

## **Addendum: American History I: The Founding Principles**

On June 23, 2011, the North Carolina General Assembly passed The Founding Principles Act (SL 2011-273). This act calls for local boards of education to require, as a condition of high school graduation, students to pass a course, *American History I – The Founding Principles*. As a result, the State Board of Education approved a name change of the United States History I course to American History I: The Founding Principles on October 6, 2011 and the United States II course to American History II.

This addendum reflects the name change of the United States History I course to American History I: The Founding Principles. The last column has been added to show the alignment of the Essential Standards to the content enumerated in the Act. **No standards have been changed.**



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

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

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

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

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



## American History Course I: The Founding Principles

Key to identifying strands: H-History

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



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				<p>the United States, and</p> <p>x. <u>acts of the Congress of the United States, including the published text of the Congressional Record.”</u></p>
		<b>AH1.H.1.3</b>	<p><b><u>Use Historical Analysis and Interpretation to:</u></b></p> <ol style="list-style-type: none"> <li>1. Identify issues and problems in the past.</li> <li>2. Consider multiple perspectives of various peoples in the past.</li> <li>3. Analyze cause-and-effect relationships and multiple causation.</li> <li>4. Evaluate competing historical narratives and debates among historians.</li> <li>5. Evaluate the influence of the past on contemporary issues.</li> </ol>	<p><b><u>Aligns to:</u></b></p> <p><u>Section 2. (3a) “...excerpts or portions of writings, documents, and records that reflect the history of the United States, including, but not limited to,</u></p> <ol style="list-style-type: none"> <li>i. <u>the preamble to the North Carolina Constitution,</u></li> <li>ii. <u>the Declaration of independence,</u></li> <li>iii. <u>the United States Constitution,</u></li> <li>iv. <u>the Mayflower Compact,</u></li> <li>v. <u>the national motto,</u></li> <li>vi. <u>the National Anthem,</u></li> <li>vii. <u>the Pledge of Allegiance,</u></li> <li>viii. <u>the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States,</u></li> <li>ix. <u>decisions of the Supreme Court of the United States, and</u></li> <li>x. <u>acts of the Congress of the United States, including the published text of the Congressional Record.”</u></li> </ol>



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



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	thinking.		Court decisions, etc.).	<ul style="list-style-type: none"> <li>c. <u>of powers with checks and balances.</u></li> <li>c. <u>Frequent and free elections in a representative government.</u></li> <li>d. <u>Rule of law.</u></li> <li>e. <u>Equal justice under the law.</u></li> <li>f. <u>Private property rights.</u></li> <li>g. <u>Federalism.</u></li> <li>h. <u>Due process.</u></li> <li>i. <u>Individual rights as set forth in the Bill of Rights.</u></li> <li>j. <u>Individual responsibility.</u></li> </ul>
		AH1.H.2.2	Evaluate key turning points from colonization through Reconstruction in terms of their lasting impact (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).	<p><b><u>Aligns to:</u></b> <b><u>Section 2 (1)</u></b></p> <ul style="list-style-type: none"> <li>a. <u>The Creator-endowed inalienable rights of the people.</u></li> <li>b. <u>Structure of government, separation of powers with checks and balances.</u></li> <li>c. <u>Frequent and free elections in a representative government.</u></li> <li>d. <u>Rule of law.</u></li> <li>e. <u>Equal justice under the law.</u></li> <li>f. <u>Private property rights.</u></li> <li>g. <u>Federalism.</u></li> <li>h. <u>Due process.</u></li> <li>i. <u>Individual rights as set forth in the Bill of Rights.</u></li> <li>j. <u>Individual responsibility.</u></li> </ul>



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AH1.H.3	Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time.	AH1.H.3.1	Analyze how economic, political, social, military and religious factors influenced European exploration and American colonial settlement (e.g., Reformation, mercantilism, improvements in navigation technology, colonization, defeat of Spanish Armada, Great Awakening, etc.).	
		AH1.H.3.2	Explain how environmental, cultural and economic factors influenced the patterns of migration and settlement within the U.S. before the Civil War (e.g., economic diversity of regions, mercantilism, cash crops, triangular trade, ethnic diversity, Native American Indian beliefs about land ownership, Lewis & Clark expedition, farming, Industrial Revolution, etc.).	
		AH1.H.3.3	Explain the roles of various racial and ethnic groups in settlement and expansion through Reconstruction and the consequences for those groups (e.g., Germans, Scotch-Irish, Africans, Native American Indians, Irish, Chinese, etc.).	
		AH1.H.3.4	Analyze voluntary and involuntary immigration trends through Reconstruction in terms of causes, regions of origin and destination, cultural contributions, and public and governmental response (e.g., Puritans,	



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			Pilgrims, American Indians, Quakers, Scotch-Irish, Chinese, Africans, indentured servants, slavery, Middle Passage, farming, ideas of the Enlightenment, etc.).	
AH1.H.4	Analyze how conflict and compromise have shaped politics, economics and culture in the United States.	AH1.H.4.1	Analyze the political issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., American Revolution, Constitutional Convention, Bill of Rights, development of political parties, nullification, slavery, states' rights, Civil War).	<p><b><u>Aligns to:</u></b> Section 2 (1)</p> <ul style="list-style-type: none"> <li>a. <u>The Creator-endowed inalienable rights of the people.</u></li> <li>b. <u>Structure of government, separation of powers with checks and balances.</u></li> <li>c. <u>Frequent and free elections in a representative government.</u></li> <li>d. <u>Rule of law.</u></li> <li>e. <u>Equal justice under the law.</u></li> <li>f. <u>Private property rights.</u></li> <li>g. <u>Federalism.</u></li> <li>h. <u>Due process.</u></li> <li>i. <u>Individual rights as set forth in the Bill of Rights.</u></li> <li>j. <u>Individual responsibility.</u></li> </ul>
		AH1.H.4.2	Analyze the economic issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., mercantilism, Revolutionary era taxation, National Bank, taxes, tariffs, territorial expansion, Economic “Panics”, Civil War).	<p><b><u>Aligns to:</u></b> Section 2 (1)</p> <ul style="list-style-type: none"> <li>b. <u>Structure of government, separation of powers with checks and balances.</u></li> <li>f. <u>Private property rights.</u></li> <li>g. <u>Federalism.</u></li> <li>h. <u>Due process.</u></li> </ul>



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				<ul style="list-style-type: none"> <li>i. <u>Individual rights as set forth in the Bill of Rights.</u></li> <li>j. <u>Individual responsibility.</u></li> </ul>
		<b>AH1.H.4.3</b>	Analyze the social and religious conflicts, movements and reforms that affected the United States from colonization through Reconstruction in terms of participants, strategies, opposition, and results (e.g., Second Great Awakening, Transcendentalism, abolition, temperance, mental illness, prisons, education, etc.).	<p><b><u>Aligns to:</u></b> <u>Section 2 (1)</u></p> <ul style="list-style-type: none"> <li>a. <u>The Creator-endowed inalienable rights of the people.</u></li> <li>c. <u>Frequent and free elections in a representative government.</u></li> <li>e. <u>Equal justice under the law.</u></li> <li>f. <u>Private property rights.</u></li> <li>h. <u>Due process.</u></li> <li>i. <u>Individual rights as set forth in the Bill of Rights.</u></li> <li>j. <u>Individual responsibility.</u></li> </ul>
		<b>AH1.H.4.4</b>	Analyze the cultural conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., displacement of American Indians, manifest destiny, slavery, assimilation, nativism).	<p><b><u>Aligns to:</u></b> <u>Section 2 (1)</u></p> <ul style="list-style-type: none"> <li>a. <u>The Creator-endowed inalienable rights of the people.</u></li> <li>d. <u>Rule of law.</u></li> <li>e. <u>Equal justice under the law.</u></li> <li>f. <u>Private property rights.</u></li> <li>g. <u>Federalism.</u></li> <li>h. <u>Due process.</u></li> <li>i. <u>Individual rights as set forth in the Bill of Rights.</u></li> </ul>



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				j. <u>Individual responsibility.</u>
AH1.H.5	Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.	AH1.H.5.1	Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems through Reconstruction (e.g., natural rights, First Great Awakening, Declaration of Independence, transcendentalism, suffrage, abolition, “slavery as a peculiar institution”, etc.).	<u>Aligns to:</u> <u>Section 2 (1)</u> c. <u>The Creator-endowed inalienable rights of the people.</u> d. <u>Structure of government, separation of powers with checks and balances.</u> e. <u>Frequent and free elections in a representative government.</u> f. <u>Rule of law.</u> g. <u>Equal justice under the law.</u> h. <u>Private property rights.</u> i. <u>Federalism.</u> j. <u>Due process.</u> k. <u>Individual rights as set forth in the Bill of Rights.</u> l. <u>Individual responsibility.</u>
		AH1.H.5.2	Explain how judicial, legislative and executive actions have affected the distribution of power between levels of government from colonization through Reconstruction (e.g., the Marshall Court, Jacksonian era, nullification, secession, etc.).	<u>Aligns to:</u> <u>Section 2 (1)</u> b. <u>Structure of government, separation of powers with checks and balances.</u> c. <u>Frequent and free elections in a representative government.</u> d. <u>Rule of law.</u> e. <u>Equal justice under the law.</u>



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				f. <u>Private property rights.</u> g. <u>Federalism.</u> i. <u>Individual rights as set forth in the Bill of Rights.</u>
AH1.H.6	Understand how and why the role of the United States in the world has changed over time.	AH1.H.6.1	Explain how national economic and political interests helped set the direction of United States foreign policy from independence through Reconstruction (e.g., treaties, embargo, tariffs, Proclamation of Neutrality, Monroe Doctrine, etc.).	<u>Aligns to:</u> <u>Section 2 (1)</u> b. <u>Structure of government, separation of powers with checks and balances.</u> c. <u>Frequent and free elections in a representative government.</u> d. <u>Rule of law.</u> e. <u>Equal justice under the law.</u> f. <u>Private property rights.</u> g. <u>Federalism.</u> h. <u>Due process.</u> i. <u>Individual rights as set forth in the Bill of Rights.</u> j. <u>Individual responsibility.</u>
		AH1.H.6.2	Explain the reasons for involvement in wars prior to Reconstruction and the influence each involvement had on international affairs (e.g., French and Indian War, War of 1812, Mexican War, Civil War).	<u>Aligns to:</u> <u>Section 2 (1)</u> f. <u>Private property rights.</u> g. <u>Federalism.</u> h. <u>Due process.</u>
AH1.H.7	Understand the impact of war on American politics, economics, society	AH1.H.7.1	Explain the impact of wars on American politics through Reconstruction (e.g., Issues of taxation without representation, Proclamation of 1763, Proclamation of Neutrality, XYZ	<u>Aligns to:</u> <u>Section 2 (1)</u> a. <u>The Creator-endowed inalienable rights of the people.</u>



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	<b>and culture.</b>		Affair, Alien & Sedition Acts, War Hawks, Hartford Convention, slavery Compromises, scalawags, carpetbaggers, etc.).	<ul style="list-style-type: none"> <li>b. <u>Structure of government, separation of powers with checks and balances.</u></li> <li>e. <u>Equal justice under the law.</u></li> <li>f. <u>Private property rights.</u></li> <li>g. <u>Federalism.</u></li> <li>i. <u>Individual rights as set forth in the Bill of Rights.</u></li> <li>j. <u>Individual responsibility.</u></li> </ul>
		<b>AH1.H.7.2</b>	Explain the impact of wars on the American economy through Reconstruction (e.g., colonial debts, salutary neglect, protective tariffs, inflation, profiteering, Hamilton’s economic plan, embargo, American System, Homesteaders, etc.).	<p><b><u>Aligns to:</u></b> <u>Section 2 (1)</u></p> <ul style="list-style-type: none"> <li>a. <u>The Creator-endowed inalienable rights of the people.</u></li> <li>f. <u>Private property rights.</u></li> <li>g. <u>Federalism.</u></li> <li>h. <u>Due process</u></li> </ul>
		<b>AH1.H.7.3</b>	Explain the impact of wars on American society and culture through Reconstruction (e.g., salutary neglect, slavery, breakup of the plantation system, carpetbaggers, scalawags, KKK, and relocation of American Indians, etc.).	<p><b><u>Aligns to:</u></b> <u>Section 2 (1)</u></p> <ul style="list-style-type: none"> <li>a. <u>The Creator-endowed inalienable rights of the people.</u></li> <li>c. <u>Frequent and free elections in a representative government.</u></li> <li>e. <u>Equal justice under the law.</u></li> <li>f. <u>Private property rights.</u></li> <li>g. <u>Federalism.</u></li> <li>h. <u>Due process.</u></li> <li>i. <u>Individual rights as set forth in the Bill of Rights.</u></li> </ul>



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				j. <u>Individual responsibility.</u>
AH1.H. 8	Analyze the relationship between progress, crisis and the “American Dream” within the United States.	AH1.H.8.1	Analyze the relationship between innovation, economic development, progress and various perceptions of the “American Dream” through Reconstruction (e.g., inventions, Industrial Revolution, American System, etc.).	<b><u>Aligns to:</u></b> <u>Section 2 (1)</u> e. <u>Equal justice under the law.</u> f. <u>Private property rights.</u> g. <u>Federalism.</u> h. <u>Due process.</u> i. <u>Individual rights as set forth in the Bill of Rights.</u> j. <u>Individual responsibility.</u>
		AH1.H.8.2	Explain how opportunity and mobility impacted various groups within American society through Reconstruction (e.g., City on a Hill, Lowell and other “mill towns”, Manifest Destiny, immigrants/migrants, Gold Rush, Homestead Act, Morrill Act, Exodusters, women, various ethnic groups, etc.).	<b><u>Aligns to:</u></b> <u>Section 2 (1)</u> a. <u>The Creator-endowed inalienable rights of the people.</u> e. <u>Equal justice under the law.</u> f. <u>Private property rights.</u> h. <u>Due process.</u> i. <u>Individual rights as set forth in the Bill of Rights.</u> j. <u>Individual responsibility.</u>
		AH1.H.8.3	Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” through Reconstruction (e.g., various ethnic, religious, racial, socio-economic groups of people; plantation society;	<b><u>Aligns to:</u></b> <u>Section 2 (1)</u> a. <u>The Creator-endowed inalienable rights of the people.</u> c. <u>Frequent and free elections in a representative government.</u>



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			transcendentalism; 49ers; etc.).	e. <u>Equal justice under the law.</u> f. <u>Private property rights.</u> h. <u>Due process.</u> i. <u>Individual rights as set forth in the Bill of Rights.</u> j. <u>Individual responsibility.</u>
		<b>AH1.H.8.4</b>	Analyze multiple perceptions of the “American Dream” in times of prosperity and crisis through Reconstruction (e.g., Hamilton’s Financial Plan; Embargo of 1807; Manifest Destiny, phases of Reconstruction; various ethnic, religious, racial, socio-economic groups of people, etc.).	<u><b>Aligns to:</b></u> <u>Section 2 (1)</u> a. <u>The Creator-endowed inalienable rights of the people.</u> e. <u>Equal justice under the law.</u> f. <u>Private property rights.</u> g. <u>Federalism.</u> j. <u>Individual responsibility.</u>