



NORTH CAROLINA EXTENDED CONTENT STANDARDS FOR AMERICAN HISTORY

The Extended Content Standards in the *American History* course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be career, and civic ready. Despite there being a different overall focus for each subsequent course, students will explore the content through the following lenses: inquiry; behavioral sciences; civics and government; economics; geography; and history. As students develop cognitively, these lenses become more focused based on the grade-level content and disciplinary thinking skills.

The *American History* course will begin with the end of the French and Indian War (1763) and end through the latest Presidential Election (i.e., 2020, 2024, etc.). While the scope begins with the French and Indian War, teachers can and should use concepts and topics prior to the French and Indian War to establish context. For example, teachers are encouraged to draw on the context of the early colonies, the origins of slavery, indigenous populations, and enlightenment thinkers. In addition, students will have studied colonial American history in the 4th, 5th, and 8th grades.

This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. Students in this course will be asked to investigate major turning points in American History to develop an understanding of multiple causation, to determine patterns of change and continuity, and to be able to compare multiple perspectives of the past. Rooted in Inquiry-based skills, students will trace American development while learning to craft compelling questions, synthesize and evaluate evidence, develop claims, communicate ideas, and take informed action. Students will continue to build upon previous studies of American History, the fundamental concepts in civics and government, economics, behavioral science (culture), and geography taught in grades kindergarten through eight as they examine American history. As well-rounded, productive citizens, students will leave the American History course with both the knowledge and the skills to engage with the modern world by recognizing contemporary patterns and connections.

These Extended Content Standards are not intended to be the curriculum, nor do they indicate the whole of a curriculum which will be written by a local public-school unit (LEA) or school. The extended content standards for this course have been developed to serve as the framework which will guide each LEA in the development of the curriculum for their extended content standard courses for American History. The extended content standards of this course are conceptual in nature and have been organized around five disciplinary strands and a skill strand designed to promote inquiry. Every student following the North Carolina Extended Content Standards for Social Studies will engage in rigorous academic courses inclusive of multiple ideas, viewpoints, and perspectives that prepare them with the knowledge, understanding, and skills needed to productively live and engage in a multicultural and globally competitive society.

Note: The Inquiry Strand is a content-neutral strand that focuses on the skills necessary for students to improve their critical thinking. The Inquiry Strand comes first in the standards document because the skills outlined can and should be applied within all content in the course. The content strands are arranged alphabetically and each represents a different social studies lens through which students should access the content.

Inquiry - 9-12

The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 9-12 grade band. Teachers should be encouraged to use these indicators in every grade level.

Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of all high school courses students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.

| Standard | Indicator |
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| <p>Apply the inquiry models to analyze and evaluate social studies topics and issues in order to communicate conclusions and take informed actions.</p> | <p>I.1.1 Compelling Questions</p> <ul style="list-style-type: none"> ● Identify issues and problems in social studies. ● Formulate questions based upon disciplinary concepts. |
| | <p>I.1.2 Supporting Questions</p> <ul style="list-style-type: none"> ● Identify related issues and problems related to the compelling question. ● Formulate supporting questions. |
| | <p>I.1.3 Gathering and Evaluating Sources</p> <ul style="list-style-type: none"> ● Locate credible primary and secondary sources. ● Identify a variety of primary and secondary sources in support of compelling and supporting questions. ● Summarize the central ideas and meaning of primary and secondary sources through the use of literacy strategies. ● Determine the origin, context, and bias of primary and secondary sources. ● Differentiate between facts and interpretation of sources. ● Evaluate competing historical narratives and debates among historians. |
| | <p>I.1.4 Developing Claims and Using Evidence</p> <ul style="list-style-type: none"> ● Analyze data from charts, graphs, timelines, and maps. ● Analyze visual, literary, and musical sources. ● Examine change and continuity over time. ● Analyze causes, effects, and correlations. ● Determine the relevance of a source in relation to the compelling and supporting questions. |

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| | <p>I.1.5 Communicating Ideas</p> <ul style="list-style-type: none">●Construct written, oral, and multimedia arguments.●Support arguments with evidence and reasoning while considering counterclaims. ●Use proper formatting in citing sources for arguments.●Develop new understandings of complex historical and current issues through rigorous academic discussions.●Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues. <p>I.1.6 Taking Informed Action</p> <ul style="list-style-type: none">●Generate ideas through which the inquiry facilitates change.●Devise a plan to enact change based on the results of the inquiry.●Organize and take individual or collaborative action in order to effect change and inform others. |
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| Behavioral Sciences | |
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| Standard | Extended Content Standards |
| <p>AH.B.1 Evaluate American identity in terms of perspective, change, and continuity.</p> | <p>ECS.AH.B.1.1 Identify multiple perspectives of American identity in terms of how America is different from other nations.</p> |
| | <p>ECS.AH.B.1.2 Identify multiple perspectives of American identity in terms of opportunity, prosperity, and crisis.</p> |
| | <p>ECS.AH.B.1.3 Identify multiple perspectives of American identity in terms of oppression, stereotypes, diversity, inclusion, and exclusion.</p> |
| | <p>ECS.AH.B.1.4 Identify multiple perspectives of American identity in terms of individuals and societal norms.</p> |
| | <p>ECS.AH.B.1.5 Explain how various immigrant experiences have influenced American identity.</p> |
| | <p>ECS.AH.B.1.6 Describe how the experiences and achievements of minorities and marginalized peoples have influenced and contributed to American identity.</p> |

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| | <p>ECS.AH.B.1.7 Identify examples of slavery, xenophobia, disenfranchisement, and intolerance.</p> |
| <p>AH.B.2 Analyze the relationship of tradition and progress in terms of scientific, technological, intellectual and cultural development.</p> | <p>ECS.AH.B.2.1 Identify how scientific and technological innovations have impacted American society.</p> |
| | <p>ECS.AH.B.2.2 Identify how religious beliefs and human reasoning influence American society and culture.</p> |

| Civics and Government | |
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| Standard | Extended Content Standards |
| <p>AH.C&G.1 Evaluate the relationship between the American people and the government in terms of freedom, equality, and power.</p> | <p>ECS.AH.C&G.1.1 Explain how ideas about freedom and equality impacted ideas and policies about American politics and government.</p> |
| | <p>ECS.AH.C&G.1.2 Identify ways the various levels of government used power to expand or restrict the freedom and equality of American people.</p> |
| | <p>ECS.AH.C&G.1.3 Explain how the strategies, organization, and advocacy from different groups affected freedom and equality in America.</p> |
| | <p>ECS.AH.C&G.1.4 Identify ways in which various individuals and groups have been impacted by racism, oppression, and discrimination in America.</p> |
| <p>AH.C&G.2 Analyze the American political system in terms of conflict, compromise, and</p> | <p>ECS.AH.C&G.2.1 Identify how the executive, legislative, and judicial leaders use compromise to resolve conflict.</p> |
| | <p>ECS.AH.C&G.2.2 Recognize ways in which the political parties developed or realigned.</p> |

consequence.

ECS.AH.C&G.2.3 Identify how conflict and compromise between the local, state, and federal governments have resulted in changes in America.

| Economics | |
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| Standard | Extended Content Standards |
| <p>AH.E.1 Analyze the American economic system in terms of affluence, poverty, and mobility.</p> | <p>ECS.AH.E.1.1 Compare the different perspectives of the American economic system in terms of affluence, poverty, and mobility.</p> |
| | <p>ECS.AH.E.1.2 Identify how the relationships between entrepreneurship, management, labor, and consumers have impacted the quality of life in American society.</p> |
| | <p>ECS.AH.E.1.3 Identify the causes of economic expansion and retraction and the impacts on the American people.</p> |
| | <p>ECS.AH.E.1.4 Compare how some groups in American society have benefited from economic policies while other groups have been systemically denied the same benefits.</p> |
| | <p>ECS.AH.E.1.5 Identify the role women and racial minorities have played in contributing to the economic prosperity of American society in terms of equity, equality, and mobility.</p> |

| Geography | |
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| Standard | Extended Content Standards |
| <p>AH.G.1 Understand how movement, settlement, and expansion influenced American development.</p> | <p>ECS.AH.G.1.1 Identify how environmental, technological, cultural, and economic factors influenced population distribution and patterns of migration and immigration.</p> |
| | <p>ECS.AH.G.1.2 Compare how geographic conditions and expansion have impacted the development of America.</p> |
| | <p>ECS.AH.G.1.3 Identify the cause and effect of forced and voluntary migration on societies, individuals, and groups over time.</p> |
| | <p>ECS.AH.G.1.4 Explain how slavery, forced migration, immigration, reconcentration and other discriminatory practices have changed population distributions and regional culture.</p> |

| History | |
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| Standard | Extended Content Standards |
| <p>AH.H.1 Understand the reasons for American involvement in conflicts and the domestic and foreign impacts.</p> | <p>ECS.AH.H.1.1 Identify the causes and effects of various domestic conflicts in terms of race, gender, political, economic, and social factors.</p> |
| | <p>ECS.AH.H.1.2 Identify the causes and effects of various international conflicts/wars in terms of political, economic, and social factors.</p> |
| | <p>ECS.AH.H.1.3 Identify how the various contributions, sacrifices, and opposition to wars have affected different groups in American society.</p> |
| <p>AH.H.2 Evaluate the relationship between America and other nations in terms of national interests and global interdependence.</p> | <p>ECS.AH.H.2.1 Identify that American foreign policies have been influenced by economic, social, and political interests.</p> |
| | <p>ECS.AH.H.2.2 Identify the goals of American foreign policy.</p> |
| | <p>ECS.AH.H.2.3 Identify which American foreign policies benefited or did not benefit various</p> |

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| | groups in American society. |
| AH.H.3 Analyze various turning points in American history in terms of perspective, causation, and change. | ECS.AH.H.3.1 Identify the causes of various turning points in American history. |
| | ECS.AH.H.3.2 Compare the different perspectives within various turning points in American history. |
| | ECS.AH.H.3.3 Identify how economic, social, cultural, geographic, and political factors can change the direction of a nation’s history. |
| | ECS.AH.H.3.4 Compare how competing historical narratives of various turning points portray individuals and groups including marginalized people. |