



Flagler Schools
HS U.S. History
Pacing Guide
2025-2026

Quarter 1 (44 days) | Dates = Aug. 11 – Oct. 10

Unit 1: Civil War, Reconstruction, and Westward Expansion

Topic: Civil War

Curriculum Benchmarks

[SS.912.A.2.1](#) (Also assesses: 2.2 – 2.7)

Review causes and consequences of the Civil War.

Remarks:

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

Benchmark Clarifications:

- Students will identify and/or evaluate the causes and consequences of the Civil War.
- Students will identify the economic, political, and/or social causes of the Civil War.
- Students will identify varying points of view regarding the main causes of the Civil War.
- Students will evaluate the constitutional issues relevant to the Civil War.

Items may assess short- and/or long-term consequences of the Civil War.

Unit 1: Civil War, Reconstruction, and Westward Expansion	Topic: Reconstruction
Curriculum Benchmarks	
<p>SS.912.A.2.2 Assess the influence of significant people or groups on Reconstruction.</p> <p><u>Remarks:</u></p> <ul style="list-style-type: none"> Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman. <p><u>Benchmark Clarifications:</u></p> <ul style="list-style-type: none"> Students will identify and/or categorize the influence of significant people or groups on Reconstruction. Items may assess the role of the Radical Republicans in Reconstruction. <p>SS.912.A.2.3 Describe the issues that divided Republicans during the early Reconstruction era.</p> <p><u>Remarks:</u></p> <ul style="list-style-type: none"> 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. <p><u>Benchmark Clarifications:</u></p> <ul style="list-style-type: none"> Students will describe the issues that divided Republicans during the early Reconstruction era. Students will identify the economic, political, and/or social consequences of Reconstruction. <p>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.</p> <p><u>Remarks:</u></p> <ul style="list-style-type: none"> Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection. <p><u>Benchmark Clarifications:</u></p> <ul style="list-style-type: none"> Students will identify the significance and/or impact of the thirteenth, fourteenth, and fifteenth amendments to the Constitution on African Americans and other groups. Students will identify the economic, political, and/or social consequences of Reconstruction. <p>SS.912.A.2.5 Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</p> <p><u>Benchmark Clarifications:</u></p> <ul style="list-style-type: none"> Students will explain how Jim Crow laws circumvented the intent and meaning of the Thirteenth, Fourteenth, and Fifteenth amendments. Students will analyze and/or explain the various components of Jim Crow legislation and their effects on Southern minorities. <p>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.</p> <p><u>Benchmark Clarifications:</u></p> <ul style="list-style-type: none"> Students will identify the economic, political, and/or social consequences of Reconstruction. 	

Unit 1: Civil War, Reconstruction, and Westward Expansion	Topic: Westward Expansion and Native Americans
Curriculum Benchmarks	
<p>SS.912.A.2.7 Review the Native American experience.</p> <p><u>Remarks:</u></p> <ul style="list-style-type: none"> 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. <p><u>Benchmark Clarification:</u></p> <ul style="list-style-type: none"> Students will identify settlement patterns in the American West, the reservation system, and/or the tribulations of the Native Americans from 1865-90. 	

Unit 2: Industrialization and the Populist Movement	Topic: Industrialization, Urbanization, Immigration, and Labor
Curriculum Benchmarks	
<p>SS.912.A.3.2 (Also assesses: 3.3 – 3.5, 3.7 – 3.13)</p> <p>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</p> <p><u>Benchmark Clarifications:</u></p> <ul style="list-style-type: none"> Students will analyze and/or evaluate the human experience during the Second Industrial Revolution. Students will explain and/or evaluate the significance of events, movements, and people in American society prior to and/or during the Second Industrial Revolution. Students will analyze and/or explain the social and/or political causes and/or conditions in government, society, and the economy that contributed to the Second Industrial Revolution. <p>SS.912.A.3.4 Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.</p> <p><u>Remarks:</u></p> <ul style="list-style-type: none"> 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. <p><u>Benchmark Clarification:</u></p> <ul style="list-style-type: none"> Students will identify the new industries and/or economic innovations of the Second Industrial Revolution and their impact on American economy and society. Items assessing the Second Industrial Revolution may include inventions, industrial developments, entrepreneurs, monopolies, government policies, and labor movements. <p>SS.912.A.3.3 Compare the first and second Industrial Revolutions in the United States.</p> <p><u>Remarks:</u></p> <ul style="list-style-type: none"> Examples may include, but are not limited to, trade, development of new industries. 	

[SS.912.A.3.5](#) Identify significant inventors of the Industrial Revolution including African Americans and women.

Remarks:

- 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.

Benchmark Clarifications:

- Students will identify the significant inventors of the Second Industrial Revolution.

[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 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.

Benchmark Clarifications:

- Students will compare/contrast the experiences of Northern European, Southern European, and Asian immigrants during the Second Industrial Revolution.

[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 may include, but are not limited to, Boss Tweed, Tammany Hall, George Washington Plunkitt, Washington Gladden, Thomas Nast.

Unit 2: Industrialization and the Populist Movement

Topic: Farmers and the Populist Movement

Curriculum Benchmarks

[SS.912.A.3.1](#) (Also assesses: 3.6)

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

Remarks:

- 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.

Benchmark Clarifications:

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

[SS.912.A.3.6](#) Analyze changes that occurred as the United States shifted from agrarian to an industrial society.

Remarks:

- 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.

Quarter 2 (43 days) | Dates = Oct. 14 – Dec. 19

Unit 3: The Progressive Era

Topic: The Progressive Era

Curriculum Benchmarks

[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).

Benchmark Clarifications:

- Students will explain the impact of social change and reform movements in the late nineteenth and early twentieth centuries.
- Students will analyze and/or evaluate the human experience during the Second Industrial Revolution.
- Items assessing the human experience during the Second Industrial Revolution may include the impact of massive immigration, the increase of urbanization, the rise of the political machine, and the influence of social reform movements on American society.

[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 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.

[SS.912.A.3.9](#) Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.

Remarks:

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

Benchmark Clarification:

- Students will describe the origin, course, and/or consequences of the labor movement in the late nineteenth and early twentieth centuries.

[SS.912.A.3.10](#) Review different economic and philosophic ideologies.

Remarks:

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

[SS.912.A.3.13](#) Examine key events and peoples in Florida history as they relate to United States history.

Remarks:

- 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.

Benchmark Clarification:

- Students will explain the impact of key events and peoples in Florida history related to the Second Industrial Revolution.

- Students will explain the impact of key events and peoples in Florida history related to the Second Industrial Revolution.

Unit 4: Imperialism and World War I**Topic: American Imperialism****Curriculum Benchmarks****SS.912.A.4.1** (Also Assesses: 4.2 – 4.4, 4.11)

Analyze the major factors that drove United States imperialism.

Remarks: 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.

Benchmark Clarifications:

- Students will analyze the literary works, government policies, social philosophies, geographic factors, and/or economic incentives that motivated American imperialism in the late nineteenth and early twentieth centuries.

SS.912.A.4.2 Explain the motives of the United States acquisition of the territories.

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

Benchmark Clarifications:

- Students will compare and/or contrast imperialist and anti-imperialist viewpoints from the late nineteenth and early twentieth centuries.

SS.912.A.4.3 Examine causes, course, and consequences of the Spanish American War.

Remarks: 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.

Benchmark Clarifications:

- Students will describe the role of the media in promoting the Spanish-American War.
- Students will trace the origin, course, and/or consequences of the Spanish-American War.
- Students will identify the issues, challenges, and/or problems that were raised in the governing of a United States overseas empire.

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 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.

Benchmark Clarifications:

- Students will identify the motivations and/or obstacles faced by the United States in the construction of the Panama Canal.
- Items assessing the economic, military, and security motivations of the United States may reference the growth of the United States Navy or refer to *The Influence of Sea Power upon History* by Alfred T. Mahan.

[SS.912.A.4.11](#) Examine key events and peoples in Florida history as they relate to United States history.

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

Benchmark Clarifications:

- Items assessing key events and peoples in Florida history are limited to the role of Florida in the Spanish-American War.

Unit 4: Imperialism and World War I

Topic: The United States in World War I

Curriculum Benchmarks

[SS.912.A.4.5](#) (Also Assesses: 4.6 – 4.11)

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

Remarks: 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.

Benchmark Clarifications:

- Students will identify the general causes of World War I, including how political alliances, imperialist policies, nationalism, and militarism each generated conflict in World War I.
- Students will identify the reasons for United States involvement in World War I and how involvement in the war was justified to the American public.
- Students will explain the cause-and-effect relationships that resulted in American intervention in World War I.
- Students will analyze the short and/or long-term social, political, and/or economic consequences of World War I for the United States and America's role in international relations in the post-war period.
- Students will identify significant individuals and their role in military and/or political leadership during World War I.
- Items will not address issues related to World War I from a perspective other than that of the United States.

[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).

Benchmark Clarifications:

- Students will identify the reasons for United States involvement in World War I and how involvement in the war was justified to the American public.
- Students will identify the major events and issues that affected the home front.

[SS.912.A.4.7](#) Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).

Benchmark Clarifications:

- Students will explain the role of technology and/or the concept of total war in World War I.

[SS.912.A.4.8](#) Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.

Benchmark Clarifications:

- Students will identify significant individuals and their role in military and/or political leadership during World War I.

[SS.912.A.4.9](#) Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, Pacific Islanders, women and dissenters in the United States.

Benchmark Clarifications:

- Students will identify the major events and issues that affected the home front.

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

Benchmark Clarifications:

- Students will explain the dichotomy between the Fourteen Points and the Treaty of Versailles, which resulted in the failure of United States support for the League of Nations.
- Students will analyze the short and/or long-term social, political, and/or economic consequences of World War I for the United States and America's role in international relations in the post-war period.

[SS.912.A.4.11](#) Examine key events and peoples in Florida history as they relate to United States history.

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

Benchmark Clarifications:

- Students will explain the impact of key events and peoples in Florida history.

Unit 5: 1920S and Great Depression	Topic: The Roaring Twenties
Curriculum Benchmarks	
<p>SS.912.A.5.3 (Also Assesses: 5.1, 5.12) Examine the impact of United States foreign economic policy during the 1920s.</p> <p><u>Remarks:</u></p> <ul style="list-style-type: none"> Examples may include, but are not limited to, the Depression of 1920-21, "The Business of America is Business," assembly line, installment buying, consumerism. <p><u>Benchmark Clarifications:</u></p> <ul style="list-style-type: none"> Students will recognize that while the United States shaped isolationist political policies, it greatly expanded its economic ties to Europe and developed an industrial economy that conducted business in global markets. Students will examine the extent to which United States economic foreign policy led to prosperity at home and abroad. <p>SS.912.A.5.1 Discuss the economic outcomes of demobilization.</p>	
<p>SS.912.A.5.5 Describe efforts by the United States and other world powers to avoid future wars.</p> <p><u>Remarks:</u></p> <ul style="list-style-type: none"> Examples may include, but are not limited to, League of Nations, Washington Naval Conference, London Conference, Kellogg-Briand Pact, the Nobel Prize. <p><u>Benchmark Clarifications:</u></p> <ul style="list-style-type: none"> Students will describe the various domestic and international peace and relief efforts in which the United States was involved following WWI Students will identify and/or evaluate the social, political, and economic incentives for the development of peace and relief efforts after WWI 	

[SS.912.A.5.10](#) (Also Assesses: 5.2, 5.6 – 5.9, 5.12)

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

Benchmark Clarifications:

- Students will recognize and/or examine varying points of view related to the desire to expand and restrict civil rights for women and political, social, economic, religious, and ethnic minorities.
- Students will identify and/or evaluate the decisions made by national and state governments related to immigration and other civil rights issues.
- Students will analyze how civil rights issues both united and divided society in the United States in the period 1919-1939.
- Items addressing issues of civil rights should be limited to the Roaring Twenties and the Great Depression (1919–39).

[SS.912.A.5.7](#) Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.Success Criteria Could Include:

- Students will examine the tension between freedom movements and the xenophobic trends associated with the 1st Red Scare.
- Students will explain the changing role of women in post-war America.

[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 may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover.

Success Criteria Could Include:

- Students will evaluate the impact World War I had on public opinion regarding immigration and political dissent.

[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.[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.[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 may include, but are not limited to, 100 Percent Americanism.

Benchmark Clarifications:

- Students will identify reasons for the rise of nativism in the 1920s and 1930s.

[SS.912.A.5.12](#) Examine key events and people in Florida history as they relate to United States history.Remarks:

- Examples may include, but are not limited to, Rosewood [Incident], 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, Marjorie Kinnan Rawlings, Zora Neale Hurston, James Weldon Johnson.

Benchmark Clarifications:

- Students will analyze the long-term social, political, and economic consequences of the 1920s and 1930s on society in the United States and/or Florida.
- Students will explain the effects of the changing role of tourism in Florida's development and growth (1890–1930), the land boom and bust (1920–30), and/or the impact of the Great Depression (1926–40).

Unit 5: 1920S & Great Depression	Topic: The Great Depression and the New Deal
Curriculum Benchmarks	
<p>SS.912.A.5.11 (Also Assesses: 5.4, 5.12) Examine causes, course, and consequences of the Great Depression and the New Deal. <u>Benchmark Clarifications:</u></p> <ul style="list-style-type: none"> Students will recognize the cause-and-effect relationships of economic trends as they relate to society in the United States during the 1920s and 1930s. Students will identify and/or evaluate the impact of business practices, consumer patterns, and government policies of the 1920s and 1930s as they relate to the Great Depression and subsequent New Deal. Students will examine the human experience during both the Great Depression and the New Deal. 	
<p>SS.912.A.5.4 Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices. <u>Success Criteria Could Include:</u></p> <ul style="list-style-type: none"> Students will explain the impact of a laissez-faire approach to the U.S. economy. 	
<p>SS.912.A.5.12 Examine key events and people in Florida history as they relate to United States history. <u>Remarks:</u></p> <ul style="list-style-type: none"> 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, Marjorie Kinnan Rawlings, Zora Neale Hurston, James Weldon Johnson. <p><u>Benchmark Clarifications:</u></p> <ul style="list-style-type: none"> Students will analyze the long-term social, political, and economic consequences of the 1920s and 1930s on society in the United States and/or Florida. Students will explain the effects of the changing role of tourism in Florida's development and growth (1890–1930), the land boom and bust (1920–30), and/or the impact of the Great Depression (1926–40). 	

Quarter 3 (45 days) | Dates = Jan. 7 – Mar. 12

Unit 6: WWII and Cold War: Early Years

Topic: America in World War II

Curriculum Benchmarks

[SS.912.A.6.1](#) (Also Assesses: 6.2 – 6.9, 6.15)

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

Remarks:

- 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 [Conference].

Benchmark Clarifications:

- Students will identify and/or evaluate the social, political, and economic causes of World War II.
- Students will identify and/or evaluate the causes and consequences of World War II both domestically and internationally.

[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).

Benchmark Clarifications:

- Students will evaluate the significance of specific wartime events and actions both on the home front and on the progress of the war.

[SS.912.A.6.5](#) Explain the impact of World War II on domestic government policy including, but not limited to, rationing and the forced internment of Japanese Americans.

Benchmark Clarifications:

- Students will evaluate the long-term influences of the war on domestic and international affairs.

[SS.912.A.6.4](#) Examine efforts to expand or contract rights for various populations during World War II.

Remarks:

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

Benchmark Clarifications:

- Students will analyze the role played by individuals in the war effort, including the involvement of women and minority groups in home front and overseas activities.
- Students will identify the impact of World War II on Japanese Americans.

[SS.912.A.6.6](#) Analyze the use of atomic weapons during World War II and the aftermath of the bombings.

Benchmark Clarification:

- Students will identify and/or evaluate the role of technology in World War II and the political, economic, and social implications of the use of technology.

[SS.912.A.6.3](#) Analyze the impact of the Holocaust during World War II on Jews as well as other groups.

[SS.912.A.6.7](#) Describe the attempts to promote international justice through the Nuremberg Trials.

[SS.912.A.6.9](#) Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.

Remarks:

- Examples may include, but are not limited to, the Declaration of Human Rights.

Benchmark Clarifications:

- Students will evaluate the long-term influences of the war on international affairs.

[SS.912.A.6.15](#) Examine key events and peoples in Florida history as they relate to United States history.

Remarks:

- 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.

Unit 6: WWII and Cold War: Early Years	Topic: The Cold War: Early Years
Curriculum Benchmarks	
<p>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).</p> <p><u>Benchmark Clarifications:</u></p> <ul style="list-style-type: none"> Students will identify and/or evaluate the social, political, and economic causes of the early years of the Cold War (1945–50). Students will recognize the significance of events or actions of the early years of the Cold War (1945–50) that influenced government policy and social interactions. Students will identify and/or evaluate the long-term social, political, and economic implications of events and actions that occurred during the early years of the Cold War (1945–50). Students will recognize varying points of view related to the early years of the Cold War (1945–50) and examine how those points of view shaped public policies and social interactions. Students will evaluate the impact of the early years of the Cold War (1945–50) on the lives of individuals in the United States. Students will evaluate how events of the early years of the Cold War (1945–50) influenced United States involvement in international conflicts. <p>SS.912.A.6.8 Analyze the effects of the Red Scare on domestic United States policy.</p> <p><u>Remarks:</u></p> <ul style="list-style-type: none"> Examples may include, but are not limited to, loyalty review program, House Un-American Activities Committee, McCarthyism (Sen. Joe McCarthy), McCarran Act. 	
<p>SS.912.A.6.13 (Also Assesses: 6.11 – 6.12, 6.14)</p> <p>Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.</p> <p><u>Remarks:</u></p> <ul style="list-style-type: none"> 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. <p><u>Benchmark Clarifications:</u></p> <ul style="list-style-type: none"> Students will interpret how the major foreign policy events of the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations shaped social interactions and government policies in the United States and how those policies affected the international perspective of the United States and its role in foreign affairs. Students will recognize the major foreign policy events of the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations. Students will identify and/or evaluate the role of nuclear technology in shaping foreign policies during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations. Students will identify and/or evaluate the influence of the media on public opinion concerning the presidential foreign policy actions of the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations. <p>SS.912.A.6.11 Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.</p> <p>SS.912.A.6.12 Examine causes, course, and consequences of the Korean War.</p> <p><u>Remarks:</u></p> <ul style="list-style-type: none"> Examples may include, but are not limited to, Communist China, 38th parallel, cease fire, firing of Gen. Douglas MacArthur. 	

[SS.912.A.7.4](#) (Also Assesses: 7.10, 7.13, 7.17)

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

Remarks:

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

Benchmark Clarifications

- Students will identify foreign policy initiatives of the 1960s-era presidents and/or evaluate how those policies affected both foreign and domestic relations.
- Students will identify domestic policy initiatives of the 1960s-era presidents and/or evaluate how those policies affected both foreign and domestic relations.
- Students will analyze the incentives for 1960s-era foreign and domestic policies.
- Students will identify and/or evaluate the controversies associated with the 1960s-era foreign and domestic policies.
- Students will analyze the influence of the media concerning presidential foreign and domestic policies or actions of the 1960s.

[SS.912.A.7.17](#) Examine key events and key people in Florida history as they relate to United States history.

Unit 7: Postwar Prosperity and Civil Rights	Topic: Causes and Effects of Post-WWII Prosperity, 1945-1975
Curriculum Benchmarks	
<p><u>SS.912.A.7.1</u> (Also Assesses: 7.2 – 7.3, 7.17) Identify causes for Post-World War II prosperity and its effects on American society. <u>Remarks:</u></p> <ul style="list-style-type: none"> 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. <p><u>Benchmark Clarifications:</u></p> <ul style="list-style-type: none"> Students will identify and/or evaluate how demobilization and government policies contributed to post–World War II prosperity. Students will analyze the social, political, and economic factors that contributed to post–World War II prosperity. Students will identify the limitations of post–World War II prosperity by examining the social, political, ethnic, racial, and cultural groups that were unaffected during that period of prosperity. Students will identify and/or evaluate the long-term influence of post–World War II prosperity on society in the United States by considering both the positive and negative social, cultural, political, geographic, and economic effects on society. <p><u>SS.912.A.7.2</u> Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.</p> <p><u>SS.912.A.7.3</u> Examine the changing status of women in the United States from post-World War II to present. <u>Remarks:</u></p> <ul style="list-style-type: none"> Examples may include, but are not limited to, increased numbers of women in the workforce, Civil Rights Act of 1964, <i>The Feminine Mystique</i>, National Organization for Women, <i>Roe v. Wade</i>, Equal Rights Amendment, Title IX, Betty Freidan, Gloria Steinem, Phyllis Schlafly, Billie Jean King, feminism. 	

Unit 7: Postwar Prosperity and Civil Rights	Topic: Civil Rights and Black Power Movements, 1954-1978
Curriculum Benchmarks	
<p>SS.912.A.7.4 (Also Assesses: 7.10, 7.13, 7.17) Evaluate the success of 1960s era presidents' foreign and domestic policies. <u>Remarks:</u> Examples may include, but are not limited to, civil rights legislation, Space Race, Great Society, War on Poverty. <u>Benchmark Clarifications</u></p> <ul style="list-style-type: none"> Students will identify foreign policy initiatives of the 1960s-era presidents and/or evaluate how those policies affected both foreign and domestic relations. Students will identify domestic policy initiatives of the 1960s-era presidents and/or evaluate how those policies affected both foreign and domestic relations. Students will analyze the incentives for 1960s-era foreign and domestic policies. Students will identify and/or evaluate the controversies associated with the 1960s-era foreign and domestic policies. Students will analyze the influence of the media concerning presidential foreign and domestic policies or actions of the 1960s. <p>SS.912.A.7.8 Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights. <u>Remarks:</u> Examples may include, but are not limited to, <i>Plessy v. Ferguson</i> [1896], <i>Brown v. Board of Education</i> [1954], <i>Swann v. Charlotte-Mecklenburg Board of Education</i> [1971], <i>Regents of the University of California v. Bakke</i> [1978], <i>Miranda v. Arizona</i> [1966], <i>Gideon v. Wainwright</i> [1963], <i>Mapp v. Ohio</i> [1961], and <i>Roe v. Wade</i> [1973]. <u>Benchmark Clarifications:</u></p> <ul style="list-style-type: none"> Students will identify the significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights. Students will evaluate the short- and – long-term impact of significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights on society in the United States. Students will evaluate how significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights both united and divided groups of people in the United States. <p>SS.912.A.7.6 (Also Assesses: 7.5, 7.7, 7.17) Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement. <u>Remarks:</u></p> <ul style="list-style-type: none"> Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, [Congress of Racial Equality] 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]. <p><u>Benchmark Clarifications:</u></p> <ul style="list-style-type: none"> Students will interpret the social, cultural, political, and economic significance of events or actions related to the Civil Rights Movement and Black Power Movement. Students will identify key organizations that shaped the Civil Rights Movement and Black Power Movement and the goals and motivations of those organizations. Students will evaluate the actions of individuals involved in the Civil Rights Movement and Black Power Movement. Students will identify how other reform movements were influenced by the leadership, practices, and achievements of the Civil Rights Movement and Black Power Movement. <p>SS.912.A.7.5 Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</p>	

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

Benchmark Clarifications: Students will identify and/or evaluate the effectiveness of tactics used by organizations and individuals in shaping the Civil Rights Movement and Black Power Movement.

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

Unit 7: Postwar Prosperity and Civil Rights	Topic: The 1960s and 70s (1960-75)
Curriculum Benchmarks	
<p>SS.912.A.6.13 (Also Assesses: 6.11 – 6.12, 6.14) Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations. <u>Remarks:</u> 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. SS.912.A.6.14 Analyze causes, course, and consequences of the Vietnam War. <u>Remarks:</u> Examples may include, but are not limited to, Geneva Accords, Gulf of Tonkin [Incident] Resolution, the draft, escalating protest at home, Vietnamization, the War Powers Act.</p>	
<p>SS.912.A.7.4 (Also Assesses: 7.10, 7.13, 7.17) Evaluate the success of 1960s era presidents' foreign and domestic policies. <u>Remarks:</u> Examples may include, but are not limited to, civil rights legislation, Space Race, Great Society, War on Poverty. <u>Benchmark Clarifications</u></p> <ul style="list-style-type: none"> • Students will identify foreign policy initiatives of the 1960s-era presidents and/or evaluate how those policies affected both foreign and domestic relations. • Students will identify domestic policy initiatives of the 1960s-era presidents and/or evaluate how those policies affected both foreign and domestic relations. • Students will analyze the incentives for 1960s-era foreign and domestic policies. • Students will identify and/or evaluate the controversies associated with the 1960s-era foreign and domestic policies. • Students will analyze the influence of the media concerning presidential foreign and domestic policies or actions of the 1960s. <p>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. <u>Remarks:</u> Examples may include, but are not limited to, Civil Rights Act of 1964, Voting Rights Act of 1965, War on Poverty, Medicare, Medicaid, Headstart. SS.912.A.7.10 Analyze the significance of Vietnam and Watergate on the government and people of the United States. <u>Remarks:</u></p> <ul style="list-style-type: none"> • Examples may include, but are not limited to, mistrust of government, reinforcement of freedom of the press, as well as checks and balances. • Examples may include, but are not limited to, mistrust of government and reinforcement of freedom of the press. 	
<p>SS.912.A.7.17 Examine key events and key people in Florida history as they relate to United States history.</p>	

Quarter 4 (47 days) | Dates = Mar. 23 – May 28

Unit 8: The Late 20th and Early 21st Century

Topic: American Foreign Policy Since 1972

Curriculum Benchmarks

[SS.912.A.7.10](#) Analyze the significance of Vietnam and **Watergate** on the government and people of the United States.

Remarks:

- Examples may include, but are not limited to, mistrust of government, reinforcement of freedom of the press, as well as checks and balances.
- Examples may include, but are not limited to, mistrust of government and reinforcement of freedom of the press.

[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 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.

Benchmark Clarifications:

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

[SS.912.A.7.12](#) (Also Assesses: 7.9, 7.14 – 7.17)

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

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

Benchmark Clarifications:

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

[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 may include, but are not limited to, **NAFTA**, World Trade Organization.

[SS.912.A.7.15](#) Analyze the effects of foreign and domestic terrorism on the American people.

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

Unit 8: The Late 20th and Early 21 st Century	Topic: American Social Issues
Curriculum Benchmarks	
<p>SS.912.A.7.3 Examine the changing status of women in the United States from post-World War II to present.</p> <p><u>Remarks:</u></p> <ul style="list-style-type: none"> Examples may include, but are not limited to, increased numbers of women in the workforce, Civil Rights Act of 1964, <i>The Feminine Mystique</i>, National Organization for Women, Roe v. Wade, Equal Rights Amendment, Title IX, Betty Freidan, Gloria Steinem, Phyllis Schlafly, Billie Jean King, feminism. <p>SS.912.A.7.8 Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.</p> <p><u>Remarks:</u></p> <ul style="list-style-type: none"> Examples may include, but are not limited to, <i>Plessy v. Ferguson</i> [1896], <i>Brown v. Board of Education</i> [1954], <i>Swann v. Charlotte-Mecklenburg Board of Education</i> [1971], Regents of the University of California v. Bakke [1978], Miranda v. Arizona [1966], Gideon v. Wainwright [1963], <i>Mapp v. Ohio</i> [1961], and Roe v. Wade [1973]. <p><u>Benchmark Clarifications:</u></p> <ul style="list-style-type: none"> Students will identify the significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights. Students will evaluate the short- and – long-term impact of significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights on society in the United States. Students will evaluate how significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights both united and divided groups of people in the United States. <p>SS.912.A.7.12 (Also Assesses: 7.9, 7.14 – 7.17)</p> <p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p><u>Remarks:</u></p> <ul style="list-style-type: none"> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations. <p><u>Benchmark Clarifications:</u></p> <ul style="list-style-type: none"> Students will examine how noted global and/or domestic events shaped the political, economic, and social issues and concerns of people living in the United States. Students will analyze the domestic issues that have both united and divided social, cultural, ethnic, religious, economic, and political groups in the United States. Students will identify and/or examine the political, economic, and social implications of the United States’ role as a global leader. Students will examine both domestic and international consequences of global leadership. Students will analyze various social and political perspectives relating to domestic and international issues. <p>SS.912.A.7.9 Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.</p> <p><u>Benchmark Clarifications:</u></p> <ul style="list-style-type: none"> Students will identify and/or evaluate the effectiveness of tactics used by organizations and individuals in shaping the Civil Rights Movement and Black Power Movement. <p>SS.912.A.7.15 Analyze the effects of foreign and domestic terrorism on the American people.</p> <p><u>Remarks:</u></p> <ul style="list-style-type: none"> Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq. <p>SS.912.A.7.16 Examine changes in immigration policy and attitudes toward immigration since 1950.</p> <p>SS.912.A.7.17 Examine key events and key people in Florida history as they relate to United States history.</p>	

Research and Inquiry Skills Instruction should take place throughout the year or when appropriate.			
Topic and Standard	Curriculum Benchmarks	Benchmark	Vocabulary
Research and Inquiry Skills (Primary and Secondary Sources) Standard 1 - SS.912.A.1: Use research and inquiry skills to analyze American history using primary and secondary sources.	<ul style="list-style-type: none"> Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history. *Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. Utilize timelines to identify the time sequence of historical data. Analyzed 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. Evaluate the validity, reliability bias, and authenticity of current events and internet resources. Use case studies to explore social, political, legal, and economic relationships in history. Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications. 	SS.912.A.1.1 SS.912.A.1.2 SS.912.A.1.3 SS.912.A.1.4 SS.912.A.1.5 SS.912.A.1.6 SS.912.A.1.7	<u>REMEMBERING</u> : defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states. <u>UNDERSTANDING</u> : comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates. <u>APPLYING</u> : applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses. <u>ANALYZING</u> : analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates <u>EVALUATING</u> : appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports <u>CREATING</u> : categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes

Geography and Humanities Standards/Benchmarks Instruction should take place throughout the year or when appropriate.		
Benchmark	Curriculum Standards and Benchmarks	Remarks/Examples
SS.912.G.1.2	SS.912.G.1: Understand how to use maps and other geographic representations, tools, and technology to report information. <ul style="list-style-type: none"> Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place. 	Six Elements of Geography: The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment and Society, and Uses of Geography. Maps, Globes, Satellite Imagery
SS.912.G.1.3	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.	Map Legend, Bar Scale, Latitude, Longitude
SS.912.G.2.1	SS.912.G.2: Understand physical and cultural characteristics of places. <ul style="list-style-type: none"> Identify the physical characteristics and the human characteristics that define and differentiate regions. 	Climate, Terrain, Resources. Religion, Government, Economy, Demography
SS.912.G.4.2	SS.912.G.4: Understand the characteristics, distribution, and migration of human populations. <ul style="list-style-type: none"> Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places. 	
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.	
SS.912.H.1.1	SS.912.H.1: Identify and analyze the historical, social, and cultural contexts of the arts. <ul style="list-style-type: none"> Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods which they were created. 	Examples are: Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary
SS.912.H.1.3	Relate works in the arts to various cultures.	Examples are: African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman
SS.912.H.1.5	Examine artistic response to social issues and new ideas in various cultures.	Examples are: Victor Hugo's Les Misérables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home
SS.912.H.3.1	SS.912.H.3: Understand how transportation, trade, communication, science, and technology influence the progression and regression of cultures. <ul style="list-style-type: none"> Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture. 	