# United States History Curriculum Guide

## 1st/3rd Quarter - Block

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<td>The 21st Century</td>
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</table>
# 1st/3rd Quarter – Block Schedule

**LATE 19TH AND EARLY 20TH CENTURIES, 1860-1910 (32%)**

## CIVIL WAR, RECONSTRUCTION, & THE WESTERN EXPERIENCE

### Benchmarks and Clarifications - What do the students need to know?

**SS.912.A.2.1 - 2.7**

**Review causes and consequences of the Civil War.**

- Students will **identify and/or evaluate** the causes and consequences of the Civil War.
- Students will **identify** the economic, political, and/or social causes of the Civil War.
- Students will **identify** varying points of view regarding the main causes of the Civil War.
- Students will **evaluate** the constitutional issues relevant to the Civil War and Reconstruction.
- Students will **identify** the economic, political, and/or social consequences of Reconstruction.
- Students will **identify and/or categorize** the influence of significant people or groups on Reconstruction.
- Students will **describe** the issues that divided Republicans during the early Reconstruction era.
- Students will **identify** the significance and/or impact of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution on African Americans and other groups.
- Students will **explain** how Jim Crow laws circumvented the intent and meaning of the Thirteenth, Fourteenth, and Fifteenth Amendments.
- Students will **analyze and/or explain** the various components of Jim Crow legislation and their effects on Southern minorities.
- Students will **identify** settlement patterns in the American West, the reservation system, and/or the tribulations of the Native Americans from 1865–90.

### Resources

- **HMH Text**
  - Module 1, Lessons 6 & 7
  - Module 2
- **Escambia Review**
- **Florida Student Tutorials**
  - What Caused the Civil War?
  - The Civil War’s Legacy
- **History Labs (in Dropbox)**
  - 2.1a- Civil War
  - 2.1b- Reconstruction
- **DBQ Unit (in Dropbox)**
  - Civil War & Reconstruction

### Suggested Pacing

- **7 days**
  - Causes of Civil War (1 day)
  - Course of the Civil War (.5 day) and Reconstruction (.5 day)
  - Reconstruction (2 days)
  - Western Migration
  - Native American Conflicts
  - Assessment

### Terms to know include, but are not limited to:

- African-American migration, Anaconda Plan, Black Codes, carpetbaggers, Compromise of 1850, Dawes Act, debt peonage, Dred Scott decision, Emancipation Proclamation, 15th Amendment, 14th Amendment, Freeport Doctrine, Gettysburg, Gettysburg Address, Abraham Lincoln, Jim Crow Laws, Kansas-Nebraska Act, Ku Klux Klan, Ostend Manifesto, Radical Republicans, reservation system, sharecropping, states’ rights, 13th Amendment, Vicksburg, westward expansion.

### Beyond the Bubble HATs

- Post-Civil War South
- Reconstruction Riots
- The KKK in the 1870s
## LATE 19<sup>TH</sup> AND EARLY 20<sup>TH</sup> CENTURIES, 1860-1910 (32%)

### INDUSTRIALIZATION

#### Benchmarks and Clarifications - What do the students need to know?

**SS.912.A.3.1 & 3.6**

*Analyze the economic challenges to American farmers and farmers’ responses to these challenges in the mid to late 1800’s.*

- Students will **analyze and/or explain** the causes of the economic challenges faced by American farmers.
- Students will **identify** strategies used by farmers to address the economic challenges of the late 1800s.

Terms to know include, but are not limited to:
- agricultural surplus, business monopolies, Cross of Gold, Farmers Alliance, government regulation of food and drugs, Grange, Granger laws, Homestead Act (1862), industrialization, Interstate Commerce Act (1887), populism, urbanization.

**SS.912.A.3.2 - 3.13**

*Examine the social, political, and economic causes, course, and consequences of the Second Industrial Revolution that began in the late 19<sup>th</sup> Century.*

- Students will **analyze and/or explain** the social and/or political causes and/or conditions in government, society, and the economy that contributed to the Second Industrial Revolution.
- Students will **explain and/or evaluate** the significance of events, movements, and people in American society prior to and/or during the Second Industrial Revolution.
- Students will **analyze and/or evaluate** the human experience during the Second Industrial Revolution.
- Students will **identify** the new industries and/or economic innovations of the Second Industrial Revolution and their impact on American economy and society.
- Students will **identify** the significant inventors of the Second Industrial Revolution.
- Students will **compare and/or contrast** the experiences of Northern European, Southern European, and Asian immigrants during the Second Industrial Revolution.
- Students will **explain** the impact of social change and reform movements in the late nineteenth and early twentieth centuries.
- Students will **describe** the origin, course, and/or consequences of the labor movement in the late nineteenth and early twentieth centuries.
- Students will **explain** the impact of key events and peoples in Florida history related to the Second Industrial Revolution.

#### Resources

<table>
<thead>
<tr>
<th>Resources</th>
<th>Suggested Pacing</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMH Text Module 2, Lesson 4</td>
<td>7 days</td>
</tr>
<tr>
<td>Escambia Reviews <a href="http://bit.ly/1KAFZ82">http://bit.ly/1KAFZ82</a></td>
<td>Factors Leading to Industrialization</td>
</tr>
<tr>
<td>Florida Student Tutorial The Populist Revolt</td>
<td>Immigration/Urbanization</td>
</tr>
<tr>
<td>History Lab (in Dropbox) 3.1- Farmer’s Challenges</td>
<td>Political Corruption</td>
</tr>
<tr>
<td>DBQ Unit (in Dropbox) Farmers’ Challenges &amp; the West</td>
<td>Populist Movement</td>
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<td></td>
<td>Reforms</td>
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<td>Progressive Movement</td>
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<td>Assessment</td>
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**HMH Text Modules 3, 4, and 5**

- Escambia Reviews http://bit.ly/1j9U1GW
- Florida Student Tutorials
  - Captains of Industry
  - Coming to America
- History Labs (in Dropbox) 3.2a- Industrialization 3.2b- Immigration
- DBQ Unit (in Dropbox) 2nd Industrial Revolution
Terms to know include, but are not limited to:
African-American inventors, American Federation of Labor, Bessemer process, child labor, Chinese Exclusion Act, Everglades, Gentlemen’s Agreement, government regulation, Great Migration, Haymarket Riot (1886), Henry Flagler, Homestead Strike (1892), Ida Tarbell, immigration, innovation, Knights of Labor, labor unions, market economy, muckrakers, National Woman Suffrage Association, planned economy, political machines, Pullman Strike (1894), railroads, settlement houses, Sherman Antitrust Act (1890), Sherman Silver Purchase Act (1894), Social Darwinism, Social Gospel movement, suffrage movement, transportation, urbanization, urban centers.

**GLOBAL MILITARY, POLITICAL, AND ECONOMIC CHALLENGES, 1890 - 1940 (34%)**

**IMPERIALISM**

<table>
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<th>SS.912.A.4.1 - 2, 3, 4, and 11</th>
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<th>Suggested Pacing</th>
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<tbody>
<tr>
<td><strong>Analyze the major factors that drove United States imperialism.</strong></td>
<td>HMH Text Module 6</td>
<td>5 days</td>
</tr>
<tr>
<td>• Students will analyze the literary works, government policies, social philosophies, geographic factors, and/or economic incentives that motivated American imperialism in the late nineteenth and early twentieth centuries.</td>
<td>Escambia Review <a href="http://bit.ly/1LwbhRu">http://bit.ly/1LwbhRu</a></td>
<td>Becoming a World Power</td>
</tr>
<tr>
<td>• Students will compare and/or contrast imperialist and anti-imperialist viewpoints from the late nineteenth and early twentieth centuries.</td>
<td>Florida Student Tutorials</td>
<td>Spanish American War and the Filipino Insurrection</td>
</tr>
<tr>
<td>• Students will describe the role of the media in promoting the Spanish-American War.</td>
<td>History Lab (in Dropbox)</td>
<td>American Imperialism in Asia and Latin America</td>
</tr>
<tr>
<td>• Students will trace the origin, course, and/or consequences of the Spanish-American War.</td>
<td>4.1a- Imperialism</td>
<td>Anti-Imperialism</td>
</tr>
<tr>
<td>• Students will identify the issues, challenges, and/or problems that were raised in the governing of a United States overseas empire.</td>
<td>4.1b- Imperialism</td>
<td>Assessment</td>
</tr>
<tr>
<td>• Students will identify the motivations and/or obstacles faced by the United States in the construction of the Panama Canal.</td>
<td>DBQ Unit (in Dropbox)</td>
<td></td>
</tr>
<tr>
<td>• Students will explain the impact of key events and peoples in Florida history.</td>
<td>Imperialism</td>
<td></td>
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Terms to know include, but are not limited to:
big stick, expansionism, imperialism, Open Door policy, Panama Canal, Philippines, Platt Amendment, Roosevelt Corollary, Spanish-American War, Teller Amendment, Treaty of Portsmouth (1905), yellow fever, yellow press.
### GLOBAL MILITARY, POLITICAL, AND ECONOMIC CHALLENGES, 1890 - 1940 (34%)

#### WORLD WAR I

**Benchmarks and Clarifications - What do the students need to know?**

<table>
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<th>SS.912.A.4.5 – 11</th>
<th>Resources</th>
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</table>
| **Examine causes, course, and consequences of United States involvement in World War I.** | **HMH Text**  
Module 7 | **5 days**  
Causes of World War I |
| | **Escambia Review**  
http://bit.ly/1LSFNDI |  
United States Entering:  
- Lusitania  
- Zimmerman telegraph |
| | **History Labs (in Dropbox)**  
4.5a- Neutrality  
4.5b- Treaty of Versailles | US Home front  
Wilson’s 14 Points/ Treaty of Versailles/League of Nations |
| | **DBQ Units (in Dropbox)**  
- Efforts to Avoid Future Wars  
- World War I | Assessment |

**Terms to know include, but are not limited to:**

### THE ROARING TWENTIES, GREAT DEPRESSION, & NEW DEAL

**Benchmarks and Clarifications - What do the students need to know?**

<table>
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<th>SS.912.A.5.3, 5.1, &amp; 5.12</th>
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</table>
| **Examine the impact of United States foreign economic policy during the 1920s.** | **HMH Text**  
Module 8 | **7 days**  
Isolationism/ Red Scare/ Hoover and Coolidge |
| | **Escambia Review**  
Social Mores, Prohibition, Suffrage, and Harlem Renaissance |
| | **Florida Student Tutorial**  
The Economy of the Roaring 20s | Consumer Society, Causes of Depression |
| | **History Lab (in Dropbox)**  
5.3-1920s Foreign Policy |  
Assessment |
**SS.912.A.5.5**

*Describe efforts by the United States and other world powers to avoid future wars.*

- Students will **describe** the various domestic and international peace and relief efforts in which the United States was involved following World War I.
- Students will **identify and/or evaluate** the social, political, and economic incentives for the development of peace and relief efforts after World War I.

*Terms to know include, but are not limited to:* Dawes Plan, Four Power Treaty, Kellogg-Briand Pact, League of Nations, Neutrality Acts, Washington Naval Conference, Women’s International League for Peace and Freedom.

**SS.912.A.5.10, 5.2, 5.6-5.9, & 5.12**

*Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.*

- Students will **recognize and/or examine** varying points of view related to the desire to expand and restrict civil rights for women and political, social, economic, religious, and ethnic minorities.
- Students will **identify** reasons for the rise of nativism in the 1920s and 1930s.
- Students will analyze how civil rights issues both united and divided society in the United States in the period 1919–39.
- Students will **identify and/or evaluate** the decisions made by national and state governments related to immigration and other civil rights issues.

*Terms to know include, but are not limited to:* Booker T. Washington, Eighteenth Amendment, flappers, Fundamentalist Movement, Great Migration, Harlem Renaissance, Ku Klux Klan, Marcus Garvey, nativism, National Association for the Advancement of Colored People (NAACP), Nineteenth Amendment, normalcy, Prohibition, quota system, Rosewood Incident, Sacco and Vanzetti, Seminole Indians, Universal Negro Improvement Association, Volstead Act, W.E.B. DuBois.

**SS.912.A.5.11, 5.4, & 5.12**

*Examine causes, course, and consequences of the Great Depression and the New Deal.*

- Students will **recognize** the cause-and-effect relationships of economic trends as they relate to society in the United States during the 1920s and 1930s.
- Students will **identify and/or evaluate** the impact of business practices, consumer patterns, and government policies of the 1920s and 1930s as they relate to the Great Depression and subsequent New Deal.
- Students will **examine** the human experience during both the Great Depression and the New Deal.
- Students will **analyze** the long-term social, political, and economic consequences of the 1920s and 1930s on society in the United States and/or Florida.
- Students will **explain** the effects of the changing role of tourism in Florida’s development and growth (1890–1930), the land boom and bust (1920–30), and/or the impact of the Great Depression (1926–40).
Terms to know include, but are not limited to:
Agricultural Adjustment Act (AAA), bank holiday, Black Tuesday, Bonus Expeditionary Force, bull market, buying on margin, Civilian Conservation Corps (CCC), Dust Bowl, economic boom, Federal Deposit Insurance Corporation (FDIC), Great Depression, Gross National Product (GNP), impact of climate and natural disasters, National Labor Relations Act (Wagner Act), National Recovery Act (NRA), National Recovery Administration (NRA), New Deal, Recovery, Reform, Relief, Roaring Twenties, Sit-Down Strike, Smoot-Hawley Tariff, Social Security, speculation boom, Tennessee Valley Authority (TVA), Works Progress Administration (WPA).

### THE UNITED STATES AND THE DEFENSE OF THE INTERNATIONAL PEACE 1940 - PRESENT (32%)

#### PRE-WWII US FOREIGN POLICY

**Benchmarks and Clarifications- What do the students need to know?**

**SS.912.A.6.1 - 6.3**

*Examine causes, course, and consequences of World War II on the United States and the world.*

- Students will **identify and/or evaluate** the social, political, and economic causes of World War II.
- Students will **identify and/or evaluate** the causes of World War II both domestically and internationally.
- Students will **identify** the events leading up to and ramifications of the Holocaust

Terms to know include, but are not limited to:
Fascism, Communism, Militarism, Neutrality Acts, Cash and Carry, Lend-Lease Act, Holocaust

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<td>HMH Text Module 11</td>
<td>5 days</td>
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<tr>
<td>History Lab (in Dropbox) 6.1- WWII</td>
<td>Appeasement/Beginning of World War II</td>
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<tr>
<td>DBQ Unit (in Dropbox) Causes and Consequences of WWII</td>
<td>Lend-Lease/Neutrality Acts/Pearl Harbor</td>
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<td>Gateway to USH Chapter 12</td>
<td>Holocaust</td>
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<tr>
<td>Beyond the Bubble HATs Appeasement at Munich</td>
<td>Assessment</td>
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## IMPACT OF WWII

### Benchmarks and Clarifications - What do the students need to know?

**SS.912.A.6.1 - 6.9 & 6.15**  
**Examine causes, course, and consequences of World War II on the United States and the world.**

- Students will **identify and/or evaluate** the consequences of World War II both domestically and internationally.
- Students will **evaluate** the significance of specific wartime events and actions both on the home front and on the progress of the war.
- Students will **analyze** the role played by individuals in the war effort, including the involvement of women and minority groups in home front and overseas activities.
- Students will **identify and/or evaluate** the role of technology in World War II and the political, economic, and social implications of the use of technology.
- Students will **evaluate** the long-term influences of the war on both domestic and international affairs.

### Related terms to know include, but are not limited to:


### Resources

- **HMH Text**  
  Module 11

- **Escambia Review**  
  Ex. 1-2, 4-8, 10-11

- **History Lab (in Dropbox)**  
  6.1- WWII

- **DBQ Unit (in Dropbox)**  
  Causes and Consequences of WWII

### Suggested Pacing

- **4 days**
  - US Mobilization
  - European Theater (N. Africa, Battle of the Atlantic, Stalingrad, D-Day, Battle of the Bulge, VE Day)
  - Pacific Theater (Doolittle Raid, Coral Sea, Midway, Island Hopping, Iwo-Jima, Atomic bomb)

### Exam

- **Beyond the Bubble HATs**
  - Japanese Internment
  - Evacuating Japanese Americans
### 2nd/4th Quarter - Block Schedule

**THE UNITED STATES AND THE DEFENSE OF THE INTERNATIONAL PEACE 1940 - PRESENT (32%)**

**POST WWII FOREIGN POLICY: COLD WAR & KOREAN WAR**

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<tr>
<td><strong>SS.912.A.6.10</strong> Examine causes, course, and consequences of the early years of the Cold War.</td>
<td></td>
<td>6 days</td>
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</tbody>
</table>
| • Students will **identify and/or evaluate** the social, political, and economic causes of the early years of the Cold War (1945–50). | HMH Text  
Module 12 | Division of Germany, Berlin Airlift, Origins of the Cold War  
US Cold War Policy, Truman Doctrine/containment, Marshall Plan, NATO, Warsaw Pact  
Cold War in Asia, Chinese Civil War, Korean War  
Cold War in American Society, McCarthyism, Pop Culture  
Eisenhower foreign policy, brinkmanship, massive retaliation, covert operations/CIA and KGB  
Assessment |  |
| • Students will **recognize** the significance of events or actions of the early years of the Cold War (1945–50) that influenced government policy and social interactions. | Escambia Review  
http://bit.ly/1LwT6LI |  |
| • Students will **identify and/or evaluate** the long-term social, political, and economic implications of events and actions that occurred during the early years of the Cold War (1945–50). | History Lab (in Dropbox)  
6.10- Early Cold War |  |
| • Students will **recognize** varying points of view related to the early years of the Cold War (1945–50) and examine how those points of view shaped public policies and social interactions. | DBQ Unit (in Dropbox)  
Early Years of the Cold War |  |
| • Students will **evaluate** how the impact of the early years of the Cold War (1945–50) on the lives of individuals in the United States. |  |  |
| • Students will **evaluate** how events of the early years of the Cold War (1945–50) influenced United States involvement in international conflicts. | HMH Text  
Module 12 |  |
| Terms to know include, but are not limited to: Berlin blockade, Cold War, Dumbarton Oaks Conference, iron curtain, Marshall Plan, North Atlantic Treaty Organization (NATO), Nuremberg Trials, Potsdam, Truman Doctrine. | Escambia Review  
http://bit.ly/1KvkWpq |  |
| **SS.912.A.6.13, 6.11, 6.12, & 6.14** Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, and Johnson administrations. |  |  |
| • Students will **interpret** how the major foreign policy events of the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations shaped social interactions and government policies in the United States and how those policies affected the international perspective of the United States and its role in foreign affairs. | HMH Text  
Module 12 | Gateway to USH  
Chapter 13 |  |
| • Students will **recognize** the major foreign policy events of the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations. | Escambia Review  
http://bit.ly/1KvkWpq | Beyond the Bubble HATs  
Cold War Foreign Policy |  |
| • Students will **identify and/or evaluate** the role of nuclear technology in shaping foreign policies during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations. | Ex. 1-4, 6-7, 9-10 |  |  |
| • Students will **identify and/or evaluate** the influence of the media on public opinion concerning the presidential foreign policy actions of the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations. | DBQ Unit (in Dropbox)  
Foreign Policy: Truman - Nixon |  |  |
| Terms to know include, but are not limited to: arms race, Berlin, Cold War, domino theory, Indochina, Korean War, McCarthyism, Panmunjom, SEATO. | Gateway to USH  
Chapter 13 |  |  |
|  |  |  |  |
**THE UNITED STATES AND THE DEFENSE OF THE INTERNATIONAL PEACE 1940 - PRESENT (32%)**

**1950s - 1960s: A CHANGING AMERICA**

<table>
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<th>Benchmarks and Clarifications- What do the students need to know?</th>
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<th>Suggested Pacing</th>
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<td><strong>SS.912.A.7.1–7.3, 7.17</strong></td>
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<td>6 days</td>
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<tr>
<td><strong>Identify causes for post-World War II prosperity and its effects on American society</strong></td>
<td></td>
<td>Fair Deal and Eisenhower conservatism</td>
</tr>
<tr>
<td>▪ Students will <strong>identify and/or evaluate</strong> how demobilization and government policies contributed to post–World War II prosperity.</td>
<td><strong>HMH Text</strong></td>
<td>The Affluent Society</td>
</tr>
<tr>
<td>▪ Students will <strong>analyze</strong> the social, political, and economic factors that contributed to post–World War II prosperity.</td>
<td><strong>Module 13 &amp; 14</strong></td>
<td>Poverty amid Prosperity</td>
</tr>
<tr>
<td>▪ Students will <strong>identify</strong> the limitations of post–World War II prosperity by examining the social, political, ethnic, racial, and cultural groups that were unaffected during that period of prosperity.</td>
<td><strong>Escambia Review</strong></td>
<td>JFK, election of 1960, New Frontier</td>
</tr>
<tr>
<td>▪ Students will <strong>identify and/or evaluate</strong> the long-term influence of post–World War II prosperity on society in the United States by considering both the positive and negative social, cultural, political, geographic, and economic effects on society.</td>
<td><strong><a href="http://bit.ly/1JqdbNj">http://bit.ly/1JqdbNj</a></strong></td>
<td>Flexible response, space race, Bay of Pigs, Berlin Wall, Cuban missile crisis, assassination</td>
</tr>
</tbody>
</table>

Terms to know include, but are not limited to:
- baby boomers, birth rate, Equal Rights Amendment, GI Bill of Rights, Interstate Highway System, suburbs, women in the workforce.

| **SS.912.A.7.4, 7.10, 7.13** | | Johnson and the Great Society |
| **Evaluate the success of 1960s-era presidents’ foreign and domestic policies.** | | Assessment |
| ▪ Students will **identify** foreign policy initiatives of the 1960s-era presidents and/or evaluate how those policies affected both foreign and domestic relations. | **HMH Text** | **Florida Student Tutorial** |
| ▪ Students will **identify** domestic policy initiatives of the 1960s-era presidents and/or evaluate how those policies affected both foreign and domestic relations. | **Module 14** | Three Presidencies: Kennedy, Johnson, and Nixon |
| ▪ Students will **analyze** the incentives for 1960s-era foreign and domestic policies. | **Escambia Review** | **History Lab (in Dropbox)** |
| ▪ Students will **identify and/or evaluate** the controversies associated with the 1960s-era foreign and domestic policies. | **http://bit.ly/1KQ1TEi** | 7.4- Great Society |
| ▪ Students will **analyze** the influence of the media concerning presidential foreign and domestic policies or actions of the 1960s. | **Florida Student Tutorial** | **DBQ Unit (in Dropbox)** |

Terms to know include, but are not limited to:
- antiwar protests, arms race, conscientious objector, Cuban Missile Crisis, demilitarized zone (DMZ), domino theory, doves, draft, Equal Rights Amendment (ERA), Great Society, hawks, immigration, migration, nuclear proliferation, women in the workforce.

**HMH Text**
- Module 13 & 14

**Escambia Review**

**Florida Student Tutorial**
- Three Presidencies: Kennedy, Johnson, and Nixon

**History Lab (in Dropbox)**
- 1950s Prosperity

**DBQ Unit (in Dropbox)**
- Post-WWII Prosperity

**Gateway to USH**
- Ch. 15
## CIVIL RIGHTS OF THE ‘50s & ‘60s

### Benchmarks and Clarifications - What do the students need to know?

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<tr>
<th>SS.912.A.7.6, 7.5, 7.7, 7.9, 7.17</th>
<th>Resources</th>
<th>Suggested Pacing</th>
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<tbody>
<tr>
<td><strong>Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.</strong></td>
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</tr>
</tbody>
</table>
| ▪ Students will **interpret** the social, cultural, political, and economic significance of events or actions related to the Civil Rights Movement and Black Power Movement.  
  ▪ Students will **identify** key organizations that shaped the Civil Rights Movement and Black Power Movement and the goals and motivations of those organizations.  
  ▪ Students will **identify and/or evaluate** the effectiveness of tactics used by organizations and individuals in shaping the Civil Rights Movement and Black Power Movement.  
  ▪ Students will **evaluate** the actions of individuals involved in the Civil Rights Movement and Black Power Movement.  
  ▪ Students will **identify** how other reform movements were influenced by the leadership, practices, and achievements of the Civil Rights Movement and Black Power Movement. |
| **Terms to know include, but are not limited to:** Black Panthers, Civil Rights Act (1964), Congress of Racial Equality (CORE), Freedom Riders, March on Washington, Nation of Islam, National Urban League, sit-ins, social activism, Southern Christian Leadership Conference (SCLC), Student Nonviolent Coordinating Committee (SNCC). |

<table>
<thead>
<tr>
<th>SS.912.A.7.8</th>
<th>Resources</th>
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<tbody>
<tr>
<td><strong>Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.</strong></td>
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</table>
| ▪ Students will **identify** the significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.  
  ▪ Students will **evaluate** the short- and long-term impact of significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights on society in the United States.  
  ▪ Students will **evaluate** how significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights both united and divided groups of people in the United States. |

### HMH Text
- Module 15

### Escambia Review

### History Lab (in Dropbox)
- 7.6- Civil Rights Movement
- 7.8- Supreme Court Cases

### DBQ Unit (in Dropbox)
- Civil Rights
- Supreme Court- Civil Rights

### Gateway to USH
- Chapter 15

### Beyond the Bubble HATs
- Civil Rights Movement in Context
### VIETNAM

#### Benchmarks and Clarifications - What do the students need to know?

**SS.912.A.6.14**

*Analyze causes, course, and consequences of the Vietnam War.*

Examples are Geneva Accords, Gulf of Tonkin Resolution, the draft, escalating protest at home, Vietnamization, the War Powers Act.

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<tr>
<th>Resources</th>
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<tbody>
<tr>
<td>HMH Text</td>
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<tr>
<td>Module 16</td>
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<td>Florida Student Tutorial</td>
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<tr>
<td>American and the Vietnam War</td>
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<tr>
<td>History Lab (in Dropbox)</td>
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<tr>
<td>The Vietnam War</td>
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<td>Escambia Review</td>
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<td>Ex. 5 &amp; 8</td>
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<td>Chapter 16</td>
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<td>Ted Talks</td>
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<td>History v. Richard Nixon</td>
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### NIXON

#### Benchmarks and Clarifications - What do the students need to know?

**SS.912.A.6.13**

*Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.*

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<th>Resources</th>
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<tbody>
<tr>
<td>HMH Text</td>
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<tr>
<td>Module 17, Lessons 1-3</td>
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<td>Escambia Review</td>
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<tr>
<td>History v. Richard Nixon</td>
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<tr>
<td>Nixon’s foreign Policy, Nixon’s doctrine, detente, SALT I, Visit to Great Wall</td>
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<td>Watergate/cover-up to resignation and impact.</td>
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<td>Ford and Carter</td>
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<td>Assessment</td>
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#### EOC Review and Assessment

- US 19th Century
- Early 20th Century, Imperialism to WW II
- Cold War and Overview of 21st Century
- EOC
THE UNITED STATES AND THE DEFENSE OF THE INTERNATIONAL PEACE 1940 - PRESENT (32%)

### THE REAGAN YEARS

**Benchmarks and Clarifications - What do the students need to know?**

**SS.912.A.7.11**

*Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.*

- Students will **identify and/or evaluate** the significance of events and actions relating to United States foreign policy in Africa, Asia, the Caribbean, Latin America, and the Middle East.
- Students will **evaluate** the social, political, and economic impact of United States foreign policy pertaining to Africa, Asia, the Caribbean, Latin America, and the Middle East on society and culture in the United States.
- Students will **evaluate** the humanitarian, political, and economic factors that motivated United States foreign policy relating to Africa, Asia, the Caribbean, Latin American, and the Middle East.
- Students will **identify** the influence of the media on public opinion concerning foreign policy initiatives taken by the United States relating to Africa, Asia, the Caribbean, Latin America, and the Middle East.

Terms to know include, but are not limited to:
apartheid, glasnost, globalization, inflation, terrorism.

**Resources**

- HMH Text Module 17, Lessons 4-6
- History Lab (in Dropbox) 7.11 - U.S. Foreign Policy (Middle East)
- DBQ Unit (in Dropbox) U.S. Foreign Policy (Modern)

**Suggested Pacing**

4 days

- Conservatism
- Reaganomics
- Reagan’s Military Buildup, Star Wars
- New World Order - Tiananmen Square, Panama, Persian Gulf War
- End of Cold War – Reunification of Germany and dissolution of the Soviet Union.

### THE UNITED STATES AND THE DEFENSE OF THE INTERNATIONAL PEACE 1940 - PRESENT (32%)

### THE 1990s

**Benchmarks and Clarifications - What do the students need to know?**

**SS.912.A.7.12, 7.14-7.17**

*Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.*

- Students will **examine** how noted global and/or domestic events shaped the political, economic, and social issues and concerns of people living in the United States.
- Students will **analyze** the domestic issues that have both united and divided social, cultural, ethnic, religious, economic, and political groups in the United States.
- Students will **identify and/or examine** the political, economic, and social implications of the United States’ role as a global leader.
- Students will **examine** both domestic and international consequences of global leadership.
- Students will **analyze** various social and political perspectives relating to domestic and international issues.

**Resources**

- HMH Text Module 18, Lesson 1
- History Lab (in Dropbox) 7.12: Late 20th Century Issues (Gun Control)
- Gateway to USH Chapter 17
- Beyond the Bubble HATs • China's Cultural Revolution
  • Apartheid in South Africa

**Suggested Pacing**

4 days

- Clinton/foreign policy/global environmentalism
- Impeachment, domestic policy
- Technology revolution
- Assessment
### THE UNITED STATES AND THE DEFENSE OF THE INTERNATIONAL PEACE 1940 - PRESENT (32%)

#### THE 21ST CENTURY

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<th>Benchmarks and Clarifications- What do the students need to know?</th>
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</table>
| **SS.912.A.7.15**  
*Analyze the effects of foreign and domestic terrorism on the American people.*  
Examples are Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq. | **HMH Text**  
Module 18, Lessons 2-5  
Module 19  
**DBQ Unit (in Dropbox)**  
21st Century Challenges  
**Gateway to USH**  
Chapter 16 | **4 days**  
Election of 2000  
9/11 and War on Terror  
Current Events |