

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 4: The U.S. On the Global Stage | |
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| DESCRIPTION | <p>Since its inception as a nation in 1789, the United States has played a major role in shaping world affairs economically, politically, and culturally. Likewise, the United States and its citizens have been impacted by other nations. Given that the U.S. is a part of a very interconnected, interdependent world, the goals of this cluster are to provide students with an understanding of:</p> <ul style="list-style-type: none"> ● how the United States operates within a global society; ● how United States’ domestic policy is impacted by foreign policy; and ● ways in which citizens may interact through civic or economic decision making. <p>The founding principles outlined in key documents, like the U.S. Constitution, guides its decision-making both domestically and abroad. In order for students to take part, as citizens, in the debates about domestic and foreign policy, they must be knowledgeable of the role of the U.S. in foreign affairs over time, understand the key ideas and principles that shape foreign policy, and be able to apply the skills of decision-making to solve contemporary and future issues and challenges. As students engage with the content of this cluster, they should consider these key questions:</p> <ul style="list-style-type: none"> ● What is the relationship of the United States to other nations and to world affairs? ● How do the domestic politics and constitutional principles of the United States affect its relations with the world? ● How has the United States influenced other nations, and how have other nations influenced American politics and society? <p>By the end of this cluster, students should be able to evaluate, take, and defend positions on the role of the U.S. in the world today and what course American foreign policy should take. To do this, citizens need to understand some of the major elements of international relationships and how world affairs affect them. They include:</p> <ul style="list-style-type: none"> ● the purposes and functions of international organizations in the world today; ● how U.S. foreign policy is made and how it is carried out; ● the impact of American political ideas on the world; and ● the most important means nation-states use to interact with one another: <ul style="list-style-type: none"> ○ trade ○ diplomacy |

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| | <ul style="list-style-type: none"> ○ treaties, agreements ○ international law ○ economic incentives and sanctions ○ military force and the threat of force ● common reasons for the breakdown of order among nation-states: <ul style="list-style-type: none"> ○ conflicts about national interests ○ ethnicity and religion ○ competition for resources and territory ○ absence of effective means to enforce international law ● describe the purposes and functions of the major governmental international organizations, e.g., United Nations, NATO, World Court, Organization of American States ● describe the purposes and functions of major nongovernmental international organizations, e.g. International Red Cross, Amnesty International, multinational corporations ● principles of the U.S. constitution impose constraints - disagreements on the meaning of these principles ● processes by which foreign policy is made and implemented provide the necessary foundation for making judgments about the proper direction of American foreign policy. |
| <p>ALIGNMENT TO THE FOUNDING PRINCIPLES ACT</p> | <p>The following founding principles have been taken from Session Law 2015-291 Senate Bill 524 , also known as “The Founding Principles Act” and can be found in Section 1 G.S. 115-C-81 (g) Civic Literacy subsection (g).</p> <ul style="list-style-type: none"> A. The Creator – endowed inalienable rights of the people B. Structure of government, separation of powers with checks and balances D. Rule of law E. Equal justice under the law G. Federalism H. Due process I. Individual rights as set forth in the Bill of Rights L. Strong defense and supremacy of civil authority over military M. Peace, commerce, and honest friendship with all nations, entangling alliances with none |
| <p>ALIGNMENT TO THE STANDARDS</p> | <p>Note: The Clarifying Objectives in this cluster were selected based on their relevance to instruction concerning the United States interaction on a global stage. Several clarifying objectives may overlap with those identified in the other three clusters. Depending on when you teach this cluster, some clarifying objectives will serve to reinforce concepts already explored.</p> <ol style="list-style-type: none"> 1. FP.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.). |

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2. **FP.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.).
3. **FP.C&G.1.5** Evaluate the fundamental **principles** of American politics in terms of the extent to which they have been used effectively to maintain **constitutional democracy** in the United States (e.g., **rule of law, limited government, democracy, consent of the governed**, etc.).
4. **FP.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)
5. **FP.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**).
6. **FP.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, health care**, etc.).
7. **FP.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.).
8. **FP.C&G.3.6** Explain ways **laws** have been influenced by **political parties, constituents, interest groups, lobbyists, the media** and **public opinion** (e.g., extension of **suffrage, labor** legislation, **civil rights legislation, military policy, environmental** legislation, **business regulation** and **educational policy**).
9. **FP.C&G.4.1** Compare **citizenship** in the American **constitutional democracy** to membership in other types of **governments** (e.g., **right to privacy, civil rights, responsibilities, political rights, right to due process, equal protection under the law, participation, freedom**, etc.).
10. **FP.C&G.4.4** Analyze the **obligations** of **citizens** by determining when their personal desires, interests and involvement are subordinate to the **good** of the **nation** or **state** (e.g., Patriot Act, Homeland Security, sedition, **civil rights, equal rights under the law, jury duty, Selective Services Act, rule of law, eminent domain**, etc.).
11. **FP.C&G.5.3** Analyze **national, state and local government agencies** in terms of how they balance **interests** and resolve **conflicts** (e.g., FBI, SBI, DEA, CIA, National Guard and Reserves, magistrates, Better Business Bureau, IRS, Immigration and Naturalization, FEMA, Homeland Security, ATF, etc.).
12. **FP.C&G.5.4** Explain how **conflict** between **constitutional provisions** and the requirements of **foreign policy** 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).
13. **FP.C&G.5.5** Analyze the **development** and **implementation** of **domestic and foreign**

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| | <p><u>policy</u> by outlining <u>opposing arguments</u> on major <u>issues</u> and efforts toward <u>resolution</u> (e.g., <u>health care</u>, <u>education</u>, <u>immigration</u>, <u>regulation of business and industry</u>, <u>foreign aid</u>, <u>intervention</u> abroad, etc.).</p> <p>14. FP.E.1.1 Compare how <u>individuals</u> and <u>governments</u> utilize <u>scarce resources</u> (e.g., <u>human</u>, <u>natural</u> and <u>capital</u>) in <u>traditional</u>, <u>command</u>, market and <u>mixed economies</u>.</p> <p>15. FP.E.1.2 Analyze a <u>market economy</u> in terms of <u>economic characteristics</u>, the roles they play in <u>decision-making</u> and the importance of each <u>role</u> (e.g., <u>private property</u>, <u>free enterprise</u>, <u>circular flow</u>, <u>competition</u> and <u>profit motive</u>, and <u>allocation of resources</u> via the <u>price system</u>).</p> <p>16. FP.E.1.3 Explain how <u>supply and demand</u> determine <u>equilibrium price</u> and <u>quantity produced</u> (e.g., any market example –apples, tires, etc.).</p> <p>17. FP.E.1.4 Analyze the ways in which <u>incentives</u> and <u>profits</u> influence what is <u>produced</u> and <u>distributed</u> in a <u>market system</u> (e.g., <u>supply</u>, <u>demand</u>, What to Produce?, How to Produce It?, How Much to Produce?, For Whom To Produce It?, <u>free enterprise</u>, etc.).</p> <p>18. FP.E.1.5 Compare how various <u>market structures</u> affect <u>decisions</u> made in a <u>market economy</u> (e.g., <u>monopoly</u>, <u>oligopoly</u>, <u>monopolistic competition</u>, <u>pure competition</u>, etc.).</p> <p>19. FP.E.2.1 Explain the basic concepts of <u>trade</u> (e.g., including <u>absolute</u> and <u>comparative advantage</u>, <u>exchange rates</u>, <u>balance of trade</u>, <u>gains from trade</u>, etc.).</p> <p>20. FP.E.2.3 Explain the impact of <u>government policies</u> on <u>international trade</u> (e.g., <u>tariffs</u>, <u>quotas</u>, <u>sanctions</u>, <u>subsidies</u>, <u>banking</u>, <u>embargos</u>, etc.).</p> <p>21. FP.E.2.4 Analyze the role of NC and the US in the <u>world economy</u> (e.g., furniture industry, tourism, fishing, etc.).</p> |
| GENERALIZATIONS | <p>The generalizations in this cluster represent some of the key ideas that students should acquire as a result of this study. Please note that this is not an exhaustive list of generalizations that may relate to the focus of Cluster #4. Additional generalizations may be found in the relevant unpacking documents aligned to the standards identified in this cluster.</p> <ol style="list-style-type: none"> 1. The principles, ideals, and governmental structure of a nation shape its foreign and domestic policy decisions. 2. Governments may respond to issues based on based on public opinion, interest groups, constituent desires, public policy, laws, protection of the general welfare of the people, and/or partisan politics. 3. The political and economic structure of a nation may determine its role in the world economy. 4. The authority of global institutions may change over time as conflicts arise or are resolved. 5. Desire for the maintenance of the rule of law may contribute to the establishment of particular national and global alliances or structures. 6. The ability of national political and economic institutions to exercise power over policy may be limited by the competing desires of a nation’s citizens. 7. The competition among nations for scarce resources may dictate political and economic relationships and lead to conflict between peoples. |

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| | <p>8. The outcome of governmental policy decisions may result in a long-term consequence for international trade.</p> <p>9. The economic and military power of a nation may shape its collaborations with others on the global stage.</p> |
| EXAMPLES OF IMPLEMENTING CLUSTER 4 IN THE CLASSROOM | |
| <p>UNIT EXAMPLES</p> | <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"> ● A Concept Based Unit "Global Economics" developed by Charlotte-Mecklenburg Schools ● A Concept Based Unit - "Trade" developed by Winston Salem-Forsyth County Schools |
| <p>AN EXAMPLE OF AN INQUIRY</p> | <p><u>Inquiry Connections to the Founding Principles</u></p> <ul style="list-style-type: none"> ● Peace, commerce, and honest friendship with all nations, entangling alliances with none ● Structure of government, separation of powers with checks and balances <p><u>Inquiry Alignment to the Objectives of Cluster 4</u></p> <p>FP.E.2.3 Explain the impact of <u>government policies</u> on <u>international trade</u> (e.g., <u>tariffs</u>, <u>quotas</u>, <u>sanctions</u>, <u>subsidies</u>, <u>banking</u>, <u>embargos</u>, etc.).</p> <p>FP.E.2.4 Analyze the role of NC and the US in the <u>world economy</u> (e.g., furniture industry, tourism, fishing, etc.).</p> <p>FP.C&G.2.7 Analyze contemporary <u>issues</u> and <u>governmental responses</u> at the <u>local</u>, <u>state</u>, and <u>national levels</u> in terms of how they promote the <u>public interest</u> and/or <u>general welfare</u> (e.g., <u>taxes</u>, <u>immigration</u>, <u>naturalization</u>, <u>civil rights</u>, <u>economic development</u>, <u>annexation</u>, <u>redistricting</u>, <u>zoning</u>, <u>national security</u>, <u>health care</u>, etc.).</p> <p>FP.C&G.2.7 Analyze contemporary <u>issues</u> and <u>governmental responses</u> at the <u>local</u>, <u>state</u>, and <u>national levels</u> in terms of how they promote the <u>public interest</u> and/or <u>general welfare</u> (e.g., <u>taxes</u>, <u>immigration</u>, <u>naturalization</u>, <u>civil rights</u>, <u>economic development</u>, <u>annexation</u>, <u>redistricting</u>, <u>zoning</u>, <u>national security</u>, <u>health care</u>, etc.).</p> |

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| | <p><u>Cluster 4 Generalization(s) Aligned to this Inquiry</u></p> <ol style="list-style-type: none"> 1. The principles, ideals, and governmental structure of a nation shape its foreign and domestic policy decisions. 2. The outcome of governmental policy decisions may result in a long-term consequence for international trade. 3. The ability of national political and economic institutions to exercise power over policy may be limited by the competing desires of a nation’s citizens. 4. The competition among nations for scarce resources may dictate political and economic relationships and lead to conflict between peoples. <p><u>Description</u></p> <p>Note: The following inquiry example is taken from C3teachers.org . The focus of the inquiry is the debate over free trade. Click this link to download the full inquiry – Free Trade which includes the following components:</p> <ul style="list-style-type: none"> ○ Staging the Inquiry - prior to engaging in the inquiry, students will be introduced to the reasons why countries trade in the first place. ○ Compelling Question: Is Free Trade Worth the Price? ○ Supporting Questions with student tasks and sources ○ Summative Performance Task – Students will respond to the compelling question. ○ Opportunity to Take Informed Action <p>By the end of this inquiry, students should be able to:</p> <ul style="list-style-type: none"> ○ Identify some of the arguments for and against free trade. ○ Understand the reasons the United States signed on to the North American Free Trade Agreement. ○ Judge the extent to which the goals of NAFTA were achieved. ○ Apply their understanding of U.S. global economic policy decision-making to other economic policy decisions. |
| ADDITIONAL RESOURCES | <ol style="list-style-type: none"> 1. Bill of Rights Institute Modules – The Bill of Rights Institute is a non-profit educational organization that works to engage, educate, and empower individuals. The Institute develops educational resources and programs for educators and students. 2. The Choices Program is a non-profit organization based at Brown University. They develop curricula resources on current and historical international and public policy |

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issues as well as offer professional development for educators. While the curriculum units come at a cost, you may download one for free to preview and there are free open educational resources on the site as well.

3. [iCivics](#), founded by Justice Sandra Day O'Connor in 2009, is an online, interactive resource that gives students the necessary tools to learn about and participate in civic life. Teachers have access to free materials and support on a range of topics to include print-and-go lesson plans, interactive digital tools, and award-winning games. There are several [curriculum units](#) that link to cluster 4. One in particular is "International Affairs" which examines the evolution of diplomacy and international interdependence by looking at recent and historical global events.
4. [American Immigration Council](#) – The Immigration Policy Center maintains this online site as a resource, which provides policymakers, the media, and the general public with accurate information about the role of immigrants and immigration policy on U.S. society. The reports and materials found in this resource are widely disseminated and relied upon by the press and policy makers. The staff who contribute to this resource regularly serve as experts to leaders on Capitol Hill, opinion-makers and the media. This site was created in with the mission to help shape a rational conversation on immigration and immigrant integration. The American Immigration Council is a non-partisan organization that neither supports nor opposes any political party or candidate for office. <http://www.immigrationpolicy.org/special-reports/tackling-toughest-questions-immigration-reform>
5. [CFR Task Force Report: U.S. Immigration Policy](#) - The Council on Foreign Relations (CFR) is an independent, nonpartisan membership organization, think tank, and publisher. Each of these functions makes CFR an indispensable resource in a complex world. CFR's website is a trusted, nonpartisan source of timely analysis and context on international events and trends. CFR.org publishes [backgrounders](#), [interviews](#), ["first-take" analysis](#), [expert blogs](#), and a variety of multimedia offerings that include [videos](#), [podcasts](#), [interactive timelines](#), and the Emmy-winning [Crisis Guide series](#). The site also presents the work of CFR's Think Tank, including [books](#), [reports](#), [congressional testimony](#), and [op-eds](#), as well as [audio](#), [video](#), and [transcripts](#) of CFR events. Each weekday morning, the [Daily News Brief](#) delivers subscribers an authoritative digest of global news and analysis compiled by CFR.org's editors. <http://www.cfr.org/immigration/us-immigration-policy/p20030>
6. Educating for Global Competence: Preparing Our Youth to Engage the World - This document introduces a definition of global competence developed by the Global Competence Task Force—a group of state education agency leaders, education scholars, and practitioners—under the auspices of the Council of Chief State School Officers EdSteps Initiative (CCSSO-EdSteps) and the Asia Society Partnership for Global Learning. The definition builds on seminal work within the states and a broad range of organizations working to advance global knowledge and critical thinking skills. Globally competent individuals are aware, curious, and interested in learning about the world and how it works. They can use the big ideas, tools, methods, and languages that are central to any discipline (mathematics, literature, history, science, and the arts) to engage the pressing issues of our time. They deploy and develop this expertise as they investigate such issues, recognizing multiple perspectives, communicating their views

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| | <p>effectively, and taking action to improve conditions.</p> <p>This resource is primarily aimed at illustrating for teachers what their students should be able to do in order to be globally competent citizens. It provides a wide variety of examples and approaches, and Global Competency Matrices for various subject areas, including social studies. Text really encourages interdisciplinary instruction.</p> <p>http://asiasociety.org/files/book-globalcompetence.pdf</p> <p>7. The Universal Declaration of Human Rights - allows students to see ways in which American Founding Principles have influenced the development of international agreements and beliefs about human rights; illustrated edition serves as a means to better engage students with the relevant content and to better clarify/explain related concepts; includes audio elements; modern primary source that may be easier to read; allows for comparison between perceptions of universal human rights and U.S. Declaration of Independence and U.S. Bill of Rights</p> <p>http://www.un.org/en/universal-declaration-human-rights/</p> |
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