

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 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="padding-left: 40px;">Cluster 2 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. It provides students with an increased knowledge and understanding of the institutions of constitutional democracy and the skills that are necessary to effectively participate as responsible citizens.</p> <p style="padding-left: 40px;">Cluster 2 ensures that 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 U.S. 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>

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	<p style="text-align: center;">By engaging in a deliberate and focused study centered around connecting back to the 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 government 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.). • CE.C&G.1.5 Evaluate the fundamental principles of American <u>politics</u> in terms of the extent to which they have been used effectively to maintain constitutional <u>democracy</u> in the United States (e.g., rule of law, limited government, democracy, consent of the

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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.).
- **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.).

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	<ul style="list-style-type: none"> • CE.C&G.3.5 Compare <u>jurisdictions</u> and methods of <u>law enforcement</u> 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 <u>election process</u> at the national, state and local levels in terms of the checks and balances provided by qualifications and procedures for <u>voting</u> (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 <u>courts</u> by outlining their <u>jurisdictions</u> 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 <u>conflicts</u> (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 <u>conflict</u> between constitutional provisions and the requirements of foreign <u>policy</u> 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 <u>resources</u> (e.g., human, natural and capital) in traditional, command, market and mixed <u>economies</u>. • CE.E.1.2 Analyze a market <u>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). • CE.E.3.2 Explain how fiscal <u>policy</u> and the monetary policy influence overall levels of employment, interest rates, production, price level and economic <u>growth</u> (e.g., business cycle, standard of living, recession, depression, Consumer Price Index, etc.). • CE.E.3.3 Analyze <u>organizations</u> in terms of their roles and functions in the United States <u>economy</u> (e.g., banks, labor unions, federal reserve, nonprofit organizations and cooperatives, Wall Street, etc.)
GENERALIZATIONS	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

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	<p>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 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.
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>

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- **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 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.

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- 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.

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?

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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?
13. When should the state government regulate business?
14. If a state were to sue the federal government for raising the minimum wage, how would the Supreme Court rule?
15. What agencies help determine economic policies?
16. What factors have to be considered in raising the minimum wage?
17. How would the minimum wage affect inflation? the labor market?
18. 18. Do the benefits of raising the minimum wage outweigh the drawbacks?

Supporting Question 1

Why did the framers of the United States Constitution feel a new document was necessary?

Student Task Generate a list of concerns that prompted the writing of the Constitution.

Supporting Question 2

How did the Constitution structure the government?

Student Task

Create a graphic organizer that displays the branches of the federal government and their functions.

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	<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>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> <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 	<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> <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’</p>	

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	<p>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 would make the Constitution more just.</p>
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

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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>
 - 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:
 - 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.

Additional: You must make copies for every student. Teacher has to make a FREE 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:

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- 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 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> .

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- 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
 - The War Powers Act [SAS Curriculum Pathways QL#1181](#)
 - C&E.C&G 5.4
 - OPEC Oil Embargo [SAS Curriculum \(QL#1299\)](#)
 - C&E.E 2.3
- [Carolina K12](#) (Formerly NC Civics Consortium)