

Dear Founding Principles, Civics and Economics Teacher:

Congratulations on your course assignment! The Halifax County Schools **American History: Founding Principles, Civics and Economics** Pacing Guide is aligned to the NC Essential Standard Course of Social Studies Standards. *Standards are paced in two nine weeks within quarters. Numbers indicate which quarter each standard is taught. An X indicates not taught. You will need to cluster standards within each quarter into two-week units of study.* Developing conceptual understanding of the **American History: Founding Principles, Civics and Economics** content is essential; therefore, *the ninth week within each quarter* is to provide further data-driven remediation of standards prior to each benchmark assessment. Well-planned units of **American History: Founding Principles, Civics and Economics** provides opportunities for inquiry, research and use of technological enhancements. When planning, provide opportunities for students to engage in “project-based” learning activities that unwrap the knowledge, understanding, interest and application of the content.

DPI Link: Resources for Required Course

<http://www.livebinders.com/play/play?id=2208420&backurl=/shelf/my>

Need to Know:

- **American History: Founding Principles, Civics and Economics** is taught daily (minimum of 60 or 90 minute block).
- There are many standards to teach per quarter (**13-14 standards per quarter**)
- Lesson Units are taught within two weeks to accomplish the standards
- Teacher provides for clear connectivity of content, concise description of new concepts & reasoning;
- Lessons include anchor charts, video clips, visuals and enactments, artifacts, replicas of systems, and processes
- Selected reading materials may be difficult for low performing students, To grasp the meaning of challenging terms, you will need to scaffold the content to increase access to the understanding of difficult terms/concepts.
- Use various best practices to scaffold content: graphic organizers, Socratic discussions, annotate text, chunk content, make relevant connections, word study drills, require pre-reading & mapping of unfamiliar words

American History: The Founding Principles, Civics and Economics
Founding Principles
Personal Financial Literacy
iCivics
Deliberating in a Democracy
Student Governmental Affairs Program
American Board of Trial Advocates
Media Literacy

Charting a New Course!

Halifax County Schools

2018-2019 Curriculum & Instruction Support Team

Halifax County Schools: American History: Founding Principles, Civics and Economics Social Studies Standards Pacing Guide (Revisions: July 31, 2019)

Civics and Government					Quarters				
FP.C&G.1 Analyze the foundations and development of American government in terms of principles and values.	1	2			FP.C&G.5 Analyze how political and legal systems within and outside of the United States provide a means to balance competing interests and resolve conflicts	1	2		
FP.C&G.1.1 Explain how the tensions over power and authority led America's founding fathers to develop a constitutional democracy (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.)	1	X			FP.C&G.5.1 Analyze the election process at the national, state and local levels in terms of the checks and balances provided by qualifications and procedures for voting (e.g., civic participation, public hearings, forums, at-large voting, petition, local initiatives, local referendums, voting amendments, types of elections, etc.).	X	2		
FP.C&G.1.2 Explain how the Enlightenment and other contributing theories 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.).	1	X			FP.C&G.5.2 Analyze state and federal courts by outlining their jurisdictions 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.).	X	2		
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.).	1	X			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 Reserves, magistrates, Better Business Bureau, IRS, Immigration and Naturalization, FEMA, Homeland Security, ATF, etc.).	X	2		
FP.C&G.1.4 Analyze the principles and ideals underlying American democracy in terms of how they promote freedom FP.C&G.1.4 Analyze the principles and ideals underlying American democracy in terms of how they promote freedom	1	X			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).	X	2		
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.).	1	X			FP.C&G.5.5 Analyze the development and implementation of domestic and foreign policy by outlining opposing arguments on major issues and their efforts toward resolutions (e.g., health care, education, immigration, regulation of business and industry, foreign aid, intervention abroad, etc.).	X	2		
FP.C&G.2 Analyze government systems within the United States in terms of their structure, function and relationships.	1	2			CE.PFL.1 Analyze the concepts and factors that enable individuals to make informed financial decisions for effective resource planning.	1	2		
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, etc.).	1	X			FP.PFL.1.1 Explain how education, income, career, and life choices impact an individual's financial plan and goals (e.g., job, wage, salary, college/university, community college, military, workforce, skill development, social security, entrepreneur, rent, mortgage, etc.).	X	2		
FP.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.). (continued)	1	X			FP.PFL.1.2 Explain how fiscally responsible individuals create and manage a personal budget that is inclusive of income, taxes, gross and net pay, giving, fixed and variable expenses and retirement (e.g., budget, financial plan, money management, saving and investing plan, etc.). (continued)	X	X		

Civics and Government					(Revisions: July 31, 2019)				Quarters			
FP.C&G.2 Analyze government systems within the United States in terms of their structure, function and relationships.	1	2			CE.PFL.1 Analyze the concepts and factors that enable individuals to make informed financial decisions for effective resource planning.	1	2					
FP.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, Stare decisis, judicial review, supremacy, equal protections, “establishment clause,” symbolic speech, due process, right to privacy, etc.).	1	X			FP.PFL.1.3 Analyze how managing a checking and savings account contributes to financial well-being (e.g., deposits, withdrawals, transfers, automated transactions, fees, etc.).	X	2					
FP.C&G.2.4 Compare the Constitutions and the structures of the United States and North Carolina governments (e.g., the various NC Constitutions, Bill of Rights, Declaration of Rights, Preambles, the organization of, the powers of, responsibilities, etc.).	1	X			FP.PFL.1.4 Summarize how debt management and creditworthiness impact an individual’s ability to become a responsible consumer and borrower (e.g., credit card management, monitoring percentage rates and personal credit reports, analyzing loan details, keeping and maintaining records, etc.).	X	2					
FP.C&G.2.5 Compare 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).	1	X			FP.PFL.1.5 Analyze how fiscally responsible individuals save and invest to meet financial goals (e.g., investment, stock market, bonds, mutual funds, etc.)	X	2					
FP.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.).	1	X			FP.PFL.1.6 Compare various investing strategies and tax implications for their potential to build wealth (e.g., individual stocks and bonds with investing in stock, giving, bonds, mutual funds, retirement plans, etc.)	X	2					
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.).	1	X			FP.PFL.2 Understand how risk management strategies empower and protect consumers.	1	2					
FP.C&G.2.8 Analyze America’s two-party system in terms of the political and economic views that led to its emergence and the role that political parties play in American politics (e.g., Democrat, Republican, promotion of civic responsibility, Federalists, Anti-Federalists, influence of third parties, precincts, “the political spectrum,” straight ticket, canvass, planks, platform, etc.).	1	X			FP.PFL.2.1 Explain how consumer protection laws and government regulation contribute to the empowerment of the individual (e.g., consumer credit laws, regulation, FTC-Federal Trade Commission, protection agencies, etc.).	X	2					
FP.C&G.3 Analyze the legal system within the United States in terms of the development, execution and protection of citizenship rights at all levels of government.	1	2			FP.PFL.2.2 Summarize various types of fraudulent solicitation and business practices (e.g., identity theft, personal information disclosure, online scams, Ponzi schemes, investment scams, internet fraud, etc.).	X	X					
FP.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).	1	X			FP.PFL.2.3 Summarize ways consumers can protect themselves from fraudulent and deceptive practices (e.g., do not call lists, reading the fine print, terms and conditions, personal information disclosure, investment protection laws, fees, etc.).	X	X					
FP.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.).		2			FP.PFL.2.4 Classify the various types of insurance and estate planning including the benefits and consequences (e.g., car, health, renters, life, liability, travel, disability, long-term care, natural disaster, etc.).	X	X					
FP.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.).	X	2			FP.PFL.2.5 Summarize strategies individuals use for resolving consumer conflict (e.g., contacting Attorney General, filing claims, Better Business Bureau, Secretary of State, etc.).	X	X					

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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).	X	2			FP.E.1 Understand economies, markets and the role economic factors play in making economic decisions.	1	2	3	4			
FP.C&G.3.5 Compare jurisdictions and methods of law enforcement 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.).	X	2			FP.E.1.1 Compare how individuals and governments utilize scarce resources (human, natural and capital) in traditional, command, market and mixed economies.	X	2					
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).	X	2			FP.E.1.2 Analyze a market economy in terms of economic characteristics, the roles they play in decision-making 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)	X	2					
FP.C&G.3.7 Summarize the importance of the right to due process of law for individuals accused of crimes (e.g., habeas corpus, presumption of innocence, impartial tribunal, trial by jury, right to counsel, right against self-incrimination, protection against double jeopardy, right of appeal).	X	2			FP.E.1.3 Explain how supply and demand determine equilibrium price and quantity produced (e.g., any market example –apples, tires, etc.).	X	2					
FP.C&G.3.8 Evaluate the rights of individuals in terms of how well those rights have been upheld by democratic government in the United States	X	2			FP.E.1.4 Analyze the ways in which incentives and profits influence what is produced and distributed in a market system (e.g., supply, demand, free enterprise, What to produce? How to produce it? How much to produce? For whom to produce it? etc.).	X	2					
FP.C&G.4 Understand how democracy depends upon the active participation of citizens.	1	2			FP.E.1.5 Compare how various market structures affect decisions made in a market economy (e.g., monopoly, oligopoly, monopolistic competition, pure competition, etc.).	X	2					
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.).	X	2			FP.E.1.6 Compare national, state and local economic activity (e.g., resources, wages, production, employment,	X	2					
FP.C&G.4.2 Explain how the development of America’s national identity derived from principles in the Declaration of Independence, US Constitution and Bill of Rights (e.g., inalienable rights, consent of the governed, popular sovereignty, religious and political freedom, separation of powers, etc.).	X	2			FP.E.2 Understand factors of economic interdependence and their impact on nations.	1	2					
FP.C&G.4.3 Analyze the roles of citizens of North Carolina and the United States in terms of responsibilities, participation, civic life and criteria for membership or admission (e.g., voting, jury duty, lobbying, interacting successfully with government agencies, organizing and working in civic groups, volunteering, petitioning, picketing, running for political office, residency, etc.).	X	2			FP.E.2.1 Explain the basic concepts of trade (e.g., including absolute and comparative advantage, exchange rates, balance of trade, gains from trade, etc.).	X	X					
(continued)					(continued)							

