

STATE OF THE UNION ACTIVITIES
High School Correlates to Common Core and NC Essential Standards for Social Studies

GRADE	READING INFORMATION	WRITING	SOCIAL STUDIES
Civics & Econ.	<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-2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH-3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH-6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH-9 Compare and contrast treatments of the same topic in several primary and secondary sources.</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>W-6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>W-7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W-8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a</p>	<p>Topics include: Federal Government President of the United States State and Local Government Civic Leadership Law US Constitution and presidential speeches (Founding Documents) US History Historical Analysis Citizenship Rights and Responsibilities Public Interest Contemporary Issues</p> <p>CE.C&G.1.1 Explain how the tensions over power and authority led America’s founding fathers to develop a constitutional democracy.</p> <p>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 .</p> <p>CE.C&G.1.4 and 1.5 Analyze the principles and ideals underlying American democracy in terms of how they promote freedom, maintain Constitutional democracy.</p> <p>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 citizen protection.</p> <p>CE.C&G.2.2 Summarize the functions of NC state and local governments within the federal</p>

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		<p>standard format for citation.</p> <p>W-9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>W-10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>system of government.</p> <p>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.</p> <p>CE.C&G.2.6 Evaluate the authority federal, state and local governments have over individuals’ rights and privileges.</p> <p>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.</p> <p>CE.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.</p> <p>CE.C&G.3.6 Explain ways laws have been influenced by political parties, constituents, interest groups, lobbyists, the media and public opinion.</p> <p>CE.C&G.3.8 Evaluate the rights of individuals in terms of how well those rights have been upheld by democratic government in the US.</p> <p>CE.C&G.4.1 Compare citizenship in the American constitutional democracy to membership in other types of governments.</p> <p>CE.C&G.4.2 Explain how the development of America’s national identity derived from</p>

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			<p>principles in the Declaration of Independence, US Constitution and Bill of Rights.</p> <p>CE.C&G.4.3 Analyze the roles of citizens of NC and the US in terms of responsibilities, participation, civic life and criteria for membership or admission.</p> <p>CE.C&G.4.5 Explain the changing perception and interpretation of citizenship and naturalization (e.g., aliens, Interpretations of the 14th amendment, citizenship, patriotism, equal rights under the law, etc.).</p> <p>CE.C&G.5.5 Analyze the develops 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.).</p>
<p>US History I and II</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-2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</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>W-6 Use technology, including the Internet, to</p>	<p>Multiple ways to align. Topics include:</p> <ul style="list-style-type: none"> Federal Government Civic Leadership President of the United States Presidential speeches Law US Constitution US History Historical Analysis Rights and Responsibilities Public Interest Contemporary Issues

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	<p>RH-3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH-6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH-7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH-8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH-9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>RH-10 Read and comprehend history/social studies texts independently and proficiently.</p>	<p>produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W-7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W-8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths & limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>W-9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>W-10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>AH I (compare current and historical speeches and 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> <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.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> <p>AH1.H.4.2 Analyze the economic issues and conflicts that impacted the United States through Reconstruction and the compromises</p>

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			<p>that resulted (e.g., mercantilism, Revolutionary era taxation, National Bank, taxes, tariffs, territorial expansion, Economic “Panics”, Civil War).</p> <p>AH1.H.4.3 Analyze the social and religious conflicts, movements and reforms that affected the United States from colonization through Reconstruction in terms of participants, strategies, opposition, and results (e.g., Second Great Awakening, Transcendentalism, abolition, temperance, mental illness, prisons, education, etc.).</p> <p>AH1.H.4.4 Analyze the cultural conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., displacement of American Indians, manifest destiny, slavery, assimilation, nativism).</p> <p>AH1.H.5.2 Explain how judicial, legislative and executive actions have affected the distribution of power between levels of government from colonization through Reconstruction (e.g., the Marshall Court, Jacksonian era, nullification, secession, etc.).</p> <p>AH1.H.6.1 Explain how national economic and political interests helped set the direction of United States foreign policy from independence through Reconstruction (e.g., treaties, embargo, tariffs, Proclamation of Neutrality, Monroe Doctrine, etc.).</p> <p>AH1.H.8.1 Analyze the relationship</p>

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			<p>between innovation, economic development, progress and various perceptions of the “American Dream” through Reconstruction (e.g., inventions, Industrial Revolution, American System, etc.).</p> <p>AH II AH2.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>AH2.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> <p>AH2.H.2.1 Analyze key political, economic, and social turning points since the end of Reconstruction in terms of causes and effects (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).</p> <p>AH2.H.2.2 Evaluate key turning points since the end of Reconstruction in terms of their lasting impact (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).</p> <p>AH2.H.3.3 Explain the roles of various</p>

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			<p>racial and ethnic groups in settlement and expansion since Reconstruction and the consequences for those groups (e.g., American Indians, African Americans, Chinese, Irish, Hispanics and Latino Americans, Asian Americans, etc.).</p> <p>AH2.H.3.4 Analyze voluntary and involuntary immigration trends since Reconstruction in terms of causes, regions of origin and destination, cultural contributions, and public and governmental response (e.g., new immigrants, ports of entry, ethnic neighborhoods, settlement houses, immigration restrictions, etc.).</p> <p>AH2.H.4.1 Analyze the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., Populism, Progressivism, working conditions and labor unrest, New Deal, Wilmington Race Riots, Eugenics, Civil Rights Movement, Anti-War protests, Watergate, etc.).</p> <p>AH2.H.4.2 Analyze the economic issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., currency policy, industrialization, urbanization, laissez-faire, labor unrest, New Deal, Great Society, supply-side economics, etc.).</p> <p>AH2.H.5.1 Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the</p>

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			development of American political and economic systems since Reconstruction (e.g., “separate but equal”, Social Darwinism, social gospel, civil service system, suffrage, Harlem Renaissance, the Warren Court, Great Society programs, American Indian Movement, etc.).

Related Founding Documents and Principles

- i. the preamble to the North Carolina Constitution <http://www.ncga.state.nc.us/legislation/constitution/nconstitution.html>
- ii. the Declaration of independence http://www.archives.gov/exhibits/charters/declaration_transcript.html
- iii. the United States Constitution several passes including powers of the President http://www.senate.gov/civics/constitution_item/constitution.htm#a2
- vii. the Pledge of Allegiance
- viii. the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States <http://www.whitehouse.gov/about/presidents>

Aligns to: Section 2 (1)

- a. The Creator-endowed inalienable rights of the people.
- b. Structure of government, separation of powers with checks and balances.
- c. Frequent and free elections in a representative government.
- d. Rule of law.
- e. Equal justice under the law.
- f. Private property rights.
- g. Federalism.
- h. Due process.
- i. Individual rights as set forth in the Bill of Rights.
- j. Individual responsibility.