

## 2023-2024 HS Women's Studies Pacing Guide

### AT-A-GLANCE

Curriculum Benchmarks	
Quarter 3: January 9 - March 14, 2024	
<p>SS.912.A.3.5: SS.912.A.4.8: SS.912.A.4.9: SS.912.A.5.9: SS.912.H.1.4: SS.912.W.1.2: SS.912.W.2.10: SS.912.W.2.13: SS.912.W.2.17: SS.912.W.3.2: SS.912.W.3.13: SS.912.W.3.17: SS.912.W.3.18:</p>	<p>Identify significant inventors of the Industrial Revolution including African Americans and women.</p> <p>Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.</p> <p>Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.</p> <p>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.</p> <p>Explain philosophical beliefs as they relate to works in the arts.</p> <p>Compare time measurement systems used by different cultures.</p> <p>Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.</p> <p>Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.</p> <p>Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.</p> <p>Compare the major beliefs and principles of Judaism, Christianity, and Islam.</p> <p>Compare economic, political, and social developments in East, West, and South Africa.</p> <p>Describe the roles of people in the Maya, Inca, and Aztec societies.</p> <p>Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.</p>
Quarter 4: March 25 - May 23, 2023	
<p>SS.912.A.5.7: SS.912.A.5.10: SS.912.A.7.3: SS.912.A.7.9: SS.912.A.7.11: SS.912.A.7.12: SS.912.CG.4.2: SS.912.W.9.4: SS.912.W.9.5:</p>	<p>Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.</p> <p>Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.</p> <p>Examine the changing status of women in the United States from post-World War II to present.</p> <p>Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.</p> <p>Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.</p> <p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p>Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.</p> <p>Describe the causes and effects of twentieth century nationalist conflicts.</p> <p>Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.</p>

	Throughout the Semester
SS.912.A.7.5: SS.912.CG.4.1: SS.912.CG.4.3: SS.912.G.1.1: SS.912.G.1.2: SS.912.G.1.3: SS.912.G.1.4: SS.912.G.2.1: SS.912.G.2.2: SS.912.G.2.3: SS.912.G.4.1: SS.912.G.4.2: SS.912.G.4.3: SS.912.G.4.7: SS.912.G.4.9: SS.912.H.3.1: SS.912.W.1.1: SS.912.W.1.3: SS.912.W.1.4: SS.912.W.1.5: SS.912.W.1.6: SS.912.W.4.3: SS.912.W.4.14: SS.912.W.4.15: SS.912.W.6.4:	<p>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</p> <p>Explain how the United States uses foreign policy to influence other nations.</p> <p>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</p> <p>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</p> <p>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</p> <p>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</p> <p>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</p> <p>Identify the physical characteristics and the human characteristics that define and differentiate regions.</p> <p>Describe the factors and processes that contribute to the differences between developing and developed regions of the world.</p> <p>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</p> <p>Interpret population growth and other demographic data for any given place.</p> <p>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</p> <p>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</p> <p>Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.</p> <p>Use political maps to describe the change in boundaries and governments within continents over time.</p> <p>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</p> <p>Use timelines to establish cause and effect relationships of historical events.</p> <p>Interpret and evaluate primary and secondary sources.</p> <p>Explain how historians use historical inquiry and other sciences to understand the past.</p> <p>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</p> <p>Evaluate the role of history in shaping identity and character.</p> <p>Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.</p> <p>Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.</p> <p>Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.</p> <p>Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.</p>