureau, Secretary of State, etc.). ● FP.E.1.2 Analyze a <u>market economy</u> in terms of economic characteristics, the roles they play in <u>decision-making</u> 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). ● FP.E.1.3 Explain how <u>supply and demand</u> determine equilibrium price and quantity produced (e.g., any market example –apples, tires, etc.). ● FP.E.1.4 Analyze the ways in which incentives and <u>profits</u> influence what is produced and distributed in a <u>market system</u> (e.g., supply, demand, free enterprise, What to produce? How to produce it? How much to produce? For whom to produce it? etc.).
GENERALIZATIONS	<ol style="list-style-type: none"> 1. A <u>nation</u> may agree on <u>values</u>, <u>beliefs</u>, and <u>principles</u> philosophically, but disagree on their practical application. 2. <u>Government responses</u> to contemporary <u>issues</u> often create or defuse <u>conflict</u> depending upon the <u>political</u>, <u>economic</u>, <u>social</u>, or <u>cultural agenda</u> of <u>groups</u> or <u>organizations</u>. 3. <u>Individuals</u> and <u>institutions</u> may be shaped by government <u>actions</u> and respond in ways which may result in social <u>protest</u> or <u>community</u> and national <u>unity</u>.

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4. **Individuals** have the **responsibility** to be aware of their **rights**, and limits on their **rights**, in order to ensure **fair** and **equal** treatment under the **law**.
5. An increased level of **citizen participation** often results in a **government** which is more responsive to the **needs** and **interests** of the people.
6. Members of a **society** often have certain **rights, responsibilities** and **privileges** associated with **citizenship**.
7. A **nation's** founding documents may be interpreted differently over**time** based on changing **values and beliefs** of it's **citizenry**.
8. **Elections** may allow **citizens** to guide the direction of public **policy** and limit the **power** of **government**.
9. The **financial plan** an **individual** commit to follow can greatly contribute to their **financial well-being** and **security**.
10. Investment in capital and human **resources** can determine **production** and drive the **economic choices** of **groups** and **individuals**.

EXAMPLES OF IMPLEMENTING CLUSTER 3 IN THE CLASSROOM

UNIT EXAMPLES

Click the links below to access some example curriculum developed using the standards, generalizations, and components from the Founding Principles and Student Citizen Act as guiding elements. Units and Lesson can be accessed and downloaded in [School Net](#) as well.

[Unit 1: Citizenship and You](#)

- **[Lesson 1: Rights, Responsibilities, and You](#)**
- **[Lesson 2: Immigration and You](#)**
- **[Lesson 3: You and the Government](#)**
- **[Lesson 4: Activism and You](#)**

[Unit 2: Personal Financial Literacy](#)

- **[Lesson 1: Living on a Budget](#)**
- **[Lesson 2: The True Cost of Borrowing Money](#)**
- **[Lesson 3: Who Wants to Be a Millionaire](#)**
- **[Lesson 4: Protect Yourself Before You Wreck Yourself](#)**
- **[Lesson 5: Don't Be a Victim: Protect Yourself from Fraud](#)**
- **[Lesson 6: How will you play the "Game"](#)**

AN EXAMPLE OF

[Founding Principles Aligned to the Inquiry](#)

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AN INQUIRY	<ul style="list-style-type: none">● The Creator-endowed inalienable rights of the people● Equal justice under the law● Individual rights as set forth in the Bill of Rights <p><u>Objectives Aligned to the Inquiry</u></p> <ul style="list-style-type: none">● FP.C&G.1.3● FP.C&G.1.4● FP.C&G.2.3● FP.C&G.2.7● FP.C&G.3.8● FP.C&G.4.3● FP.C&G.4.4 <p><u>Generalization(s) Aligned to the Inquiry</u></p> <ul style="list-style-type: none">● Government responses to contemporary issues often create or defuse conflict depending upon the political, economic, social, or cultural agenda of groups or organizations.● Individuals and institutions may be shaped by government actions and respond in ways which may result in social protest or community and national unity.● Institutions often encourage the development of laws and policies in order to further agendas to reflect their values and beliefs.● Individuals have the responsibility to be aware of their rights, and limits on their rights, in order to ensure fair and equal treatment under the law.● An increased level of citizen participation often results in a government which is more responsive to the needs and interests of the people. <p><u>Description</u></p> <p>Throughout this inquiry students will be able to look at multiple perspectives in the debate of “how far is too far” for the both the government and its citizens in terms of laws, rights, and privileges. Students will examine and explore their own values and beliefs, and understand how these values are the basis on which we each make decisions. The exploration will then move to the values, ideals, and beliefs of the government of the United States. Students will explore democratic ideals and then constitutional principles that form the backbone of the U.S. government. They will make connections between and among various aspects of the U.S. Constitution and the democratic ideals on which they are based. This inquiry leads students through an</p>
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investigation of the power struggle between federal and state governments to legislate. By investigating the compelling question “How far is too far.....How much power should the federal or state government have over our rights in North Carolina? (e.g., speech, press, expression, habeas corpus, due process, internet, telephone, public use of facilities etc.)? students will consider the role of state government in initiating the best legislation for its citizens, even in cases where state law conflicts with federal law. In investigating evidence from historic and contemporary sources, students develop an interpretation of federalism and begin to evaluate both the historic and contemporary arguments and issues. This inquiry is expected to take 6-9, 40-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and featured sources). Teachers may adapt the inquiry to meet the needs and interests of their particular students.

Staging the Inquiry

One way to introduce this inquiry by doing the following [Teacher Enactment](#)

Compelling & Supporting Questions

Compelling Question: How far is too far? How much power should the federal or state government have over our rights in North Carolina? (e.g., speech, press, expression, habeas corpus, due process, internet, telephone, public use of facilities etc.)?

Supporting Questions

- How are federal and state powers constitutionally delineated?
- How should we balance individual rights and the common good?
- How are public attitudes toward federalism changing?
- To what extent can the 14th Amendment provide equal access under the law?

Supporting Question 1

- How are federal and state powers constitutionally delineated?

Supporting Question 2

- How should we balance individual rights and the common good?

Student Task

- Ask students to respond to the support

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	<p>Student Task</p> <ul style="list-style-type: none"> ● Research and annotate a blank Venn diagram illustrating the unique and shared powers of the state and federal government. ● Compare the ways you divided power between state and federal levels with the system the Founders provided in the Constitution. ● What reasoning can you see behind the way the Founders divided power? Why were certain powers given to the federal government, but not others? Why were the powers not delegated reserved to the states and the people? ● Identify and underline ways in which the people’s rights are protected by limits on the powers of Congress. Be prepared to explain the significance of each point that you identify. <p>Sources</p> <ul style="list-style-type: none"> ● Annotated Venn diagram on federalism ● Excerpts from United States Constitution ● Excerpts from North Carolina Constitution 	<p>question #2 after holding a class discussion on each scenario with the students. Ask them to think about how the balance of individual rights vs the common good was involved with each program or Supreme Court case discussed in their response</p> <ul style="list-style-type: none"> ● <u>Voter ID:</u> Voter ID laws point out the differences and the struggles between the national and the state government ● <u>Lopez:</u> Congress believed that gun-free school zones were constitutional because schools prepared people for the business world and were, therefore, part of interstate commerce. The Supreme Court stated that the law only dealt with gun possession and not commerce. ● <u>Morrison:</u> The Supreme Court overturned parts of the Violence Against Women Act because it said that Congress did not have the power to allow rape victims to sue their attackers for money damages under the Commerce Clause. ● <u>The Affordable Care Act:</u> The Supreme Court ruled that the federal government did not have the power to force Americans to buy health insurance under the Commerce Clause, but that they did have the power to tax. The Chief Justice asserted that the penalty or fine that would have to be paid for not getting insurance could be considered a tax and was within Congress’ power. ● <u>Letter from Birmingham Jail:</u> The 30 arrests of Dr. Martin Luther King are examined to respond to the provocative question of “How far”? It is an examination of the power of the government vs the rights of the people.
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		Explain to students that under the law Dr. King was breaking the law. Guide the discussion as students deliberate.
	<p><u>Supporting Question 3</u></p> <ul style="list-style-type: none"> How are public attitudes toward federalism changing? <p>Student Task</p> <ul style="list-style-type: none"> Conduct a class survey that mirrors the Pew and Cato public-attitude surveys and discuss the results. <p>Sources</p> <ul style="list-style-type: none"> Excerpt from Views of Government: Key Data Points Excerpt from Public Attitudes toward Federalism 	<p><u>Supporting Question 4</u></p> <ul style="list-style-type: none"> To what extent can the 14th Amendment provide equal access under the law? <p>Student Task</p> <ul style="list-style-type: none"> Yick Wo and the 14th Amendment This documentary examines the case Yick Wo v. Hopkins (1886) in which the Supreme Court held that noncitizens have due process rights under the 14th Amendment’s equal protection clause. The Court said that unequal application of a law violated the rights of a Chinese immigrant. Editable Sample Viewing Guide: Video is 25 minutes in length, however it is recommended to pause video throughout in order to complete the viewing guide and for class discussion. Suggested total class time: 50 minutes. <p>Sources</p> <ul style="list-style-type: none"> Yick Wo and the 14th Amendment Editable Sample Viewing Guide
	<p><u>Summative Performance Assessment</u></p> <p>Question: How far is too far? How much power should the federal or state government have over our rights in North Carolina? (e.g., speech, press, expression, habeas corpus, due process, internet, telephone, public use of facilities etc.)?</p> <p>In order to better help students understand “what power does the federal or state government have over our rights in North Carolina? (e.g., speech, press, expression, habeas corpus, due process, internet, telephone, public use of facilities etc.)?”</p>	

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- Have students watch the video [Habeas Corpus: The Guantanamo Cases](#) and complete the [Editable Sample Viewing Guide](#): Video is 25 minutes in length, however it is recommended to pause video throughout in order to complete the viewing guide and for class discussion. Suggested total class time: 50 minutes.

TASK: Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from contemporary sources while acknowledging competing perspectives. Possible resources students could start with in constructing an argument.

- [CNN News Article](#)
- [NPR News Article](#)
- [NC State Constitution](#)
- [Debating the Federal Constitution](#)
- Possible Issues to Discuss
 - [Health insurance](#)
 - [Education standards](#)
 - [Medical and recreational marijuana](#)
 - [Assisted Suicide](#)

Extension:

To better understand the local community context, poll school and neighborhood populations on a controversial issue (e.g., same-sex marriage, legalized marijuana) and who has the power to legislate it.

At this point in the inquiry, students have examined the constitutional powers of the United States and North Carolina state governments. Students have also reviewed expert opinions and public attitudes on the continuing debate around federalism and the rights of states to legislate what is best for their citizens, and they have examined case studies. Students should now be able to demonstrate a breadth of understanding and ability to use evidence from multiple sources to support distinct claims. In this task, students construct evidence-based arguments responding to the compelling question “Who has the power?” It is important to note that students’ arguments could take a variety of forms, including a detailed outline, poster, or essay.

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	<p>Students' arguments likely will vary, but could include any of the following</p> <ul style="list-style-type: none"> ● Federalism allows states the power to make change, because states have been able to pass legislation that is more progressive than federal legislation. ● Federalism does not allow states the power to make change because federal law still applies to the whole nation and state laws only go as far as the state line. ● Federalism does allow states some power in initiating change, but the federal government still has the final say in determining the legality of laws. <p>Students could extend these arguments by examining the political climate of their school and neighborhood communities. To begin, students could create a survey that asks participants about their feelings on one or more controversial issues and whether the state or the federal government should be responsible for determining the legality of those issues. Once the questionnaire is completed, students could have school staff and/or other trusted adults complete it. With the data collected, students could look for trends in respondents' views.</p>
<p>ADDITIONAL RESOURCES</p>	<p><u>Additional Resources Teachers Can Use to Help Teach This Inquiry</u></p> <ul style="list-style-type: none"> ● Article Americans More Likely to Say Government Doing Too Much ● Article Federal Government Is More Powerful Than State Government ● Article States Get Things Done, Affecting National Policy ● Article: States Need More Control Over the Federal Government ● Article from <i>Frontline</i> entitled "The Kevorkian Verdict" <p><u>Take Informed Action:</u> Students have an opportunity to Take Informed Action by drawing on their knowledge of the complex power relationship between the state and federal government. In order to demonstrate that they <i>understand</i>, students can investigate the challenges facing the state of North Carolina since passing a law. Students should examine and <i>assess</i> possible outcomes of the case and whether the North Carolina state law is in the best interest of the citizens of North Carolina. Finally, students should consider whether or not the federal government should pass legislation on the matter. Students can then <i>act</i> by writing letters to a local state representative to express their views.</p>

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Additional Resources for Cluster 3

- [LDC](#)
 - Strengths: The LDC is a repository of lessons, task, and modules that improve teacher practice and align to school and district initiatives.
 - Weaknesses: Computer access is required
- [Youth Leadership Initiative](#), E-Congress
 - Strengths: It is an online simulation of Congress, Students draft legislation, Students from across the country vote on bills, Lesson plans and handouts are provided, Free access to the resource, and teachers register the school.
 - Weaknesses: Computer access is required, Votes must be cast within a time-line
 - Additional: Supporting Question(s): 1. What was the economic impact of the slave trade on Africa? What was the economic impact of the slave trade on colonial America?
- [Annenberg Classroom](#)
 - Strengths: Award-winning, comprehensive curriculum on the Constitution to daily civics news and student discussion. Presents national and local news and current events expressly for civics classrooms. When students “Speak Out” at AnnenbergClassroom.org, they participate in a moderated, national dialogue of their peers.
 - Weaknesses: Computer access is required
- [Icivics](#)
 - Strengths: iCivics teaches students how government works by having them experience it directly. Through games, the player steps into any role – a judge, a member of Congress, a community activist fighting for local change, even the President of the United States – and does the job they do. Educational video games allow for concepts to happen to us. They convey information while teaching skills for effective civic engagement.
 - Weaknesses: Internet and Computer access required
- [Carolina K-12](#)
 - Strengths: Carolina K-12 (formerly the NC Civic Education Consortium) is a program of UNC-Chapel Hill’s Program in the Humanities & Human Values and works to extend the resources of the University to North

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Carolina's K-12 educators. The organization offers quality professional development programs which includes access to scholars on key topics, innovative lesson plans, and interactive pedagogical training.

- Weaknesses: Internet and Computer access required to access lessons.
- [Everfi.com](#)
 - Standards: FP.PFL.2.3, FP.PFL.2.4, FP.PFL.2.5
 - Principles: Individual Responsibility
 - Strengths: EverFi focuses on teaching, assessing, and certifying students in the critical skills that real life demands.
 - Weaknesses: Must have computer access
 - Additional: Topics Include financial literacy, STEM, diversity and inclusion, student loan management, digital citizenship, civic awareness, entrepreneurial thinking, alcohol and substance abuse, and sexual assault prevention.
- [Bill of Rights Institute Modules](#)
 - [Frequent and free elections in a representative government](#)
 - [Equal justice under the law](#)
 - [Private property rights](#)
 - [Due process](#)
 - [Individual rights as set forth in the Bill of Rights](#)
 - [Individual responsibility](#)

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CLUSTER 4: The U.S. On the Global Stage

DESCRIPTION	<p>Since its inception as a nation in 1789, the United States has played a major role in shaping world affairs economically, politically, and culturally. Likewise, the United States and its citizens have been impacted by other nations. Given that the U.S. is a part of a very interconnected, interdependent world, the goals of this cluster are to provide students with an understanding of:</p> <ul style="list-style-type: none"> ● how the United States operates within a global society; ● how United States’ domestic policy is impacted by foreign policy; and ● ways in which citizens may interact through civic or economic decision making. <p>The founding principles outlined in key documents, like the U.S. Constitution, guides its decision-making both domestically and abroad. In order for students to take part, as citizens, in the debates about domestic and foreign policy, they must be knowledgeable of the role of the U.S. in foreign affairs over time, understand the key ideas and principles that shape foreign policy, and be able to apply the skills of decision-making to solve contemporary and future issues and challenges. As students engage with the content of this cluster, they should consider these key questions:</p> <ul style="list-style-type: none"> ● What is the relationship of the United States to other nations and to world affairs? ● How do the domestic politics and constitutional principles of the United States affect its relations with the world? ● How has the United States influenced other nations, and how have other nations influenced American politics and society? <p>By the end of this cluster, students should be able to evaluate, take, and defend positions on the role of the U.S. in the world today and what course American foreign policy should take. To do this, citizens need to understand some of the major elements of international relationships and how world affairs affect them. They include:</p> <ul style="list-style-type: none"> ● the purposes and functions of international organizations in the world today; ● how U.S. foreign policy is made and how it is carried out; ● the impact of American political ideas on the world; and ● the most important means nation-states use to interact with one another: <ul style="list-style-type: none"> ○ trade ○ diplomacy ○ treaties, agreements ○ international law ○ economic incentives and sanctions ○ military force and the threat of force ● common reasons for the breakdown of order among nation-states: <ul style="list-style-type: none"> ○ conflicts about national interests ○ ethnicity and religion ○ competition for resources and territory ○ absence of effective means to enforce international law ● describe the purposes and functions of the major governmental international organizations, e.g., United Nations, NATO, World Court, Organization of American States ● describe the purposes and functions of major nongovernmental international organizations, e.g. International Red Cross, Amnesty International, multinational corporations
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	<ul style="list-style-type: none"> ● principles of the U.S. constitution impose constraints - disagreements on the meaning of these principles ● processes by which foreign policy is made and implemented provide the necessary foundation for making judgments about the proper direction of American foreign policy.
ALIGNMENT TO THE FOUNDING PRINCIPLES ACT	<p>The following founding principles have been taken from Session Law 2015-291 Senate Bill 524 , also known as “The Founding Principles Act” and can be found in Section 1 G.S. 115-C-81 (g) Civic Literacy subsection (g).</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 G. Federalism H. Due process I. Individual rights as set forth in the Bill of Rights L. Strong defense and supremacy of civil authority over military M. Peace, commerce, and honest friendship with all nations, entangling alliances with none
ALIGNMENT TO THE STANDARDS	<p>Note: The Clarifying Objectives in this cluster were selected based on their relevance to instruction concerning the United States interaction on a global stage. Several clarifying objectives may overlap with those identified in the other three clusters. Depending on when you teach this cluster, some clarifying objectives will serve to reinforce concepts already explored.</p> <ol style="list-style-type: none"> 1. 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.). 2. FP.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.). 3. 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.). 4. 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) 5. FP.C&G.2.5 Compare the 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). 6. 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, redistricting, zoning, national security, health care, etc.). 7. 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.).

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	<ol style="list-style-type: none"> 8. FP.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). 9. 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.). 10. 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, jury duty, Selective Services Act, rule of law, eminent domain, etc.). 11. 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 and Reserves, magistrates, Better Business Bureau, IRS, Immigration and Naturalization, FEMA, Homeland Security, ATF, etc.). 12. 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). 13. FP.C&G.5.5 Analyze the development and implementation of domestic and foreign policy by outlining opposing arguments on major issues and efforts toward resolution (e.g., health care, education, immigration, regulation of business and industry, foreign aid, intervention abroad, etc.). 14. FP.E.1.1 Compare how individuals and governments utilize scarce resources (e.g., human, natural and capital) in traditional, command, market and mixed economies. 15. 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 enterprise, circular flow, competition and profit motive, and allocation of resources via the price system). 16. FP.E.1.3 Explain how supply and demand determine equilibrium price and quantity produced (e.g., any market example –apples, tires, etc.). 17. FP.E.1.4 Analyze the ways in which incentives and profits influence what is produced and distributed in a market system (e.g., supply, demand, What to Produce?, How to Produce It?, How Much to Produce?, For Whom To Produce It?, free enterprise, etc.). 18. FP.E.1.5 Compare how various market structures affect decisions made in a market economy (e.g., monopoly, oligopoly, monopolistic competition, pure competition, etc.). 19. 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.). 20. FP.E.2.3 Explain the impact of government policies on international trade (e.g., tariffs, quotas, sanctions, subsidies, banking, embargos, etc.). 21. FP.E.2.4 Analyze the role of NC and the US in the world economy (e.g., furniture industry, tourism, fishing, etc.).
GENERALIZATIONS	<p>The generalizations in this cluster represent some of the key ideas that students should acquire as a result of this study. Please note that this is not an exhaustive list of generalizations that may relate to the focus of Cluster #4. Additional generalizations may be found in the relevant unpacking documents aligned to the standards identified in this cluster.</p> <ol style="list-style-type: none"> 1. The principles, ideals, and governmental structure of a nation shape its foreign and domestic policy decisions.

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	<ol style="list-style-type: none"> 2. Governments may respond to issues based on based on public opinion, interest groups, constituent desires, public policy, laws, protection of the general welfare of the people, and/or partisan politics. 3. The political and economic structure of a nation may determine its role in the world economy. 4. The authority of global institutions may change over time as conflicts arise or are resolved. 5. Desire for the maintenance of the rule of law may contribute to the establishment of particular national and global alliances or structures. 6. The ability of national political and economic institutions to exercise power over policy may be limited by the competing desires of a nation’s citizens. 7. The competition among nations for scarce resources may dictate political and economic relationships and lead to conflict between peoples. 8. The outcome of governmental policy decisions may result in a long-term consequence for international trade. 9. The economic and military power of a nation may shape its collaborations with others on the global stage.
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EXAMPLES OF IMPLEMENTING *CLUSTER 4* IN THE CLASSROOM

UNIT EXAMPLES	<p>Click the links below to access some example curriculum developed using the standards, generalizations, and components from the Founding Principles and Student Citizen Act as guiding elements.</p> <ul style="list-style-type: none"> ● A Concept Based Unit “Global Economics” developed by Charlotte-Mecklenburg Schools ● A Concept Based Unit - “Trade” developed by Winston Salem-Forsyth County Schools
AN EXAMPLE OF AN INQUIRY	<p><u>Inquiry Connections to the Founding Principles</u></p> <ul style="list-style-type: none"> ● Peace, commerce, and honest friendship with all nations, entangling alliances with none ● Structure of government, separation of powers with checks and balances <p><u>Inquiry Alignment to the Objectives of Cluster 4</u></p> <p>FP.E.2.3 Explain the impact of <u>government policies</u> on <u>international trade</u> (e.g., <u>tariffs</u>, <u>quotas</u>, <u>sanctions</u>, <u>subsidies</u>, <u>banking</u>, <u>embargos</u>, etc.).</p> <p>FP.E.2.4 Analyze the role of NC and the US in the <u>world economy</u> (e.g., furniture industry, tourism, fishing, etc.).</p> <p>FP.C&G.2.7 Analyze contemporary <u>issues</u> and <u>governmental responses</u> at the <u>local</u>, <u>state</u>, and <u>national levels</u> in terms of how they promote the <u>public interest</u> and/or <u>general welfare</u> (e.g., <u>taxes</u>, <u>immigration</u>, <u>naturalization</u>, <u>civil rights</u>, <u>economic development</u>, <u>annexation</u>, <u>redistricting</u>, <u>zoning</u>, <u>national security</u>, <u>health care</u>, etc.).</p>

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	<p>FP.C&G.2.7 Analyze contemporary <u>issues</u> and <u>governmental responses</u> at the <u>local</u>, <u>state</u>, and <u>national levels</u> in terms of how they promote the <u>public interest</u> and/or <u>general welfare</u> (e.g., <u>taxes</u>, <u>immigration</u>, <u>naturalization</u>, <u>civil rights</u>, <u>economic development</u>, <u>annexation</u>, <u>redistricting</u>, <u>zoning</u>, <u>national security</u>, <u>health care</u>, etc.).</p> <p><u>Cluster 4 Generalization(s) Aligned to this Inquiry</u></p> <ol style="list-style-type: none"> 1. The principles, ideals, and governmental structure of a nation shape its foreign and domestic policy decisions. 2. The outcome of governmental policy decisions may result in a long-term consequence for international trade. 3. The ability of national political and economic institutions to exercise power over policy may be limited by the competing desires of a nation’s citizens. 4. The competition among nations for scarce resources may dictate political and economic relationships and lead to conflict between peoples. <p><u>Description</u></p> <p>Note: The following inquiry example is taken from C3teachers.org . The focus of the inquiry is the debate over free trade. Click this link to download the full inquiry – Free Trade which includes the following components:</p> <ul style="list-style-type: none"> ○ Staging the Inquiry - prior to engaging in the inquiry, students will be introduced to the reasons why countries trade in the first place. ○ Compelling Question: Is Free Trade Worth the Price? ○ Supporting Questions with student tasks and sources ○ Summative Performance Task – Students will respond to the compelling question. ○ Opportunity to Take Informed Action <p>By the end of this inquiry, students should be able to:</p> <ul style="list-style-type: none"> ○ Identify some of the arguments for and against free trade. ○ Understand the reasons the United States signed on to the North American Free Trade Agreement. ○ Judge the extent to which the goals of NAFTA were achieved. ○ Apply their understanding of U.S. global economic policy decision-making to other economic policy decisions.
<p>ADDITIONAL RESOURCES</p>	<ol style="list-style-type: none"> 1. Bill of Rights Institute Modules – The Bill of Rights Institute is a non-profit educational organization that works to engage, educate, and empower individuals. The Institute develops educational resources and programs for educators and students. 2. The Choices Program is a non-profit organization based at Brown University. They develop

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curricula resources on current and historical international and public policy issues as well as offer professional development for educators. While the curriculum units come at a cost, you may download one for free to preview and there are free open educational resources on the site as well.

3. [iCivics](#), founded by Justice Sandra Day O'Connor in 2009, is an online, interactive resource that gives students the necessary tools to learn about and participate in civic life. Teachers have access to free materials and support on a range of topics to include print-and-go lesson plans, interactive digital tools, and award-winning games. There are several [curriculum units](#) that link to cluster 4. One in particular is "International Affairs" which examines the evolution of diplomacy and international interdependence by looking at recent and historical global events.
4. [American Immigration Council](#) – The Immigration Policy Center maintains this online site as a resource, which provides policymakers, the media, and the general public with accurate information about the role of immigrants and immigration policy on U.S. society. The reports and materials found in this resource are widely disseminated and relied upon by the press and policy makers. The staff who contribute to this resource regularly serve as experts to leaders on Capitol Hill, opinion-makers and the media. This site was created in with the mission to help shape a rational conversation on immigration and immigrant integration. The American Immigration Council is a non-partisan organization that neither supports nor opposes any political party or candidate for office. <http://www.immigrationpolicy.org/special-reports/tackling-toughest-questions-immigration-reform>
5. [CFR Task Force Report: U.S. Immigration Policy](#) - The Council on Foreign Relations (CFR) is an independent, nonpartisan membership organization, think tank, and publisher. Each of these functions makes CFR an indispensable resource in a complex world. CFR's website is a trusted, nonpartisan source of timely analysis and context on international events and trends. CFR.org publishes [backgrounders](#), [interviews](#), ["first-take" analysis](#), [expert blogs](#), and a variety of multimedia offerings that include [videos](#), [podcasts](#), [interactive timelines](#), and the Emmy-winning [Crisis Guide series](#). The site also presents the work of CFR's Think Tank, including [books](#), [reports](#), [congressional testimony](#), and [op-eds](#), as well as [audio](#), [video](#), and [transcripts](#) of CFR events. Each weekday morning, the [Daily News Brief](#) delivers subscribers an authoritative digest of global news and analysis compiled by CFR.org's editors. <http://www.cfr.org/immigration/us-immigration-policy/p20030>
6. Educating for Global Competence: Preparing Our Youth to Engage the World - This document introduces a definition of global competence developed by the Global Competence Task Force—a group of state education agency leaders, education scholars, and practitioners—under the auspices of the Council of Chief State School Officers EdSteps Initiative (CCSSO-EdSteps) and the Asia Society Partnership for Global Learning. The definition builds on seminal work within the states and a broad range of organizations working to advance global knowledge and critical thinking skills. Globally competent individuals are aware, curious, and interested in learning about the world and how it works. They can use the big ideas, tools, methods, and languages that are central to any discipline (mathematics, literature, history, science, and the arts) to engage the pressing issues of our time. They deploy and develop this expertise as they investigate such issues, recognizing multiple perspectives, communicating their views effectively, and taking action to improve conditions. This resource is primarily aimed at illustrating for teachers what their students should be able to do in order to be globally competent citizens. It provides a wide variety of examples and approaches, and Global Competency Matrices for various subject areas, including social studies. Text really encourages interdisciplinary instruction. <http://asiasociety.org/files/book-globalcompetence.pdf>
7. The Universal Declaration of Human Rights - allows students to see ways in which American Founding Principles have influenced the development of international agreements and beliefs

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	<p>about human rights; illustrated edition serves as a means to better engage students with the relevant content and to better clarify/explain related concepts; includes audio elements; modern primary source that may be easier to read; allows for comparison between perceptions of universal human rights and U.S. Declaration of Independence and U.S. Bill of Rights http://www.un.org/en/universal-declaration-human-rights/</p>
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