



Access United States History
High School
(#7921025)

Jan 2022

Access United States History (#7921025)

Course Number: 7921025

Course Length: Year (Y)

Course Path: Section: Exceptional Student Education > Grade Group: Senior High and Adult > Subject: Academics - Subject Areas >

Course Type: Core Course

Course Status: Course Approved

Class Size: Yes

Course Section: Exceptional Student Education

NCLB: Yes

Graduation Requirement: United States History

Abbreviated Title: ACCESS US HIST

Number of Credits: Course may be taken for up to two credits

GENERAL NOTES

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [Click here](#)

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [Click here](#).

Additional Instructional Resources:

A.V.E. for Success Collection: [Click here](#)

Resources for Across Standards

NewsELA- *good resource for lower level Social Studies reading and writing prompt activities:* [Click here](#)

Brain Pop- *Great resource but you need a subscription:* [Click here](#)

Tarheel Readers: Great resource of teacher made books: [Click here](#)

Free Social Studies Textbook: [Click here](#)

******Resources below may have an indication of: (I) Independent Level, (S) Supported Level, (P) Participatory Level***

Course Outline : [Click here](#)

Course Standards

SS.912.A.1.1:

Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.1.In.a:	Identify the importance of the use of authentic sources and critical review by historians to write about events.			
SS.912.A.1.Su.a:	Identify the importance of the use of authentic sources by historians to write about events.			
SS.912.A.1.Pa.a:	Recognize that historians write about events.			
Resources:	Our Documents Click here Our Documents - The People's Vote Click here (S) Historical Change: Causes and Effects Click here (S) Acceleration Click here (P) Narrative Nonfiction Click here			

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.

Remarks/Examples: Examples of primary and secondary sources may be found on various websites such as the site for [The Kinsey Collection](#).

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.1.In.b:	Identify the author and purpose of significant historical documents using primary and secondary sources.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.1.Su.b:	Identify the author and purpose of significant historical documents.			
SS.912.A.1.Pa.b:	Use appropriate sources to obtain information about history.			
Resources:	US History Modules: Prelude to the Civil War Click here US History Modules: Civil War Click here US History Modules: Reconstruction Click here US History Modules: Westward Expansion Click here US History Modules: Industrial Revolution Click here US History Modules: Gilded Age Click here US History Modules: Progressive Era Click here US History Modules: American Imperialism Click here US History Modules: World War I Click here US History Modules: The Roaring Twenties Click here US History Modules: Great Depression Click here US History Modules: World War II Click here US History Modules: The Cold War Click here US History Modules: The New Frontier Click here US History Modules: Civil Rights Movement Click here			

[SS.912.A.1.3:](#)

Utilize timelines to identify the time sequence of historical data.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.1.In.c:	Use a timeline to identify the sequence of historical data.			
SS.912.A.1.Su.c:	Use a timeline to identify a historical event.			
SS.912.A.1.Pa.c:	Use a timeline to recognize an event that occurred in the past.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
Resources:	US History Modules: Prelude to the Civil War Click here US History Modules: Civil War Click here US History Modules: Reconstruction Click here US History Modules: Westward Expansion Click here US History Modules: Industrial Revolution Click here US History Modules: Gilded Age Click here US History Modules: Progressive Era Click here US History Modules: American Imperialism Click here US History Modules: World War I Click here US History Modules: The Roaring Twenties Click here US History Modules: Great Depression Click here US History Modules: World War II Click here US History Modules: The Cold War Click here US History Modules: The New Frontier Click here US History Modules: Civil Rights Movement Click here			

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.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.1.In.d:	Interpret pictures, cartoons, graphs, artwork, artifacts, or writings to obtain information about a time period and events from the past.			
SS.912.A.1.Su.d:	Use pictures, cartoons, graphs, artwork, artifacts, or writings to obtain information about a time period and events from the past.			
SS.912.A.1.Pa.d:	Recognize pictures, cartoons, or artifacts about the past.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
Resources:	US History Modules: Prelude to the Civil War Click here US History Modules: Civil War Click here US History Modules: Reconstruction Click here US History Modules: Westward Expansion Click here US History Modules: Industrial Revolution Click here US History Modules: Gilded Age Click here US History Modules: Progressive Era Click here US History Modules: American Imperialism Click here US History Modules: World War I Click here US History Modules: The Roaring Twenties Click here US History Modules: Great Depression Click here US History Modules: World War II Click here US History Modules: The Cold War Click here US History Modules: The New Frontier Click here US History Modules: Civil Rights Movement Click here			

[SS.912.A.1.5:](#)

Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

Remarks/Examples: Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: [Click here](#)

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.1.In.e:	Determine the accuracy of current events and Internet resources by comparing them to reliable sources.			
SS.912.A.1.Su.e:	Recognize the accuracy of current events and Internet resources by comparing them to reliable sources.			
SS.912.A.1.Pa.e:	Recognize information about current events.			
Resources:				

[SS.912.A.1.6:](#)

Use case studies to explore social, political, legal, and economic relationships in history.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.1.In.f:	Use a case study to identify social, political, legal, and economic relationships in history.			
SS.912.A.1.Su.f:	Use a case study to recognize social, political, legal, and economic relationships in history.			
SS.912.A.1.Pa.f:	Use a case study to obtain information on history.			
Resources:				

[SS.912.A.1.7:](#)

Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.1.In.g:	Identify selected socio-cultural aspects of American life, such as the arts, artifacts, literature, education, and publications.			
SS.912.A.1.Su.g:	Recognize selected socio-cultural aspects of American life, such as the arts, artifacts, literature, education, and publications.			
SS.912.A.1.Pa.g:	Recognize a selected socio-cultural aspect of American life, such as the arts, artifacts, literature, education, or publications.			
Resources:				

[SS.912.A.2.1:](#)

Review causes and consequences of the Civil War.

Remarks/Examples: Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.2.In.a:	Identify the major causes and consequences of the Civil War.			
SS.912.A.2.Su.a:	Recognize the major causes and consequences of the Civil War.			
SS.912.A.2.Pa.a:	Recognize characteristics of life during the Civil War.			
Resources:	US History Modules: Prelude to the Civil War Click here US History Modules: Civil War Click here CPALMS What Caused the Civil War Click here Brain Pop Click here (S) Tar Heel Click here (S) Tar Heel Click here (P) Develop a T Chart and compare life during the civil war to present day (clothes, transportation, technology, education, etc.). (P) Ladies clothing- visuals Click here (P) Transportation Click here (P) Schooling Click here (P) The Northern Homefront Click here (P) The Southern Homefront Click here (S)(P) Civil War Activity Click here			

[SS.912.A.2.2:](#)

Assess the influence of significant people or groups on Reconstruction.

Remarks/Examples: Examples may include, but are not limited to, Andrew Johnson, Radical Republicans, Jefferson Davis, Frederick Douglass, Ulysses S. Grant, Robert E. Lee, William T. Sherman, Buffalo Soldiers, Harriet Tubman, and Sojourner Truth.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.2.In.b:	Describe the influence of significant people or groups on Reconstruction, such as Andrew Johnson, Ulysses S. Grant, Robert E. Lee, Buffalo Soldiers, and Harriet Tubman.			
SS.912.A.2.Su.b:	Recognize the influence of significant people or groups on Reconstruction, such as Andrew Johnson, Ulysses S. Grant, Robert E. Lee, Buffalo Soldiers, and Harriet Tubman.			
SS.912.A.2.Pa.b:	Recognize there were leaders who promoted social justice.			
Resources: US History Modules; Reconstruction Click here				

[SS.912.A.2.3:](#)

Describe the issues that divided Republicans during the early Reconstruction era.

Remarks/Examples: Examples may include, but are not limited to, the impeachment of Andrew Johnson, southern whites, blacks, black legislators and white extremist organizations such as the KKK, Knights of the White Camellia, The White League, Red Shirts, and Pale Faces.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.2.In.c:	Identify major challenges during Reconstruction, such as initial resistance to readmission by Southern states, disagreements between President Johnson and the Congress, and opposition to blacks by white extremist organizations, such as the Ku Klux Klan (KKK).			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.2.Su.c:	Recognize major challenges in the period of Reconstruction, such as the disagreements between the President and Congress and opposition to blacks by groups such as the Ku Klux Klan (KKK).			
SS.912.A.2.Pa.c:	Recognize that groups of people continued to disagree about slavery after the war.			
Resources:	US History Modules; Reconstruction Click here			

[SS.912.A.2.4:](#)

Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.

Remarks/Examples: Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.2.In.d:	Identify freedoms guaranteed to African American males in the amendments to the Constitution, such as the abolition of slavery, the right to citizenship, and the right to vote.			
SS.912.A.2.Su.d:	Recognize freedoms guaranteed to African American males in the amendments to the Constitution, such as the abolition of slavery and the right to vote.			
SS.912.A.2.Pa.d:	Recognize that African American males have the right to vote.			
Resources:	US History Modules; Reconstruction Click here (S) Slave Life and Slave Codes Click here			

[SS.912.A.2.5:](#)

Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<u>SS.912.A.2.In.e:</u>	Identify the purpose of laws of segregation, often called Jim Crow Laws.			
<u>SS.912.A.2.Su.e:</u>	Recognize examples of laws of segregation, often called Jim Crow Laws.			
<u>SS.912.A.2.Pa.e:</u>	Recognize the social issue of segregation.			
Resources:	US History Modules; Reconstruction Click here			

[SS.912.A.2.6:](#)

Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<u>SS.912.A.2.In.f:</u>	Identify the sharecropping and debt peonage system that was practiced in the United States.			
<u>SS.912.A.2.Su.f:</u>	Recognize that sharecropping was a common way of life for freed people.			
<u>SS.912.A.2.Pa.f:</u>	Recognize the social issue of segregation.			
Resources:	US History Modules; Reconstruction Click here			

[SS.912.A.2.7:](#)

Review the Native American experience.

Remarks/Examples: Examples may include, but are not limited to, westward expansion, reservation system, the Dawes Act, Wounded Knee Massacre, Sand Creek Massacre, Battle of Little Big Horn, Indian Schools, government involvement in the killing of the buffalo.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.2.In.g:	Identify the Native American experience during the westward expansion, such as being forced to leave their native lands to go to reservations and give up tribal identity and culture.			
SS.912.A.2.Su.g:	Recognize the Native American experience during the westward expansion, such as being forced to leave their native lands to go to reservations and give up tribal identity and culture.			
SS.912.A.2.Pa.g:	Recognize the social issue of forced integration.			
Resources:	US History Modules: Westward Expansion Click here (S) The Indian Wars Click here (P) Tar Heel Reader Click here			

SS.912.A.3.1:

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

Remarks/Examples: Examples may include, but are not limited to, creation of agricultural colleges, Morrill Land Grant Act, gold standard and Bimetallism, the creation of the Populist Party.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.3.In.a:	Identify responses to economic challenges faced by farmers, such as shifting from hand labor to machine farming, the creation of colleges to support agricultural			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
	development, and increasing the use of commercial agriculture.			
SS.912.A.3.Su.a:	Recognize responses to economic challenges faced by farmers, such as shifting from hand labor to machine farming, the creation of colleges to support agricultural development, and increasing the use of commercial agriculture.			
SS.912.A.3.Pa.a:	Recognize employment options in America.			
Resources:	US History Modules: Westward Expansion Click here (S) Revolution in Agriculture Click here (S) For Farmers: Hand vs. Machine Click here (P) Tar Heel Reader Click here Labor and Unions during Industrialization Click here			

SS.912.A.3.2:

Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.3.In.b:	Identify economic developments in the second Industrial Revolution, such as mass production of consumer goods, including transportation, food and drink, clothing, and entertainment (cinema, radio, the gramophone).			
SS.912.A.3.Su.b:	Recognize that mass production of transportation, food, and clothing was developed during the second Industrial Revolution.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.3.Pa.b:	Recognize goods that are manufactured, such as clothing.			
Resources:	US History Modules: Industrial Revolution Click here US History Modules: Gilded Age Click here (I) Industrial Revolution Click here (S) Industrial Revolution Click here (S) Gilded Age Click here (P) Manufactured Goods Definitions for Kids Click here			

[SS.912.A.3.3:](#)

Compare the first and second Industrial Revolutions in the United States.

Remarks/Examples: Examples may include, but are not limited to, trade, development of new industries.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.3.In.c:	Identify technological developments and inventions in the Industrial Revolutions in the United States.			
SS.912.A.3.Su.c:	Recognize technological developments and inventions in the Industrial Revolutions in the United States.			
SS.912.A.3.Pa.c:	Recognize that inventions changed life in the United States.			
Resources:	US History Modules: Industrial Revolution Click here			

[SS.912.A.3.4:](#)

Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.

Remarks/Examples: Examples may include, but are not limited to, railroads, the telegraph, pools, holding companies, trusts, corporations, contributed to westward expansion, expansion of trade and development of new industries, vertical and horizontal integration.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.3.In.d:	Identify how developments in industry affected the United States economy, such as railroads, forms of communication, and corporations.			
SS.912.A.3.Su.d:	Recognize how a development in industry affected the United States economy, such as railroads or forms of communication.			
SS.912.A.3.Pa.d:	Recognize transportation and communication systems.			

Resources: US History Modules: Industrial Revolution [Click here](#)

[SS.912.A.3.5:](#)

Identify significant inventors of the Industrial Revolution including African Americans and women.

Remarks/Examples:

Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.3.In.e:	Identify a significant inventor of the Industrial Revolution, including an African American or a woman.			
SS.912.A.3.Su.e:	Recognize a significant inventor of the Industrial Revolution, including an African American or a woman.			
SS.912.A.3.Pa.e:	Recognize that inventions help people.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
Resources:	US History Modules: Industrial Revolution Click here			

[SS.912.A.3.6:](#)

Analyze changes that occurred as the United States shifted from agrarian to an industrial society.

Remarks/Examples:

Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, angel Island, push-pull factors.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.3.In.f:	Identify changes that occurred as the United States shifted from an agrarian to an industrial society, such as laissez-faire policies and government regulations of food and drugs.			
SS.912.A.3.Su.f:	Recognize changes that occurred as the United States shifted from an agrarian to an industrial society, such as laissez-faire policies and government regulations of food and drugs.			
SS.912.A.3.Pa.f:	Recognize that government can control business.			

Resources:	US History Modules: Gilded Age Click here			
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[SS.912.A.3.7:](#)

Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).

Remarks/Examples: Examples may include, but are not limited to nativism, integration of immigrants into society when comparing "Old" [before 1890] and "New" immigrants [after 1890], Immigration Act of 1924.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.3.In.g:	Identify similarities in the way European immigrants in the east and Asian immigrants in the west were treated, such as discrimination in housing and employment.			
SS.912.A.3.Su.g:	Recognize similarities in the way European immigrants in the east and Asian immigrants in the west were treated, such as discrimination in housing and employment.			
SS.912.A.3.Pa.g:	Recognize the social issue of inequality.			
Resources:	US History Modules: Gilded Age Click here Immigration in the Mid-19 th Century Click here			

[SS.912.A.3.8:](#)

Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.3.In.h:	Identify the importance of social change and reform, such as settlement houses and churches that helped the poor during the early 1900s.			
SS.912.A.3.Su.h:	Recognize the importance of social change and reform, such as settlement houses and churches that helped the poor during the early 1900s.			
SS.912.A.3.Pa.h:	Recognize types of assistance for personal and social needs.			
Resources:	US History Modules: Progressive Era Click here Introduce Settlement Houses with the short video Jane Addams and the Hull House: Click here			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
Video A History of Settlement Houses: Click here Quiz on Settlement Click here				

[SS.912.A.3.9:](#)

Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.

Remarks/Examples: Examples may include, but are not limited to, unions, Knights of Labor, American Federation of Labor, Socialist Party, labor laws.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.3.In.i:	Identify a cause and consequence of the labor movement in the late 1800s and early 1900s, such as the need to improve working conditions and the resulting child labor laws and work regulations.			
SS.912.A.3.Su.i:	Recognize a cause and consequence of the labor movement in the late 1800s and early 1900s, such as the need to improve working conditions and the resulting child labor laws and work regulations.			
SS.912.A.3.Pa.i:	Recognize that workers have rights.			

Resources:	US History Modules: Gilded Age Click here Labor Movement Click here			
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[SS.912.A.3.10:](#)

Review different economic and philosophic ideologies.

Remarks/Examples: Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.3.In.j:	Identify major differences in economic systems, such as capitalism and communism.			
SS.912.A.3.Su.j:	Recognize an example of an economic system, such as capitalism.			
SS.912.A.3.Pa.j:	Recognize that people buy and sell goods and services.			
Resources: US History Modules: Progressive Era Click here				

[SS.912.A.3.11:](#)

Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.

Remarks/Examples: Examples may include, but are not limited to, Boss Tweed, Tammany Hall, George Washington Plunkitt, Washington Gladden, Thomas Nast.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.3.In.k:	Identify ways powerful groups (political machines) in United States cities controlled the government, such as having enough votes to maintain control of the city and giving jobs or contracts only to people who supported them.			
SS.912.A.3.Su.k:	Recognize that powerful groups in United States cities controlled the government and gave favors to people who supported them.			
SS.912.A.3.Pa.k:	Recognize that powerful groups have a strong influence on government.			
Resources: US History Modules: Progressive Era Click here				

[SS.912.A.3.12:](#)

Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.

Remarks/Examples: Examples may include, but are not limited to, NAACP, YMCA, Women's Christian Temperance Union, National Women's Suffrage Association, National Women's Party, Robert LaFollette, Florence Kelley, Ida M. Tarbell, Eugene Debs, Carrie Chapman Catt, Alice Paul, Theodore Roosevelt, William Taft, Woodrow Wilson, Upton Sinclair, Booker T. Washington, W.E.B. DuBois, Gifford Pinchot, William Jennings Bryan.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<u>SS.912.A.3.In.I:</u>	Identify ways organizations and people have shaped public policy and corrected injustices in American life, such as the NAACP, the YMCA, Theodore Roosevelt, and Booker T. Washington.			
<u>SS.912.A.3.Su.I:</u>	Recognize a way an organization or person has shaped public policy and corrected injustices in American life, such as the NAACP, the YMCA, Theodore Roosevelt, or Booker T. Washington.			
<u>SS.912.A.3.Pa.I:</u>	Recognize an organization in the community that helps people.			
Resources: US History Modules: Progressive Era Click here				

[SS.912.A.3.13:](#)

Examine key events and peoples in Florida history as they relate to United States history.

Remarks/Examples:

Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSaille Tucker, Hamilton Disston.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.3.In.m:	Identify key events and people in Florida history related to United States history, such as the railroad industry, the cattle industry, and the influence of immigrants.			
SS.912.A.3.Su.m:	Recognize a key event or person in Florida history related to United States history, such as the railroad industry, the cattle industry, or the influence of immigrants.			
SS.912.A.3.Pa.m:	Recognize a key event or person in Florida history.			
Resources:	Timeline of Florida Click here How Florida got Its Shape Click here (S) Railroad Click here			

SS.912.A.4.1:

Analyze the major factors that drove United States imperialism.

Remarks/Examples: Examples may include, but are not limited to, the Monroe Doctrine, Manifest Destiny, *The Influence of Sea Power Upon History*, Turner's thesis, the Roosevelt Corollary, natural resources, markets for resources, elimination of spheres of influence in China.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.4.In.a:	Identify major factors that drove the United States to expand its influence to other territories, such as forced trade with China and Japan, policies that restricted access to the Western Hemisphere, and the construction of the Panama Canal.			
SS.912.A.4.Su.a:	Recognize a factor that drove the United States to expand its influence to other territories, such as forced trade with China and Japan, policies that restricted			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
	access to the Western Hemisphere, or the construction of the Panama Canal.			
SS.912.A.4.Pa.a:	Recognize the continuing growth over time of the United States.			
Resources:	US History Modules: American Imperialism Click here (S) America and the China Trade Click here (P) U.S. Population Trends, Challenges Click here (P) Tar Heel Reader Click here			

[SS.912.A.4.2:](#)

Explain the motives of the United States acquisition of the territories.

Remarks/Examples: Examples may include, but are not limited to, Alaska, Hawaii, Puerto Rico, Philippines, Guam, Samoa, Marshall Islands, Midway Island, Virgin Islands.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.4.In.b:	Identify the benefits of expanding into other territories by the United States, such as Alaska and Hawaii, Puerto Rico, and other islands.			
SS.912.A.4.Su.b:	Recognize a benefit of expanding into other territories by the United States, such as Alaska and Hawaii, Puerto Rico, and other islands.			
SS.912.A.4.Pa.b:	Recognize the continuing growth over time of the United States.			
Resources:	US History Modules: American Imperialism Click here			

[SS.912.A.4.3:](#)

Examine causes, course, and consequences of the Spanish American War.

Remarks/Examples: Examples may include, but are not limited to, Cuba as a protectorate, Yellow Journalism, sinking of the *Maine*, the Philippines, Commodore Dewey, the Rough Riders, acquisition of territories, the Treaty of Paris.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.4.In.c:	Identify consequences of the Spanish American War, such as ending the Spanish control over Cuba and gaining control of islands in the Caribbean and Pacific.			
SS.912.A.4.Su.c:	Recognize a consequence of the Spanish American War, such as ending the Spanish control over Cuba or gaining control of islands in the Caribbean and Pacific.			
SS.912.A.4.Pa.c:	Recognize the continuing growth over time of the United States.			
Resources: US History Modules: American Imperialism Click here				

[SS.912.A.4.4:](#)

Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.

Remarks/Examples: Examples may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense and independence for Panama.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.4.In.d:	Identify reasons why the United States completed the Panama Canal, such as improving trade and decreasing travel time; and identify challenges that were faced during its construction, such as disease and environmental impact.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.4.Su.d:	Recognize why the United States completed the Panama Canal, such as improving trade and decreasing travel time; and recognize challenges that were faced during its construction, such as disease and environmental impact.			
SS.912.A.4.Pa.d:	Recognize that a canal is a man-made waterway for travel.			
Resources: US History Modules: American Imperialism Click here				

SS.912.A.4.5:

Examine causes, course, and consequences of United States involvement in World War I.

Remarks/Examples: Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the *Lusitania*, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.4.In.e:	Identify causes and consequences of United States involvement in World War I, such as conflicts among European nations, sinking of the <i>Lusitania</i> , threats by Germany, the arms race, and the Allies' plan for peace.			
SS.912.A.4.Su.e:	Recognize a cause and consequence of United States involvement in World War I, such as conflicts among European nations, sinking of the <i>Lusitania</i> , threats by Germany, the arms race, and the Allies' plan for peace.			
SS.912.A.4.Pa.e:	Recognize how countries help each other in a war.			
Resources: US History Modules: Prelude to the Civil War Click here US History Modules: Civil War Click here				

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
	US History Modules: World War I Click here (S) The United Nations Click here (S) Create a chart showing countries the U.S. trades with and what they trade. (P) Has the U.S. ever helped another country solve social problems? Click here (P) Create a graphic organizer showing the positive effects of countries working together, such as the United Nations.			

[SS.912.A.4.6:](#)

Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.4.In.f:	Identify ways the United States government prepared the nation for World War I, such as initiating the draft, issuing war bonds, and using propaganda.			
SS.912.A.4.Su.f:	Recognize a way the United States government prepared the nation for World War I, such as initiating the draft, issuing war bonds, or using propaganda.			
SS.912.A.4.Pa.f:	Recognize that citizens support their country during a war.			
Resources:	US History Modules: World War I Click here (P) Demonstrate ways we can support our country by being patriotic. (cards for soldiers and care packages: Operation Gratitude)			

[SS.912.A.4.7:](#)

Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.4.In.g:	Identify impacts of the development of airplanes, battleships, and new weapons during World War I.			
SS.912.A.4.Su.g:	Recognize an impact of the development of airplanes, battleships, or new weapons during World War I.			
SS.912.A.4.Pa.g:	Recognize types of transportation used in wars.			
Resources:	US History Modules: World War I Click here			

[SS.912.A.4.8:](#)

Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.4.In.h:	Identify experiences Americans had while serving in Europe, including groups such as African Americans and women.			
SS.912.A.4.Su.h:	Recognize experiences Americans had while serving in Europe, including groups such as African Americans and women.			
SS.912.A.4.Pa.h:	Recognize people in the armed services.			
Resources:	(P) Recognize people who serve and protect our country in the armed services. (Air Force, Navy, Marines, Army, etc.)			

[SS.912.A.4.9:](#)

Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.4.In.i:	Identify impacts of the war on diverse groups of people in the United States, including dissenters.			
SS.912.A.4.Su.i:	Recognize an impact of the war on diverse groups of people in the United States, including dissenters.			
SS.912.A.4.Pa.i:	Recognize that some people do not support war.			

Resources:

[SS.912.A.4.10:](#)

Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.

Remarks/Examples: Examples may include, but are not limited to, self-determination, boundaries, demilitarized zone, sanctions reparations, and the League of Nations (including Article X of the Covenant).

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.4.In.j:	Identify that the Treaty of Versailles held Germany responsible for the damages of World War I and established the League of Nations.			
SS.912.A.4.Su.j:	Recognize that the Treaty of Versailles held Germany responsible for the damages of World War I and established the League of Nations.			
SS.912.A.4.Pa.j:	Recognize an unintended effect of an agreement (treaty).			

Resources: US History Modules: World War I [Click here](#)

SS.912.A.4.11:

Examine key events and peoples in Florida history as they relate to United States history.

Remarks/Examples: Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.4.In.k:	Identify key events and people in Florida history, such as the participation of Florida troops and the role of Tampa during the Spanish-American War.			
SS.912.A.4.Su.k:	Recognize key events and people in Florida history, such as the participation of Florida troops in the Spanish American War.			
SS.912.A.4.Pa.k:	Recognize a contribution of Florida as it relates to American history.			

Resources:

SS.912.A.5.1:

Discuss the economic outcomes of demobilization.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.5.In.a:	Identify an economic result of demobilization, such as reintegration of soldiers into civilian life or reconstruction.			
SS.912.A.5.Su.a:	Recognize a result of demobilization, such as the reintegration of soldiers into civilian life.			
SS.912.A.5.Pa.a:	Recognize that soldiers return home after a war.			

Resources:

US History Modules: The Roaring Twenties [Click here](#)

[SS.912.A.5.2:](#)

Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.

Remarks/Examples: Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<u>SS.912.A.5.In.b:</u>	Identify the causes and reactions associated with the Red Scare, such as fear of a communist revolution, strikes by workers, laws limiting immigration, and racial unrest.			
<u>SS.912.A.5.Su.b:</u>	Recognize a cause and a reaction of the Red Scare, such as fear of a communist revolution, strikes by workers, laws limiting immigration, or racial unrest.			
<u>SS.912.A.5.Pa.b:</u>	Recognize behaviors that result from fears.			
Resources: US History Modules: The Roaring Twenties Click here				

[SS.912.A.5.3:](#)

Examine the impact of United States foreign economic policy during the 1920s.

Remarks/Examples: Examples may include, but are not limited to, the Depression of 1920-21, "The Business of America is Business," assembly line, installment buying, consumerism.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<u>SS.912.A.5.In.c:</u>	Identify impacts of United States government economic policies during the 1920s, such as tax cuts, a reduction in federal spending, and high tariffs.			
<u>SS.912.A.5.Su.c:</u>	Recognize an impact of United States government economic policies during the 1920s, such as tax cuts, a reduction in federal spending, and high tariffs.			
<u>SS.912.A.5.Pa.c:</u>	Recognize that the government makes rules about taxes and spending.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
Resources:	(S) Tar Heel Reader Click here (P) Brain Pop Taxes Click here			

SS.912.A.5.4:

Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.5.In.d:	Identify results of the economic boom of the Roaring Twenties, such as the rise of automobile ownership, the mass production of goods, and the use of marketing.			
SS.912.A.5.Su.d:	Recognize a result of the economic boom of the Roaring Twenties, such as the rise of automobile ownership, the mass production of goods, or the use of marketing.			
SS.912.A.5.Pa.d:	Recognize that when people have more money, they can buy more goods.			
Resources:	US History Modules: The Roaring Twenties Click here			

SS.912.A.5.5:

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

Remarks/Examples: Examples may include, but are not limited to, League of Nations, Washington Naval Conference, London Conference, Kellogg-Briand Pact, the Nobel Prize.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.5.In.e:	Identify actions of the United States and world powers to avoid future wars, such as forming the League of Nations.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.5.Su.e:	Recognize that the League of Nations was formed to prevent wars.			
SS.912.A.5.Pa.e:	Recognize that countries want to prevent wars.			
Resources:	(S) Brain Pop: League of Nations Click here (S) Just War Theory Click here (P) Brain Pop: War Click here			

[SS.912.A.5.6:](#)

Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.5.In.f:	Identify the influences of Hollywood, the Harlem Renaissance, and prohibition on American society in the 1920s.			
SS.912.A.5.Su.f:	Recognize an influence of Hollywood, the Harlem Renaissance, or prohibition on American society in the 1920s.			
SS.912.A.5.Pa.f:	Recognize the influences of groups with different beliefs.			
Resources:	US History Modules: The Roaring Twenties Click here			

[SS.912.A.5.7:](#)

Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.5.In.g:	Identify the effects of freedom movements that advocated for civil rights for African Americans, Latinos, Asians, and women, such as a feeling of unity and a sense of community.			
SS.912.A.5.Su.g:	Recognize the effects of freedom movements that advocated for civil rights for African Americans, Latinos, Asians, and women, such as a feeling of unity and a sense of community.			
SS.912.A.5.Pa.g:	Recognize that people in the same ethnic group may feel a sense of community.			
Resources:				

[SS.912.A.5.8:](#)

Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.5.In.h:	Identify the major view of a leader relating to the African American experience, such as Booker T. Washington, W.E.B. DuBois, or Marcus Garvey.			
SS.912.A.5.Su.h:	Recognize the view of a leader relating to the African American experience, such as the way African Americans should go about obtaining their rights.			
SS.912.A.5.Pa.h:	Recognize that people in the same ethnic group may feel a sense of community.			
Resources:				

[SS.912.A.5.9:](#)

Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.

Remarks/Examples: Examples may include, but are not limited to, 100 Percent Americanism.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.5.In.i:	Identify that support of the Ku Klux Klan changed during the 1920s with respect to groups, such as immigrants, African Americans, Catholics, Jews, women, and unions.			
SS.912.A.5.Su.i:	Recognize that support of the Ku Klux Klan changed during the 1920s with respect to groups, such as immigrants, African Americans, Catholics, Jews, women, and unions.			
SS.912.A.5.Pa.i:	Recognize that groups may fear people who are different.			

Resources:

[SS.912.A.5.10:](#)

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

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.5.In.j:	Identify reasons why there was support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.			
SS.912.A.5.Su.j:	Recognize a reason why there was support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.			
SS.912.A.5.Pa.j:	Recognize that groups may fear people who are different.			

Resources: US History Modules: The Roaring Twenties [Click here](#)

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
	(S) Brain Pop: Civil Rights Click here Civil Rights Articles Click here			

SS.912.A.5.11:

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

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.5.In.k:	Identify a cause of the Great Depression, such as drought, inflation, or the stock market crash, and a consequence, such as the New Deal plan for relief, recovery, and reform.			
SS.912.A.5.Su.k:	Recognize a cause of the Great Depression, such as drought, inflation, or the stock market crash, and a consequence, such as the New Deal plan for relief, recovery, and reform.			
SS.912.A.5.Pa.k:	Recognize that people struggle to meet their needs when they don't have enough money.			
Resources:	US History Modules: Great Depression Click here (S) Great Depression Click here (S) Brain Pop: Great Depression Causes Click here (S) Tar Heel Reader Click here (P) Tar Heel Reader Click here			

SS.912.A.5.12:

Examine key events and people in Florida history as they relate to United States history.

Remarks/Examples: Examples may include, but are not limited to, Rosewood, land boom, speculation, impact of climate and natural disasters on the end of the land boom, invention of modern air conditioning in 1929, Alfred DuPont, Majorie Kinnan Rawlings, Zora Neale Hurston, James Weldon Johnson.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.5.In.I:	Identify key events and people in Florida, such as the Florida land boom, air conditioning, New Deal programs, and Marjorie Kinnan Rawlings.			
SS.912.A.5.Su.I:	Recognize key events in Florida, such as the Florida land boom and the development of air conditioning.			
SS.912.A.5.Pa.I:	Recognize an important development in Florida, such as air conditioning.			
Resources:	(S) Florida's Land Boom Click here (P) History of Air Conditioning Click here			

SS.912.A.6.1:

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

Remarks/Examples: Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.6.In.a:	Identify major causes and consequences of World War II on the United States and the world.			
SS.912.A.6.Su.a:	Recognize a major cause and result of World War II on the United States and the world.			
SS.912.A.6.Pa.a:	Recognize that the United States fought in a war.			
Resources:	US History Modules: World War II Click here (I)(S) Britain Since the 30s Click here (P) Tar Heel Reader Click here			

SS.912.A.6.2:

Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.6.In.b:	Identify the United States response in the early years of World War II, such as the Neutrality Act, giving aid to Britain, and supplying war material to other countries.			
SS.912.A.6.Su.b:	Recognize the United States response in the early years of World War II, such as trying to stay out of the war and providing aid and war material to other countries fighting in the war.			
SS.912.A.6.Pa.b:	Recognize that a country can provide aid to other countries (allies) during a war.			
Resources:	US History Modules: World War II Click here			

[SS.912.A.6.3:](#)

Analyze the impact of the Holocaust during World War II on Jews as well as other groups.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.6.In.c:	Identify the impact of the Holocaust during World War II on Jews and other groups.			
SS.912.A.6.Su.c:	Recognize an impact of the Holocaust during World War II on Jews and other groups.			
SS.912.A.6.Pa.c:	Recognize that groups may be treated badly because they are different.			
Resources:	US History Modules: World War II Click here			

[SS.912.A.6.4:](#)

Examine efforts to expand or contract rights for various populations during World War II.

Remarks/Examples: Examples may include, but are not limited to, women, African Americans, German Americans, Japanese Americans and their internment, Native Americans, Hispanic Americans, Italian Americans.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.6.In.d:	Identify actions related to rights for groups during World War II, such as women, African Americans, German Americans, Japanese Americans, Native Americans, Hispanic Americans, or Italian Americans.			
SS.912.A.6.Su.d:	Recognize an action related to rights for groups during World War II, such as women, African Americans, German Americans, Japanese Americans, Native Americans, Hispanic Americans, or Italian Americans.			
SS.912.A.6.Pa.d:	Recognize that groups may be treated differently during a war.			
Resources:				

[SS.912.A.6.5:](#)

Explain the impact of World War II on domestic government policy.

Remarks/Examples: Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.6.In.e:	Identify an impact of World War II on domestic government policy, such as rationing, national security, civil rights, and increased job opportunities.			
SS.912.A.6.Su.e:	Recognize an impact of World War II on domestic government policy, such as rationing, national security, civil rights, or increased job opportunities.			
SS.912.A.6.Pa.e:	Recognize that war causes changes in home life.			
Resources: US History Modules: The New Frontier Click here				

[SS.912.A.6.6:](#)

Analyze the use of atomic weapons during World War II and the aftermath of the bombings.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.6.In.f:	Identify a reason why the United States decided to use atomic weapons against Japan and identify the aftermath, such as destruction and the ending of World War II.			
SS.912.A.6.Su.f:	Recognize the aftermath of the use of atomic weapons against Japan, such as destruction and the ending of World War II.			
SS.912.A.6.Pa.f:	Recognize that countries may take drastic measures to end a war.			

Resources: US History Modules: World War II [Click here](#)

[SS.912.A.6.7:](#)

Describe the attempts to promote international justice through the Nuremberg Trials.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.6.In.g:	Identify attempts to promote international justice by trying Nazi war crimes after World War II (Nuremberg Trials).			
SS.912.A.6.Su.g:	Recognize attempts to promote international justice by trying Nazi war crimes after World War II (Nuremberg Trials).			
SS.912.A.6.Pa.g:	Recognize that people who commit war crimes may have a trial.			

Resources: US History Modules: World War II [Click here](#)

[SS.912.A.6.8:](#)

Analyze the effects of the Red Scare on domestic United States policy.

Remarks/Examples: Examples may include, but are not limited to, loyalty review program, House Un-American Activities Committee, McCarthyism (Sen. Joe McCarthy), McCarran Act.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.6.In.h:	Identify the effects of the Red Scare on the United States, such as the loyalty review program and the House Un-American Activities Committee.			
SS.912.A.6.Su.h:	Recognize an effect of the Red Scare on the United States, such as the loyalty review program.			
SS.912.A.6.Pa.h:	Recognize loyalty to one's country.			
Resources:	US History Modules: The Cold War Click here			

[SS.912.A.6.9:](#)

Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.

Remarks/Examples: Examples may include, but are not limited to, the Declaration of Human Rights.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.6.In.i:	Identify that the United Nations was formed as an international organization to keep world peace and Mary McLeod Bethune was involved in developing the charter.			
SS.912.A.6.Su.i:	Recognize a peacekeeping role of the United Nations.			
SS.912.A.6.Pa.i:	Recognize that countries work together in the United Nations.			
Resources:	US History Modules: World War II Click here			

SS.912.A.6.10:

Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.6.In.j:	Identify the consequences of the early years of the Cold War, such as the establishment of the Truman Doctrine, the Marshall Plan, NATO, and the Warsaw Pact.			
SS.912.A.6.Su.j:	Recognize a consequence of the Cold War, such as the arms race, fear of the spread of communism, plans to help countries rebuild after World War II, or that countries in communist and western nations formed separate alliances.			
SS.912.A.6.Pa.j:	Recognize that countries help each other to prevent wars.			
Resources:	US History Modules: The Cold War Click here US History Modules: The New Frontier Click here US History Modules: World War II Click here Cold War & 50s Click here (S) Cold War for Kids Click here (P) Why was it called a Cold War? Click here			

SS.912.A.6.11:

Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.6.In.k:	Identify concerns about the spread of nuclear technology in the United States and the world.			
SS.912.A.6.Su.k:	Recognize a concern about the spread of nuclear technology in the United States and the world.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.6.Pa.k:	Recognize that countries make agreements to prevent war.			
Resources: US History Modules: The Cold War Click here				

[SS.912.A.6.12:](#)

Examine causes, course, and consequences of the Korean War.

Remarks/Examples: Examples may include, but are not limited to, Communist China, 38th parallel, cease fire, firing of Gen. Douglas McArthur.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.6.In.l:	Identify a cause and consequence of the Korean War.			
SS.912.A.6.Su.l:	Recognize a cause and consequence of the Korean War.			
SS.912.A.6.Pa.l:	Recognize that countries help other countries in war.			
Resources: US History Modules: The Cold War Click here				

[SS.912.A.6.13:](#)

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

Remarks/Examples: Examples may include, but are not limited to, the Domino Theory, Sputnik, space race, Korean Conflict, Vietnam Conflict, U-2 and Gary Powers, Bay of Pigs invasion, Cuban Missile Crisis, Berlin Wall, Ping Pong Diplomacy, opening of China.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.6.In.m:	Identify results of significant foreign policy events, such as the Cuban missile crisis, the Gulf of Tonkin Resolution—Vietnam, and relations with China.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.6.Su.m:	Recognize the results of a significant foreign policy event, such as the Cuban missile crisis, the Gulf of Tonkin Resolution—Vietnam, or relations with China.			
SS.912.A.6.Pa.m:	Recognize that the United States is involved with other nations.			
Resources:	US History Modules: The Cold War Click here US History Modules: The New Frontier Click here (I) The Vietnam War Click here (I) Cuban Missile Crisis Click here (S) Brain Pop: Cold War Click here (P) Cold War Click here (copy link and open in Firefox)			

[SS.912.A.6.14:](#)

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

Remarks/Examples: Examples may include, but are not limited to, Geneva Accords, Gulf of Tonkin Resolution, the draft, escalating protest at home, Vietnamization, the War Powers Act.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.6.In.n:	Identify causes and results of the Vietnam War.			
SS.912.A.6.Su.n:	Recognize a cause and result of the Vietnam War.			
SS.912.A.6.Pa.n:	Recognize that countries help other countries in war.			
Resources:	US History Modules: Prelude to the Civil War Click here US History Modules: Civil War Click here US History Modules: Reconstruction Click here US History Modules: Westward Expansion Click here US History Modules: The New Frontier Click here			

SS.912.A.6.15:

Examine key events and peoples in Florida history as they relate to United States history.

Remarks/Examples: Examples may include, but are not limited to, Mosquito Fleet, "Double V Campaign", construction of military bases and WWII training centers, 1959 Cuban coup and its impact on Florida, development of the space program and NASA

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.6.In.o:	Identify key events in Florida, such as the construction of military bases and World War II training centers and the development of the space program and NASA.			
SS.912.A.6.Su.o:	Recognize key events in Florida, such as the construction of military bases and the development of the space program.			
SS.912.A.6.Pa.o:	Recognize a development in Florida, such as the space program.			
Resources:	(I) Kennedy Space Center Click here (I) History of Kennedy Space Center Click here (I) Florida Frontiers "World War II Military Bases in Florida Click here (S) What is NASA Click here (S) Florida World War II Heritage Trail Click here (P) Tar Heel Reader Click here			

SS.912.A.7.1:

Identify causes for Post-World War II prosperity and its effects on American society.

Remarks/Examples:

Examples may include, but are not limited to, G.I. Bill, Baby Boom, growth of suburbs, Beatnik movement, youth culture, religious revivalism (e.g., Billy Graham and Bishop Fulton J. Sheen), conformity of the 1950s and the protest in the 1960s.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.7.In.a:	Identify effects of post-World War II prosperity on American society, such as the Baby Boom and the growth of suburbs.			
SS.912.A.7.Su.a:	Recognize an effect of post-World War II prosperity on American society, such as the Baby Boom or the growth of suburbs.			
SS.912.A.7.Pa.a:	Recognize a characteristic of post-World War II, such as suburbs and modern appliances.			
Resources:	US History Modules: The New Frontier Click here Post WWII: Domestic Prosperity Click here			

[SS.912.A.7.2:](#)

Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.7.In.b:	Identify the prosperity of different ethnic groups and social classes in the post-World War II period.			
SS.912.A.7.Su.b:	Recognize the prosperity of different ethnic groups and social classes in the post-World War II period.			
SS.912.A.7.Pa.b:	Recognize that different groups of people may be rich or poor.			
Resources:	US History Modules: Civil Rights Movement Click here			

[SS.912.A.7.3:](#)

Examine the changing status of women in the United States from post-World War II to present.

Remarks/Examples:

Examples may include, but are not limited to, increased numbers of women in the workforce, Civil Rights Act of 1964,

The Feminine Mystique, National Organization for Women, *Roe v. Wade*, Equal Rights Amendment, Title IX, Betty Freidan, Gloria Steinem, Phyllis Schlafly, Billie Jean King, feminism.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.7.In.c:	Identify ways that the role of women in the United States has changed since World War II, such as having more women in the workforce and politics and the use of birth control.			
SS.912.A.7.Su.c:	Recognize a way that the role of women in the United States has changed since World War II, such as having more women in the workforce and politics or the use of birth control.			
SS.912.A.7.Pa.c:	Recognize a role of women, such as working outside the home.			
Resources: US History Modules: Civil Rights Movement Click here				

SS.912.A.7.4:

Evaluate the success of 1960s era presidents' foreign and domestic policies.

Remarks/Examples:

Examples may include, but are not limited to, civil rights legislation, Space Race, Great Society, War on Poverty.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.7.In.d:	Examine government policies and programs in the 1960s, such as civil rights legislation, the Space Race, and the Great Society.			
SS.912.A.7.Su.d:	Identify a government policy or program in the 1960s, such as civil rights legislation, the Space Race, or the Great Society.			
SS.912.A.7.Pa.d:	Recognize a government program that helps people.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
Resources:	US History Modules: The New Frontier Click here Tar Heel Reader Click here Mini Page March on Washington Click here Great Society Click here Lyndon Johnson’s “Great Society” Click here Montgomery Bus Boycott Click here Civil Rights Click here YouTube Video on LPJ Click here			

SS.912.A.7.5:

Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.

Remarks/Examples:

Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.7.In.e:	Identify violent and nonviolent approaches used by groups, such as African Americans, women, Native Americans, and Hispanics, to achieve civil rights.			
SS.912.A.7.Su.e:	Recognize violent and nonviolent approaches used by groups, such as African Americans, women, Native Americans, and Hispanics, to achieve civil rights.			
SS.912.A.7.Pa.e:	Recognize that people act in violent and nonviolent ways to bring about change.			
Resources:	US History Modules: Civil Rights Movement Click here			

SS.912.A.7.6:

Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.

Remarks/Examples: Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X [El-Hajj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamil Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.7.In.f:	Identify important acts of key persons and organizations in the Civil Rights Movement and Black Power Movement, such as Martin Luther King, Rosa Parks, the NAACP, and Malcolm X.			
SS.912.A.7.Su.f:	Recognize important acts of key persons and organizations in the Civil Rights Movement and Black Power Movement, such as Martin Luther King, Rosa Parks, the NAACP, and Malcolm X.			
SS.912.A.7.Pa.f:	Recognize that people act in violent and nonviolent ways to bring about change.			
Resources:	US History Modules: Civil Rights Movement Click here (S) Create a timeline of important events and accomplishments in the life of Martin Luther King, Jr. (S) Brain Pop video Martin Luther King Click here (S) Civil Rights Battleground video Click here (S) Rosa Parks video Click here (S) Mini Page Rosa Parks Click here (S) Black Power article Click here (S) Tar Heel Reader MLK Click here (S) Tar Heel Reader Rosa Parks Click here (S) Malcom X video Click here (S) The Freedom Rides article Click here (P) Freedom Rides video Click here			

SS.912.A.7.7:

Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

Remarks/Examples: Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.7.In.g:	Identify ways African Americans, whites, and other groups joined together to bring about changes in integration and equal rights, such as the Freedom Rides and the March on Washington.			
SS.912.A.7.Su.g:	Recognize ways African Americans, whites, and other groups joined together to bring about changes in integration and equal rights, such as the Freedom Rides and the March on Washington.			
SS.912.A.7.Pa.g:	Recognize that people act in violent and nonviolent ways to bring about change.			
Resources:	US History Modules: Civil Rights Movement Click here Landmark Court Cases Click here (I) Mini Page US Supreme Court Click here (P) Tar Heel Reader Changes Click here			

SS.912.A.7.8:

Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

Remarks/Examples: Examples may include, but are not limited to, Plessy v. Ferguson [1896], Brown v. Board of Education [1954], Swann v. Charlotte-Mecklenburg Board of Education [1971], Regents of the University of California v. Bakke [1978], Miranda v. Arizona [1966], Gideon v. Wainwright [1963], Mapp v. Ohio [1961], and Roe v. Wade [1973].

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.7.In.h:	Identify the importance of landmark Supreme Court cases, such as integration—Brown v. Board of Education (1954), affirmative action—Regents of the University of California v. Bakke (1978), rights of the accused—Gideon v. Wainright (1963), and reproductive rights—Roe v. Wade (1973).			
SS.912.A.7.Su.h:	Recognize the importance of landmark Supreme Court cases, such as integration—Brown v. Board of Education (1954), affirmative action—Regents of the University of California v. Bakke (1978), rights of the accused—Gideon v. Wainright (1963), and reproductive rights—Roe v. Wade (1973).			
SS.912.A.7.Pa.h:	Recognize that Supreme Court cases have important outcomes that affect all citizens.			
Resources:	US History Modules: Civil Rights Movement Click here (P) Brain Pop Supreme Court Click here			

[SS.912.A.7.9:](#)

Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.7.In.i:	Identify social movements of the 1960s and 1970s, such as reimbursement for Native American lands, working conditions of Hispanics and bilingual and bicultural education, and women’s rights.			
SS.912.A.7.Su.i:	Recognize social movements of the 1960s and 1970s, such as reimbursement for Native American lands,			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
	working conditions of Hispanics and bilingual and bicultural education, and women's rights.			
SS.912.A.7.Pa.i:	Recognize that people work together for positive change.			
Resources:	US History Modules: Civil Rights Movement Click here			

[SS.912.A.7.10:](#)

Analyze the significance of Vietnam and Watergate on the government and people of the United States.

Remarks/Examples: Examples may include, but are not limited to, mistrust of government, reinforcement of freedom of the press, as well as checks and balances, *New York Times v. Nixon*.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.7.In.j:	Identify the impact of the Vietnam War and Watergate on the United States.			
SS.912.A.7.Su.j:	Recognize an impact of the Vietnam War and Watergate on the United States.			
SS.912.A.7.Pa.j:	Recognize an impact of war on people.			
Resources:	US History Modules: The New Frontier Click here			

[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.

Remarks/Examples: Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.7.In.k:	Identify aspects of United States foreign policy as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.			
SS.912.A.7.Su.k:	Recognize an aspect of United States foreign policy as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.			
SS.912.A.7.Pa.k:	Recognize that the United States has interests in other countries.			
Resources:				

SS.912.A.7.12:

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

Remarks/Examples: Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.7.In.l:	Identify political, economic, and social concerns that emerged from the late 1900s to early 2000s.			
SS.912.A.7.Su.l:	Recognize political, economic, and social concerns that emerged from the late 1900s to early 2000s.			
SS.912.A.7.Pa.l:	Recognize a social or economic concern of people.			
Resources: Background for teachers Click here Use to develop PowerPoint, activities, etc. Click here Mini Page 20 th Century Women Click here Mini Page More Changes of the Century Click here Mini Page The Century's Big Changes Click here Brain Pop Women's Suffrage Click here				

[SS.912.A.7.13:](#)

Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.

Remarks/Examples: Examples may include, but are not limited to, Civil Rights Act of 1964, Voting Rights Act of 1965, War on Poverty, Medicare, Medicaid, Headstart.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.7.In.m:	Identify components of the Great Society program, such as Medicare and Medicaid, urban development, housing, and transit.			
SS.912.A.7.Su.m:	Recognize a component of the Great Society program, such as Medicare and Medicaid, or housing.			
SS.912.A.7.Pa.m:	Recognize a social program of the government.			
Resources:	US History Modules: The New Frontier Click here			

[SS.912.A.7.14:](#)

Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).

Remarks/Examples: Examples may include, but are not limited to, NAFTA, World Trade Organization.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.7.In.n:	Identify ways the United States participates in the global economy, such as by trading with other countries and making trade agreements.			
SS.912.A.7.Su.n:	Recognize a way the United States participates in the global economy, such as by trading with other countries or making trade agreements.			
SS.912.A.7.Pa.n:	Recognize a product produced in another country.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
Resources:				

[SS.912.A.7.15:](#)

Analyze the effects of foreign and domestic terrorism on the American people.

Remarks/Examples: Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.7.In.o:	Identify effects of terrorism in the United States, such as the attacks on September 11, 2001, which led to the wars in Afghanistan and Iraq.			
SS.912.A.7.Su.o:	Recognize that the United States has been affected by acts of terrorism, such as the attacks on September 11, 2001.			
SS.912.A.7.Pa.o:	Recognize an act of terrorism, such as September 11, 2001.			
Resources:	Brain Pop 9/11 Click here Take the quiz on the Brain Pop video Click here Print the Brain Pop FYI Sheet about Muslims and Al Qaeda Click here Write a letter to thank the heroes of 9/11 September 11 Heroes worksheet Click here			

[SS.912.A.7.16:](#)

Examine changes in immigration policy and attitudes toward immigration since 1950.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.7.In.p:	Identify ways that immigration policy and attitudes have changed since 1950.			
SS.912.A.7.Su.p:	Recognize that immigration policy and attitudes have changed since 1950.			
SS.912.A.7.Pa.p:	Recognize that people immigrate to this country.			
Resources:				

[SS.912.A.7.17:](#)

Examine key events and key people in Florida history as they relate to United States history.

Remarks/Examples: Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.A.7.In.q:	Identify key events in Florida, such as the construction of Disney World, the growth of the citrus industry, changes in the space program, and immigration.			
SS.912.A.7.Su.q:	Identify a key event in Florida, such as the construction of Disney World, the growth of the citrus industry, changes in the space program, or immigration.			
SS.912.A.7.Pa.q:	Recognize a key event in Florida, such as construction of Disney World.			
Resources: (S) (P) You Tube video The Making of Disney World Click here (S) Florida Citrus Industry article Click here				

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
	<p>(S) Florida, (i.e., the growth of the citrus industry, construction of Disney, NASA, etc.) to research; and prepare a brochure highlighting your choice.</p> <p>(S) Choose a key event in Florida, (i.e., the growth of the citrus industry, construction of Disney, NASA, etc.) to research; and prepare a brochure highlighting your choice.</p> <p>(P) Magic Kingdom Park Construction Click here</p> <p>(P) Orlando Sentinel article Future Disney World Click here</p>			

[SS.912.G.1.2:](#)

Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.G.1.In.b:	Use spatial perspective and appropriate geographic terms and tools to organize and identify information about a location.			
SS.912.G.1.Su.b:	Use spatial perspective and appropriate geographic terms and tools to identify information about a location.			
SS.912.G.1.Pa.b:	Associate terms used by geographers with places, people, or the environment.			

Resources:

[SS.912.G.1.3:](#)

Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.G.1.In.c:	Use applicable units of measurement and scale to determine the distance between two places on a map or globe to solve simple problems.			
SS.912.G.1.Su.c:	Use applicable units of measurement to identify the distance between two places on a map to solve simple problems.			
SS.912.G.1.Pa.c:	Use positional words to identify a relative location on a map.			
Resources:				

[SS.912.G.2.1:](#)

Identify the physical characteristics and the human characteristics that define and differentiate regions.

Remarks/Examples: Examples of physical characteristics are climate, terrain, resources.

Examples of human characteristics are religion, government, economy, demography.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.G.2.In.a:	Identify physical characteristics—such as climate and terrain, and human elements—such as religion and economy, that explain settlement patterns in the United States regions over time.			
SS.912.G.2.Su.a:	Recognize physical characteristics—such as climate and terrain, and human elements—such as religion and economy, that affected where people settled in the United States.			
SS.912.G.2.Pa.a:	Recognize the effect of a physical characteristic of a place on people.			
Resources:				

[SS.912.G.4.2:](#)

Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.G.4.In.b:	Use geographic terms and tools to describe the push/pull factors contributing to human migration.			
SS.912.G.4.Su.b:	Use geographic terms and tools to identify the push/pull factors contributing to human migration.			
SS.912.G.4.Pa.b:	Recognize a cause of migration.			
Resources:				

[SS.912.G.4.3:](#)

Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.G.4.In.c:	Use geographic terms and tools to examine effects of migration on the place of origin and destination.			
SS.912.G.4.Su.c:	Use geographic terms and tools to identify an effect of migration on the place of origin and destination.			
SS.912.G.4.Pa.c:	Recognize an effect of migration.			
Resources:				

[SS.912.H.1.1:](#)

Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.

Remarks/Examples: Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.H.1.In.a:	Identify works in the arts, including architecture, music, and visual arts, from time periods, such as Classical, Renaissance, Modern, and Contemporary.			
SS.912.H.1.Su.a:	Recognize works in the arts, including music and visual arts, from a time period, such as Classical, Renaissance, or Contemporary.			
SS.912.H.1.Pa.a:	Recognize a characteristic of a work in the arts from a time period.			
Resources:				

[SS.912.H.1.3:](#)

Relate works in the arts to various cultures.

Remarks/Examples: Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.H.1.In.c:	Identify works in the arts from various cultures, such as African, Asian, European, the Americas, and Middle Eastern.			
SS.912.H.1.Su.c:	Recognize works in the arts from various cultures, such as African, Asian, the Americas, and Middle Eastern.			
SS.912.H.1.Pa.c:	Recognize a characteristic of a work in the arts from a time period.			
Resources:				

[SS.912.H.1.5:](#)

Examine artistic response to social issues and new ideas in various cultures.

Remarks/Examples: Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.H.1.In.e:	Identify ways historical events, social context, culture, and government are reflected in works of art, such as imperial Roman sculpture, the Palace of Versailles, and the layout of Washington, DC.			
SS.912.H.1.Su.e:	Recognize that works of art reflect events, cultures, or government.			
SS.912.H.1.Pa.e:	Recognize a characteristic of a work in the arts from a time period.			
Resources:				

[SS.912.H.3.1:](#)

Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.912.H.3.In.a:	Identify effects of transportation, trade, communication, science, and technology on the preservation of a culture and its diffusion to other locations.			
SS.912.H.3.Su.a:	Recognize an effect of transportation, trade, communication, science, or technology on the diffusion of a culture to another location.			
SS.912.H.3.Pa.a:	Recognize that communication helps spread ideas to other cultures.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
Resources:				

[LAFS.1112.RH.1.1:](#)

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

[LAFS.1112.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

[LAFS.1112.RH.1.3:](#)

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

[LAFS.1112.RH.2.4:](#)

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

[LAFS.1112.RH.2.5:](#)

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

[LAFS.1112.RH.2.6:](#)

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

[LAFS.1112.RH.3.7:](#)

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

[LAFS.1112.RH.3.8:](#)

Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

[LAFS.1112.RH.3.9:](#)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

[LAFS.1112.RH.4.10:](#)

By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

[LAFS.1112.SL.1.1:](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
LAFS.1112.SL.1.AP.1a:	Consider a full range of ideas or positions on a given topic or text when presented in a discussion.			
LAFS.1112.SL.1.AP.1b:	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
LAFS.1112.SL.1.AP.1c:	Summarize points of agreement and disagreement within a discussion on a given topic or text.			
LAFS.1112.SL.1.AP.1d:	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.			
LAFS.1112.SL.1.AP.1e:	Work with peers to promote democratic discussions.			
LAFS.1112.SL.1.AP.1f:	Actively seek the ideas or opinions of others in a discussion on a given topic or text.			
LAFS.1112.SL.1.AP.1g:	Engage appropriately in discussion with others who have a diverse or divergent perspectives.			

[LAFS.1112.SL.1.2:](#)

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
LAFS.1112.SL.1.AP.2a:	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.			

[LAFS.1112.SL.1.3:](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
LAFS.1112.SL.1.AP.3a:	Determine the speaker’s point of view or purpose in a text.			
LAFS.1112.SL.1.AP.3b:	Determine what arguments the speaker makes.			
LAFS.1112.SL.1.AP.3c:	Evaluate the evidence used to make the speaker’s argument.			
LAFS.1112.SL.1.AP.3d:	Evaluate a speaker’s point of view, reasoning, use of evidence and rhetoric for ideas, relationship between claims, reasoning, evidence and word choice.			

[LAFS.1112.SL.2.4:](#)

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
LAFS.1112.SL.2.AP.4a:	Report orally on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.			

[LAFS.1112.WHST.1.1:](#)

Write arguments focused on *discipline-specific content*.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.

- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

[LAFS.1112.WHST.1.2:](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[LAFS.1112.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.1112.WHST.2.5:](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[LAFS.1112.WHST.2.6:](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

[LAFS.1112.WHST.3.7:](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[LAFS.1112.WHST.3.8:](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

[LAFS.1112.WHST.3.9:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[LAFS.1112.WHST.4.10:](#)

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.SS.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

[HE.912.C.2.4:](#)

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Remarks/Examples: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
HE.912.C.2.In.d:	Describe how public-health policies and government regulations can influence health promotion and disease prevention, such as enforcing seat-belt laws, preventing			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
	underage alcohol sales, and reporting communicable diseases.			
HE.912.C.2.Su.d:	Identify ways school and public-health policies can influence health promotion and disease prevention, such as enforcing seat-belt laws, preventing underage alcohol sales, and reporting communicable diseases.			
HE.912.C.2.Pa.d:	Recognize ways selected school and public-health policies can influence health promotion and disease prevention, such as enforcing seat-belt laws, preventing underage alcohol sales, and assessing health status.			