



## ***We the People* Curriculum Crosswalk for: North Carolina Standards for American History**

Usage: This correlation guide offers a crosswalk between the North Carolina Standards for American History 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

American History

NCDPI State Course Code - 4311

### **North Carolina Standards for American History**

The standards and objectives 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 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.

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 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 American History. 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.

Standard	Indicator	WTP Crosswalk
<b>Apply the inquiry models to analyze and evaluate social studies topics and issues in order to communicate conclusions and take informed actions.</b>	<b>I.1.1 Compelling Questions</b> <ul style="list-style-type: none"><li>• Identify issues and problems in social studies.</li><li>• Formulate questions based upon disciplinary concepts.</li></ul>	
	<b>I.1.2 Supporting Questions</b> <ul style="list-style-type: none"><li>• Identify related issues and problems related to the compelling question.</li><li>• Formulate supporting questions.</li></ul>	
	<b>I.1.3 Gathering and Evaluating Sources</b> <ul style="list-style-type: none"><li>• Locate credible primary and secondary sources.</li><li>• Identify a variety of primary and secondary sources in support of compelling and supporting questions.</li></ul>	



	<ul style="list-style-type: none"><li>• Summarize the central ideas and meaning of primary and secondary sources through the use of literacy strategies.</li><li>• Determine the origin, context, and bias of primary and secondary sources.</li><li>• Differentiate between facts and interpretation of sources.</li><li>• Evaluate competing historical narratives and debates among historians.</li></ul>	
	<b>I.1.4 Developing Claims and Using Evidence</b> <ul style="list-style-type: none"><li>• Analyze data from charts, graphs, timelines, and maps.</li><li>• Analyze visual, literary, and musical sources.</li><li>• Examine change and continuity over time.</li><li>• Analyze causes, effects, and correlations.</li><li>• Determine the relevance of a source in relation to the compelling and supporting questions.</li></ul>	
	<b>I.1.5 Communicating Ideas</b> <ul style="list-style-type: none"><li>• Construct written, oral, and multimedia arguments.</li><li>• Support arguments with evidence and reasoning while considering counterclaims.</li><li>• Use proper formatting in citing sources for arguments.</li><li>• Develop new understandings of complex historical and current issues through rigorous academic discussions.</li><li>• 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.</li></ul>	
	<b>I.1.6 Taking Informed Action</b> <ul style="list-style-type: none"><li>• Generate ideas through which the inquiry facilitates change.</li><li>• Devise a plan to enact change based on the results of the inquiry.</li><li>• Organize and take individual or collaborative action in order to effect change and inform others.</li></ul>	



Behavioral Sciences		
Standard	Objectives	WTP Crosswalk
<b>AH.B.1</b> Evaluate American identity in terms of perspective, change, and continuity.	<b>AH.B.1.1</b> Critique multiple perspectives of American identity in terms of American exceptionalism.	
	<b>AH.B.1.2</b> Critique multiple perspectives of American identity in terms of opportunity, prosperity, and crisis.	
	<b>AH.B.1.3</b> Critique multiple perspectives of American identity in terms of oppression, stereotypes, diversity, inclusion, and exclusion.	
	<b>AH.B.1.4</b> Critique multiple perspectives of American identity in terms of individualism and conformity.	
	<b>AH.B.1.5</b> Explain how various immigrant experiences have influenced American identity.	
	<b>AH.B.1.6</b> Explain how the experiences and achievements of minorities and marginalized peoples have contributed to American identity over time in terms of the struggle against bias, racism, oppression, and discrimination.	<b><i>We the People</i></b> <b>Level 3 curriculum connections</b> <ul style="list-style-type: none"><li>● <b>Unit 3, Lesson 17:</b> How did the Civil War test and transform the American constitutional system?</li><li>● <b>Unit 3, Lesson 18:</b> How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?</li><li>● <b>Unit 3, Lesson 19:</b> How has the Equal Protection Clause of</li></ul>



		<p>the Fourteenth Amendment changed the Constitution?</p> <ul style="list-style-type: none"><li>• <b>Unit 3, Lesson 20:</b> How has the right to vote been expanded since the adoption of the Constitution?</li><li>• <b>Unit 6, Lesson 33:</b> What does it mean to be a citizen?</li><li>• <b>Unit 6, Lesson 34:</b> What is the importance of civic engagement to American constitutional democracy?</li><li>• <b>Unit 6, Lesson 35:</b> How have civil rights movements resulted in fundamental political and social change in the United States?</li></ul>
	<b>AH.B.1.7</b> Explain how slavery, xenophobia, disenfranchisement, and intolerance have affected individual and group perspectives of themselves as Americans.	<p><b><i>We the People</i></b> <b>Level 3 curriculum connections</b></p> <ul style="list-style-type: none"><li>• <b>Unit 3, Lesson 17:</b> How did the Civil War test and transform</li></ul>



		<p>the American constitutional system?</p> <ul style="list-style-type: none"><li>• <b>Unit 3, Lesson 19:</b> How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?</li><li>• <b>Unit 3, Lesson 20:</b> How has the right to vote been expanded since the adoption of the Constitution?</li><li>• <b>Unit 6, Lesson 33:</b> What does it mean to be a citizen?</li><li>• <b>Unit 6, Lesson 35:</b> How have civil rights movements resulted in fundamental political and social change in the United States?</li></ul>
<b>AH.B.2</b> Analyze the relationship of tradition and progress in terms of	<b>AH.B.2.1</b> Differentiate among scientific and technological innovations in terms of how they have reinforced and redefined American values and beliefs.	
	<b>AH.B.2.2</b> Distinguish religious beliefs and human reasoning in terms of their influence on American society and culture.	<i>We the People</i> Level 3 curriculum connections



scientific, technological, intellectual and cultural development.		<ul style="list-style-type: none"><li>• <b>Unit 1, Lesson 1:</b> What did the Founders think about constitutional government?</li><li>• <b>Unit 1, Lesson 2:</b> What ideas about civic life informed the founding generation?</li><li>• <b>Unit 1, Lesson 3:</b> What historic developments influenced modern ideas of individual rights?</li><li>• <b>Unit 1, Lesson 4:</b> What were the British origins of American Constitutionalism?</li><li>• <b>Unit 1, Lesson 5:</b> What basic ideas about rights and constitutional government did Colonial America hold?</li></ul>
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Civics and Government		
Standard	Objectives	WTP Crosswalk
<b>AH.C&amp;G.1</b> Evaluate the relationship between the American people and the government in terms of freedom, equality, and power.	<b>AH.C&amp;G.1.1</b> Explain how various views on freedom and equality contributed to the development of American political thought and system of government.	<b><i>We the People</i></b> <b>Level 3 curriculum connections</b> <ul style="list-style-type: none"><li>● <b>Unit 1, Lesson 1:</b> What did the Founders think about constitutional government?</li><li>● <b>Unit 1, Lesson 2:</b> What ideas about civic life informed the founding generation?</li><li>● <b>Unit 1, Lesson 3:</b> What historic developments influenced modern ideas of individual rights?</li><li>● <b>Unit 1, Lesson 4:</b> What were the British origins of American Constitutionalism?</li><li>● <b>Unit 1, Lesson 5:</b> What basic ideas about rights and constitutional government did</li></ul>



		<p>Colonial America hold?</p> <ul style="list-style-type: none"><li>• <b>Unit 1, Lesson 6:</b> Why did the American colonists want to free themselves from Great Britain?</li><li>• <b>Unit 1, Lesson 7:</b> What basic ideas about government and rights did the state constitutions include?</li></ul>
	<b>AH.C&amp;G.1.2</b> Critique the extent to which various levels of government used power to expand or restrict the freedom and equality of American people.	<b><i>We the People</i></b> <b>Level 3 curriculum connections</b>



		<ul style="list-style-type: none"><li>• <b>Unit 3, Lesson 17:</b> How did the Civil War test and transform the American constitutional system?</li><li>• <b>Unit 3, Lesson 18:</b> How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?</li><li>• <b>Unit 3, Lesson 19:</b> How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?</li><li>• <b>Unit 3, Lesson 20:</b> How has the right to vote been expanded since the adoption of the Constitution?</li><li>• <b>Unit 4, Lesson 26:</b> How does American federalism work?</li></ul>
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		<ul style="list-style-type: none"><li>• <b>Unit 5, Lesson 27:</b> What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect?</li><li>• <b>Unit 5, Lesson 28:</b> How does the First Amendment affect the establishment and free exercise of religion?</li><li>• <b>Unit 5, Lesson 29:</b> How does the First Amendment protect free expression?</li><li>• <b>Unit 5, Lesson 30:</b> How does the First Amendment protect freedom to assemble, petition and associate?</li><li>• <b>Unit 5, Lesson 31:</b> How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?</li></ul>
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		<ul style="list-style-type: none"><li>• <b>Unit 5, Lesson 32:</b> How do the Fifth, Sixth and Eighth Amendments protect rights within the judicial system?</li></ul>
	<b>AH.C&amp;G.1.3</b> Explain how various individuals and groups strategized, organized, advocated and protested to expand or restrict freedom and equality.	<p><b><i>We the People</i></b> <b>Level 3 curriculum connections</b></p> <ul style="list-style-type: none"><li>• <b>Unit 5, Lesson 29:</b> How does the First Amendment protect free expression?</li><li>• <b>Unit 5, Lesson 30:</b> How does the First Amendment protect freedom to assemble, petition and associate?</li><li>• <b>Unit 6, Lesson 34:</b> What is the importance of civic engagement to American constitutional democracy?</li><li>• <b>Unit 6, Lesson 35:</b> How have civil rights movements resulted in fundamental</li></ul>



		political and social change in the United States?
	<b>AH.C&amp;G.1.4</b> Explain how racism, oppression, and discrimination of indigenous peoples, racial minorities, and other marginalized groups have impacted equality and power in America.	<b><i>We the People</i></b> <b>Level 3 curriculum connections</b> <ul style="list-style-type: none"><li>● <b>Unit 3, Lesson 17:</b> How did the Civil War test and transform the American constitutional system?</li><li>● <b>Unit 3, Lesson 18:</b> How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?</li><li>● <b>Unit 3, Lesson 19:</b> How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?</li><li>● <b>Unit 3, Lesson 20:</b> How has the right to vote been expanded</li></ul>



		since the adoption of the Constitution?
<b>AH.C&amp;G.2</b> Analyze the American political system in terms of conflict, compromise, and consequence .	<b>AH.C&amp;G.2.1</b> Distinguish decisions by executive, legislative, and judicial leaders in terms of resolving conflict and establishing compromise.	<i>We the People</i> Level 3 curriculum connections



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|  |  | <ul style="list-style-type: none"><li>• <b>Unit 4, Lesson 21:</b><br/>What is the role of Congress in American constitutional democracy?</li><li>• <b>Unit 4, Lesson 22:</b><br/>How does Congress perform its functions in American constitutional democracy?</li><li>• <b>Unit 4, Lesson 23:</b><br/>What is the role of the president in American constitutional democracy?</li><li>• <b>Unit 4, Lesson 24:</b><br/>How are national laws administered in American constitutional democracy?</li><li>• <b>Unit 4, Lesson 25:</b><br/>What is the role of the Supreme Court in American constitutional democracy?</li></ul> |
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	<b>AH.C&amp;G. 2.2</b> Explain the development and realignment of political parties as reflected in key elections.	<b><i>We the People</i></b> <b>Level 3 curriculum connections</b> <ul style="list-style-type: none"><li>• <b>Unit 3, Lesson 16:</b> What is the role of political parties in the American constitutional system?</li></ul>
	<b>AH.C&amp;G.2.3</b> Deconstruct changes in balance of power between local, state, and federal government in terms of conflict and compromise.	<b><i>We the People</i></b> <b>Level 3 curriculum connections</b> <ul style="list-style-type: none"><li>• <b>Unit 2, Lesson 12:</b> How did the delegates distribute powers between national and state governments?</li><li>• <b>Unit 4, Lesson 26:</b> How does American federalism work?</li></ul>



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

<b>Economics</b>		
<b>Standard</b>	<b>Objectives</b>	<b>WTP Crosswalk</b>
<b>AH.E.1</b> Analyze the American economic system in terms of affluence, poverty, and mobility.	<b>AH.E.1.1</b> Deconstruct multiple perspectives of American capitalism in terms of affluence, poverty, and mobility.	<i>We the People</i> <b>Level 3 curriculum connections</b> <ul style="list-style-type: none"> <li><b>Unit 1, Lesson 3:</b> What historic developments influenced modern ideas of individual rights?</li> </ul>
	<b>AH.E.1.2</b> Explain how the relationships between entrepreneurship, management, labor, and consumers have impacted the quality of life in American society.	
	<b>AH.E.1.3</b> Explain the causes of economic expansion and retraction and the impacts on the American people.	
	<b>AH.E.1.4</b> Compare how some groups in American society have benefited from economic policies while other groups have been systemically denied the same benefits.	
	<b>AH.E.1.5</b> Distinguish the role women and racial minorities have played in contributing to the economic prosperity of American society in terms of equity, equality, and mobility.	

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

<b>Geography</b>		
<b>Standard</b>	<b>Objectives</b>	<b>WTP Crosswalk</b>
<b>AH.G.1</b> Understand how	<b>AH.G.1.1</b> Explain how environmental, technological, cultural, and economic factors influenced population distribution and patterns of migration and immigration.	



movement, settlement, and expansion influenced American development.	<b>AH.G.1.2</b> Explain how geographic conditions and expansion have presented both opportunities and challenges in the development of America.	
	<b>AH.G.1.3</b> Explain the reasons for and effects of forced and voluntary migration on societies, individuals and groups over time.	
	<b>AH.G.1.4</b> Explain how slavery, forced migration, immigration, reconcentration and other discriminatory practices have changed population distributions and regional culture.	



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

History		
Standard	Objectives	WTP Crosswalk
<b>AH.H.1</b> Understand the reasons for American involvement in conflicts and the domestic and foreign impacts.	<b>AH.H.1.1</b> Explain the causes and effects of various domestic conflicts in terms of race, gender, and political, economic, and social factors.	
	<b>AH.H.1.2</b> Explain the causes and effects of various international conflicts/wars in terms of political, economic, and social factors.	
	<b>AH.H.1.3</b> Differentiate the experience of war on groups and individuals in terms of contribution, sacrifice, and opposition.	
<b>AH.H.2</b> Evaluate the relationship between America and other nations in terms of national interests and global interdependence.	<b>AH.H.2.1</b> Explain how economic, social, and political interests have influenced the direction of American foreign policy.	
	<b>AH.H.2.2</b> Critique the extent to which American interaction with other nations has achieved national and global economic, social, and political goals.	<i>We the People</i> Level 3 curriculum connections <ul style="list-style-type: none"> <li><b>Unit 6, Lesson 36:</b> How have American political ideas and the American constitutional system influenced other nations?</li> </ul>
	<b>AH.H.2.3</b> Distinguish the extent to which American foreign policy has advanced the interests of historically privileged groups over the interests of historically marginalized groups.	
<b>AH.H.3</b>	<b>AH.H.3.1</b> Deconstruct various turning points in terms of multiple causation.	



Analyze various turning points in American history in terms of perspective, causation, and change.	<b>AH.H.3.2</b> Use historical empathy and contextualization to deconstruct multiple perspectives of individuals and groups within various turning points.	
	<b>AH.H.3.3</b> Critique the extent to which economic, social, cultural, geographic, and political factors of various turning points changed the American historical narrative.	<b><i>We the People</i></b> <b>Level 3 curriculum connections</b> <ul style="list-style-type: none"><li>● <b>Unit 1, Lesson 6:</b> Why did the American colonists want to free themselves from Great Britain?</li><li>● <b>Unit 2, Lesson 8:</b> What were the Articles of Confederation, and why did some Founders want to change them?</li><li>● <b>Unit 3, Lesson 17:</b> How did the Civil War test and transform the American constitutional system?</li><li>● <b>Unit 6, Lesson 35:</b> How have civil rights movements resulted in fundamental political and social</li></ul>



		<a href="#">change in the United States?</a>
	<b>AH.H.3.4</b> Compare how competing historical narratives of various turning points portray individuals and groups including marginalized people.	