

Understanding the Curriculum Guide

This curriculum guide was written based on the Next Generation Sunshine State Standards for US History and the Florida End-of-Course Assessment in US History Test Item Specifications. The curriculum guide is designed to help teachers determine areas of coverage and to avoid trying to teach every page of the textbook. This eleven unit guide is designed around the **Organizing Principles** and **Essential Questions** which provide direction for a unit of study and outline the things student should absolutely know.

The **Organizing Principle** is the purpose of each unit of study. The **Organizing Principle** is like a thesis statement in an essay. A thesis statement provides the direction for an essay and lets the reader know what the writer is trying to prove. Similarly, an **Organizing Principle** provides direction for a unit of study in a classroom. It lets the student know what you as a teacher are trying to prove. All the concepts, essential questions, skills, and vocabulary that you teach should come back to the **Organizing Principle**.

The **Essential Questions** are used in the maps to outline items essential to the coverage of each unit, the things students should absolutely know. The same holds true for the **Concepts, People, Places and Events**. Because of the complexity of history it is nearly impossible to draw clear lines of division between the units included in this guide. In many cases ideas and events bleed from one unit to the next. In some cases events that occurred in the same time period are placed in separate units in order to provide consistent themes of study, this can be seen most notably in the Cold War and Turbulent Times units.

Sample Activities accompany each unit of study. These are only examples of some of the items you can use to teach the unit. Teachers are encouraged to use a variety of resources to teach the content and skills. *The textbook should be but one of many resources used to teach the US History curriculum.* Teachers should make every effort to align their lessons and activities to Standard 1 of the Next Generation Sunshine State Standards for US History as well as the Common Core Standards. When applicable, **Sample Activities** have notes on alignment to the Common Core Reading & Writing Standards for Literacy in History/Social Studies 6-12.

The **Pacing** section has been designed to guide teachers in effectively teaching all elements of the curriculum. Keep in mind that this is a survey course. We cannot possibly teach everything there is to know about all of United States history. We are, however, bound to the Next Generation Sunshine State Standards and have a responsibility to teach the necessary timeline to promote student success on the Florida End-of-Course Assessment in US History.

The **Assessment** section has been created for each teacher to use in developing his/her curriculum. PCS students enrolled in US History will take 3 district wide assessments in preparation for the Florida End-of-Course Assessment in US History. Unit alignment to these PCS District tests is located in the **Assessment** section of this guide. Teachers are encouraged to utilize a variety of assessment strategies and not simply rely on the “test generator”. Critical thinking and primary source analysis should be incorporated into assessments to better prepare students for the Florida End-of-Course Assessment in US History.

**High School
United States History**

CURRICULUM MAP

Civil War and Reconstruction REVIEW

<p>Organizing Principle: The Civil War was caused by economic, social, political differences between the North and the South. The most important of which was differing views on slavery. This brutal conflict resulted in tremendous loss of life and property and brought major changes to the American way of life.</p>	<p>Estimated Number of Days: Traditional: 14 Block: 7</p>	<p>Pacing: August</p>
<p>Standard 2: Understand the causes, course and consequences of the Civil War and Reconstruction and its effects on the American people. Benchmarks: SS.912.A.2.1, SS.912.A.2.2, SS.912.A.2.3, SS.912.A.2.4, SS.912.A.2.5, SS.912.A.2.6</p>		
Essential Questions	Concepts	People, Places, Events
<ol style="list-style-type: none"> 1. In the decade leading up to the Civil War, how did the North and the South compare in terms of population, economics, and resources and how did these factors help cause a future war? 2. How did the ongoing debate over slavery and admission of new states into the Union cause significant tension between the North and South? 3. What were the causes, course, and effects of “Bleeding Kansas?” 4. What impact did the decision in the Dred Scott case have in the North and South? 	<p>Sectionalism Secede State’s Rights Popular Sovereignty Unconstitutional</p>	<p>Missouri Compromise, Compromise of 1850, Slave Codes, Fugitive Slave Act, Kansas-Nebraska Act, Bleeding Kansas, <i>Dred Scott v. Sanford</i>, Roger B. Taney, Abraham Lincoln, Freeport Doctrine</p>
<ol style="list-style-type: none"> 5. What were the advantages and disadvantages of the North and South going into the Civil War (manpower, leadership, industry, resources, terrain, alliances)? 6. What were the war aims and strategies of the Union and the Confederacy entering the war? 7. What was the purpose of the Emancipation Proclamation and what did it accomplish? 8. How did the tide of war turn in 1863, from the Southern victories at Fredericksburg to the Union victory at Gettysburg? 9. What was President Lincoln’s message at Gettysburg and what was its future impact? 10. Why was the victory at Vicksburg so important to the Union? 	<p>Civil War Blockade Emancipate Total War</p>	<p>Anaconda Plan Emancipation Proclamation Vicksburg Campaign Battle of Gettysburg Gettysburg Address</p>
<ol style="list-style-type: none"> 11. How did Abraham Lincoln’s 10% Plan compare to the Radical Republicans’ plan for Reconstruction? 12. What difficulties did Andrew Johnson face during his presidency and what were the causes of his impeachment? 13. How did Florida’s government change during Reconstruction? 	<p>Radical Reconstruction Amnesty</p>	<p>Andrew Johnston, Sharecropping Jonathan Gibbs, Josiah Walls</p>
<ol style="list-style-type: none"> 14. How did Constitutional amendments and national laws from the war and postwar period impact African Americans? 15. How did some Southerners deprive freed people of their rights and what was the response of Congress? 16. What is the meaning of the following quote as it applies to Reconstruction: “The slave went free; stood a brief moment in the sun, then moved back again toward slavery.” 17. What effect did the Compromise of 1877 have on Reconstruction, and why did many northerners ignore the plight of blacks in the southern states? 	<p>Civil Rights, Black Codes Segregation, Sharecropping Debt Peonage Lynching, Jim Crow Nadir</p>	<p>13th, 14th, 15th Amendments Freedmen’s Bureau Civil Rights Act of 1866 Poll Tax, Literacy Test Grandfather Clause, Ku Klux Klan <i>Plessy v Ferguson</i></p>

Civil War and Reconstruction REVIEW

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Standard 1: Use research and inquiry skills to analyze American history using primary and secondary sources.

Benchmarks:

- SS.912.A.1.1: Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- SS.912.A.1.3: Utilize timelines to identify the time sequence of historical data.
- SS.912.A.1.4: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- SS.912.A.1.5: Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
- SS.912.A.1.6: Use case studies to explore social, political, legal, and economic relationships in history.
- SS.912.A.1.7: Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

Common Core Reading & Writing Standards for Literacy in History/Social Studies 6-12

All lessons, activities, and assessments should reflect CCS.R.5, CCS.R.7, CCS.R.10 & CCS.W.10.

Sample Activities	Assessment
<ul style="list-style-type: none"> • DBQs <ul style="list-style-type: none"> • What Caused the Civil War? (US) CCS.R.All, CCS.W.All, • The Battle of Gettysburg: Why Was it a Turning Point? (US Mini Q) CCS.R.All, CCS.W.All, • North or South: Who Killed Reconstruction? (US Mini Q) CCS.R.All, CCS.W.All • Graphic Organizer – Compare and contrast the three plans for Reconstruction. CCS.W.9 • Political Cartoon – Draw a political cartoon that illustrates Lincoln’s statement: “A house divided against itself cannot stand.” • Political Cartoons – Analyze political cartoons relating to Reconstruction and then create your own using your background knowledge on the time period. CCS.R.2, CCS.R.4, CCS.R.6 • Enrichment – Read and analyze majority and dissenting opinions from <i>Plessy v. Ferguson</i> to determine merits of both sides. CCS.R.1, CCS.R.2, CCS.R.3, CCS.R.4, CCS.R.6, CCS.R.8, CCS.R.9 • Writing – Some historians refer to the Civil War as “The Second American Revolution.” Assess the validity of this title in terms of the effects of the war on the United States (consider liberty, labor, federal power, and American unity). CCS.W.1, CCS.W.2, CCS.W.4, CCS.W.9 	<ul style="list-style-type: none"> • Teacher Created Assessments: <ul style="list-style-type: none"> Be sure to follow the percentage guidelines to ensure that teacher created assessments meet expectations for rigor and higher order historical thinking in the classroom. • 20% DOK Level 1 Recall or Reproduction • 50% DOK Level 2 Skills and Concepts Basic Reasoning • 25% DOK Level 3 Strategic Thinking & Complex Reasoning • 5% DOK Level 4 Extended Thinking and Reasoning • PCS 9 Week District Assessment for US History • Florida End of Course Assessment in US History (EOC)

**High School
United States History**

CURRICULUM MAP

The Rise of Industrial America

Organizing Principle: During the Gilded Age a booming industry fueled by immigration led to the growth of cities, friction between workers and factory owners, and the creation of new reform movements.	Estimated Number of Days: Traditional: 20 Block: 10	Pacing: September
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Standard 3: Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.
 Benchmarks: SS.912.A.3.1, SS.912.A.3.2, SS.912.A.3.3, SS.912.A.3.4, SS.912.A.3.5, SS.912.A.3.6, SS.912.A.3.7, SS.912.A.3.8, SS.912.A.3.9, SS.912.A.3.10, SS.912.A.3.11, SS.912.A.3.12, SS.912.A.3.13

Essential Questions	Concepts	People, Places, Events
1. What were the causes and effects of the 2nd Industrial Revolution? In what ways was it different than the 1st Industrial Revolution? 2. How did the development of steel, oil, transportation, communication, and business practices affect the U.S. economy (e.g. railroads, telegraph, pools, holding companies, trusts, and corporations)? 3. How did Florida's economy change as a result of the growing US economy during the Gilded Age. 4. To what extent were men such as Carnegie, Rockefeller, and Morgan "Captains of Industry" or "Robber Barons?" 5. What effects did Social Darwinism and the Gospel of Wealth have on society? 6. How did laissez-faire government policies help promote business during the Gilded Age? 7. What caused the development of labor unions and to what degree did labor unions succeed in their goals during the Gilded Age? 8. What effect did the spoils system have on government and how was it limited in the late nineteenth century?	Industrialization, Social Darwinism, Gospel of Wealth, Philanthropy, Gilded Age, Capitalism Laissez Faire Economics Vertical v. Horizontal Integration Market Economy, Mixed Economy, Socialism, Anarchy Communism, Labor Union, Strike, Spoils System	Andrew Carnegie, John D. Rockefeller JP Morgan, Henry Flagler, Henry B. Plant Florida East Coast Railway, Cornelius Vanderbilt, Madame C.J. Walker, Samuel Gompers, Terrence Powderly Knights of Labor, American Federation of Labor, Eugene Debs, R/R strikes 1877, Haymarket Square, Homestead, Pullman Strike, Rutherford Hayes, James Garfield, Chester Arthur, Civil Service Reform, Grover Cleveland, William McKinley, Jacob Coxe
9. What "push" and "pull factors" led to post Civil War immigration from Europe, Asia, and Mexico and what benefits and hardships did immigrants face in the United States? 10. Why did some Americans and "old" immigrants resent the large number of "new" immigrants arriving during the Gilded Age? 11. Why did African Americans and women move to the cities during the Gilded Age? 12. How were Booker T. Washington's and W.E.B. Dubois' philosophies for African American success similar and different? 13. Who lived in 'ghettos' and what was life like in the ghetto? 14. What were political machines/bosses? Why did immigrants vote for them? 15. What were the impacts of Populism and the Social Gospel Movement? 16. What were the economic challenges faced by American farmers and how did they respond during the mid to late 1800s? 17. What was the affect of technology and invention on city and farm life?	Immigration (Push/Pull) Factors Melting Pot, Assimilation Nativism / Xenophobia Segregation, Ghetto Political Machine, Reform Populism, Gold Standard Bi-metalism, Surplus Social Gospel Movement Settlement House	Ellis Island, Angel Island, Emma Lazarus Statue of Liberty, Chinese Exclusion Act Gentleman's Agreement (w Japan) Plessy v. Ferguson, W.E.B Dubois Booker T. Washington, A & M Colleges, NAACP, Urban League, Jacob Riis, Boss Tweed, Tammany Hall, Thomas Nast, William Jennings Bryan, Cross of Gold Mark Twain, Jane Addams, Florence Kelley, Anthony Comstock, YMCA, WCTU, Washington Gladden, Salvation Army, Farmers Alliance, Grange, Morrill Land Grant Act, Thomas Edison, A.G. Bell, George Washington Carver, Madame C.J. Walker

The Rise Of Industrial America

Essential Questions	Concepts	People, Places, Events
18. What was the impact of the Progressive Movement of the late 19th and early 20th centuries?	Progressivism, Muckraking, Trustbusting Conservation, Prohibition, Child Labor Laws, Suffrage, Anti-Suffragism, Initiative/Referendum/Recall	Lincoln Steffens, Ida Tarbell, Upton Sinclair, FDA, Sherman Anti-Trust Act, Theodore Roosevelt, William Howard Taft, Woodrow Wilson, 16th-19th Amendments, Suffragettes, NWSA, NWP, Alice Paul, Carrie Chapman Catt, Robert LaFollette, Gifford Pinchoet

All lessons, activities, and assessments should reflect the expectations of student performance outlined in Standard 1 of the Next Generation Sunshine Stat Standards for high school American History, Common Core Reading & Writing Standards for Literacy in History/Social Studies 6-12, as well as the district focus on higher order thinking based on Webb’s Depth of Knowledge.

Standard 1: Use research and inquiry skills to analyze American history using primary and secondary sources.

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- SS.912.A.1.1: Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
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- SS.912.A.1.5: Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
- SS.912.A.1.6: Use case studies to explore social, political, legal, and economic relationships in history.
- SS.912.A.1.7: Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

Common Core Reading & Writing Standards for Literacy in History/Social Studies 6-12

All lessons, activities, and assessments should reflect CCS.R.5, CCS.R.7, CCS.R.10 & CCS.W.10.

Sample Activities	Assessment
<ul style="list-style-type: none"> • DBQs <ul style="list-style-type: none"> • Was Andrew Carnegie A Hero? (US) CCS.R.All, CCS.W.All • Progressivism: Where Will You Put Your Million Dollars? (US Mini Q) CCS.R.All, CCS.W.All • Political Cartoons- Interpret political cartoons by Thomas Nast and other Gilded Age cartoonists (using I SEE/ I THINK/ I WONDER, SOAPStone or APPARTS). CCS.R.2, CCS.R.6, CCS.R.9 • Graphic Organizer- Using a graphic organizer compare and contrast the new and old immigrants from the Gilded Age. • Literature- Analyze Emma Lazarus’ poem “The New Colossus” and determine to what degree its message is a continuation and departure from the intent of the French who gifted the Statue of Liberty to the U.S. CCS.R.2, CCS.R.4, CCS.R.8 • Enrichment- Research important African American inventors of the late 19th and early 20th centuries (e.g. Madam CJ Walker, Elijah McCoy, Garrett Morgan, Lewis Latimer.) CCS.R.2, CCS.R.9 	<ul style="list-style-type: none"> • Teacher Created Assessments: Be sure to follow the percentage guidelines to ensure that teacher created assessments meet expectations for rigor and higher order historical thinking in the classroom. <ul style="list-style-type: none"> • 20% DOK Level 1 Recall or Reproduction • 50% DOK Level 2 Skills and Concepts Basic Reasoning • 25% DOK Level 3 Strategic Thinking & Complex Reasoning • 5% DOK Level 4 Extended Thinking and Reasoning • PCS 9 Week District Assessment for US History • Florida End of Course Assessment in US History (EOC)

**High School
United States History**

CURRICULUM MAP

Imperialism

Organizing Principle: During the Age of Imperialism, the United States sought to continue the policy of Manifest Destiny and expand overseas opportunities through social, economic and military means.		Estimated Number of Days: Traditional: 15 Block: 7.5	Pacing: October
Standard 2: Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people. SS.912.A.2.7 Standard 4: Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I. SS.912.A.4.1, SS.912.A.4.2, SS.912.A.4.3, SS.912.A.4.4, SS.912.A.4.11			
Essential Questions		Concepts	People, Places, Events
1. Why did conflict between The United States and American Indian nations grow after the Civil War? 2. Dee Brown wrote a book called <u>Bury My Heart at Wounded Knee</u> . How does this title summarize the Plains Indian’s experience during the Gilded Age?		Manifest Destiny, Indian Wars, Reservation Assimilation	Dawes Act, Wounded Knee Massacre, Sand Creek Massacre, Battle of Little Big Horn, Bozeman Trail, Black Hills
3. What arguments did supporters and opponents of American expansion and imperialism use to make their case? 4. How did American overseas expansion relate to 19th century policies and ideas such as the Monroe Doctrine and Manifest Destiny?		Imperialism, Anti-Imperialism, Cultural Diffusion, Open Door Policy, Jingoism, White Man’s Burden, Social Darwinism, Sphere of Influence, The Turner Thesis	Henry Cabot Lodge, Theodore Roosevelt Boxer Rebellion, Rudyard Kipling Alfred Thayer Mahan, Frederick Jackson Turner
5. How did Alaska and Hawaii become United States territories? 6. Why was the U.S. interested in Cuba, Hawaii, and the Philippines? 7. What were the causes, course, and effects of the Spanish American War? 8. What were the causes and effects of the conflict in the Philippines? 9. What were the pros and cons for Cuba becoming a U.S. protectorate? 10. How did Puerto Rico progress from Spanish colony to United States territory?		Seward’s Folly Yellow Journalism Sensationalism Guerrilla Warfare Annexation Commonwealth	Queen Liliuokalani, Sanford Dole, William Hearst, Jose Marti, Ybor City Joseph Pulitzer, “Splendid Little War” U.S.S. Maine, DeLome Letter, Rough Riders, Buffalo Soldiers, Commodore Dewey, Great White Fleet, Philippine Insurrection, Emilio Aguinaldo, Teller Amendment, Platt Amendment, Guantanamo Bay, Jones Act
11. How did the United States acquire the Panama Canal, what were the obstacles connected to its construction, and why was the canal important to the U.S.? 12. What was President’s Roosevelt impact on U.S. foreign policy? 13. To what extent were Dollar Diplomacy and Moral Diplomacy beneficial or detrimental in Latin America?		The Canal Zone Big Stick Diplomacy Roosevelt Corollary Dollar Diplomacy Moral Diplomacy International Police Banana Republic	Theodore Roosevelt, William Howard Taft William Gorgas, Yellow Fever, Hay-Bunau-Varilla Treaty, Woodrow Wilson

Imperialism

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Standard 1: Use research and inquiry skills to analyze American history using primary and secondary sources.

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- SS.912.A.1.6: Use case studies to explore social, political, legal, and economic relationships in history.
- SS.912.A.1.7: Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

Common Core Reading & Writing Standards for Literacy in History/Social Studies 6-12

All lessons, activities, and assessments should reflect CCS.R.5, CCS.R.7, CCS.R.10 & CCS.W.10.

Sample Activities	Assessment
<ul style="list-style-type: none"> • DBQ <ul style="list-style-type: none"> • Should the United States Have Annexed the Philippines? (US Mini Q) CCS.R.All,CCS.W.All • Primary Source Analysis- Recognizing war propaganda in news articles from the period. CCS.R.2,CCS.R.4,CCS.R.5,CCS.R.6,CCS.R.7,CCS.R.9 • Geography- Map the land acquisitions of the United States relating to the Spanish-American War. • Complex Text– Read and analyze an excerpt from <u>Bury My Heart At Wounded Knee</u>. CCS.R.2,CCS.R.3,CCS.R.4,CCS.R.5 • Political Cartoons- Interpret a political cartoon relating to the Spanish American War (using I SEE/ I THINK/ I WONDER, SOAPStone or APPARTS). CCS.R.2,CCS.R.6,CCS.R.9 • Enrichment– Research the Tampa Bay connection to the “Rough Riders”. CCS.R.2,.,CCS.R.9 	<ul style="list-style-type: none"> • Teacher Created Assessments: Be sure to follow the percentage guidelines to ensure that teacher created assessments meet expectations for rigor and higher order historical thinking in the classroom. <ul style="list-style-type: none"> • 20% DOK Level 1 Recall or Reproduction • 50% DOK Level 2 Skills and Concepts Basic Reasoning • 25% DOK Level 3 Strategic Thinking & Complex Reasoning • 5% DOK Level 4 Extended Thinking and Reasoning • PCS 18 Week District Assessment for US History (PCS District Created Midterm) • Florida End of Course Assessment in US History (EOC)

**High School
United States History**

CURRICULUM MAP

World War I

Organizing Principle: As WWI intensified, the United States was forced to abandon its neutrality and assume a major role in both the execution of the war and the subsequent peace treaty.	Estimated Number of Days: Traditional: 6 Block: 3	Pacing: First week of November
Standard 4: Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I. SS.912.A.4.5, SS.912.A.4.6, SS.912.A.4.7, SS.912.A.4.8, SS.912.A.4.9, SS.912.A.4.10 & SS.912.A.5.5		
Essential Questions	Concepts	People, Places, Events
<ol style="list-style-type: none"> Why did the United States enter World War I, and what impact did American soldiers have on the war? Why do some historians call World War I the first modern war? 	The Great War, Isolationism Nationalism, Militarism, Neutrality, Entangling Alliances Trench & Chemical Warfare Submarine Warfare Convoy System	Lusitania, Zimmerman Note American Expeditionary Force
<ol style="list-style-type: none"> How did the United States mobilize for World War I on the homefront? In what ways did wartime acts and court cases reveal tension between war efforts and freedom of expression? How did World War I affect different ethnic and racial groups and women in the U.S.? 	Draft, Wartime Industry Patriotism, Propaganda War Bond	Selective Service Act, War Industries Board, George Creel, CPI (Creel Committee) Espionage and Sedition Acts, <i>Schenck v. U.S.</i>
<ol style="list-style-type: none"> What were the effects of The United States decision to reject the Treaty of Versailles and membership in the League of Nations? What position did The United States take concerning world affairs before and following World War I? What efforts did the U.S. and other nations take following WWI to avoid future wars? 	Armistice, Reparations League of Nations	Woodrow Wilson, Fourteen Points Treaty of Versailles, Article X(10) League of Nations, Henry Cabot Lodge Washington Naval Conference, London Conf., Kellogg-Briand Pact

World War I

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Common Core Reading & Writing Standards for Literacy in History/Social Studies 6-12

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Sample Activities	Assessment
<ul style="list-style-type: none"> • Primary Source Analysis—Analyze various propaganda techniques (i.e. War Posters, Music) to determine their impact and effectiveness. CCS.R.2, CCS.R.4, CCS.R.5, CCS.R.6, CCS.R.7, CCS.R.9 • Writing—RAFT, (Diary of a soldier who is fighting in the trenches). CCS.W.2 • Visual— Create wartime Ad campaign. CCS.R.2 • Literature— Read and analyze excerpts from <u>All Quiet On the Western Front</u>. CCS.R.2, CCS.R.3, CCS.R.4, CCS.R.5, 	<ul style="list-style-type: none"> • Teacher Created Assessments: <ul style="list-style-type: none"> Be sure to follow the percentage guidelines to ensure that teacher created assessments meet expectations for rigor and higher order historical thinking in the classroom. • 20% DOK Level 1 Recall or Reproduction • 50% DOK Level 2 Skills and Concepts Basic Reasoning • 25% DOK Level 3 Strategic Thinking & Complex Reasoning • 5% DOK Level 4 Extended Thinking and Reasoning • PCS 18 Week District Assessment for US History (PCS District Created Midterm) • Florida End of Course Assessment in US History (EOC)

**High School
United States History**

CURRICULUM MAP

Changing America

Organizing Principle: Americans experienced cultural conflicts spurred by the social, political and economic changes taking place in the United States in the decade following WWI.		Estimated Number of Days: Traditional: 14 Block: 7	Pacing: November
Standard 5: Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression. SS.912.A.5.1, SS.912.A.5.2, SS.912.A.5.3, SS.912.A.5.4, SS.912.A.5.6, SS.912.A.5.7, SS.912.A.5.8, SS.912.A.5.9, SS.912.A.5.11			
Essential Questions		Concepts	People, Places, Events
1. Why was The United States in good economic shape following World War I as opposed to nations in Western Europe, and why did the U.S. experience an economic boom during the 1920s? 2. How did President Coolidge’s saying, “The business of America is business,” summarize one aspect of life in America in the 1920s? 3. What was the impact of U.S. foreign policy during the 1920s?		Economic Boom, Creditor Nation, Laissez-Faire Consumerism, Marketing, Installment Plan	Henry Ford, Assembly-Line, Calvin Coolidge Fordney-McCumber Tariff
4. What effect did the Bolshevik Revolution in Russia have on the U.S. during the 1920s 5. What effect did strikes and labor unrest during the 1920’s have on workers and industry? 6. How did American attitudes shape the immigration policies of the 1920s (and how was this issue related, in part, to anti-communist feelings)?		Red Scare Nativism, Anarchy Quota System	Vladimir Lenin, Palmer Raids, Bureau of Investigation (FBI), J. Edgar Hoover Police/Steel Mill./Coal Miners’ Strikes Sacco-Vanzetti Trial, National Origins Act of 1924, KKK,
8. What were the causes and effects of the Great Migration? 9. How did civil rights issues (including women, African Americans, Native Americans, and other minorities) both unite and divide society in the US in the period 1919-1939? 10. What ways did African American leaders propose to combat discrimination and violence during this period? 11. In what ways was the Harlem Renaissance a cultural flowering for African Americans?		Harlem Renaissance Back to Africa,	Great Migration, Rosewood Massacre, KKK, 19th Amendment, Marcus Garvey, Booker T. Washington, W.E.B.DeBois, NAACP, Universal Negro Improvement League James Weldon Johnson, Langston Hughes, Zora Neale Hurston, Carter G. Woodson,
12. How did prohibition impact life in America during the 1920’s? 13. What led writers of the “Lost Generation” to feel disillusionment with their country, and what impact did these writers have on American culture? 14. How was the Scopes Trial a symbol for the clash between modernists and fundamentalists during the 1920s? 15. How appropriate are the names “The Roaring Twenties” and “The Jazz Age” for the 1920s? 16. How did life in and the culture of Florida change during the 1920s?		Prohibition, Organized Crime Materialism, Expatriate, Modernism, Fundamentalism, Speculation	Speakeasy, Bootlegger, Al Capone, 18th Amendment, Volstead Act, 21st Amendment, Sinclair Lewis, F. Scott Fitzgerald, Ernest Hemingway, Teapot Dome Scandal, Scopes Trial, Bessie Smith, Al Jolson, Louis Armstrong, Duke Ellington, Flappers, Hollywood, FL Land Boom, Air Conditioning, Alfred Dupont, Marjorie Kinnan Rawlings

Changing America

All lessons, activities, and assessments should reflect the expectations of student performance outlined in Standard 1 of the Next Generation Sunshine Stat Standards for high school American History, Common Core Reading & Writing Standards for Literacy in History/Social Studies 6-12, as well as the district focus on higher order thinking based on Webb’s Depth of Knowledge.

Standard 1: Use research and inquiry skills to analyze American history using primary and secondary sources.

Benchmarks:

- SS.912.A.1.1: Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- SS.912.A.1.3: Utilize timelines to identify the time sequence of historical data.
- SS.912.A.1.4: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- SS.912.A.1.5: Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
- SS.912.A.1.6: Use case studies to explore social, political, legal, and economic relationships in history.
- SS.912.A.1.7: Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

Common Core Reading & Writing Standards for Literacy in History/Social Studies 6-12

All lessons, activities, and assessments should reflect CCS.R.5, CCS.R.7, CCS.R.10 & CCS.W.10.

Sample Activities	Assessment
<ul style="list-style-type: none"> • DBQ <ul style="list-style-type: none"> • Prohibition; Why Did America Change Its Mind? (US Mini Q) CCS.R.All, CCS.W.All • Literature– Read and analyze excerpt from “Lost Generation” and Harlem Renaissance writers. CCS.R.2,CCS.R.3,CCS.R.4,CCS.R.5,CCS.R.9 • Primary Source Analysis– Analyze (I SEE/I THINK/ I WONDER) art of the Harlem Renaissance. CCS.R.2,CCS.R.7,CCS.R.9 • Graphic Organizer– List the cultural and technological changes of the 1920s with their impacts. CCS.R.9 	<ul style="list-style-type: none"> • Teacher Created Assessments: Be sure to follow the percentage guidelines to ensure that teacher created assessments meet expectations for rigor and higher order historical thinking in the classroom. <ul style="list-style-type: none"> • 20% DOK Level 1 Recall or Reproduction • 50% DOK Level 2 Skills and Concepts Basic Reasoning • 25% DOK Level 3 Strategic Thinking & Complex Reasoning • 5% DOK Level 4 Extended Thinking and Reasoning • PCS 18 Week District Assessment for US History (PCS District Created Midterm) • Florida End of Course Assessment in US History (EOC)

**High School
United States History**

CURRICULUM MAP

The Great Depression and the New Deal

<p>Organizing Principle: The Great Depression was the longest and worst economic depression in US history and caused people to rethink previous economic assumptions and the role of government in the economic system. The introduction of New Deal policies created a new focus for the Federal government politically, economically, and socially.</p>	<p>Estimated Number of Days: Traditional: 10 Block: 5</p>	<p>Pacing: December</p>
<p>Standard 5: Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression. SS.912.A.5.11</p>		
Essential Questions	Concepts	People, Places, Events
<ol style="list-style-type: none"> 1. What do economists believe were the causes of The Great Depression? 2. Why was the Stock Market Crash of 1929 a symbol for the beginning of The Great Depression, and what impact did the crash have on the nation’s economy? 	<p>Depression Stock Market Crash Buying on Margin Speculation, Bank Failure</p>	<p>Black Tuesday, Hawley-Smoot Tariff</p>
<ol style="list-style-type: none"> 3. How did the problems farmers experienced in the 1920’s foreshadow events of The Great Depression? 4. How did Dust Bowl conditions in the Great Plains affect the entire country during the Depression? 5. What were the negative effects of the Depression on American lives? 6. How were women and minorities impacted during the Great Depression? 7. How did President Hoover, Congress, and the Federal Reserve respond to the economic depression? 	<p>Drought, Erosion Unemployment The Federal Reserve Progressive</p>	<p>Dust Bowl, Okies, Shantytowns, Hoovervilles, Bread Lines, Dorothea Lange, John Collier, Scottsboro Case Reconstruction Finance Corporation Federal Home Loan Bank Act Bonus Army</p>
<ol style="list-style-type: none"> 8. To what extent was FDR’s response to the Great Depression a continuation of Hoover’s work and to what extent was it a departure? 9. What were FDR’s key New Deal policies and programs and what did they aim to achieve? 10. How was FDR’s New Deal a continuation of reforms from the earlier Progressive Era (early 1900s)? 11. How did different groups of Americans react to New Deal programs (e.g. business owners, labor unions, minorities), and what impact did the programs have on various socio-economic and ethnic/racial groups. 12. How did opponents of FDR criticize his programs and methods, including legal challenges? 13. How have programs from the Second New Deal such as Social Security continued to affect people today? 14. To what extent did the New Deal help to end the Great Depression versus other factors? 	<p>Progressive, New Deal Recovery, Reform, Relief, Brain Trust, First 100 Days Deficit Spending, Work Programs, Price Controls, Socialism Communism, Social Security</p>	<p>Fireside Chats, Eleanor Roosevelt Bank Holiday, Glass-Steagall Act, FDIC, Federal Securities Act, SEC Tennessee Valley Authority Agricultural Adjustment Act Civilian Conservation Corps National Industrial Recovery Act National Recovery Administration Works Progress Administration National Youth Administration, Mary McLeod Bethune, Wagner Act, Sitdown Strike Huey Long, Charles Coughlin Schechter Poultry Corp. v. U.S. Court Packing Plan, Social Security Act</p>

The Great Depression and the New Deal

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Standard 1: Use research and inquiry skills to analyze American history using primary and secondary sources.

Benchmarks:

- SS.912.A.1.1: Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- SS.912.A.1.3: Utilize timelines to identify the time sequence of historical data.
- SS.912.A.1.4: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- SS.912.A.1.5: Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
- SS.912.A.1.6: Use case studies to explore social, political, legal, and economic relationships in history.
- SS.912.A.1.7: Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

Common Core Reading & Writing Standards for Literacy in History/Social Studies 6-12

All lessons, activities, and assessments should reflect CCS.R.5, CCS.R.7, CCS.R.10 & CCS.W.10.

Sample Activities	Assessment
<ul style="list-style-type: none"> • DBQ <ul style="list-style-type: none"> • What Caused The Great Depression? (US) CCS.R.All, CCS.W.All • What Caused The Dust Bowl? (US Mini Q) CCS.R.All, CCS.W.All • Political Cartoons- Analyze political cartoons from the Depression era to determine the perception of various Americans during this time. CCS.R.2,CCS.R.6,CCS.R.9 • Geography-Locate important locations on a map associated with the Dust Bowl. • Graphic Organizer-Create a graphic representation that demonstrates the function of different programs that FDR created during the 100 Days. CCS.R.9 • Primary Source Analysis-Interpret photographs of the era such as those taken by Dorothea Lange (using I SEE/I THINK/I WONDER or other visual thinking strategy).CCS.R.2,CCS.R.6,CCS.R.9 • Music-Analyze Dust Bowl ballads from Woody Guthrie (APPARTS or LOC Sound Recording Analysis worksheet). CCS.R.2,CCS.R.3,CCS.R.5,CCS.R.9 • Literature– Read and discuss an excerpt from John Steinbeck's <i>The Grapes of Wrath</i>. CCS.R.2,CCS.R.3,CCS.R.5,CCS.R.9 • Enrichment-Conduct research and report on New Deal projects conducted in Florida. CCS.R.2,CCS.R.7,CCS.R.9 & CCS.W.2,CCS.W.4,CCS.W.6,CCS.W.9 	<ul style="list-style-type: none"> • Teacher Created Assessments: <ul style="list-style-type: none"> Be sure to follow the percentage guidelines to ensure that teacher created assessments meet expectations for rigor and higher order historical thinking in the classroom. • 20% DOK Level 1 Recall or Reproduction • 50% DOK Level 2 Skills and Concepts Basic Reasoning • 25% DOK Level 3 Strategic Thinking & Complex Reasoning • 5% DOK Level 4 Extended Thinking and Reasoning • PCS 18 Week District Assessment for US History (PCS District Created Midterm) • Florida End of Course Assessment in US History (EOC)

**High School
United States History**

CURRICULUM MAP

World War II

<p>Organizing Principle: Despite efforts to remain neutral in the midst of the rise of totalitarianism and aggressive military advances in Europe and Asia, the United States was drawn into World War II and emerged as a superpower.</p>	<p>Estimated Number of Days: Traditional: 12 Block: 6</p>	<p>Pacing: January</p>
<p>Standard 6: Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world. SS.912.A.6.1, SS.912.A.6.2, SS.912.A.6.3, SS.912.A.6.4, SS.912.A.6.5, SS.912.A.6.6, SS.912.A.6.7, SS.912.A.6.9, SS.912.A.6.15</p>		
Essential Questions	Concepts	People, Places, Events
<p>1. How did the Treaty of Versailles from World War I affect events that led to World War II? 2. In what ways did appeasement contribute to the rise of totalitarian regimes during the 1930s?</p>	<p>Appeasement, Nationalism Totalitarianism, Fascism, Nazism</p>	<p>Joseph Stalin, Benito Mussolini, Francisco Franco, Adolf Hitler, Mein Kampf, Hideki Tojo</p>
<p>4. How did Nazi prejudices and policies lead to the relocation, persecution, and systematic killing of European Jews? 5. What other groups were targeted by the Nazis?</p>	<p>Holocaust, Genocide, Relocation Anti-Semitism, Final Solution</p>	<p>Kristallnacht, Auschwitz, Ghettos, SS St. Louis, Nuremberg Laws/ Trials</p>
<p>7. What were the causes of World War II in Europe, and the causes that led the United States to enter the war? 8. Describe key turning point events during World War II that led to Allied victory over the Axis Powers. 9. What were the reasons for President Truman’s decision to use the atomic bombs to end the war in Japan?</p>	<p>Isolationism, Neutrality, Allies Unconditional Surrender</p>	<p>FDR, Neutrality Acts, Axis Powers, “Cash-and-Carry” Policy , Lend-Lease Act, Winston Churchill Atlantic Charter, Pearl Harbor, Coral Sea, Midway, Tehran Conference Normandy, D-Day, Battle of the Bulge V-E Day, Manhattan Project, Hiroshima, Nagasaki, V-J Day</p>
<p>10. How was American society transformed by WWII? 11. How did Florida’s geographic location play a key role in US defense during WWII? 12. In what ways did women and minorities help the war effort? 13. What efforts were made to expand and contract rights and opportunities of Americans during WWII?</p>	<p>Total War, Rationing, Recycling, Internment, Relocation, Double V Campaign</p>	<p>Mosquito Fleet, U-Boats, Construction of Military Bases and Training Facilities War Production Board, Rosie the Riveter, Tuskegee Airmen, 442nd Regimental Combat Team, Navajo Code Talkers, Japanese & German Internment/ Relocation</p>

World War II

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Standard 1: Use research and inquiry skills to analyze American history using primary and secondary sources.

Benchmarks:

- SS.912.A.1.1: Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
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- SS.912.A.1.7: Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

Common Core Reading & Writing Standards for Literacy in History/Social Studies 6-12

All lessons, activities, and assessments should reflect CCS.R.5, CCS.R.7, CCS.R.10 & CCS.W.10.

Sample Activities	Assessment
<ul style="list-style-type: none"> • DBQ <ul style="list-style-type: none"> • How did the Versailles Treaty Help Cause WWII? (WH Mini Q Vol III) CCS.R.All, CCS.W.All • Why Did The Japanese Bomb Pearl Harbor? (US Mini Q) CCS.R.All, CCS.W.All • Timeline– Create a timeline of key events related to US involvement in WWII. • Primary Source Analysis– FDR’s Day of Infamy Speech CCS.R.2,CCS.R.3,CCS.R.4, CCS.R.5 • Primary Source Analysis– War time propoganda. (using I SEE/ I THINK/ I WONDER, APPARTS) CCS.R.2, CCS.R.4,CCS.R.5,CCS.R.6, CCS.R.7, CCS.R.9 • Enrichment– Research the construction of military bases and WWII training centers in Florida. CCS.R.2,CCS.R.7,CCS.R.9 	<ul style="list-style-type: none"> • Teacher Created Assessments: <ul style="list-style-type: none"> Be sure to follow the percentage guidelines to ensure that teacher created assessments meet expectations for rigor and higher order historical thinking in the classroom. • 20% DOK Level 1 Recall or Reproduction • 50% DOK Level 2 Skills and Concepts Basic Reasoning • 25% DOK Level 3 Strategic Thinking & Complex Reasoning • 5% DOK Level 4 Extended Thinking and Reasoning • PCS 27Week District Assessment for US History • Florida End of Course Assessment in US History (EOC)

**High School
United States History**

CURRICULUM MAP

The Cold War

<p>Organizing Principle: In the aftermath of WWII the United States was greatly impacted by Cold War threats at home and abroad.</p>	<p>Estimated Number of Days: Traditional: 20 Block: 10</p>	<p>Pacing: February</p>
<p>Standard 6: Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world. SS.912.A.6.8, SS.912.A.6.9, SS.912.A.6.10, SS.912.A.6.11, SS.912.A.6.12, SS.912.A.6.13, SS.912.A.6.14, SS.912.A.6.15 Standard 7: Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life. SS.912.A.7.4, SS.912.A.7.10, SS.912.A.7.17</p>		
Essential Questions	Concepts	People, Places, Events
<ol style="list-style-type: none"> 1. What was the rationale for the formation of the United Nations? 2. How did the different political aims of the United States and the Soviet Union contribute to the Cold War? 3. What were the differences between Soviet style communism and the American free enterprise system, and explain why the United States has always favored the latter? 	<p>Cold War, Self-Determination Satellites, Capitalism/ Free Enterprise Communism, Socialism</p>	<p>United Nations, Dumbarton Oaks Conference, Mary McLeod Bethune, Declaration of Human Rights, Yalta & Potsdam Conferences</p>
<ol style="list-style-type: none"> 4. How did the United States react to the rise of communism in Asia, Eastern Europe, and the threat of communism in other areas of the world? 5. What caused the Korean War and in what ways did it heighten Cold War, fears at home and abroad? 	<p>Containment, Truman Doctrine, Domino Theory, Proxy War Brinkmanship, Massive Retaliation Nuclear Proliferation</p>	<p>Marshall Plan, Iron Curtain, Berlin Blockade, Berlin Airlift, NATO, Warsaw Pact, CIA, KGB, Mao Zedong, Communist China, 38th Parallel, Douglas MacArthur, Panmunjom, SEATO</p>
<ol style="list-style-type: none"> 6. How did the rise of communism in Europe and the presence of communists in the United States during the late 40s and 50s affect American society? 7. How did the launching of Sputnik and the U-2 spy plane incident impact United States policy and public opinion? 8. What impact did NASA have on America's development (culture, technology, and defense)? 	<p>Reds, McCarthyism, Blacklist Space Race</p>	<p>Loyalty Review Boards, HUAC, McCarran Acts, Ethel & Julius Rosenberg, Alger Hiss, Joseph McCarthy, Gary Powers, John Glenn, Neil Armstrong, Apollo Program</p>
<ol style="list-style-type: none"> 9. Why was the Berlin Wall built? 10. What were the effects of Fidel Castro's takeover of Cuba on Florida and on U.S. foreign policy? 11. What were the causes and effects of the Bay of Pigs Invasion and Cuban Missile Crisis? 12. What foreign policy did the U.S. maintain with Caribbean and Latin American nations during the Cold War? 	<p>Political Asylum, Kennedy Doctrine Peaceful Coexistence</p>	<p>John F. Kennedy, Nikita Khrushchev Fidel Castro,</p>

Continued ->

**High School
United States History**

CURRICULUM MAP

The Cold War

Essential Questions	Concepts	People, Places, Events
13. What was the reasoning behind, and the extent of, United States involvement in South Vietnam during the Kennedy years? 14. How did American involvement in Vietnam change under President Johnson’s and Nixon’s presidencies? 15. How did the protest movement impact people in the U.S. and the American soldiers in Vietnam? 16. What were the effects of the Vietnam War? 17. What was the impact of President Nixon's new foreign policy toward China and the Soviet Union?	Domino Theory, Nuclear Proliferation, Guerrilla Warfare Mass Media, Vietnamization Peace with Honor, Superpower, Realpolitik, Détente, Ping Pong Diplomacy	Indochina, Ho Chi Minh, Gulf of Tonkin Incident, Gulf of Tonkin Resolution, The Draft, Tet Offensive, Doves, Hawks, Kent State Massacre, Paris Peace Accords, Demilitarized Zone (DMZ), War Powers Act, 26th Amendment, Henry Kissinger, SALT I Treaty

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Common Core Reading & Writing Standards for Literacy in History/Social Studies 6-12

All lessons, activities, and assessments should reflect CCS.R.5, CCS.R.7, CCS.R.10 & CCS.W.10.

Sample Activities	Assessment
<ul style="list-style-type: none"> • DBQ <ul style="list-style-type: none"> •The Geography of the Cold War: What Was Containment? (US Mini Q) CCS.R.All, CCS.W.All • Graphic Organizer– Compare and contrast post-WWII political and economic aims of the US and the USSR. CCS.R.7 • Geography- Map the spread of communism and US efforts at containment. • Writing– Editorial on US involvement in Vietnam. CCS.W.2, CCS.R.4 • Writing– RAFT (News report on Berlin Airlift.) CCS.W.2 	<ul style="list-style-type: none"> • Teacher Created Assessments: Be sure to follow the percentage guidelines to ensure that teacher created assessments meet expectations for rigor and higher order historical thinking in the classroom. <ul style="list-style-type: none"> •20% DOK Level 1 Recall or Reproduction •50% DOK Level 2 Skills and Concepts Basic Reasoning •25% DOK Level 3 Strategic Thinking & Complex Reasoning • 5% DOK Level 4 Extended Thinking and Reasoning • PCS 27Week District Assessment for US History • Florida End of Course Assessment in US History (EOC)

**High School
United States History**

CURRICULUM MAP

Turbulent Times

<p>Organizing Principle: In the decades following WWII the United States embarked on an era of social change. Tragedy and triumph, political transformations, and clashes in a changing culture framed the experiences of Americans during this period.</p>	<p>Estimated Number of Days: Traditional: 20 Block: 10</p>	<p>Pacing: March</p>
<p>Standard 7: Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life. SS.912.A.7.1, SS.912.A.7.2, SS.912.A.7.3, SS.912.A.7.4, SS.912.A.7.5, SS.912.A.7.6, SS.912.A.7.7, SS.912.A.7.8, SS.912.A.7.9, SS.912.A.7.10</p>		
Essential Questions	Concepts	People, Places, Events
<ol style="list-style-type: none"> 1. What were the causes and effects of the following phenomenon: the GI Bill, the Baby Boom, the growth of suburbs, TV and Rock-n-Roll? 2. What was the impact of the post WWII economic boom on different ethnic and social classes in the U.S.? 	<p>Suburbia, Baby Boom, Teenagers, TV Culture, White Flight, Urban Renewal</p>	<p>GI Bill of Rights, Federal Highway Act of 1956, The Silent Generation, Beat Generation, Billy Graham, Fulton Sheen, American Bandstand, Chuck Berry, Elvis Presley, Levittown</p>
<ol style="list-style-type: none"> 3. What issues helped John F. Kennedy win the election of 1960 over Richard Nixon? 4. What were the key policies President Kennedy supported during his presidency? 5. How did the assassination of President Kennedy impact the country? 6. How effective were President Lyndon Johnson’s War on Poverty and Great Society programs. 7. How did rulings of the Supreme Court during this period protect the rights of the accused? 	<p>New Frontier, Great Society Welfare, Entitlements</p>	<p>Television Debates, Tax Cuts, Peace Corps Warren Commission Medicare, Medicaid, Head Start <i>Mapp v. Ohio, Gideon v. Wainright, Miranda v. Arizona,</i></p>
<ol style="list-style-type: none"> 8. What was the significance of the Supreme Court's decision in <i>Brown v. Board of Education</i>? 9. What were the goals and motivations of key organizations that shaped the Civil Rights Movement. 10. How effective were tactics used by organizations and individuals during the Civil Rights Movement. 11. What were the major legislative victories of the Civil Rights Movement? 12. How did differing philosophies lead to a split between the Civil Rights Movement and the Black Power Movement? 	<p>Segregation, Passive Resistance, Black Power, Integration, Busing, Social Activism, Affirmative Action</p>	<p>Thurgood Marshall, NAACP, Harry T. Moore, <i>Brown v. Board of Education</i>, Charles Houston, Roy Wilkins, Little Rock Nine, Rosa Parks, Martin Luther King Jr., Bus Boycotts (Montgomery & Tallahassee), National Urban League, Whitney M. Young, A. Philip Randolph, March on Washington, Sit-ins, SCLC, James Farmer, CORE, Freedom Rides, Constance Baker Motley, James Meredith, Fannie Lou Hamer, Freedom Summer, SNCC, <i>Swann v. Charlotte-Mecklenburg Board of Education</i>, Stokely Carmichael, H. Rap Brown, Civil Rights Act of 1964, Voting Rights Act of 1965, Malcolm X, Nation of Islam, Robert F. Williams, Huey Newton, Bobby Seale, Black Panthers <i>Regents of the University of California v. Bakke</i></p>

Continued ->

**High School
United States History**

CURRICULUM MAP

Turbulent Times

Essential Questions	Concepts	People, Places, Events
13. Describe the major events, leaders and accomplishments of the Women’s Rights movement. 14. What similarities can be seen between the social movements of the 1960s and 1970s (African American, Native Americans, Hispanics, women, anti-war protesters)?	Affirmative Action, Women in the Work Force Feminism, Social Activism, Counterculture	Civil Rights Act of 1964, <i>The Feminine Mystique</i> , NOW, Betty Freidan, <i>Roe v. Wade</i> , Equal Rights Amendment, Phyllis Schlafly, Title IX, Gloria Steinem, Billie Jean King, Cesar Chavez, UFW, AIM, Indian Civil Rights Act-1968, Hippies
15. What were the most important events that influenced the election of 1968? 16. Why did President Nixon’s campaign promises and administration appeal to voters in general, and to southern voters specifically in 1968 and 1972? 17. How did President Nixon’s domestic policies impact the country? 18. Why did the break in of the Watergate Hotel lead to the resignation of President Nixon, and what were the effects of the Watergate scandal?	Wage Controls, Price Controls, Fiat Money, Benign Neglect, Executive Privileges, Freedom of the Press, Checks and Balances	Robert Kennedy, Hubert Humphrey, Chicago Convention, Silent Majority, Southern Strategy, George Wallace, EPA, Pentagon Papers, Watergate Scandal, <i>New York Times v. US (1971)</i>
19. What factors led to changes in Florida’s economy and development since the 1950s?	Immigration, Migration	Disney, Citrus Industry, Cattle Ranching, Aerospace industry, NASA, Highway Construction

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Standard 1: Use research and inquiry skills to analyze American history using primary and secondary sources. SS.912.A.1.1, SS.912.A.1.2, SS.912.A.1.3, SS.912.A.1.4, SS.912.A.1.5, SS.912.A.1.6, SS.912.A.1.7 (See details in previous units)

Common Core Reading & Writing Standards for Literacy in History/Social Studies 6-12

All lessons, activities, and assessments should reflect CCS.R.5, CCS.R.7, CCS.R.10 & CCS.W.10.

Sample Activities	Assessment
<ul style="list-style-type: none"> DBQ <ul style="list-style-type: none"> Martin Luther King and Malcolm X: Who’s philosophy made the most sense for American in the 1960s? (US) CCS.R.All, CCS.W.All Why Was the Equal Rights Amendment Defeated? (US) CCS.R.All, CCS.W.All What made Cesar Chavez an Effective Leader? (US Mini Q) CCS.R.All, CCS.W.All Primary Source Analysis– Examine excerpts from either the CBS documentary <i>Harvest of Shame</i> or Michael Harrington’s book <i>The Other America</i>. CCS.R.2, CCS.R.3, CCS.R.7 Timeline– Construct a timeline of major events of the post-WWII social movements in the US. Political Cartoons- Interpret a political cartoon relating to the Watergate Scandal (using I SEE/ I THINK/ I WONDER, SOAPStone or APPARTS). CCS.R.2, CCS.R.6, CCS.R.9 Music– Analyze popular music of the 60s and 70s looking for connections to the social and political turmoil of the period. CCS.R.2, CCS.R.3, CCS.R.5, CCS.R.7, CCS.R.9 	<ul style="list-style-type: none"> Teacher Created Assessments: <ul style="list-style-type: none"> Be sure to follow the percentage guidelines to ensure that teacher created assessments meet expectations for rigor and higher order historical thinking in the classroom. <ul style="list-style-type: none"> 20% DOK Level 1 Recall or Reproduction 50% DOK Level 2 Skills and Concepts Basic Reasoning 25% DOK Level 3 Strategic Thinking & Complex Reasoning 5% DOK Level 4 Extended Thinking and Reasoning PCS 27Week District Assessment for US History Florida End of Course Assessment in US History (EOC)

**High School
United States History**

CURRICULUM MAP

The End of the 20th Century

Organizing Principle: The rise of conservatism, and the end of the Cold War influenced domestic and foreign affairs during the closing decades of the 20th century.	Estimated Number of Days: Traditional: 10 Block: 5	Pacing: Early April
Standard 7: Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life. SS.912.A.7.11, SS.912.A.7.12, SS.912.A.7.14, SS.912.A.7.15		
Essential Questions	Concepts	People, Places, Events
1. What events led to the election of a dark horse candidate, Jimmy Carter, in 1976? 2. What were President Carter’s responses to conflict in the Middle East and a poor economy at home during the late 1970s? What were the effects of his responses?	Dark Horse, Boycott Human Rights, Stagflation Misery Index	OPEC, Oil Embargo, Ayatolloah Khomeini, Iran Hostage Crisis, Camp David Accords Olympic Boycott
3. What factors caused the rise of conservatism in the 1980s, and the election of Ronald Reagan? 4. What were the major components of ‘Reaganomics’ and what was each intended to do for the country? 5. What were the key components of President Reagan’s foreign policy? 6. What policies, actions, and alliances did Reagan use to help bring down the Soviet Union?	Conservatism, Liberalism Right Wing, Left Wing Supply-Side Economics Free Enterprise, Deregulation Reverse Discrimination, Peace Through Strength Strategic Defense Initiative Glasnost, Perestroika	Reagan Democrats, Moral Majority Great Communicator, Milton Friedman Alan Greenspan Berlin Wall, Grenada, Iran-Contra Affair, Regan Doctrine Mikhail Gorbachev, Boris Yeltsin Margaret Thatcher, Lech Walesa, Pope John Paul II, Afghanistan
7. In what ways was President George H. W. Bush’s presidency a continuation of President Reagan’s and in what ways was it a departure? 8. What were the causes and effects of the Gulf War?	Free Trade	NAFTA, Panama, Manuel Noriega Operation Desert Shield/Storm
9. What factors led to the election of Bill Clinton, to the presidency in 1992? 10. What were the key policies President Clinton pursued, both domestic and foreign? 11. What were the causes and effects of the impeachment of President Bill Clinton?	Impeachment	Ross Perot, Health Care Reform, NAFTA, Welfare Reform, Contract with America, Family and Medical Leave Act, NAFTA, WTO, Bosnia, Kosovo, Rwanda, Madeline Albright, PLO, Oslo Accords

The End of the 20th Century

All lessons, activities, and assessments should reflect the expectations of student performance outlined in Standard 1 of the Next Generation Sunshine Stat Standards for high school American History, Common Core Reading & Writing Standards for Literacy in History/Social Studies 6-12, as well as the district focus on higher order thinking based on Webb’s Depth of Knowledge.

Standard 1: Use research and inquiry skills to analyze American history using primary and secondary sources.

Benchmarks:

- SS.912.A.1.1: Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- SS.912.A.1.3: Utilize timelines to identify the time sequence of historical data.
- SS.912.A.1.4: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- SS.912.A.1.5: Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
- SS.912.A.1.6: Use case studies to explore social, political, legal, and economic relationships in history.
- SS.912.A.1.7: Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

Common Core Reading & Writing Standards for Literacy in History/Social Studies 6-12

All lessons, activities, and assessments should reflect CCS.R.5, CCS.R.7, CCS.R.10 & CCS.W.10.

Sample Activities	Assessment
<ul style="list-style-type: none"> • Primary Source Analysis– Reagan Speech: “Tear down this wall”. CCS.R.2,CCS.R.3, CCS.R.4,CCS.R.5 • Multi Media– View and discuss excerpts and resources from the PBS <i>American Experience</i> film <i>Reagan</i>. CCS.R.2 • Timeline- Create a foreign affairs timeline for the years 1980-2000. • Political Cartoons- Analyze political cartoons on the Gulf War. CCS.R.2, CCS.R.6, CCS.R.9 • Graphic Organizer- Venn diagram comparing the impeachments of Johnson and Clinton. CCS.R.7 	<ul style="list-style-type: none"> • Teacher Created Assessments: Be sure to follow the percentage guidelines to ensure that teacher created assessments meet expectations for rigor and higher order historical thinking in the classroom. <ul style="list-style-type: none"> • 20% DOK Level 1 Recall or Reproduction • 50% DOK Level 2 Skills and Concepts Basic Reasoning • 25% DOK Level 3 Strategic Thinking & Complex Reasoning • 5% DOK Level 4 Extended Thinking and Reasoning • PCS 27Week District Assessment for US History • Florida End of Course Assessment in US History (EOC)

**High School
United States History**

CURRICULUM MAP

America in Our Time

Organizing Principle: Technology, terrorism, and globalization have changed the lives of Americans living in the new millennium.	Estimated Number of Days: Traditional: 10 Block: 5	Pacing: Late April
Standard 7: Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life. SS.912.A.7.11, SS.912.A.7.12, SS.912.A.7.14, SS.912.A.7.15, SS.912.A.7.16, SS.912.A.7.17		
Essential Questions	Concepts	People, Places, Events
1. What global political, economic and social concerns emerged at the end of the 20th century and into the 21st century?	Climate Change, Human Rights Violations	Kyoto Protocol, AIDS, Green Revolution, United Nations
2. What constitutional provisions came into play during the 2000 election, and what was Florida's special role in the election? 3. Describe President George W. Bush's key domestic and foreign policies? 4. What were the causes and effects of the terrorist attacks on September 11th? 5. In what ways was the election of 2008 similar to and a departure from previous elections? 6. What have been the key components of President Obama's foreign and domestic policies?	Electoral College, Terrorism, Jihad, Social Media, Youth Vote, Recession	Al Gore, No Child Left Behind, Tax Cuts, Medicare B, Hurricane Katrina, Homeland Security, Patriot Act, Al-Qaeda, Osama Bin Laden, World Trade Center, Pentagon, Saddam Hussein, Colin Powell, Afghanistan and Iraq Wars, Nancy Pelosi Hillary Clinton, Health Care Reform,
6. How have new technologies revolutionized American life and contributed to new financial markets? 7. In what ways has increased globalization changed the American economy and the lives of Americans? 8. How have changing demographics involving an aging population and increased immigration from Latin America impacted culture, economics and politics in Florida and America as a whole?	Internet, Nanotechnology, Globalization, Free Trade, Outsourcing, Downsizing, Aging of America, Immigration	Bill Gates, Steve Jobs Group of Eight (G-8), Social Security

America in Our Time

All lessons, activities, and assessments should reflect the expectations of student performance outlined in Standard 1 of the Next Generation Sunshine Stat Standards for high school American History, Common Core Reading & Writing Standards for Literacy in History/Social Studies 6-12, as well as the district focus on higher order thinking based on Webb’s Depth of Knowledge.

Standard 1: Use research and inquiry skills to analyze American history using primary and secondary sources.

Benchmarks:

- SS.912.A.1.1: Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- SS.912.A.1.3: Utilize timelines to identify the time sequence of historical data.
- SS.912.A.1.4: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- SS.912.A.1.5: Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
- SS.912.A.1.6: Use case studies to explore social, political, legal, and economic relationships in history.
- SS.912.A.1.7: Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

Common Core Reading & Writing Standards for Literacy in History/Social Studies 6-12

All lessons, activities, and assessments should reflect CCS.R.5, CCS.R.7, CCS.R.10 & CCS.W.10.

Sample Activities	Assessment
<ul style="list-style-type: none"> • DBQ <ul style="list-style-type: none"> • Should the United States Drill for Oil in the Alaskan Wilderness? (US Mini Q) CCS.R.All, CCS.W.All • World History For Us All- Select lessons from Big Era 9, Landscape Unit 9.5- The World At Warp Speed: Science, Technology and the Computer Revolution- • Charts and Graphs– Use census data to analyze and graph various aspects of Florida's changing population since 1990. CCS.R.1,CCS.R.2,CCS.R.3,CCS.R.7,CCS.R.9 • Enrichment- Conduct Oral History 9-11 interviews- “Where were you when…” • Writing- What should history say about events that have happened in your lifetime? CCS.W.1 	<ul style="list-style-type: none"> • Teacher Created Assessments: <ul style="list-style-type: none"> Be sure to follow the percentage guidelines to ensure that teacher created assessments meet expectations for rigor and higher order historical thinking in the classroom. • 20% DOK Level 1 Recall or Reproduction • 50% DOK Level 2 Skills and Concepts Basic Reasoning • 25% DOK Level 3 Strategic Thinking & Complex Reasoning • 5% DOK Level 4 Extended Thinking and Reasoning • Florida End of Course Assessment in US History (EOC)