



Duval County Public Schools

Social Studies Curriculum Guide



American History

**SOCIAL STUDIES LEARNING SCHEDULES EXPLANATION & KEY
2008-2009**

This curriculum has been reformatted to accomplish the following purposes:

- To refine the framework of **Understanding by Design™**, which is an instructional design developed by Grant Wiggins and Jay McTighe and adopted in the 2004-2005 school year across the district by the four academic subject areas.
- To further correlate Sunshine State Standards for Social Studies, with Sunshine State Standards for Language Arts in an effort to facilitate the inclusion of Content Area Reading Professional Development (CAR-PD) strategies for FCAT Level 2 readers and all readers.
- To place the curriculum in a week by week Learning Schedule to increase cohesiveness of practice across the district

The Three Stages of Understanding by Design™ and the Learning Schedule

	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging and effective instruction
Week 12 – Topic (Week 1 of 2)	<p>Social Studies Sunshine State Standards are content standards. They are statements of what students should know or understand in social studies.</p> <p>Related Sunshine State Standards are content standards. They are statements of what students should know or understand in related content areas such as science or language arts.</p>	<p>Essential Questions are the questions that direct students to the standards</p> <p>Vocabulary/Concepts are the basic terms and ideas that serve as the building blocks to construct understanding.</p> <p>Skills are the basic processes that serve as the tools to construct understanding</p> <p>Enduring Understandings are the content standards as constructed in the students' own mind and in their own words</p> <p>Tasks/Assessments that are directly related to FCAT Reading and Writing skills appear in bold.</p>	<p>Required Performance Tasks/Assessments are mandated for all students. While these may be in various formats, they are to be meaningful, (related to standards) and authentic (related to the world beyond the classroom). Formats may include:</p> <ul style="list-style-type: none"> • Performance assessments • Short and extended response items • Traditional quizzes and tests, including FCAT-like items • Informal checks and observations <p>Recommended Additional Performance Tasks/Assessments are no different in format or purpose than required tasks/assessments but are provided as a further resource for teachers.</p> <p>Textbook Resources</p> <ul style="list-style-type: none"> ➤ Listed here are highlights of textbook resources that are of particular use in increasing social studies achievement ➤ Reading strategies from the text, specifically those aligned with CAR-PD, will be listed here for easy reference. <p>Internet</p> <ul style="list-style-type: none"> ➤ Listed here are hyperlinks to many recommended websites with lots of information and resources. <p>History Alive!</p> <ul style="list-style-type: none"> ➤ For those teachers with training and access to History Alive! materials correlations with these interactive units are listed here. <p>Other Resources</p> <ul style="list-style-type: none"> ➤ Listed here are references to other easily accessed books, documentaries, etc. that relate to the topic.

Honors Course Credit - The Florida Department of Education expects that districts will establish guidelines for awarding advanced credit in a social studies course. Since 1998 the district's requirements for honors credit have been:

All students are responsible for the same Sunshine State Standards. However, students in advanced courses complete a more rigorous curriculum with instructional strategies that reflect the rigor and depth of the material. Advanced courses will include the following:

- Extended and complex writing components both timed and un-timed.
- Frequent analysis of primary sources.
- Extensive use of documents/data for writing prompts.
- Complex problem solving.
- Completion of a History Fair* project (all grade levels) and participation in the school's History Fair (optional for sixth grade students).

While participation in the school's History Fair is required for students in advanced social studies courses, all students should be encouraged to create a History Fair project!

Incorporating Reading Strategies

For the students to be successful in **FCAT reading**, the students need to learn strategies to use for reading informational text. Approximately 70% of the reading passages on the 10th grade FCAT test consist of informational text, and a large portion of that text is social studies content.

To assist you in the incorporation of these reading strategies in your class, suggested strategies are included in this curriculum. Moreover, the new textbook (Glencoe World History) and the kits that come with it include multiple ideas for incorporating reading strategies into your class. Some of them are highlighted below.

- In the teacher's edition, **Reading Strategies** boxes are included in each section of the text. These boxes can be found at the bottom of the page, and are highlighted with Reading Strategy in a green flag in the upper left-hand corner of the box.
- In the reading sections of the textbook, a **reading check question** is included after each section of reading so that students can check their understanding of the material.
- Each section of the textbook includes a **guide to reading**, including strategies that students can use to help understand the material.
- In the **Section Assessments**, there are reading strategies included.
- The kits include *Florida Reading Essentials and Study Guides*, *Guided Reading Activities* in the Unit Resources, *Reading in the Content Areas* by Jamestown Education, Timed *Readings Plus in Social Studies* by Jamestown Education, among others.
- In the Florida pages at the beginning of the Teacher's Edition

Incorporating Writing Strategies

Also included in the kit is a set of transparencies designed to assist you in helping your students improve their writing for **FCAT Writes**. It is a green book titled **Writing Process Transparencies**.

Your kit may also include a **Writer's Guidebook—Social Studies**.

Learning Schedule Overview for 11th Grade American History

Unit	Unit Name	Total Weeks
I	Colonial America Review	2
II	American Revolution Review	2
III	Constitutional Era Review	2
IV	Early America Review	3
V	Civil War and Reconstruction Review	3
VI	Industrialism/Frontier	2
VII	Immigration/Urbanization	1
VIII	Progressivism	2
IX	World War I	2
X	The Roaring Twenties	3
XI	The Great Depression	2
XII(a)	World War II	2
XII(b)	The Holocaust	1
XII	Cold War	3
XII	Civil Rights Era	2
XII	Contemporary America	4
	Total	36

NOTE:

DCPS teachers follow this learning schedule to maintain uniformity across the district and ensure all students are provided the opportunity to meet Sunshine State Standards. The school calendar, testing schedule, or other considerations may necessitate reasonable adjustment of this learning schedule. The Florida Department of Education's description for this course can be downloaded from their website at www.fldoe.org.

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<p>WEEK 1-2 Colonial America Review</p>	<p>Social Studies Standards: The student will:</p> <ul style="list-style-type: none"> ➤ identify and understand themes in history that cross scientific, economic, and cultural boundaries. (SS.A.1.4.2) ➤ use mental maps of physical and human features of the world to answer complex geographic questions (SS.B.1.4.3) ➤ understand how cultural and technological characteristics can link or divide regions (SS.B.1.4.4) ➤ understand how various factors affect people’s mental maps. (SS.B.1.4.5) ➤ understand how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions (SS.B.2.4.1) ➤ understand past and present trends in human migration and cultural interaction and their impact on physical and human systems. (SS.B.2.4.2) ➤ understand how the allocation of control of the Earth’s surface affects interactions between people in different regions (SS.B.2.4.3.) <p>Related Standards: The student:</p> <ul style="list-style-type: none"> ➤ LA.A.1.4.2—Selects and uses strategies to understand words and text to make and confirm inferences from what is read ➤ LA.A.1.4.3—Refines vocabulary for interpersonal, academic, and workplace situations ➤ LA.B.2.4.1—Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety media 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ What are the advantages and disadvantages of migration, and what role does environment play? ➤ What causes one group of people to consider themselves superior to another group? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ nomadic ➤ Iroquois ➤ Aztec ➤ Renaissance ➤ Reformation ➤ conquistador ➤ indentured servant ➤ proprietor ➤ Quaker ➤ mercantilism ➤ triangular trade ➤ middle passage <p>Skills</p> <ul style="list-style-type: none"> ➤ Explain the reasons for exploration. ➤ Analyze components of Native American Culture. <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ Nations may have several reasons for colonization: religious, financial and social. ➤ Several results may occur when different societies occupy the same area: conflict, assimilation, or compromise. ➤ Societies form new governments when current governments no longer serve needs. 	<p>Required Performance Tasks/Assessments</p> <p>Students will:</p> <ul style="list-style-type: none"> ➤ Create a chart comparing/contrasting New England, Middle and Southern Colonies (reasons for settlement, types of settlers, major economic activities, topography, and political systems), then, in writing, students will explain the key similarities and differences they see. <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ In groups create a poster of a Native American tribe, and on that poster, draw the location of the tribe, include how the tribe makes a living, religious and cultural ceremonies, and unique characteristics. Students should pick either the role of artist, researcher, writer or presenter in the group. Each member of the group should turn in a written page explaining each of the pictures on the poster. The group should take a few questions from the class after the presentation. <p style="text-align: center;">FCAT-related activities in bold</p>	<p>The Americans Text , Ch 1-3 Workbook, p. 1-52</p> <p>Other Resources</p> <ul style="list-style-type: none"> ➤ <i>A Different Mirror, A History of Multicultural America.</i> Takaki, Ronald. Back Bay Books, 1993. Boston. ISBN 0-316-83111-5, p. 24-44, 51-61 ➤ <i>The African-American Odyssey, 3rd ed.</i> Hine, Hine, and Harrold. Pearson, Prentice-Hall, Upper Saddle River, 2006. ISBN 0-13-192217-3, p. 37, 57-59, 64-68 ➤ “The Journal of Christopher Columbus”, Chap. 1, Sect. 5, p. 17-18 ➤ “The Memoirs of Christopher Columbus,” Chap. 1, Sect. 5, p. 19-21 ➤ “Mayflower Compact,” Chap. 2, Sect. 3, p. 40. ➤ “Triangular Trade,” Chap. 3, Sect. 2, p. 57-58 ➤ “The Last of the Mohicans,” Chap. 3, Sect. 4, p. 63-65

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">WEEK 3-4 – American Revolution Review</p> <p>Social Studies Standards: The student will:</p> <ul style="list-style-type: none"> ➤ understand the significant military and political events that took place during the American Revolution. (SS.A.4.4.3) <p>Related Standards: The student:</p> <ul style="list-style-type: none"> ➤ LA.A.1.4.2—Selects and uses strategies to understand words and text to make and confirm inferences from what is read LA.A.1.4.3—Refines vocabulary for interpersonal, academic, and workplace situations ➤ LA.B.2.4.1—Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety media 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ At what point is compromise no longer an option? ➤ How important is it to protect dissenters? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Stamp Act ➤ Boston Massacre ➤ Committee of Correspondence ➤ <u>Common Sense</u> ➤ Thomas Jefferson ➤ Saratoga ➤ Valley Forge ➤ Yorktown <p>Skills</p> <ul style="list-style-type: none"> ➤ Discuss the reasons for the American Revolution <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ Several results may occur when different societies occupy the same area: conflict, assimilation, or compromise 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Create a dual-path chart showing how the colonies became independent. One path list four or more military events, such as battles and changes in command. On the other, list four or more political events, including protests, publications of documents, and legal actions. ➤ Review France's role in helping the colonies rebel against Great Britain. Under what conditions, if any do you think the United States should help other countries? <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Thomas Paine wrote in the introduction to <u>Common Sense</u>: "The cause of America is in a great measure the cause of all mankind." Evaluate the significance of Paine's statement in light of Locke's ideas about natural rights and Jefferson's ideas about "unalienable rights" <p style="text-align: center;">FCAT-related activities in bold</p>	<p>The Americans</p> <ul style="list-style-type: none"> ➤ Text , Ch 4 <p>Other Resources:</p> <ul style="list-style-type: none"> ➤ "Boston Tea Party," Chap. 4, Sect. 1, p. 80-81 ➤ "Political Cartoon," Chap. 5, Sect. 3, p. 14

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<p>WEEK 5-6 Constitutional Period Review</p>	<p>Social Studies Standards: The student will:</p> <ul style="list-style-type: none"> ➤ understand the political events that defined the Constitutional period. (SS.A.4.4.4) ➤ understand the significant political events that took place during the early national period. (SS.A.4.4.5) <p>Related Standards: The student:</p> <ul style="list-style-type: none"> ➤ LA.A.1.4.2—Selects and uses strategies to understand words and text to make and confirm inferences from what is read ➤ LA.A.1.4.3—Refines vocabulary for interpersonal, academic, and workplace situations ➤ LA.B.2.4.1—Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety media <p>Essential Questions</p> <ul style="list-style-type: none"> ➤ What is the purpose of government? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ republic ➤ Articles of Confederation ➤ Shays' Rebellion ➤ Checks and balances ➤ electoral College ➤ Federalists ➤ Anti-Federalists ➤ Alexander Hamilton ➤ neutrality ➤ alien and sedition acts ➤ Louisiana Purchase ➤ embargo ➤ Louisiana Purchase ➤ Marbury vs. Madison ➤ war hawk <p>Skills</p> <ul style="list-style-type: none"> ➤ Compare and contrast the Articles of Confederation with the Constitution <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ Several results may occur when different societies occupy the same area: conflict, assimilation, or compromise ➤ Societies form new governments when current government no longer serve needs 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ In a Venn diagram compare and contrast the Articles of Confederation with the Constitution. Then, explain why the Constitution was a better document for uniting the country. <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Contrasting Create a chart listing some of the more important differences in the beliefs and goals of the Federalists and the Democratic-Republicans. Whose ideas appeal to you more? <p style="text-align: right;">FCAT-related activities in bold</p>	<p>The Americans</p> <ul style="list-style-type: none"> ➤ Text , Ch 5-6 <p>Other Resources</p> <ul style="list-style-type: none"> ➤ "Legacy," Chap. 5, Sect. 2, p. 15-17 ➤ "Tecumseh," Chap. 6, Sect. 4, p. 54

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<p>WEEK 7-9 - Early America Review</p>	<p>Social Studies Standards: The student will:</p> <ul style="list-style-type: none"> ➤ understand the significant political events that took place during the early national period (SS.A.4.4.5) <p>Related Standards: The student:</p> <ul style="list-style-type: none"> ➤ LA.A.1.4.2—Selects and uses strategies to understand words and text to make and confirm inferences from what is read ➤ LA.A.1.4.3—Refines vocabulary for interpersonal, academic, and workplace situations ➤ LA.B.2.4.1—Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety media <p>Essential Questions</p> <ul style="list-style-type: none"> ➤ How do a young nation's goals and ideals develop? <p>Vocabulary/Concepts:</p> <ul style="list-style-type: none"> ➤ Eli Whitney ➤ Industrial Revolution ➤ Nationalism ➤ Spoil System ➤ trail of tears ➤ Bank of the United States ➤ Second Great Awakening ➤ Revival ➤ abolition ➤ Frederick Douglass ➤ temperance movement ➤ Manifest Destiny ➤ Oregon trail ➤ Brigham Young ➤ Alamo ➤ Republic of Texas <p>Skills</p> <ul style="list-style-type: none"> ➤ Describe the expansion and economic change in early America <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ The goals and ideals of early America arose from its rapid expansion and economic development. 	<p>Required Performance Tasks/Assessments:</p> <ul style="list-style-type: none"> ➤ Create a content frame that compares regional economics and political interests in the age of Sectionalism <p>Recommended Additional Performance Tasks/Assessments :</p> <ul style="list-style-type: none"> ➤ Concept Map: Use a diagram list the various reform movements that grew out of early 19th century religious movements ➤ Using your notes: What were America's goals and ideals during this period of expansion and economic change? Draw a chart in which you list goals from the period how they were achieved and in what ways their effects were positive or negative. 	<p>The Americans</p> <ul style="list-style-type: none"> ➤ Text , Ch 7-9 <p>Other Resources</p> <ul style="list-style-type: none"> ➤ "Political Cartoon," Chap. 7, Sect. 3, p. 69 ➤ "Cherokee Nation's Appeal" Chap. 7, Sect. 3, p. 70 ➤ "The Seneca Falls Declaration of Sentiments," Chap. 8, Sect. 3, p. 93 ➤ "Oregon Trail," Chap. 9, Sect. 2, p. 15

WEEK 10-12 Civil War and Reconstruction Review	1. Identify desired results		2. Determine acceptable evidence	3. Plan engaging effective instruction
	<p>Social Studies Standards: The student will:</p> <ul style="list-style-type: none"> ➤ understand the military and economic events of the Civil War and Reconstruction (SS.A.4.4.6) <p>Related Standards: The student:</p> <ul style="list-style-type: none"> ➤ LA.A.1.4.2—Selects and uses strategies to understand words and text to make and confirm inferences from what is read ➤ LA.A.1.4.3—Refines vocabulary for interpersonal, academic, and workplace situations ➤ LA.B.2.4.1—Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety media 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ What are the causes and consequences of civil wars? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ secession ➤ Compromise of 1850 ➤ popular sovereignty ➤ Stephen Douglas ➤ fugitive slave act ➤ Harriet Tubman ➤ nativism ➤ Dred Scott ➤ General U. S. Grant ➤ General Robert E. Lee ➤ Emancipation Proclamation ➤ conscription ➤ Income Tax ➤ Thirteenth Amendment ➤ John Wilkes Booth ➤ radical republicans ➤ freedman's bureau ➤ Fourteenth Amendment ➤ Fifteenth Amendment ➤ carpetbagger ➤ sharecropping ➤ KKK <p>Skills</p> <ul style="list-style-type: none"> ➤ List and describe the political compromises leading up to the Civil War ➤ Evaluate the factors that led to the end of reconstruction and asses the degree of success <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ The Civil War addressed issues that were present in the United States since the creation of the nation. ➤ Women and minorities played key roles in the Civil War. ➤ The Civil defined the United States as a nation. 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Create a Content Frame that compares regional economies and political interests in the age of Sectionalism. ➤ Role play where one student takes the role of a Northerner and another student takes the role of a Southerner and they have a casual conversation concerning events during the Civil War. (Please have students read Chapter 11 in text book prior to this activity) ➤ Create a KWL chart on the Civil War and Reconstruction. <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Create a two column chart of KEY events and how they led to secession ➤ Poet Walt Whitman made the following observation about Lincoln: "He leaves for American's history and biography, so far, not only its most dramatic reminiscence he leaves in my opinion the greatest...personality... By many has this Union been... help'd; but if one name, one man, must be pick'd out, he, most of all, is the conservator of it, to the future. He was assassinated but the Union is not assassinated." Do you agree or disagree about Lincoln's legacy? Explain why. <p style="text-align: center;">FCAT-related activities in bold</p>	<p>The Americans</p> <ul style="list-style-type: none"> ➤ Text , Ch 10-12 <p>Other Resources</p> <ul style="list-style-type: none"> ➤ "Lincoln-Douglas Debates," Chap. 10, Sect. 4, p. 35-36 ➤ "Uncle Tom's Cabin," Chap. 10, Sect. 2, p. 38-40 ➤ "Emancipation Proclamation," Chap. 11, Sect. 2, p. 59 ➤ "Political Cartoon," Chap. 12, Sect. 3, p. 81

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<p>WEEK 13-14 - Industrialism/Frontier</p>	<p>Social Studies Standards: The student will:</p> <ul style="list-style-type: none"> ➤ know the causes of the Industrial Revolution and its economics, politics and cultural effects on American society (SS.A5.4.1) ➤ understand the social and cultural impact of immigrant groups and individuals on American society after 1880. (SS.A.5.4.2) ➤ understand how ideas and beliefs, decisions and changing events have been used in the process writing and the interpretation of history. (SS.A.1.4.1) <p>Related Standards: The student:</p> <ul style="list-style-type: none"> ➤ LA.A.1.4.2—Selects and uses strategies to understand words and text to make and confirm inferences from what is read ➤ LA.A.1.4.3—Refines vocabulary for interpersonal, academic, and workplace situations ➤ LA.B.2.4.1—Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety media <p>Essential Questions</p> <ul style="list-style-type: none"> ➤ How did the growth of industry change all aspects of American Society? ➤ How did the growth of the cattle industry significantly change the railroad and growth of cities? ➤ How did the new immigrant assimilate into American society? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Homestead Act ➤ assimilation ➤ Morrill Act ➤ exoduster ➤ William Jennings Bryant ➤ Populism ➤ grange ➤ Sherman Anti-Trust Act ➤ Samuel Gompers ➤ transcontinental railroad ➤ American Federation of Labor <p>Skills</p> <ul style="list-style-type: none"> ➤ Analyze the reasons for and the effects of the Industrial Revolution in the United States. ➤ Assess the reasons for white movement west and its effects on the Native American inhabitants of the land settled. <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ Technological changes in production result in economic and social consequences. ➤ The closing of the Frontier brought profound changes to various segments of American society. 	<p>Required Performance Tasks/Assessments:</p> <ul style="list-style-type: none"> ➤ Create maps that trace the expansion of the frontier. Then comment on the maps from the perspective of a plains settler and the perspective of a Native American. <p>Recommended Additional Performance Tasks/Assessments :</p> <ul style="list-style-type: none"> ➤ Create a political cartoon that depicts the corruption of political bosses and their role with the new immigrant. ➤ Research and write an article about the impact of the Chisholm Trail that will be at least 2 pages long. Why did American consider the trail to be such an adventure when in reality it was dangerous, hard and often times not really profitable to the average cowhand. ➤ Create a map of Native American reservations and then write a 2 point essay discussing the government justification for the treatment of these Native Americans. ➤ Trace the development of the Labor Movement and show its impact on the new immigrants in a 2 point essay. ➤ Create a newspaper editorial on the plight of new immigrants in industrial cities on the East Coast. ➤ Create a chart that shows the negative and positive aspects of white influence on the social, political, and cultural aspects on the lives of Native Americans. ➤ Produce a KWL Chart on the Bessemer process and then write a 2 point essay on how this impacted America. ➤ Using Jacob Riis's influence as a reporter create a story book of what a new immigrant would face when arriving in America. ➤ Analyze <i>The Wizard of Oz</i> as a metaphor for the political situation in America during the 1880s and 1890s. Identify the symbols and their historical counterpart. (i.e. Lion: William Jennings Bryan; Yellow Brick Road: Gold Standard) <p style="text-align: center;">FCAT-related activities in bold</p>	<p>The Americans</p> <ul style="list-style-type: none"> ➤ Text , Ch 13-14 <p>Internet</p> <p>www.wikipedia.com (search for political interpretations of <i>Wizard of Oz</i>)</p> <p>History Alive!</p> <ul style="list-style-type: none"> ➤ 12.1 The United States Coming of Age: 1890–1920 • Section 2: Industrialism <p>Other Resources</p> <ul style="list-style-type: none"> ➤ <i>Reading Study Guide</i> "Culture Clash on the Prairie", pages 135-36 ➤ "Settling on the Great Plains", pages 137-38 ➤ "The Expansion of Industry", page 143- <i>In Depth Resources Unit 3</i> ➤ "William Jennings Bryan's Cross of Gold Speech," Chap. 13, Sect. 3, p. 14 ➤ "Birth of the Telephone," Chap. 14, Sect. 1, p. 30 ➤ "Wealth and Its Uses," Chap. 14, Sect. 3, p. 31 ➤ "History of the Standard Oil Company," Chap. 14, Sect. 3, p. 32

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<p>WEEK 15 Immigration/urbanization</p>	<p>Social Studies Standards: The student will:</p> <ul style="list-style-type: none"> ➤ identify and understand themes in history that cross scientific, economic, and cultural boundaries (SS.A.1.4.2) ➤ understand the social and cultural impact of immigrant groups and individuals on American society after 1880 (SS.A.5.4.2) ➤ understand the role of special interest groups political parties, the media, public opinion, and majority/minority conflicts on the development of public policy and the political process (SS.C.1.4.4) ➤ understand issues of personal concern: the rights and responsibilities of the individual under the U.S. Constitution; the importance of civil liberties; the role of conflict resolution and compromise; and issues involving ethical behavior in politics(SS.C.2.4.3) ➤ understand the causes of the Industrial revolution and its economic, political, and cultural effects on American society (SS.A.5.4.1) <p>Related Standards: The student:</p> <ul style="list-style-type: none"> ➤ LA.A.1.4.2—Selects and uses strategies to understand words and text to make and confirm inferences from what is read ➤ LA.A.1.4.3—Refines vocabulary for interpersonal, academic, and workplace situations ➤ LA.B.2.4.1—Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety media 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ How did the growth of industry change American Society? ➤ What was the impetus for change in America prior to the Spanish America War? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Reform Movements ➤ Social Darwinism ➤ American Federation of Labor ➤ Industrial Workers of the World ➤ Haymarket Affair ➤ Triangle Shirtwaist Fire ➤ Dime Novels ➤ Mark Twain ➤ Spoils System ➤ Tammany Hall ➤ James Garfield ➤ Chester Arthur ➤ Grover Cleveland ➤ Benjamin Harrison ➤ Plessy vs. Ferguson ➤ Jim Crow Laws ➤ Mass Production ➤ Robber Barons <p>Skills</p> <ul style="list-style-type: none"> ➤ Explain the change in sources of immigration in the 1800s, and its effects on American society. (i.e. from Western Europe to Eastern and Southern Europe) <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ Technological innovation provided impetus to expansion. ➤ Technological changes in production result in economic and social changes. 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Assume the role of an immigrant writing a letter home. Explain your reasons for coming to the U.S. and your experiences in the city to which you came. <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Create a chart that shows the development of mass culture through art, literature, entertainment, advertising, and marketing. ➤ Create a biographic sketch of one of the following presidents: James Garfield, Chester Arthur, Grover Cleveland, and Benjamin Harrison showing their role in the Gilded Age. Present the material to the class via PowerPoint or other means. ➤ Create a triple Venn showing immigrants, farmers and African-Americans on the reasons they were drawn to the Northeast and Midwest cities. ➤ Design an annotated time line of the plight of African Americans from the passage of the 13th Amendment to the mid 1900's ➤ Create a political cartoon depicting the corruption of political bosses and their role with the new immigrant. ➤ Create a 2 point essay that takes a stand on the Haymarket Affair: Did the police overstep their authority or were the protesters wrong? ➤ Research and write an article on the Triangle Shirtwaist Company Fire that will be at least 2 pages long. Take a stand: Did the owners of the factory treat its workers correctly or incorrectly? ➤ Create KWL chart of urbanization of the Gilded Age ➤ Research the life of Boss Tweed and Tammany Hall. What was the impact of these organizations on Immigrant groups? ➤ Compare the dime novels of the 1890's with popular literature today. ➤ Research how American cities changed after the 1880's use the information to plan a mock up city. ➤ Make a chart showing the national origin of immigrants and the general reasons that they immigrated to the United States <p style="text-align: center;">FCAT-related activities in bold</p>	<p>The Americans</p> <ul style="list-style-type: none"> ➤ Text , Ch 15-16 ➤ Cooperative Learning: Researching Catastrophes TE, p. 471 ➤ Cooperative Learning: Creating Political Cartoons TE, p. 475 ➤ Cooperative Learning: Planning Ideal Cities TE, p. 484 ➤ Cooperative Learning: Reforming Public Education TE, p. 490 ➤ Cooperative Learning: Debating Discrimination TE, p. 494 <p>Internet</p> <ul style="list-style-type: none"> ➤ www.classzone.com <p>Other Resources:</p> <ul style="list-style-type: none"> ➤ Harper's Weekly, from The Base-Ball Season, 1886 ➤ Lillian Gish, from <i>The Movies, Mr. Griffith, and Me</i>, 1914 America's Music CD Track 16, "Give My Regards to Broadway," 1904

	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging effective instruction
<p>WEEK 16-17 Progressive Era</p>	<p>Social Studies Standards: The student will:</p> <ul style="list-style-type: none"> ➤ understand the role of special interest groups, political parties, the media, public opinion and majority/minority conflicts on the development of public policy and the political process (SS.A. C.1.4.4) ➤ understand significant events leading up to the United States involvement in World War I and the political, social, and economic results of that conflict in Europe and the United States (SS.A. 5.4.3) <p>Related Standards: The student:</p> <ul style="list-style-type: none"> ➤ LA.A.1.4.2—Selects and uses strategies to understand words and text to make and confirm inferences from what is read ➤ LA.A.1.4.3—Refines vocabulary for interpersonal, academic, and workplace situations ➤ LA.B.2.4.1—Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety media <p>Essential Questions</p> <ul style="list-style-type: none"> ➤ What were the causes behind the reform movements of the Progressives? ➤ Who were the Progressives? Were they in favor of “the common man”? How did their policies affect American politics for generations? ➤ What factors shaped American foreign policy at the turn of the 19th century? ➤ How was imperialism a continuation of Manifesto Destiny and how was it different? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Graft ➤ Political Machines/Boss Tweed ➤ Pendleton Civil Service Act ➤ Plessy v. Ferguson ➤ Jim Crow Laws ➤ W.E.B. Du Bois ➤ Booker T. Washington ➤ Philip Randolph ➤ Muckrakers ➤ Progressive Movement ➤ Robert La Follette ➤ Eugene Debs ➤ Initiative, Referendum, Recall ➤ Women’s Suffrage/19th Amendment ➤ Susan B. Anthony ➤ Trust-busting ➤ <i>The Jungle</i>* Meat Inspection Act ➤ Pure Food and Drug Act ➤ NAACP ➤ Sanford Dole ➤ Queen Liliuokalani ➤ George Dewey ➤ Alfred T. Mahan ➤ Yellow Journalism ➤ Joseph Pulitzer ➤ De Lôme Letter ➤ <i>U.S.S. Maine</i> ➤ Rough Riders ➤ Theodore Roosevelt ➤ Big Stick Diplomacy ➤ Battles of San Juan Hill 	<p>Required Performance Tasks/Assessments:</p> <ul style="list-style-type: none"> ➤ Create a political cartoon that shows an aspect of the Progressives willingness to change the environment, improve human life or a political system. Write a letter to the editor defending the cartoon. <p>Recommended Additional Performance Tasks/Assessments:</p> <ul style="list-style-type: none"> ➤ Create a KWL chart that shows how African Americans struggled against racism during the progressive era ➤ In groups of four choose one of the following writers: Lincoln Steffens, Ida Tarbell, or Upton Sinclair. Using the internet, and other sources, research the abuses of the industrial era, and how the muckraking journalists exposed those abuses and pressed for reform. Then prepare a report for the class that shows the importance of these writers to the Progressive Era. ➤ Research Jane Addams involvement with and development of Hull House and then make a comparison to Jacksonville’s Hubbard House in a 2 point essay. ➤ Create an annotated time line of the Women’s Suffrage movement ➤ Create a news story for either Pulitzer or Hearst Newspapers describing one event during the Age of Imperialism. ➤ Research factors on how the United States annexed Hawaii with a group present a multimedia presentation on your findings. ➤ Create a time line of the Mexican revolution and U. S. intervention into Mexico. Then do research on John J. Pershing: was he a hero or a villain when it comes to Mexico? Justify your answer. ➤ Create an annotated time line of events showing American Foreign Policy involvement during 1880 to 1914. ➤ Take on the role of a journalist working for Joseph Pulitzer and write a lead story of an event during the Spanish-American War ➤ Create a Venn diagram comparing Big Stick Diplomacy to Dollar Diplomacy. Using this information, write an editorial either supporting or opposing United States policy at this time. ➤ Using the internet, research major events in Theodore Roosevelt’s life combining the information from the text and internet to make a multimedia presentation that offers a dual view of Roosevelt, as both an imperialist and a progressive. <p style="text-align: center;">FCAT-related activities in bold</p>	<p>The Americans</p> <ul style="list-style-type: none"> ➤ Text , Ch 17-18 ➤ Skill builder Lesson: Formulating Historical Questions TE, p. 516 ➤ Unit 5 In-Depth Resources: Skill builder Practice, p. 7 ➤ Cooperative Learning: Creating Political Placards TE, p. 521 ➤ Cooperative Learning: Creating Political Cartoons TE, p. 525 ➤ Language Arts: Writing a Letter to the Editor TE, p. 535 ➤ Cooperative Learning: Creating an Op-Ed Page TE, p. 541 ➤ Cooperative Learning: Considering the Annexation of Hawaii TE, p. 550 ➤ Cooperative Learning: Covering the Rough Riders TE, p. 556 ➤ Cooperative Learning: Creating Posters for a Rally TE, p. 562 ➤ Cooperative Learning: Debating Wilson’s Missionary Diplomacy TE, p. 569 ➤ Outline Map: America Becomes a World Power Unit 5 In-Depth Resources, pp. 36–37

		<ul style="list-style-type: none">➤ Platt Amendment➤ Philippine American War➤ Boxer Rebellion➤ Open Door Policy➤ Roosevelt Corollary➤ Big Stick Diplomacy➤ Dollar Diplomacy➤ John J. Pershing <p>Skills</p> <ul style="list-style-type: none">➤ Describe the Progressive Era as a result of reconstruction, industrialization, immigration and urbanization. <p>Enduring Understandings:</p> <ul style="list-style-type: none">➤ Profound changes can occur in societies when perceived inequality urges the people to force change.➤ Imperialism changed the general tone of American relations with the rest of the world and laid the groundwork for America's rise as a world power.		
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	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging effective instruction	
<p>WEEK 18 - 19 World War I</p>	<p>Social Studies Standards: The student will:</p> <ul style="list-style-type: none"> ➤ evaluate conflicting sources and materials in the interpretation of a historical event or episode (SS.A.1.4.3). ➤ understand the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts on the development of public policy and the political process (SS.C.1.4.4). ➤ understand significant events leading up to the United States involvement in World War I and the political, social, and economic results of that conflict in Europe and the United States.(SS.A.5.4.3) ➤ use chronology, sequencing, patterns, and periodization to examine (SS.A.1.4.4) <p>Related Standards: The student:</p> <ul style="list-style-type: none"> ➤ LA.A.1.4.2—Selects and uses strategies to understand words and text to make and confirm inferences from what is read ➤ LA.A.1.4.3—Refines vocabulary for interpersonal, academic, and workplace situations ➤ LA.B.2.4.1—Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety media 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ In what ways can war be beneficial to a country? ➤ When do solutions cause more problems than are solved? ➤ What are contributing factors for a country entering war? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Nationalism ➤ Militarism ➤ Isolationism ➤ Archduke Franz Ferdinand ➤ Alliance System ➤ Central Powers ➤ Allies ➤ Lusitania ➤ Freedom of the Seas ➤ Zimmerman Note ➤ Treaty of Versailles ➤ Woodrow Wilson ➤ Fourteen Points ➤ League of Nations ➤ Henry Cabot Lodge ➤ Reparations ➤ War Guilt Clause ➤ Propaganda ➤ Committee on Public Information <p>Skills</p> <ul style="list-style-type: none"> ➤ Explain how nationalism impacts a nation's development ➤ Discuss the reasons that Archduke Franz Ferdinand was assassinated ➤ Compare and contrast Central Powers with the Allies ➤ Evaluate the reasons the Senate did not ratify the Treaty of Versailles <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ War does not always solve conflicts between nations, and sometimes, it can create new unintended consequences. 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ On a t-chart, list reasons the United States should join the war on the sides of the Allies, and then list reasons the United States should join the war on the sides of the Central Powers. ➤ Work in a group to prepare a brief presentation of the impact of the war on one of the following: women OR African Americans OR labor unions OR immigrant/immigration quotas OR civil liberties. <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ List the details of the Treaty of Versailles, and list the results of each provision in the years following the end of World War I. ➤ Take the role of President Wilson, and write an essay * explaining what Wilson did to try to get the Treaty of Versailles ratified by the Senate, then they will write what actions they would have taken instead if they were Wilson, and knowing then what they know now about the Senate. ➤ Assume the role of a U.S. soldier in World War I and create a journal or letters home describing experiences in the war. ➤ Create a political map of Europe prior to World War I, and then create a political map of Europe post-World War I. Compare the two maps and produce a paper that explains the changes shown by the maps. <p style="text-align: center;">FCAT-related activities in bold</p>	<p>The Americans</p> <ul style="list-style-type: none"> ➤ Text , Ch 19 ➤ Cooperative Learning: Analyzing Points of View on the War TE, p. 583 ➤ Skillbuilder Lesson: Evaluating Decisions and Courses of Action TE, p. 585 ➤ Unit 5 In-Depth Resources: Skillbuilder Practice, p. 52 Link to Geography: Interpreting a Map of the War at Sea TE, p. 589 ➤ Cooperative Learning: Creating a Wartime Ad Campaign TE, p. 596 ➤ Cooperative Learning: Conducting a Model Peace Conference TE, p. 605 <p>Internet</p> <ul style="list-style-type: none"> ➤ http://glencoe.mcgraw-hill.com/sites/0078652693/ ➤ http://www.bbc.co.uk/history/worldwars/wwone/ BBC site on World War I ➤ http://school.nettrekker.com/results/?keyword=World%20War%20I&ctgry_id=X0 Many links about World War I

WEEK 20-22 The Roaring Twenties	1. Identify desired results		2. Determine acceptable evidence	3. Plan engaging effective instruction
	<p>Social Studies Standards: The student will:</p> <ul style="list-style-type: none"> ➤ understand significant events leading up to the United States involvement in World War I and the political, social, and economic results of that conflict in Europe and the United States (SS.A.5.4.3) ➤ understand how government taxes, policies, and programs affect individuals, groups, businesses, and regions. (SS.D.2.4.3) ➤ understand past and present trends in human migration and cultural interaction and their impact on physical and human systems. (SS.B.2.4.2) <p>Related Standards: The student:</p> <ul style="list-style-type: none"> ➤ LA.A.1.4.2—Selects and uses strategies to understand words and text to make and confirm inferences from what is read ➤ LA.A.1.4.3—Refines vocabulary for interpersonal, academic, and workplace situations ➤ LA.B.2.4.1—Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety media 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ How did the automobile industry change America? ➤ Why was Prohibition unsuccessful? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Prosperity ➤ Boom ➤ Stock Market Crash ➤ Assembly Line ➤ Consumer Spending ➤ Scopes Trial ➤ Prohibition ➤ Harlem Renaissance ➤ Duke Ellington ➤ Langston Hughes ➤ Zora Neale Hurston ➤ James Weldon Johnson ➤ Lost Generation ➤ Palmer Raids/First Red Scare ➤ Sacco and Vanzetti trial ➤ National Origins Act <p>Skills</p> <ul style="list-style-type: none"> ➤ Explain why there was relative economic prosperity in the period following WWI ➤ Discuss the changing cultural values of Americans ➤ Compare and contrast the lives of the rich and the poor during the period following WWI ➤ List and describe the factors that led to the adoption of Prohibition <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ War has economic, social and political impact on a nation. ➤ Government may try to regulate social behaviors, but the people do not always obey mandates. 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Create a word web of change resulting from the development of the automobile industry. Select and rank three to five of the changes that shaped the Twenties, and then explain the reasoning for the ranking. <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Work in pairs to research a topic which they feel best symbolizes the social transformations in the 1920s and 1930s. Prepare a visual aid and present findings to the class. ➤ Compare and contrast the attitudes of the 1920s with those of modern time relative to: restrictions on immigration, civil rights, new forms of entertainment, role of women, religion, and morality. Write an essay addressing whether the Twenties were an outgrowth or departure from earlier attitudes. <p style="text-align: center;">FCAT-related activities in bold</p>	<p>The Americans</p> <ul style="list-style-type: none"> ➤ Text , Ch 20-21 ➤ Cooperative Learning: Staging a Retrial for Sacco and Vanzetti TE, p. 620 ➤ Link to Popular Culture: Advertising Messages TE, p. 631 ➤ Cooperative Learning: Creating a Dictionary of 1920s Slang TE, p. 643 ➤ Cooperative Learning: Analyzing Changes in Women's Roles TE, p. 648 ➤ Integrated Assessment Book Art: <i>Automat</i> ➤ Humanities Transparency HT20 ➤ Cooperative Learning: Presenting Art TE, p. 656 ➤ Cooperative Learning: Celebrating African-American Culture TE, p. 661

	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging effective instruction	
<p>WEEK 23-24 The Great Depression</p>	<p>Social Studies Standards: The student will:</p> <ul style="list-style-type: none"> ➤ understand social transformations that took place in the 1920s and 1930s, the principal political and economic factors that led to the Great Depression, and the legacy of the Depression in American society. (SS.A.5.4.4) ➤ understand the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts on the development of public policy and the political process. (SS.C.1.4.4) ➤ understand issues of personal concern: the rights and responsibilities of the individual under the U.S. Constitution; the importance of civil liberties; the role of conflict resolution and compromise; and issues involving ethical behavior in politics. (SS.C.2.4.3) <p>Related Standards: The student:</p> <ul style="list-style-type: none"> ➤ LA.A.1.4.2—Selects and uses strategies to understand words and text to make and confirm inferences from what is read ➤ LA.A.1.4.3—Refines vocabulary for interpersonal, academic, and workplace situations ➤ LA.B.2.4.1—Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ To what extent should governments intervene to promote economic well-being? ➤ How can an economic crisis have a positive and/or negative effect on a group? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Speculation ➤ Credit ➤ Direct Relief ➤ Welfare State ➤ Mass Consumption ➤ Business Cycle ➤ Laissez-faire ➤ Dust Bowl ➤ Herbert Hoover ➤ Hoovervilles ➤ Franklin D. Roosevelt ➤ The Hundred Days ➤ Tennessee Valley Authority <p>Skills</p> <ul style="list-style-type: none"> ➤ Explain why the public was into speculation ➤ Discuss the reaction of the federal government to the impending economic downturn ➤ Compare and contrast the message of the Republicans versus the Democrats in dealing with the Great Depression ➤ List and describe the role of Congress during the Great Depression ➤ Evaluate the effectiveness of FDR's policies <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ Economic crisis can be a primary contributor of major changes of existing government. ➤ Economic crisis does not affect all groups in the same manner. 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Create a Venn diagram to compare/contrast what happened to city dwellers and to farmers during the Depression. Using this information, students will work in groups and role play a day in the life of one. ➤ Work in groups to write and present a Roosevelt-style radio talk that explains and justifies one of the following New Deal programs: Social Security, CCC, NIRA, HOLC, AAA, or WPA. After the presentation, students will write a one-page summary comparing the role of government during the Great Depression and now. <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Working in groups, read a chapter from the Grapes of Wrath, and write a script from that chapter, and act it out. ➤ Create a newspaper that would come out during the Great Depression. <p style="text-align: center;">FCAT-related activities in bold</p>	<p>The Americans</p> <ul style="list-style-type: none"> ➤ Text , Ch 22-23 ➤ Cooperative Learning: Popular Music of the 1930s TE, p. 674 ➤ Integrated Assessment Book Critical Thinking: The Great Depression ➤ Critical Thinking Transparency CT22 ➤ Cooperative Learning: Oral History TE, p. 682 ➤ Cooperative Learning: Debating the Bonus Army March TE, p. 688 ➤ Cooperative Learning: Delivering a Fireside Chat TE, p. 696 ➤ Integrated Assessment Book Art: Nine Old Men ➤ Humanities Transparency HT40

	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging effective instruction
<p>WEEK 25-27 Word War II</p>	<p>Social Studies Standards: The student will:</p> <ul style="list-style-type: none"> ➤ understand significant events leading up to the United States involvement in World War I and the political, social, and economic results of that conflict in Europe and the United States (SS.A.5.4.3). ➤ know the origins and effects of the involvement of the United States in World War II. (SS.A.5.4.5) ➤ understand how the allocation of control of the Earth's surface affects the interactions between people in different regions. (SS.B.2.4.3) ➤ know how humans overcome "limits to growth" imposed by physical systems. (SS.B.2.4.5) ➤ understand the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts on the development of public policy and the political process. (SS.C.1.4.4) ➤ understand the political events that shaped the development of United States foreign (SS.A.5.4.6) <p>Related Standards: The student:</p> <ul style="list-style-type: none"> ➤ LA.A.1.4.2—Selects and uses strategies to understand words and text to make and confirm inferences from what is read ➤ LA.A.1.4.3—Refines vocabulary for interpersonal, academic, and workplace situations ➤ LA.B.2.4.1—Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ Is it ever justifiable to use a weapon of mass destruction to settle a war? ➤ What were the pros and cons of U.S. involvement in a world war? ➤ Should the U.S. ever enter a foreign war in order to protect our homeland? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Treaty of Versailles ➤ Reparations ➤ Isolationism ➤ Totalitarianism ➤ Fascism ➤ Nazism ➤ Holocaust ➤ Pearl Harbor ➤ Arsenal of Democracy ➤ Manhattan Project ➤ Korematsu v. U.S. <p>Skills</p> <ul style="list-style-type: none"> ➤ Explain the political, social and economic consequences resulting from the Treaty of Versailles ➤ Analyze the military tactics employed by both sides in WW II. ➤ Analyze U.S. political and economic policies concerning Europe prior to Pearl Harbor. ➤ Discuss the Fascist policies of the Axis nations that caused them to pursue territorial expansion. ➤ Compare/Contrast the role that government and the press played in promoting the war effort in both Allied and Axis nations. ➤ Evaluate the Allied response to the Holocaust. ➤ Compare/Contrast the treatment of potential enemies of the state (i.e. Jewish people and Japanese-Americans) between the U.S. 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Create an annotated timeline of significant events leading to and during World War II. (1931-1945) ➤ Using text pages 778 & 786 create a) a map of Axis, Allied, and Neutral countries and b) a map of major battles in the Pacific Theater. <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Write a letter to the editor supporting or objecting to the use of the atomic bomb to end World War II. ➤ Create a front-page of a WWII era newspaper including articles on at least four of the following: <ul style="list-style-type: none"> • Rationing • Internment of Japanese-Americans • Victory Gardens • Home front Conservation/Recycling • Curfews • Price Controls • Air Raid Wardens/Blackouts <p style="text-align: center;">FCAT-related activities in bold</p> <p>The Americans</p> <ul style="list-style-type: none"> ➤ Text , Ch 24-25 ➤ Cooperative Learning: Debating League Action in Manchuria TE, p. 738 ➤ Cooperative Learning: Writing a Newspaper Editorial TE, p. 740 ➤ Cooperative Learning: Creating a Radio Broadcast TE, p. 746 ➤ Cooperative Learning: Debating Jewish Immigration E, p. 750 ➤ Link to World History: Pearl Harbor TE, p. 761 ➤ Skillbuilder Lesson: Analyzing Bias TE, p. 770 ➤ Unit 7 In-Depth Resources: Skillbuilder Practice, p. 27 ➤ Cooperative Learning: Combat Heroes TE, p. 779 <p>Internet</p> <ul style="list-style-type: none"> ➤ http://glencoe.mcgraw-hill.com/sites/0078652693/ ➤ www.historyplace.com ➤ www.nizkor.org ➤ www.ushmm.org (holocaust museum) ➤ http://school.nettrekker.com/results/?keyword=World%20War%20II&ctgry_id=X0 Links about World War II ➤ http://www.echoesandreflections.org/ An excellent multimedia curriculum on the Holocaust by the Anti-Defamation League, the Shoah Foundation, and Yad Vashem. <p>History Alive!</p> <ul style="list-style-type: none"> ➤ 12.3 The United States in World War II <ul style="list-style-type: none"> • Section 1: The Coming of World War II • Section 2: The United States Goes to War • Section 3: The Home Front • Section 4: The Holocaust

		<p>and the Germans during WWII.</p> <ul style="list-style-type: none">➤ Analyze the contributions of African-Americans and women in war and civilian efforts and their long-term effects on American history.➤ List the major economic and political results of WWII. <p>Enduring Understandings</p> <ul style="list-style-type: none">➤ Political groups use ideology to justify their actions.➤ Nations may be drawn into war despite their efforts to remain neutral.➤ Some nations enjoy positive consequences as a result of war.		
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	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging effective instruction
<p>WEEK 28-30 – The Cold War</p>	<p>Social Studies Standards: The student will:</p> <ul style="list-style-type: none"> ➤ understand social transformations that took place in the 1920s and 1930s, the principal political and economic factors that led to the Great Depression, and the legacy of the Depression in American society (SS.A.5.4.4) ➤ understand the political events that shaped the development of United States foreign policy since World War II and know the characteristics of that policy. (SS.A.5.4.6) ➤ understand how the allocation of control of the Earth's surface affects the interactions between people in different regions. (SS.B.2.4.3) ➤ understand the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts on the development of public policy and the political process. (SS.C.1.4.4) ➤ understand issues of personal concern: the rights and responsibilities of the individual under the U.S. Constitution: the importance of civil liberties; the role of conflict resolution and compromise; and issues involving ethical behavior in politics. (SS.C.2.4.3) ➤ evaluate conflicting sources and materials in the interpretation of a historical event or episode (SS.A.1.4.3) <p>Related Standards: The student:</p> <ul style="list-style-type: none"> ➤ LA.A.1.4.2—Selects and uses strategies to understand words and text to make and confirm inferences from what is read 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ How does international tension cause internal conflict within a country? ➤ Should outside nations intervene in another country's civil war? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Iron Curtain ➤ Truman Doctrine ➤ Marshall Plan ➤ Berlin Airlift ➤ Berlin Wall ➤ NATO ➤ SEATO ➤ Taiwan ➤ Korean War ➤ HUAC ➤ Hollywood Ten ➤ Blacklist ➤ Alger Hiss ➤ Ethel and Julius Rosenberg ➤ McCarthyism ➤ Brinkmanship ➤ Warsaw Pact ➤ Eisenhower Doctrine ➤ Sputnik ➤ Domino Theory ➤ U-2 Incident ➤ Cuban Missile Crisis ➤ Bay of Pigs Invasion ➤ Vietnam War ➤ Protest Marches <p>Skills</p> <ul style="list-style-type: none"> ➤ Compare/Contrast the goals of the U.S. and U.S.S.R. in postwar Europe: (the Berlin airlift, the formation of Communist China and the subsequent policy of containment toward the Soviets) ➤ Evaluate the impact of the First Red Scare in the U.S. during the 1920s on American policy toward communism during the Cold War. ➤ Analyze the discussion and 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Create an annotated time-line of the significant Cold War events from 1945-1989. ➤ Create a multimedia presentation/report on the Vietnam War and America's reaction to that war. <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Research the life of General Douglas MacArthur and do a multimedia presentation on this American general: Was he treated fairly? ➤ Research the fall of Communism and in a 2 point essay include why the Roman Catholic Church had a major role in this event. ➤ Create a collage of either the Korean or Vietnam Wars. The collage will include a sketch explaining each of the pictures. Then write at least a paragraph discussing the importance of the war to the Cold War. ➤ Create a 2 point essay on America's reaction to anti-Communist hysteria included in the essay the Hollywood Ten, the Rosenberg Trial and McCarthyism. ➤ Create a multimedia presentation of America's reaction to our involvement in the Korean War. ➤ Research the Marshall Plan and then do a comparison of it's effectiveness with America's Plan for restoration of Japan. ➤ Create a Venn Diagram comparing and contrasting U.S. and Soviet policy in Europe during the Cold War. <p>The Americans</p> <ul style="list-style-type: none"> ➤ Text , Ch 26-27 ➤ In Depth Resources, Unit 7 • "The Marshall Plan," Chap. 26, Section 1, p. 55 • "The Nuclear Age," Chap. 26, Sect. 4, p. 61-63 • "The Man in the Gray Flannel Suit," Chap. 27, Sect. 2, p. 82-83 • "Charting the Berlin Airlift", p. 51 ➤ In Depth Resources, Unit 8 • "Political Cartoon," Chap. 28, Sect. 1, p. 13 • "The Ho Chi Minh Trail," Chap. 30, Sect. 4, p. 51-52 • "The New Left," Chap. 30, Sect. 3, p. 57 • "In Country," Chap. 30, Sect. 5, p. 59-61 • "Robert McNamara," Chap. 30, Sect. 2, p. 62 ➤ Cooperative Learning TE, p. 813 ➤ Geography: The Berlin Airlift, 1948–1949 ➤ Geography Transparency GT26 ➤ Cooperative Learning: Television and Public Opinion TE, p. 824 ➤ Cooperative Learning: Creating a Political Cartoon TE, p. 831 ➤ Cooperative Learning: Debating the Bay of Pigs TE, p. 880 <p>History Alive!</p> <ul style="list-style-type: none"> ➤ 12.4 The Cold War USH 12-4 • Section 1: Early Cold War Tensions • Section 2: A Case Study of the Vietnam War • Section 3: The End of the Cold War <p>Other Resources</p> <ul style="list-style-type: none"> ➤ Movies: (remember to obtain parental permission) • <i>October Sky</i> • <i>Red Dawn</i> • <i>13 Days</i> • <i>Good Night and Good Luck</i> ➤ Novel: <i>Alas, Babylon</i>, by Pat Frank <p style="text-align: center;">FCAT-related activities in bold</p>

	<ul style="list-style-type: none"> ➤ LA.A.1.4.3—Refines vocabulary for interpersonal, academic, and workplace situations ➤ LA.B.2.4.1—Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media 	<p>issues involved in the Yalta and Potsdam conferences.</p> <ul style="list-style-type: none"> ➤ Evaluate the importance of Churchill's "Iron Curtain" speech and the Truman Doctrine. ➤ Summarize the causes and key events of the Korean War. ➤ Analyze how the spy cases of Alger Hiss and the Rosenberg's heightened American fears over Communism. ➤ Explain how the McCarthy Senate hearings, HUAC and the McCarran Act were government responses to the threat of Communism. ➤ Summarize the events surrounding the "Hollywood Ten" and its impact on the entertainment industry. ➤ Analyze the possible world-wide effects of a nuclear war. <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ International competition can influence national policies and marshalling of resources. ➤ Misconceptions between nations cause an escalation in tensions that lead to heightened preparedness. 		
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	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging effective instruction
<p>WEEK 31-32 The Civil Rights Era</p>	<p>Social Studies Standards: The student will:</p> <ul style="list-style-type: none"> ➤ understand the development of federal civil rights and voting rights since the 1950s and the social and political implications of these events(SS.A.5.4.7) ➤ understand the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts on the development of public policy and the political process (SS.C.1.4.4.) ➤ understand issues of personal concern: the rights and responsibilities of the individual under the U.S. Constitution; the importance of civil liberties; the role of conflict resolution and compromise; and issues involving ethical behavior in politics. (SS.C.2.4.3) ➤ evaluate conflicting sources and materials in the interpretation of a historical event or episode (SS.A.1.4.3) <p>Related Standards: The student:</p> <ul style="list-style-type: none"> ➤ LA.A.1.4.2—Selects and uses strategies to understand words and text to make and confirm inferences from what is read ➤ LA.A.1.4.3—Refines vocabulary for interpersonal, academic, and workplace situations ➤ LA.B.2.4.1—Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media <p>Essential Questions</p> <ul style="list-style-type: none"> ➤ Are civil rights a societal or a political problem? ➤ How did the civil rights movement affect the rights of Native Americans, Hispanics and women? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ NAACP ➤ Thurgood Marshall ➤ Brown v. Board of Education ➤ Rosa Parks ➤ Martin Luther King ➤ SCLC ➤ Freedom Riders ➤ Sit-Ins ➤ John F. Kennedy ➤ Peace Corps ➤ Civil Rights Act of 1964 ➤ Voting Rights Act of 1968 ➤ Malcolm X ➤ Black Power ➤ Ax Handle Saturday ➤ Segregation (De Facto, De Jure) ➤ Lyndon Johnson ➤ Medicare ➤ The Great Society ➤ Mapp v. Ohio ➤ Escobedo v. Illinois ➤ Gideon v. Wainwright <p>Skills</p> <ul style="list-style-type: none"> ➤ Explain the role of Brown v. Board of Education in the fight for civil rights. ➤ Summarize the civil rights activities in Jacksonville during this period. ➤ Evaluate the role of the NAACP in the fight for school desegregation. ➤ Compare and Contrast the terms and effects of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. ➤ Compare and Contrast the viewpoints of Martin Luther King Jr. and Malcolm X on race relations. ➤ Explain southern opposition 	<p>Required Performance Tasks/Assessments:</p> <ul style="list-style-type: none"> ➤ Create parallel annotated time-lines of civil rights movements for Native Americans, Hispanic Americans and African Americans of the 50's, 60's and 70's. (Divide the class into groups and assign each group one civil rights movement on which to focus) ➤ Compare and contrast the Greensboro Sit-Ins, Freedom Rides and Ax-Handle Saturday in Jacksonville. In a one-page summary, identify and explain what social injustices they were addressing and the response of the community to the protest. <p>Recommended Additional Performance Tasks/Assessments:</p> <ul style="list-style-type: none"> ➤ Create a Content Frame of the civil rights movement (e.g. time, significant people, events, impact of events) ➤ Write an essay evaluating the relative effectiveness of the nonviolent approach of Martin Luther King and the more militant approach of the Black Muslims and Black Panthers. ➤ In a group, research the extent of poverty in America in the 1960s. Where was it located? What types of people were found in poverty? Then explain the reasons for the Great Society programs of the Johnson Administration. Present findings in a report to the class. <p style="text-align: center;">FCAT-related activities in bold</p>	<p>The Americans</p> <ul style="list-style-type: none"> ➤ Text , Ch 28-29 ➤ In Depth Resources, Unit 11 • “Brown v. Board of Education,” Chap. 29, Sect. 1,p 28-29 • “Crisis in Little Rock,” Chap. 29, Sect. 1, p. 30 • “I Have a Dream,” Chap. 29, Sect. 2, p. 32 • “And All Our Wounds Forgiven,” Chap. 29, Sect. 2, p. 34-36 • “Rosa Parks,” Chap. 29, Sect. 1, p. 37 • “A. Philip Randolph,” Chap. 29, Sect. 2, p. 38 <p>Internet</p> <ul style="list-style-type: none"> ➤ http://www.cnn.com/EVENTS/1997/mlk/links.html%20 (CNN timeline of the civil rights movement) ➤ http://www.hackleylibrary.org/blkhis.htm(Black history and African American library site) ➤ http://www.historynet.com ➤ http://www.duvalschools.org/static/aboutdcps/departments/acadprog/social_studies/blackhistory.asp (DCPS African American History Site) <p>History Alive!</p> <ul style="list-style-type: none"> ➤ 12.5 The Civil Rights Movement • Section 1: The Challenges and Benefits of American Pluralism • Section 2: The African-American Civil Rights Movement • Section 3: The Widening Struggle for Equal Rights • Section 4: Civil Rights Today <p>Suggested Resources:</p> <ul style="list-style-type: none"> ➤ “Eyes on the Prize” PBS Video Series ➤ Movies: <i>Separate But Equal</i> (Brown vs. Board of Ed) ➤ Books • Hurst, R (2008) <i>It was Never About a Hot Dog and a Coke: The Story of Ax-Handle Saturday</i>, WingSpan Press • Takaki, Ronald (1993). <i>A Different Mirror: A History of Multicultural America</i>. New York: Back Bay Books. pp. 399-428. • Hine, Hine and Harold (2002) <i>African-American Odyssey</i> pp. 548-555, 557

		<p>to the Civil Rights movement.</p> <ul style="list-style-type: none">➤ Summarize the importance of the following to the Civil Rights Movement: March on Washington,➤ Freedom Riders, sit-ins, Montgomery Bus Boycott, and the events in Little Rock, Arkansas. <p>Enduring Understandings</p> <ul style="list-style-type: none">➤ It is difficult to insure civil rights for all members of a diverse society.➤ When society equalizes opportunity for one segment, oftentimes other groups benefit as well.		
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	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging effective instruction
<p>WEEK 33-36 Contemporary America</p>	<p>Social Studies Standards: The student will:</p> <ul style="list-style-type: none"> ➤ know significant political events and issues that have shaped domestic policy decisions in contemporary America (SS.A.5.4.8) ➤ understand how government taxes, policies, and programs affect individuals, groups, businesses, and regions (SS.D.2.4.3) ➤ understand issues of personal concern: the rights and responsibilities of the individual under the U.S. Constitution; the importance of civil liberties; the role of conflict resolution and compromise; and issues involving ethical behavior in politics (SS.C.2.4.3) ➤ use chronology, sequencing, patterns, and periodization to examine interpretations of an event (S.S.A.1.4.4) <p>Related Standards: The student:</p> <ul style="list-style-type: none"> ➤ LA.A.1.4.2—Selects and uses strategies to understand words and text to make and confirm inferences from what is read ➤ LA.A.1.4.3—Refines vocabulary for interpersonal, academic, and workplace situations ➤ LA.B.2.4.1—Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media <p>Essential Questions</p> <ul style="list-style-type: none"> ➤ How does the United States bring about changes in another nation? ➤ In what way does the abuse of presidential power impact people's trust in the government? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Military-Industrial Complex ➤ Watergate ➤ Pentagon Papers ➤ Détente ➤ Non-Violent Protest ➤ Richard Nixon ➤ Gerald Ford ➤ Jimmy Carter ➤ Ronald Reagan ➤ Sandra Day O'Connor ➤ Strategic Defense Initiative ➤ Feminism ➤ Roe v. Wade ➤ National Organization for Women ➤ Equal Rights Amendment ➤ Phyllis Schlafly ➤ NASA ➤ Rainbow Coalition ➤ NAACP ➤ Great Society ➤ Caesar Chavez ➤ Elvis Presley ➤ Camp David Accord ➤ Vietnam War ➤ Kent State ➤ Iran Hostage Crisis ➤ Gas Rationing ➤ Panama Canal ➤ AIDS ➤ Global Warming ➤ GATT ➤ NAFTA ➤ Operation Desert Storm ➤ George H.W. Bush ➤ Bill Clinton ➤ George W. Bush ➤ September 11, 2001 <p>Skills</p> <ul style="list-style-type: none"> ➤ Compare and Contrast the Women's Rights Movement 	<p>Required Performance Tasks/Assessments:</p> <ul style="list-style-type: none"> ➤ Research the women's movement from the 1960s, 1970s, and 1980s. In groups, do PowerPoint presentations on the impact of this movement and the changes that America has gone through ➤ Trace America's involvement in Desert Storm and write a news report on how the ending of the involvement impacted the world's environment ➤ In an annotated time line trace the development of the Watergate break-in to the resignation of President Nixon. ➤ Report on the US involvement in the Iran-Contra Affair. In a position paper explain if Oliver North was justified in his actions. <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Research the music of the 1960's. Why did it have such an impact on American society and why is it still popular? Do a PowerPoint presentation ➤ In a group presentation present an aspect of the Peace Movement in America during the late 1960's early 1970's. Did it change America's outlook for generations to come? ➤ Watch the Movie "Forrest Gump" why has this movie become a symbol for Contemporary America? In a 2 point essay justify the movie. ➤ Listen to Helen Reddy's song "I Am Woman Hear Me Roar" in a 2 point essay why did this song have such a huge impact on the women's movement. <p style="text-align: center;">FCAT-related activities in bold</p>	<p>The Americans</p> <ul style="list-style-type: none"> ➤ Text , Ch 30-34 ➤ In Depth Resources, Unit 8 • "Equal Rights Amendment," Chap. 31, Sect. 1, p. 72-73 • "The Feminine Mystique," Chap. 31, Sect. 2, p. 76 • "Oil Consumption in the 1970s," Chap. 32, Sect. 3, p. 11-12 • "All the President's Men," Chap. 32, Sect. 2, p. 14 • "Memories of the Ford Administration," Chap. 32, Sect. 3, p. 17-19 ➤ Cooperative Learning: Walk on the Moon TE, p. 1002 ➤ Cooperative Learning: Loyalty and Ethics TE, p. 1009 ➤ Geography: OPEC (Organization of Petroleum Exporting Countries) Geography Transparency GT32 ➤ Humanities: Bicentennial Celebration Humanities Transparency HT30 ➤ Link to Science: Nuclear Energy Pro and Con TE, p. 1029 ➤ Cooperative Learning: Researching Supreme Court Cases TE, p. 1043 ➤ Cooperative Learning: Developing a Plan for Better Schools TE, p. 1047 ➤ Cooperative Learning: Creating a Foreign Affairs Time Line TE, p. 1056 ➤ Outline Map: U.S. Attention on the Middle East <p>History Alive!</p> <ul style="list-style-type: none"> ➤ 12.6 Contemporary American Society • Section 1: An Overview of Contemporary American Society • Section 2: The 1950s: Pursuing the American Dream • Section 3: Idealism and Dissent in the 1960's • Section 4: Reaction from the Right: The 1970s and 1980s

		<p>of the 1970s with the Civil Rights Movement of the 1960s.</p> <ul style="list-style-type: none"> ➤ Evaluate the reasons for the success of the Reagan administration. ➤ Analyze the reasons for the collapse of communism in Eastern Europe ➤ Explain the role of social issues in the rise of the conservative movement since 1980 ➤ Compare and Contrast the scandals of the Nixon administration and the Clinton administration. ➤ Compare and Contrast the impeachment of Andrew Johnson and Bill Clinton ➤ Explain the effect of the 09/11/01 attacks on the U.S. and U.S foreign policy. <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ It is difficult to insure civil rights for all members of a diverse society. ➤ When society equalizes opportunity for one segment, oftentimes other groups benefit as well. 		
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APPENDIX A: COMMON ASSIGNMENTS

COMMON ASSIGNMENT # 1: Political Cartoon

STANDARDS: SS.A.3.4.6, SS.A.3.4.7, SS.A.3.4.8, SS.A.3.4.9, LA.A.2.4.1, E1c, E2b, A5a, A3a

PERFORMANCE (S): The student will use political cartoons as a means to gain understanding of specific events, issues or time periods in history.

SPECIFICATIONS: The student will analyze a teacher-selected political cartoon.

Checklist

- Identifies characters/symbols
- Identifies intended audience
- Identifies the time period
- States intent (purpose) of the cartoon
- Gives interpretation
- Using relevant historical facts
- States intent (purpose) of the cartoon
- Gives interpretation

RUBRIC

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<ul style="list-style-type: none"> • accurately identifies all characters/symbols • accurately identifies the issue/point of the cartoon • makes relevant inferences • uses evidence to support interpretation of cartoon • accurately identifies time-frame and audience 	<ul style="list-style-type: none"> • accurately identifies most characters/symbols • has a limited identification of the issue/point • makes limited relevant inferences • uses limited evidence to support interpretation of cartoon • vague identification of the time-frame and audience 	<ul style="list-style-type: none"> • identifies some characters/symbols • makes vague identification of the issue or points • makes few relevant inferences • uses only very basic evidence to attempt to support interpretation • makes weak or confused identification of the time-frame and audience 	<ul style="list-style-type: none"> • identifies none of the characters or symbols • does not understand the issue or point of

APPENDIX B: REQUIRED AREAS OF STUDY

NOTE: Below are listed the legislative mandates for Social Studies. Please remember to incorporate these required elements into your lesson plans.

STATUTORY AUTHORITY	TOPIC AND EXPLANATION OF REQUIRED INSTRUCTION
1003.42 (2)(a)	The content of the Declaration of Independence and how it forms the philosophical foundation of our government.
1003.42 (2)(b)	The arguments in support of adopting our republican form of government as they are embodied in the most important of the Federalist Papers.
1003.42 (2)(c)	The essentials of the United States Constitution and how it provides the structure of our government.
1003.42 (2)(d)	Flag education, including proper flag display and flag salute.
1003.42 (2)(e)	The elements of civil government shall include the primary functions of and the interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.
1003.42 (2)(f)	The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.
1003.42 (2)(g)	The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.
1003.42 (2)(k)	The history of the state.
1003.42 (2)(o)	The history of Hispanic contributions to the United States.
1003.42 (2)(p)	The history of Women’s contributions to the United States.
1003.42 (2)(r)	In order to encourage –patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans’ Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable.
1003.421	Recitation of the Declaration of Independence (also known as Celebrate Freedom Week)—This shall be the last full week of September. It must include at least three hours of appropriate instruction in each social studies class, as determined by each school district, which shall include an in-depth study of the intent, meaning, and importance of the Declaration of Independence. At the beginning of each school day or in homeroom of each day during this week, public school principals and teachers shall conduct an oral recitation by the students of specific words from the Declaration of Independence.