



***We the People* Curriculum Crosswalk for: North Carolina Standards for the Founding Principles of the United States of America**

Usage: This correlation guide offers a crosswalk between the North Carolina Standards for the Founding Principles of the United States of America and the Level 3 [We the People curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.

[Social Studies](#)

[Founding Principles of the United States of America and North Carolina: Civic Literacy](#)

[NCDPI State Course Code - 4318](#)

[North Carolina Standards for the Founding Principles of the United States of America and North Carolina: Civic Literacy](#)

The standards and objectives in the *Founding Principles of the United States of America and North Carolina: Civic Literacy* 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 college, 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.

This course has been legislated by N.C. Session Law 2019-82, House Bill 924. Because the civics and government strand is an integral part of the vertical learning progression of each course, kindergarten through high school, students are expected to enter this course with a fundamental knowledge and understanding of the structure and function of government and civic responsibility. This course provides students the opportunity for a deeper study of the governmental and political systems of the N.C. and the U.S. and will build upon the application of the Founding Principles as identified by N.C. Session Law 2019-82, House Bill 924. This course will allow students to examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal, and political systems of North Carolina and the United States embody the founding principles of government. Students in this course will analyze and evaluate the extent to which the American system of government guarantees, protects, and upholds the rights of citizens. Through the integration of inquiry-based learning, students will also investigate how the American



system of government has evolved over time while learning how to analyze topics, issues, and claims in order to communicate ideas and take action to effect change and inform others. When opportunities can be provided, this course can be augmented by related learning experiences, both in and out of school, that enable students to apply their knowledge and understanding of how to participate in their own community and governance. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to the core values and founding principles of American democracy and the United States Constitution.

These standards and objectives 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 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 standard and honors level courses for Founding Principles of the United States of America and North Carolina: Civic Literacy. The 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 Standard Course of Study 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.



I-Inquiry, B - Behavioral Sciences, C&G - Civics and Government, E - Economics, G - Geography, H - History

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.

Category	Indicator	WTP Crosswalk
Apply the inquiry models to analyze and evaluate social studies topics and issues in order to communicate conclusions and take informed actions.	I.1.1 Compelling Questions - Identify issues and problems in social studies. - Formulate questions based upon disciplinary concepts.	
	I.1.2 Supporting Questions - Identify related issues and problems related to the compelling question. - Formulate supporting questions.	
	I.1.3 Gathering and Evaluating Sources - 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.	
	I.1.4 Developing Claims and Using Evidence • 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.	
	I.1.5 Communicating Ideas • 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.	
	I.1.6 Taking Informed Action • 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.	



I-Inquiry, B - Behavioral Sciences, C&G - Civics and Government, E - Economics, G - Geography, H - History

Behavioral Sciences		
Standard	Objectives	WTP Crosswalk
CL.B.1 Understand how values, beliefs, and norms influence the American system of government.	CL.B.1.1 Explain how values and beliefs influence the creation and implementation of public policy and laws.	
	CL.B.1.2 Explain how legislation, policy, and judicial rulings reflect changing norms and values in the United States.	<i>We the People</i> Level 3 curriculum connections - Unit 3, Lesson 15: How have Amendments and judicial review changed the Constitution? - Unit 6, Lesson 34: What is the importance of civic engagement to American constitutional democracy? - Unit 6, Lesson 35: How have civil rights movements resulted in fundamental political and social change in the United States? - Unit 6, Lesson 37: What key challenges does the United States face in the future? - Unit 6, Lesson 39: What does returning to fundamental principles mean?
	CL.B.1.3 Explain how the values and beliefs regarding freedom, equality, and justice have helped transform the American system of government.	<i>We the People</i> Level 3 curriculum connections Unit 1, Lesson 1: What did the Founders think about constitutional government?



		• Unit 1, Lesson 2: What ideas about civic life informed the founding generation? • Unit 1, Lesson 3: What historic developments influenced modern ideas of individual rights? • Unit 1, Lesson 4: What were the British origins of American Constitutionalism? • Unit 1, Lesson 5: What basic ideas about rights and constitutional government did Colonial America hold? • Unit 1, Lesson 6: Why did the American colonists want to free themselves from Great Britain? • Unit 1, Lesson 7: What basic ideas about government and rights did the state constitutions include?
--	--	---



		● Unit 3, Lesson 15: How have Amendments and judicial review changed the Constitution? ● Unit 3, Lesson 17: How did the Civil War test and transform the American constitutional system? ● Unit 3, Lesson 18: How has the Due Process Clause of the Fourteenth Amendment changed the Constitution? ● Unit 3, Lesson 19: How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution? ● Unit 3, Lesson 20: How has the right to vote been expanded since the adoption of the Constitution? ● Unit 5, Lesson 27: What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect? ● Unit 5, Lesson 28: How does the First Amendment affect the establishment and free exercise of religion? ● Unit 5, Lesson 29: How does the First Amendment protect free expression? ● Unit 5, Lesson 30: How does the First Amendment protect freedom to assemble, petition and associate? ● Unit 5, Lesson 31: How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?
--	--	--



		• Unit 5, Lesson 32: How do the Fifth, Sixth and Eighth Amendments protect rights within the judicial system?
	CL.B.1.4 Explain how individual values and societal norms contribute to institutional discrimination and the marginalization of minority groups living under the American system of government.	

I-Inquiry, B - Behavioral Sciences, C&G - Civics and Government, E - Economics, G - Geography, H - History

Civics and Government		
Standard	Objectives	WTP Crosswalk
CL.C&G.1 Understand the impact of the founding principles of the United States on federal and state government.	CL.C&G.1.1 Explain the influence of the founding principles on state and federal decisions using primary and secondary source documents.	<i>We the People</i> Level 3 curriculum connections • Unit 1, Lesson 1: What did the Founders think about constitutional government? • Unit 1, Lesson 2: What ideas about civic life informed the founding generation? • Unit 1, Lesson 3: What historic developments influenced modern ideas of individual rights? • Unit 1, Lesson 4: What were the British origins of American Constitutionalism? • Unit 1, Lesson 5: What basic ideas about rights and constitutional government did Colonial America hold? • Unit 1, Lesson 6: Why did the American colonists want to free themselves from Great Britain? • Unit 1, Lesson 7: What basic ideas about government and rights did the state constitutions include?



		● Unit 2, Lesson 11: What questions did the Framers consider in designing the three branches of the national government? ● Unit 2, Lesson 12: How did the delegates distribute powers between national and state governments?
	CL.C&G.1.2 Critique the consistency with which federal policies, state policies, and Supreme Court decisions have upheld the founding principles.	
CL.C&G.2 Analyze the roles of the branches of government at the federal, state, and local levels.	CL.C&G.2.1 Compare how national, state, and local governments maintain order, security, and protect individual rights.	<i>We the People</i> Level 3 curriculum connections ● Unit 5, Lesson 27: What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect? ● Unit 5, Lesson 28: How does the First Amendment affect the establishment and free exercise of religion? ● Unit 5, Lesson 29: How does the First Amendment protect free expression? ● Unit 5, Lesson 30: How does the First Amendment protect freedom to assemble, petition and associate? ● Unit 5, Lesson 31: How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures? ● Unit 5, Lesson 32: How do the Fifth, Sixth and Eighth Amendments protect rights within the judicial system?
	CL.C&G.2.2 Explain how the principle of federalism impacts the actions of state and local government.	<i>We the People</i> Level 3 curriculum connections



		• Unit 2, Lesson 12: How did the delegates distribute powers between national and state governments? • Unit 4, Lesson 26: How does American federalism work?
	CL.C&G.2.3 Differentiate between the types of local governments in order to understand the role, powers, and functions each plays within an intergovernmental system.	
	CL.C&G.2.4 Compare the federal government of the United States to various types of governments around the world in terms of balancing security and the protection of rights.	<i>We the People</i> Level 3 curriculum connections • Unit 6, Lesson 36: How have American political ideas and the American constitutional system influenced other nations? • Unit 6, Lesson 38: What are the challenges of the participation of the United States in world affairs?
CL.C&G.3 Analyze the various responsibilities of individuals living in the United States in terms of citizenship, civic participation, and the	CL.C&G.3.1 Differentiate citizenship and civic participation in terms of responsibilities, duties, and privileges of citizens.	<i>We the People</i> Level 3 curriculum connections • Unit 6, Lesson 33: What does it mean to be a citizen? • Unit 6, Lesson 34: What is the importance of civic engagement to American constitutional democracy?
	CL.C&G.3.2 Compare strategies used by individuals to address discrimination, segregation, disenfranchisement, reconcentration, and other discriminatory practices that have existed in the United States.	<i>We the People</i> Level 3 curriculum connections • Unit 6, Lesson 34: What is the importance of civic engagement to American constitutional democracy? • Unit 6, Lesson 35: How have civil rights movements resulted in fundamental political and social change in the United States?



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction



Center for Civic Education



political process.	CL.C&G.3.3 Summarize the changes in process, perception, and the interpretation of United States citizenship and naturalization.	<i>We the People</i> Level 3 curriculum connections • Unit 6, Lesson 33: What does it mean to be a citizen?
	CL.C&G.3.4 Compare citizenship in the American constitutional democracy to membership in other types of governments.	<i>We the People</i> Level 3 curriculum connections • Unit 1, Lesson 1: What did the Founders think about constitutional government?
	CL.C&G.3.5 Explain how the two-party system has shaped the political landscape of the United States.	<i>We the People</i> Level 3 curriculum connections • Unit 3, Lesson 16: What is the role of political parties in the American constitutional system?
	CL.C&G.3.6 Distinguish the relationship between the media and government in terms of the responsibility to inform the American public.	
	CL.C&G.3.7 Assess the effectiveness of the election process at the national, state, and local levels.	
CL.C&G.4 Analyze how the judicial,	CL.C&G.4.1 Differentiate the judicial systems of the United States and North Carolina in terms of structure, jurisdiction, and how each provides for equal protection.	<i>We the People</i> Level 3 curriculum connections



legal, and political systems of the United States and North Carolina embody the founding principles of government.		• Unit 3, Lesson 15: How have Amendments and judicial review changed the Constitution? • Unit 3, Lesson 19: How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution? • Unit 4, Lesson 25: What is the role of the Supreme Court in American constitutional democracy? • Unit 4, Lesson 26: How does American federalism work?
	CL.C&G.4.2 Differentiate the structure and function of state and federal courts in order to understand the adversarial nature of each.	
	CL.C&G.4.3 Exemplify how the constitutions of the United States and North Carolina have been interpreted and applied since ratification.	<i>We the People</i> Level 3 curriculum connections • Unit 3, Lesson 15: How have Amendments and judicial review



		changed the Constitution? • Unit 3, Lesson 17: How did the Civil War test and transform the American constitutional system? • Unit 3, Lesson 18: How has the Due Process Clause of the Fourteenth Amendment changed the Constitution? • Unit 3, Lesson 19: How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution? • Unit 3, Lesson 20: How has the right to vote been expanded since the adoption of the Constitution?
	CL.C&G.4.4 Assess how effective the American system of government has been in ensuring freedom, equality, and justice for all.	<i>We the People</i> Level 3 curriculum connections



		● Unit 3, Lesson 15: How have Amendments and judicial review changed the Constitution? ● Unit 3, Lesson 17: How did the Civil War test and transform the American constitutional system? ● Unit 3, Lesson 18: How has the Due Process Clause of the Fourteenth Amendment changed the Constitution? ● Unit 3, Lesson 19: How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution? ● Unit 3, Lesson 20: How has the right to vote been expanded
--	--	---



		since the adoption of the Constitution? • Unit 6, Lesson 34: What is the importance of civic engagement to American constitutional democracy? • Unit 6, Lesson 35: How have civil rights movements resulted in fundamental political and social change in the United States? • Unit 6, Lesson 37: What key challenges does the United States face in the future?
	CL.C&G.4.5 Summarize the importance of both the right to due process of law and the individual rights established in the Bill of Rights in the American legal system.	<i>We the People</i> Level 3 curriculum connections • Unit 3, Lesson 18: How has the Due Process Clause of the Fourteenth Amendment changed the Constitution? • Unit 3, Lesson 19: How has the Equal



		Protection Clause of the Fourteenth Amendment changed the Constitution? • Unit 5, Lesson 27: What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect? • Unit 5, Lesson 28: How does the First Amendment affect the establishment and free exercise of religion? • Unit 5, Lesson 29: How does the First Amendment protect free expression? • Unit 5, Lesson 30: How does the First Amendment protect freedom to assemble, petition and associate? • Unit 5, Lesson 31: How do the Fourth and Fifth Amendments protect against unreasonable
--	--	---



		law enforcement procedures? ● Unit 5, Lesson 32: How do the Fifth, Sixth and Eighth Amendments protect rights within the judicial system?
	CL.C&G.4.6 Critique the extent to which women, indigenous, religious, racial, ability, and identity groups have had access to justice as established in the founding principles of government.	<i>We the People</i> Level 3 curriculum connections



- **Unit 3, Lesson 17:**
How did the Civil War test and transform the American constitutional system?
- **Unit 3, Lesson 18:**
How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 19:**
How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 20:**
How has the right to vote been expanded since the adoption of the Constitution?
- **Unit 6, Lesson 35:**
How have civil rights movements resulted in fundamental political and social change in the United States?



I-Inquiry, B - Behavioral Sciences, C&G - Civics and Government, E - Economics, G - Geography, H - History

Economics		
Standard	Objectives	WTP Crosswalk
CL.E.1 Understand the role of government in both federal and state economies.	CL.E.1.1 Explain how the role federal and state governments play in economic decision-making impacts economic mobility, status, and quality of life of individuals living in America.	
	CL.E.1.2 Summarize the role of the United States and North Carolina in the world economy.	



I-Inquiry, B - Behavioral Sciences, C&G - Civics and Government, E - Economics, G - Geography, H - History

Geography		
Standard	Objectives	WTP Crosswalk
CL.G.1 Understand the role geography plays in civic participation, legislation, and public policy.	CL.G.1.1 Explain how views on freedom and equality influence legislation and public policy on issues of immigration, migration, and the environment.	
	CL.G.1.2 Explain geopolitical and environmental factors which affect civic participation and voting in various regions of the United States.	
	CL.G.1.3 Exemplify how the United States interacts with international governments to navigate global environmental issues.	

I-Inquiry, B - Behavioral Sciences, C&G - Civics and Government, E - Economics, G - Geography, H - History

History		
Standard	Objectives	WTP Crosswalk
CL.H.1 Understand how individual rights and the American system of government have evolved over time.	CL.H.1.1 Explain how the tensions over power and authority led the founding fathers to develop a democratic republic.	<i>We the People</i> Level 3 curriculum connections • Unit 1, Lesson 1: What did the Founders think about constitutional government? • Unit 1, Lesson 2: What ideas about civic life informed the founding generation?



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction



Center for Civic Education

	CL.H.1.2 Compare competing narratives of the historical development of the United States and North Carolina in terms of how each depicts race, women, tribes, identity, ability, and religious groups.	
	CL.H.1.3 Interpret historical and current perspectives on the evolution of individual rights in America over time, including women, tribal, racial, religious, identity, and ability.	
	CL.H.1.4 Explain the impact of social movements and reform efforts on governmental change, both current and in the past.	<i>We the People</i> Level 3 curriculum connections • Unit 6, Lesson 35: How have civil rights movements resulted in fundamental political and social change in the United States?
	CL.H.1.5 Explain how the experiences and achievements of minorities and marginalized peoples have contributed to the protection of individual rights and “equality and justice for all” over time.	<i>We the People</i> Level 3 curriculum connections • Unit 6, Lesson 35: How have civil rights movements resulted in fundamental political and social change in the United States?
	CL.H.1.6 Exemplify ways individuals have demonstrated resistance and resilience to inequities, injustice, and discrimination within the American system of government over time.	<i>We the People</i> Level 3 curriculum connections • Unit 3, Lesson 17: How did the Civil War test and transform the American constitutional system? • Unit 3, Lesson 18: How has the Due Process



		Clause of the Fourteenth Amendment changed the Constitution? ● Unit 3, Lesson 19: How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution? ● Unit 3, Lesson 20: How has the right to vote been expanded since the adoption of the Constitution? ● Unit 6, Lesson 34: What is the importance of civic engagement to American constitutional democracy? ● Unit 6, Lesson 35: How have civil rights movements resulted in fundamental political and social change in the United States?
--	--	--