

High School United States History

2016 – 2017

Please Note:

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course is best answered by the individual teacher. In general, teachers should remain within 1-2 weeks of the suggested pacing. The list of terms and concepts is not an all-inclusive list.

Teachers may use a wide variety of instructional materials throughout their course. The possible resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These possible resources provide sample problems that align to the topic/standard.

Publisher Resource:

“The Americans: Reconstruction to the 21st Century” – Holt McDougal Publishing

Other Course Supplemental Resources

<http://besthistorysites.net/american-history/>

<http://edsitement.neh.gov/subject/history-social-studies>

www.archives.gov/

<http://www.newseum.org/education/teacher-resources/lesson-plans/index.html>




http://smithsonianeducation.org/educators/lesson_plans/history_culture.html

<http://pptpalooza.net/>

http://www.fldoe.org/core/fileparse.php/5662/urlt/0077550-fl09sp_us_history.pdf

DBQ Project Binders

EOC Review


	Week	Major Concepts/Topics	Possible Resources
Quarter 1 Aug 10 – Oct 14	1	<p>Review the causes and consequences of the Civil War</p> <ul style="list-style-type: none"> Review causes and consequences of the Civil War <i>Remarks/Examples:</i> Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments. Sectionalism, slavery, and economics lead to the Civil War <ul style="list-style-type: none"> Kansas-Nebraska Act, Missouri Compromise, Popular Sovereignty, Compromise of 1850, Dred Scott Decision, Freeport Doctrine, Ostend Manifesto, slavery, states' rights, territorial claims, abolitionist movement, regional differences <p>Chapter 4</p>	 Causes of the Civil War Discussion Promp Bleeding Kansas Resources The Valley of the Shadows Africans in America The African American Mosaic Southern Arguments for Slavery Slavery The 1850s Outline
	1-2	<p>The Civil War</p> <ul style="list-style-type: none"> Gettysburg, Gettysburg Address, Vicksburg, Anaconda Plan, Emancipation Proclamation, Jefferson Davis, Abraham Lincoln, William T. Sherman, Robert E. Lee, General U.S. Grant <p>Chapter 4</p>	Best Civil War Sites The Civil War CivilWar.Com Library of Congress Civil War Timeline Civil War Photographs Lessons
	2-3	<p>Reconstruction Era</p> <p>DBQ Project: Who Killed Reconstruction?</p> <ul style="list-style-type: none"> Assess the influence of significant people or groups on Reconstruction. <i>Remarks/Examples:</i> 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. Describe the issues that divided Republicans during the early Reconstruction era. <i>Remarks/Examples:</i> 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. Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution. <i>Remarks/Examples:</i> Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection. Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups. 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>Chapter 4</p>	 Reconstruction Prompts.docx Best Reconstruction Websites Library of Congress America's Reconstruction History Jim Crow Online
	4	<p>Final Settlement of the West</p> <ul style="list-style-type: none"> Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s. <i>Remarks/Examples:</i> Examples may include, but are not limited to, creation of agricultural colleges, 	 Westward Expansion Prompts.docx

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course is best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The possible resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These possible resources provide sample problems that align to the topic/standard.



High School United States History

2016 – 2017

		<p>Morrill Land Grant Act, gold standard and Bimetallism, Business Monopolies, Interstate Commerce Act of 1887, Sherman Silver Purchase Act, Populism, the creation of the Populist Party.</p> <ul style="list-style-type: none"> 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. 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. <p>Chapter 5</p>	<p>Best Westward Expansion Sites The Northern Great Plains Chinese, California, and Westward Expansion Native American Resources More Native American Resources History of Native American Tribes</p>
5		<p>Industrialization</p> <ul style="list-style-type: none"> Compare the 1st and 2nd Industrial Revolutions <ul style="list-style-type: none"> Trade, development of new industries Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy. <ul style="list-style-type: none"> Railroads, the telegraph, pools, holding companies, trusts, corporations, contributed to westward expansion, expansion of trade and development of new industries, vertical and horizontal integration Examine the social, political, and economic causes, course, and consequences of the second industrial revolution that began in the late 19th century. Identify significant inventors of the Industrial Revolution including African Americans and women. <ul style="list-style-type: none"> 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. Bessemer Process, Sherman Antitrust Act, Social Darwinism, Laissez-faire <p>Chapter 6</p>	<p> Industrialization Prompts.docx</p> <p>History of Sweatshops Andrew Carnegie The Rockefellers Library of Congress Resources The American Dream Rise of Industrial America Timeline Haymarket Riot Trial</p>
6		<p>Urbanization and Immigration</p> <ul style="list-style-type: none"> 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. 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. 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). Compare and/or contrast the experiences of Northern European, Southern European, and Asian immigrants during the Second Industrial Revolution. 	<p>Immigration to the United States LOC – Immigration Hull House Museum America 1900 Chinese and Westward Expansion</p>



All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course is best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The possible resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These possible resources provide sample problems that align to the topic/standard.

	<ul style="list-style-type: none"> 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. <p>Chapter 7</p>	
<p style="text-align: center;">7-8</p>	<p>The Progressive Era/Civil Rights at the Turn of the Century</p> <ul style="list-style-type: none"> 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. 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, Homestead Strike (1892), Pullman Strike (1894), Haymarket Riot (1886) Constitution Day/Celebrate Freedom Week: Teachers should embed content related to the Constitution and rights in their lessons. <p>Chapter 6 -9</p>	<div style="text-align: center;">  Progressivism Prompts.docx </div> <p> Best Progressive Era Websites Haymarket Riot Trial History of Sweatshops Story of Teddy Roosevelt Teddy Roosevelt Life in Film The Progressives Women and Social Movements Impact of "The Jungle" Female Activism Women's Suffrage Constitution Day and Celebrate Freedom Week Resources </p>
<p style="text-align: center;">9-10</p>	<p>Imperialism and the Spanish-American War</p> <ul style="list-style-type: none"> Analyze the major factors that drove United States imperialism. Remarks/Examples: Examples may include, but are not limited to, the Monroe Doctrine, Manifest Destiny, <i>The Influence of Sea Power Upon History</i>, Turner's thesis, the Roosevelt Corollary, natural resources, markets for resources, elimination of spheres of influence in China, Big Stick, Open Door Policy, Platt Amendment, Teller Amendment, Treaty of Portsmouth (1905), yellow press 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. 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 <i>Maine</i>, the Philippines, Commodore Dewey, the Rough Riders, acquisition of territories, the Treaty of Paris. 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, yellow fever, shipping routes, increased trade, defense and independence for Panama. <p>Chapter 10</p>	<div style="text-align: center;">  Imperialism Prompts.docx </div> <p> Best Imperialism Websites Crucible of Empire Spanish-American War Films The Age of Imperialism Anti-Imperialism Website </p>



All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course is best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The possible resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These possible resources provide sample problems that align to the topic/standard.

	Week	Major Concepts/Topics	Possible Resources
Quarter 2 Oct 18 – Dec 20	1-2	<p>United States Involvement in World War I</p> <ul style="list-style-type: none"> Examine causes, course, and consequences of United States involvement in World War I. <i>Remarks/Examples:</i> Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the <i>Lusitania</i>, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism, armistice, Big Four, propaganda 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, propaganda, Committee of Public Information). Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys). Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe. Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States. Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations. <i>Remarks/Examples:</i> 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). Examine key events and peoples in Florida as they relate to World War I. <i>Remarks/Examples:</i> Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti. <p>Chapter 11</p>	 WWI Prompts.docx Best WWI Websites Military technology of WWI The Price of Freedom: Americans at War WWI Speeches PBS – The Great War
	3-4	<p>The 1920's: Domestic and Abroad (Foreign Policy)</p> <ul style="list-style-type: none"> Describe efforts by the United States and other world powers to avoid future wars. <i>Remarks/Examples:</i> Examples may include, but are not limited to, League of Nations, Washington Naval Conference, London Conference, Kellogg-Briand Pact, the Nobel Prize. Examine the impact of United States foreign economic policy during the 1920s. <i>Remarks/Examples:</i> Examples may include, but are not limited to, the Depression of 1920-21, "The Business of America is Business," assembly line, installment buying, consumerism. <ul style="list-style-type: none"> Discuss the economic outcomes of demobilization. Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities. <ul style="list-style-type: none"> Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare. <p><i>Remarks/Examples:</i> Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover.</p>	 1920s Prompts.docx 1920s Websites Jazz The 1920s Experience Temperance and Prohibition



All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course is best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The possible resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These possible resources provide sample problems that align to the topic/standard.

		<ul style="list-style-type: none"> Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s. Remarks/Examples: 18th Amendment, 21st Amendment, Volstead Act Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women. Remarks/Examples: Flappers, Great Migration, nativism, NAACP, 19th Amendment, normalcy, Rosewood Incident, Seminole Indians, Universal Negro Improvement Association Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience. 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. 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. <p>Chapter 12-13</p>	
5-6		<p>The Depression and The New Deal</p> <ul style="list-style-type: none"> Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices. Examine causes, course, and consequences of the Great Depression and the New Deal. Remarks/Examples: Agricultural Adjustment Act (AAA), bank holiday, Black Tuesday, Bonus Expeditionary Force, bull market, buying on margin, Civilian Conservation Corps (CCC), Dust Bowl, economic boom, Federal Deposit Insurance Corporation (FDIC), Great Depression, Gross National Product (GNP), impact of climate and natural disasters, National Labor Relations Act (Wagner Act), National Recovery Act (NRA), National Recover Administration (NRA), New Deal, Recovery, Reform, Relief, Roaring Twenties, Sit-Down Strike, Smoot-Hawley Tariff, Social Security, speculation boom, Tennessee Valley Authority (TVA), Works Progress Administration (WPA). <p>Chapter 14-15</p>	 Great Depression.docx FDR: The Presidents The New Deal Network Voices from the Dust Bowl Surviving the Dust Bowl Images of the Depression
7-8		<p>Causes of World War II</p> <p>DBQ Project: "Why Did Japan Bomb Pearl Harbor?"</p> <ul style="list-style-type: none"> Examine the causes of WWII Remarks/Examples: Rise of dictators, attack on Pearl Harbor, Nazi Party, American neutrality, Atlantic Charter Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act). <p>Chapter 16</p>	 Causes of WWII.docx WWII Websites WWII Hypertext Americans at War WWII Documents BBC: WWII

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course is best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The possible resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These possible resources provide sample problems that align to the topic/standard.




	Week	Major Concepts / Topics	Possible Resources
Quarter 3 Jan 5 – Mar 10	1	<p>American Involvement in WWII</p> <ul style="list-style-type: none"> Examine causes, course, and consequences of World War II on the United States and the world. <i>Remarks/Examples:</i> Examples may include, but are not limited to D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta, Coral Sea, Final Solution, Hiroshima, Nagasaki, Home Front, Midway, Normandy, Potsdam, Salerno, Tehran, V-E Day, V-J Day Examine efforts to expand or contract rights for various populations during World War II. <i>Remarks/Examples:</i> Examples may include, but are not limited to, women, African Americans, German Americans, Japanese Americans and their internment, Native Americans, Hispanic Americans, Italian Americans. Explain the impact of World War II on domestic government policy. <i>Remarks/Examples:</i> Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, people of the Jewish faith and other refugees. Analyze the impact of the Holocaust during World War II on Jews as well as other groups. Analyze the use of atomic weapons during World War II and the aftermath of the bombings. Describe the attempts to promote international justice through the Nuremberg Trials. Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune. Dumbarton Oaks Conference <i>Remarks/Examples:</i> Examples may include, but are not limited to, the Declaration of Human Rights. <p>Chapter 17</p>	 WWII Prompts.docx WWII Websites WWII Hypertext The World at War Americans at War WWII Documents BBC: WWII
	2	<p>Truman, Eisenhower and the Cold War (1945-1960)</p> <p style="background-color: red; color: white; padding: 2px;">DBQ Project: "How Did the U.S. Contain Communism?"</p> <ul style="list-style-type: none"> Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact). Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world → This topic is ongoing throughout the 2nd semester Analyze significant foreign policy events during the Truman and Eisenhower administrations. <i>Remarks/Examples:</i> Examples may include, but are not limited to, the Domino Theory, Sputnik, Korean Conflict, U-2 and Gary Powers, containment, Berlin Blockade, Iron Curtain, arms race, SEATO, superpower, nuclear proliferation Examine causes, course, and consequences of the Korean War. <i>Remarks/Examples:</i> Examples may include, but aren't limited to, Communist China, 38th parallel, cease fire, firing of Gen. Douglas MacArthur, Panmunjom, DMZ Analyze the effects of the Red Scare on domestic United States policy. <i>Remarks/Examples:</i> Examples may include, but are not limited to, loyalty review program (boards), House Un-American Activities Committee, McCarthyism (Sen. Joe McCarthy), McCarran Act <p>Chapters 18</p>	 Early Cold War Prompts.docx Cold War Websites The Marshall Plan Space Race Smithsonian Cuban Missile Crisis

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course is best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The possible resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These possible resources provide sample problems that align to the topic/standard.


High School United States History

2016 – 2017

3	<p>Post-War Prosperity</p> <ul style="list-style-type: none"> Identify causes for Post-World War II prosperity and its effects on American society. <i>Remarks/Examples:</i> 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, birthrate, Interstate Highway System (Eisenhower) <ul style="list-style-type: none"> Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period. Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period. Chapter 19 	 <p>The 1950s Prompts.docx</p> <p>The 1950s Literature and Culture of the 1950s Eisenhower Library</p>
4	<ul style="list-style-type: none"> Kennedy and Johnson Foreign and Domestic Policy (not including Vietnam) Analyze significant foreign policy events during the Kennedy and Johnson administrations. <i>Remarks/Examples:</i> Examples may include, but are not limited to, the Domino Theory, containment, space race, Bay of Pigs invasion, Cuban Missile Crisis, Berlin Wall Evaluate the success of 1960s era presidents' foreign and domestic policies. <i>Remarks/Examples:</i> Examples may include, but are not limited to, civil rights legislation, Space Race, War on Poverty, New Frontier, Great Society Supreme Court Cases <ul style="list-style-type: none"> <i>Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio</i> 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. <i>Remarks/Examples:</i> Examples may include, but are not limited to War on Poverty, Medicare, Medicaid, Headstart <p>Chapter 20</p>	 <p>1960s Presidents Prompts.docx</p> <p>Kennedy and Johnson Websites JFK Library JFK 50 American Presidency Project LBJ for Kids LBJ Library</p>
5	<p>Civil Rights in the United States</p> <ul style="list-style-type: none"> Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights. <i>Remarks/Examples:</i> Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches, social activism Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement. <i>Remarks/Examples:</i> Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, , SCLC, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Nation of Islam, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X, Stokely Carmichael, H. Rap Brown, the Black Panther Party [e.g., Huey P. Newton, Bobby Seale]. Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights. <i>Remarks/Examples:</i> Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington. 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. 	 <p>Civil Rights Prompts.docx</p> <p>Civil Rights Websites The 60s Project Mississippi Burning Eyes on the Prize</p>



All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course is best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The possible resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These possible resources provide sample problems that align to the topic/standard.

		<p>Remarks/Examples: Examples may include, but are not limited to, Civil Rights Act of 1964, Voting Rights Act of 1965, Pork Chop Gang</p> <p>Supreme Court Cases</p> <ul style="list-style-type: none"> ▪ <i>Plessy v. Ferguson (1896), Brown v. Topeka Board of Education (1954), Swann v. Mecklenburg Board of Education</i> <p>Chapter 21</p>	
6-7		<p>Vietnam Conflict</p> <ul style="list-style-type: none"> • Analyze causes, course, and consequences of the Vietnam War. <p>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, Containment, Domino Theory, Paris Peace Accords, Doves, Hawks, anti-war protests, conscientious objector, Gulf of Tonkin Incident, Tet Offensive, Gulf of Tonkin Resolution</p> <p>Chapter 22</p>	<p>Vietnam Websites Vietnam Online 1968 Democratic Convention Riots Vietnam Statistics</p>
8-10		<p>Era of Social Change</p> <ul style="list-style-type: none"> • Examine the changing status of women in the United States from post-World War II to present. <p>Remarks/Examples: 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 (NOW), <i>Roe v. Wade</i>, Equal Rights Amendment, Title IX, Betty Freidan, Gloria Steinem, Phyllis Schlafly, Billie Jean King, feminism, women in the workforce • Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period. • Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s. • Equal Rights Amendment, American Indian Movement, Gray Panthers, United Farmworkers <p>Chapter 23</p> <p>An Age of Limits – President Ford and Carter</p> <ul style="list-style-type: none"> • Nixon Foreign Policy – Ping Pong Diplomacy, Opening of China • Analyze the significance of Vietnam and Watergate on the government and people of the United States. <p>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, <i>New York Times v. Nixon</i>.</p> <ul style="list-style-type: none"> • Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East. <p>Remarks/Examples: Examples may include, but aren't limited to Camp David Accords, Iran Hostage Crisis</p> <p>Supreme Court Cases</p> <ul style="list-style-type: none"> ▪ <i>Regents of University of California v. Bakke, Swann v. Charlotte-Mecklenburg BOE</i> <ul style="list-style-type: none"> • Florida History Selection of Central Florida for Disney World, citrus and cigar industries, construction of interstates, Harry T. Moore, <p>Chapter 24</p> </p>	<div style="text-align: center;">  Era of Change Prompts.docx </div> <p>Watergate</p>

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course is best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The possible resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These possible resources provide sample problems that align to the topic/standard.

	Week	Major Concepts/Topics	Possible Resources
Quarter 4 Mar 21 – May 24	1	The Reagan Years <ul style="list-style-type: none"> • Foreign policy in Africa, Asia, the Caribbean, Latin America, and the Middle East Haiti, Grenada, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, End of Cold War, immigration, Glasnost • Political, economic, and social concerns AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations • Changes in immigration and immigration policy 	 Later Era of Change Prompts.docx
	2-3	George H.W. Bush through Barack Obama <ul style="list-style-type: none"> • Foreign Policy <ul style="list-style-type: none"> ▪ Apartheid, wars in Afghanistan and Iraq, Persian Gulf War • Foreign and domestic terrorism <ul style="list-style-type: none"> ▪ Oklahoma City bombing, September 11th, Patriot Act, wars in Afghanistan and Iraq, Persian Gulf War • Global Economy (trade agreements, international competition, labor, environment) <ul style="list-style-type: none"> ▪ NAFTA, WTO, globalization • Changes in immigration and immigration policy 	 Later Era of Change Prompts.docx
	4 EOC	Review For End of Course Exam	
	Post – EOC	<ul style="list-style-type: none"> • DBQ Project of choice • Student culmination projects 	

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course is best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The possible resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These possible resources provide sample problems that align to the topic/standard.