

**Presidents Day**  
**High School Correlates to Common Core and NC Essential Standards for Social Studies**  
**Find the resources and tools at [www.generationnation.org/learn](http://www.generationnation.org/learn)**

GRADE	READING INFORMATION	WRITING	SOCIAL STUDIES
<b>Civics &amp; Econ.</b>	<p>RH-1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH-10 Read and comprehend history/social studies texts independently and proficiently.</p>	<p>W-1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>W-2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	<p><b>Topics include:</b>  Federal Government  State and Local Government  Civic Leadership  Economics  Rights and Responsibilities  Public Interest  Contemporary Issues</p> <p>CE.C&amp;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.).</p> <p>CE.C&amp;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.).</p> <p>CE.C&amp;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 citizen protection.</p> <p>CE.C&amp;G.2.2 Summarize the functions of NC state and local governments within the federal</p>

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			<p>system of government. (Differences and similarities between roles of President and state and local officials)</p> <p>CE.C&amp;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.).</p> <p>CE.C&amp;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.).</p> <p>CE.C&amp;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).</p> <p>CE.C&amp;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.</p> <p>CE.C&amp;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.</p>

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			<p>CE.C&amp;G.3.6 Explain ways laws have been influenced by political parties, constituents, interest groups, lobbyists, the media and public opinion.</p>
<p><b>AH-1</b></p>	<p>RH-1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH-10 Read and comprehend history/social studies texts independently and proficiently.</p>	<p>W-1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>W-2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	<p><b>Multiple ways to align. Topics include:</b>            Founding Documents/Founders’ Principles            - US Constitution (powers of President)            - Presidential writings and papers            Federal Government            State and Local Government            Civic Leadership            President of the United States            Rights and Responsibilities            Public Interest            Contemporary Issues</p> <p>AH1.H.1.2 Use Historical Comprehension to: 1. Reconstruct the literal meaning of a historical passage. 2. Differentiate between historical facts and interpretations. 3. Analyze data in maps 4. Analyze visual, literary and musical sources.</p> <p>AH1.H.1.3 Use Historical Analysis and Interpretation to: 1. Identify issues and problems in the past 2. Consider multiple perspectives 3. Analyze cause and effect 4. Evaluate competing historical narratives and debates among historians 5. Evaluate the influence of the past on contemporary issues</p>

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			<p>AH1.H.2.1 Analyze key political, economic, and social turning points from colonization through Reconstruction in terms of causes and effects (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions etc.</p> <p>AH1.H.2.2 Evaluate key turning points from colonization through Reconstruction in terms of their lasting impact (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).</p> <p>AH1.H.4.1 Analyze the political issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., American Revolution, Constitutional Convention, Bill of Rights, development of political parties, nullification, slavery, states' rights, Civil War).</p>
AH II	<p>RH-1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH-10 Read and comprehend history/social studies texts independently and proficiently.</p>	<p>W-1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>W-2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	<p><b>Compare and contrast contemporary and historical issues and leaders</b></p> <p>AH1.H.1.2 Use Historical Comprehension to: 1. Reconstruct the literal meaning of a historical passage. 2. Differentiate between historical facts and interpretations. 3. Analyze data in maps 4. Analyze visual, literary and musical sources.</p> <p>AH1.H.1.3 Use Historical Analysis and Interpretation to: 1. Identify issues and problems in the past 2. Consider multiple</p>

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			<p>perspectives 3. Analyze cause and effect 4. Evaluate competing historical narratives and debates among historians 5. Evaluate the influence of the past on contemporary issues</p> <p>AH1.H.2.1 Analyze key political, economic, and social turning points from colonization through Reconstruction in terms of causes and effects (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions etc.</p> <p>AH1.H.2.2 Evaluate key turning points from colonization through Reconstruction in terms of their lasting impact (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).</p> <p>AH1.H.4.1 Analyze the political issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., American Revolution, Constitutional Convention, Bill of Rights, development of political parties, nullification, slavery, states' rights, Civil War).</p>

Founding Documents and Founders' Principles

Declaration of Independence

US Constitution

Executive powers in Article II [http://www.archives.gov/exhibits/charters/constitution\\_transcript.html](http://www.archives.gov/exhibits/charters/constitution_transcript.html)  
 Commander in Chief <http://www.archives.gov/calendar/features/2003/02.html>  
 Presidential veto <http://www.archives.gov/legislative/resources/education/veto/>

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Various writings, speeches, documents, etc. of Presidents – see list of resources