

Cumberland County Schools
Curriculum Guide
American History I:
The Founding Principles



High School Level

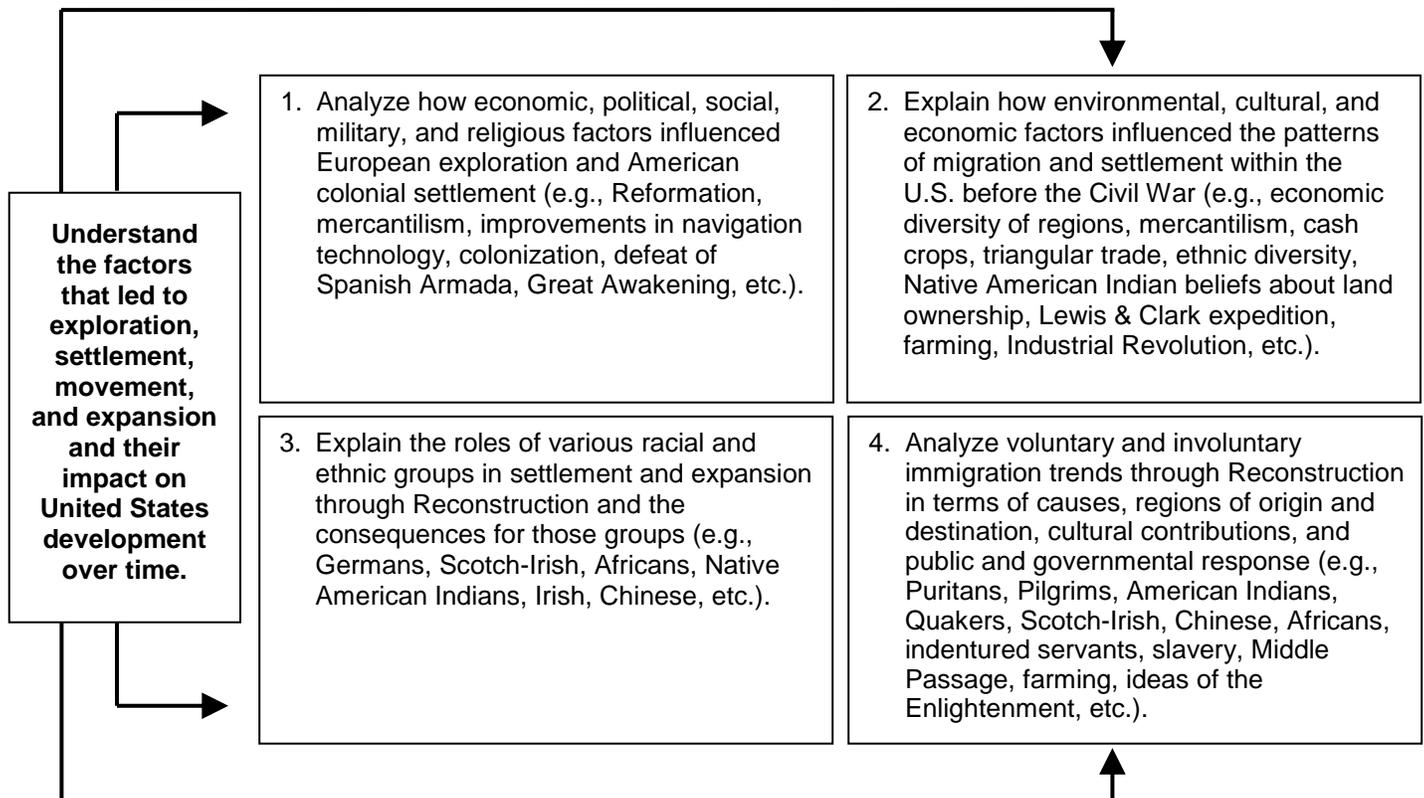
American History I: The Founding Principles

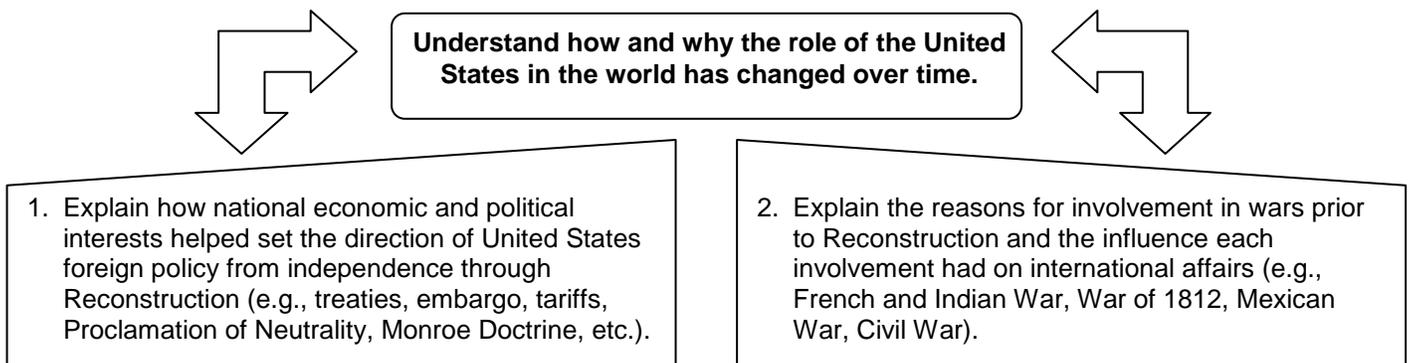
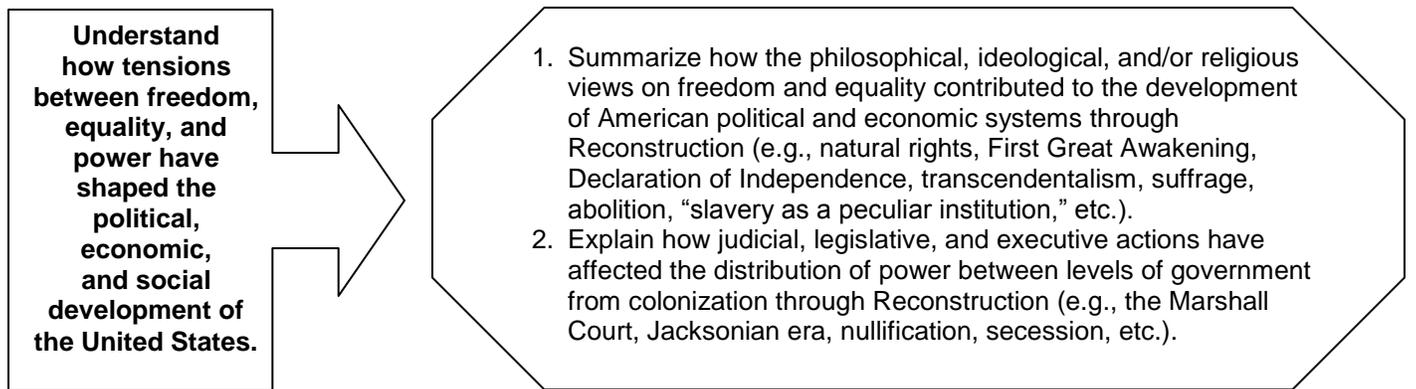
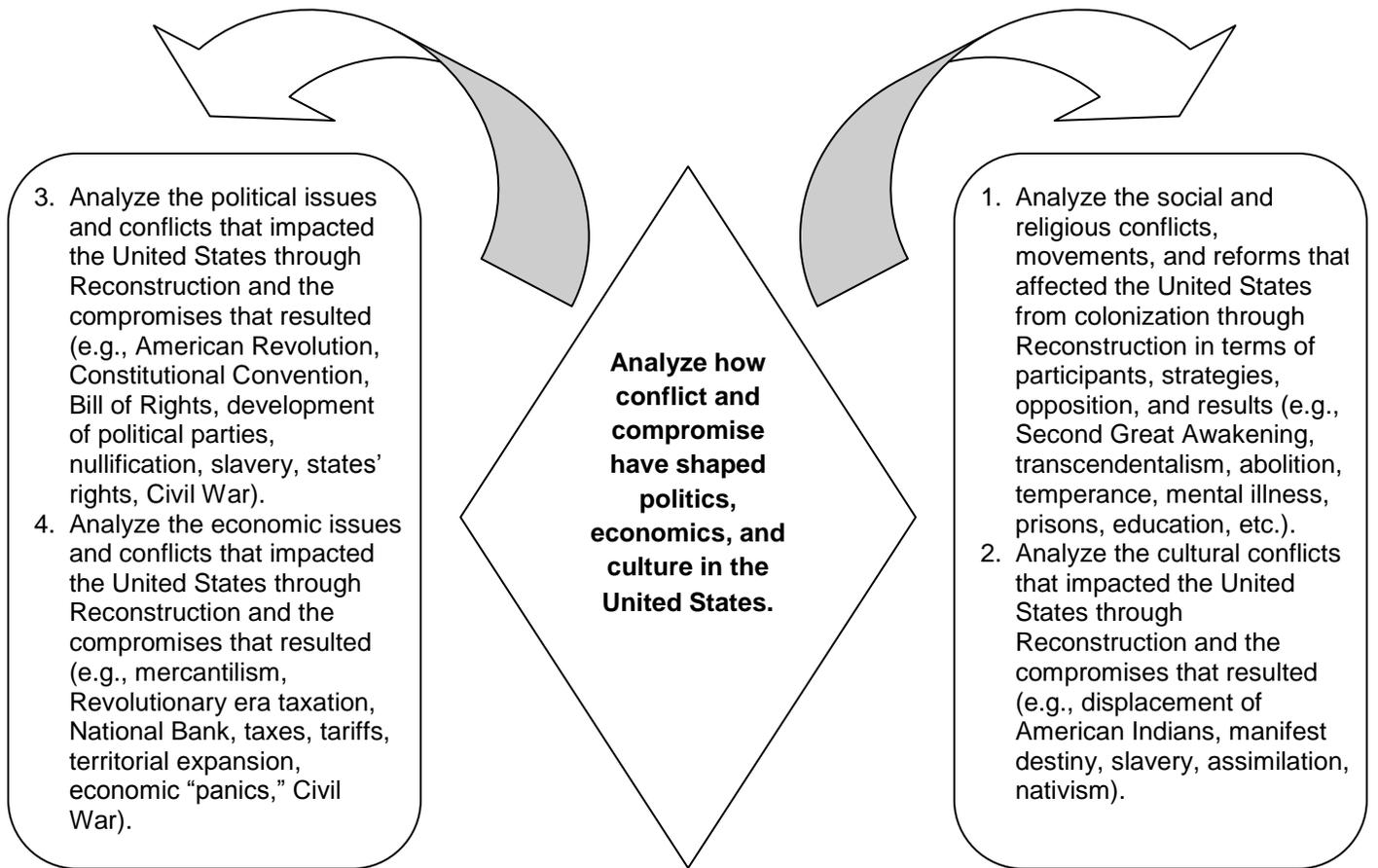
The Secondary Education department of the Cumberland County School System is pleased to provide the following curriculum guide, which describes your child's program of study in American History I: The Founding Principles at the high school level. The curriculum is a component of the North Carolina Standard Course of Study (NCSCOS) and builds upon previous studies of American History, the fundamental concepts in civics and government, economics, culture, and geography. The course covers the European exploration of the New World through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. American History I: The Founding Principles will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

The essential standards of American History I: The Founding Principles have been designed to provide a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society over time. This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations. Written conceptually, standards have been developed with a historical approach and identify the most critical knowledge and skills that students need to learn in this course.

Analyze key political, economic, and social turning points in American History using historical thinking.

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.).
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.).





**Understand the impact of war
on American politics, economics,
society, and culture.**

1.

Explain the impact of wars on American politics through Reconstruction (e.g., issues of taxation without representation, Proclamation of 1763, Proclamation of Neutrality, XYZ Affair, Alien & Sedition Acts, War Hawks, Hartford Convention, slavery compromises, scalawags, carpetbaggers, etc.).

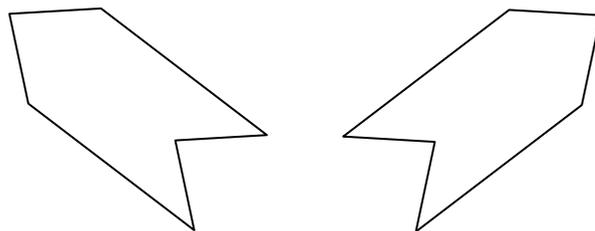
2.

Explain the impact of wars on the American economy through Reconstruction (e.g., colonial debts, salutary neglect, protective tariffs, inflation, profiteering, Hamilton's economic plan, embargo, American system, Homesteaders, etc.).

3.

Explain the impact of wars on American society and culture through Reconstruction (e.g., salutary neglect, slavery, breakup of the plantation system, carpetbaggers, scalawags, KKK, relocation of American Indians, etc.).

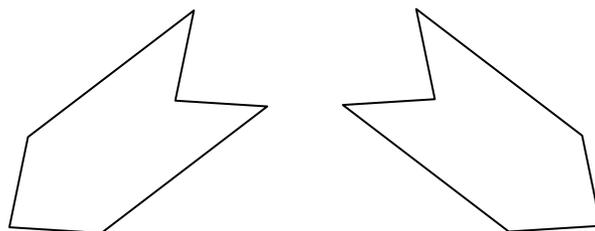
1. Analyze the relationship between innovation, economic development, progress, and various perceptions of the "American Dream" through Reconstruction (e.g., inventions, Industrial Revolution, American System, etc.).



**Analyze the relationship
between progress, crisis, and
the "American Dream" within
the United States.**

3. Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the "American Dream" through Reconstruction (e.g., various ethnic, religious, racial, socio-economic groups of people; plantation society; transcendentalism; 49ers; etc.).

2. Explain how opportunity and mobility impacted various groups within American society through Reconstruction (e.g., City on a Hill, Lowell and other "mill towns," manifest destiny, immigrants/migrants, Gold Rush, Homestead Act, Morrill Act, exodusters, women, various ethnic groups, etc.).



4. Analyze multiple perceptions of the "American Dream" in times of prosperity and crisis through Reconstruction (e.g., Hamilton's financial plan; embargo of 1807; manifest destiny, phases of Reconstruction; various ethnic, religious, racial, socio-economic groups of people, etc.).