

A Correlation of

Idea of America Florida Edition



To the

Florida Course Standards and Access Points for United States History - 2100310

**CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
COURSE STANDARDS**

SUBJECT: Social Studies
GRADE LEVEL: Grades Nine through Twelve
COURSE TITLE: United States History
COURSE CODE: 2100310
SUBMISSION TITLE: The Idea of America
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				Committee Member Evaluation (Committee Member Use Only)				
BENCHMARK CODE	BENCHMARK	DEPTH OF KNOWLEDGE (Cognitive Complexity as identified by the state)	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN-DEPTH IN MAJOR TOOL (Include page numbers of lesson, a link to lesson, or other identifier for easy lookup for committee member.)	Thoroughly	Highly	Adequately	Minimally	Not At All
LA.1112.1.6.1	The student will use new vocabulary that is introduced and taught directly;	N/A	Every case study includes a <i>Vocabulary & Language Builder</i> activity that follows the Introduction. In addition, each Roadmap document gives an overview of the skills and activities taught with that case study and includes a list of Key Terms, Peoples, and Events. For examples, see the <i>Vocabulary & Language Builder</i> with the following titles: <i>The Great Debate, The Supreme Court, The Industrial Revolution in America, Religion and Reform, Trails West, Reconstruction, Strangers in the Land, The West, and The Gilded Age</i> .					

LA.1112.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;	N/A	<p><i>The Idea of America</i> tells the story of America's history in case studies using primary, secondary, and visual sources that students will read, listen to, and watch in video segments. Every case study begins with a multimedia Introduction feature that combines a narrative overview with primary source images and text that preview the content of the lessons. The Background provides additional detail through the use of primary sources and images, including some political cartoons of the time. This blend of visual, oral, and written text continues through every activity of each of the case studies that make up the program. In addition, skills tutorials focus on particular aspects of reading in social studies. For representative examples of these skills lessons, please the following: <i>The West: Myth vs. Reality (Analyze Primary Sources)</i>, <i>Women's Rights: Voices of Reform (Compare Multiple Perspectives)</i>, and <i>The Rise of Organized Labor: Which Side Are You On? (Analyze Issues and Viewpoints)</i>.</p>					
LA.1112.1.6.3	The student will use context clues to determine meanings of unfamiliar words;	N/A	<p>The <i>Vocabulary & Language Builder</i> feature that follows the <i>Introduction</i> provides interactive lessons that help students use and match words in context. For representative examples, see the Fill in the Blank activities in the following case studies: <i>Holocaust and Genocide</i>, <i>The Civil Rights Movement</i>, and <i>America's Changing Economy</i>.</p>					
LA.1112.2.2.2	The student will use information from the text to answer questions or to state the main idea or provide relevant details;	N/A	<p>The individual activities within the case studies often include handouts that can be printed out and used by students. These handouts contain questions about the major ideas and concepts from the readings, graphic organizers, and other reading-related activities. In addition, the Roadmap provides an overview of these lessons and an explanation of the Big Idea for the case study which teachers can use to frame content for students. For representative examples of these handouts, see the <i>Spanish-American War</i> and the activities included with each of the activities within the case study: <i>What to Do?</i>, <i>The Real</i>, <i>Short War</i>, and <i>Shall We Go to War?</i></p>					
LA.1112.2.2.3	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);	N/A	<p>The individual activities within a case study often include handouts with graphic organizers. For representative examples of handouts with graphic organizers, see the following: <i>The Great Depression: Countdown to Black Tuesday: Venn Diagram</i>, <i>World War II: All the War's a Stage: Chronology of Events in the Pacific and European Theaters (note-taking organizer)</i>, <i>Kennedy and the Communist Threat</i>, <i>What's the President to Do? Advisory Chart</i>, and <i>Reagan and the End of the Cold War, Competing Ideologies: Word Web</i>.</p>					

LA.1112.6.2.4	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.	N/A	<p>See the Skills Tutorials about locating and using sources, which can be accessed from within the lessons of any of the case studies that comprise <i>The Idea of America</i> program. These Skills Tutorials include the following:</p> <ul style="list-style-type: none"> * <i>How to Distinguish Between Primary and Secondary Sources</i> * <i>How to Use Historical Research Methods</i> * <i>How to Determine Reliable Sources</i> * <i>Writing a Report, Memo, or White Paper</i> * <i>How to Write a Summary</i> <p>The Skills Tutorials serve as lessons that can be used in conjunction with the content-specific activities that are found within each case study. To access the Skills Tutorials, click on the question mark icon from within any activity in any case study and then click on the image of blackline masters.</p>					
LA.1112.6.3.1	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;	N/A	<p>See the Skills Tutorials about evaluating sources and reasoning strategies, which can be accessed from within the lessons of any of the case studies that comprise <i>The Idea of America</i> program. These Skills Tutorials include the following:</p> <ul style="list-style-type: none"> * <i>How to Write an Editorial</i> * <i>How to Determine Fact or Opinion</i> * <i>How to Determine Point of View, Bias, and Perspective</i> * <i>Writing a Position Statement</i> <p>The Skills Tutorials serve as core lessons that can be used in conjunction with the content-specific activities that are found within each case study. To access the Skills Tutorials, click on the question mark icon from within any activity in any case study and then click on the image of blackline masters.</p>					
MA.912.A.2.1	Create a graph to represent a real-world situation.	N/A	<p>See the <i>How to Read Graphs</i> Skills Tutorial, which can be accessed from within the activities of any of the case studies that comprise <i>The Idea of America</i> program. The Skills Tutorials serve as lessons that can be used in conjunction with the content-specific activities that are found within each case study. To access the Skills Tutorials, click on the question mark icon from within any activity in any case study, and then click on the image of blackline masters.</p>					
MA.912.A.2.2	Interpret a graph representing a real-world situation.	N/A	<p>See the <i>How to Read Graphs</i> Skills Tutorial, which can be accessed from within the lessons of any of the case studies that comprise <i>The Idea of America</i> program. The Skills Tutorials serve as lessons that can be used in conjunction with the content-specific lessons that are found within each title. To access the Skills Tutorials, click on the question mark icon from within any activity in any case study, and then click on the image of blackline masters.</p>					

SS.912.A.1.1	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.	N/A	See the <i>Use Historiography and Its Methods</i> Skills Tutorial, which can be accessed from within the lessons of any of the case studies that comprise <i>The Idea of America</i> program. The Skills Tutorials serve as lessons that can be used in conjunction with the content-specific activities that are found within each case study. To access the Skills Tutorials, click on the question mark icon from within any activity in any case study, and then click on the image of blackline masters.					
SS.912.A.1.2	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.	N/A	The authors of <i>The Idea of America</i> have included primary sources and secondary sources woven into the telling of every historical narrative. These sources appear in written and multimedia form. In addition to these sources, skills lessons in the interpretation of sources appear as well. For examples, see the following: <i>How to Analyze Text Primary Sources Skills Tutorial</i> , <i>How to Analyze Image Primary Sources Skills Tutorial</i> , <i>How to Distinguish Primary and Secondary Sources</i> .					
SS.912.A.1.3	Utilize timelines to identify the time sequence of historical data.	N/A	Each Background feature ends with a time line: <i>The Great Debate</i> , <i>The Supreme Court</i> , <i>The Industrial Revolution in America</i> , <i>Religion and Reform</i> , <i>Trails West</i> , <i>Reconstruction</i> , <i>Strangers in the Land</i> , <i>The West</i> , <i>The Gilded Age</i> , <i>The Age of Jim Crow</i> , <i>Becoming a World Power</i> , <i>The Spanish-American War</i> , <i>The Rise of Organized Labor</i> , <i>Growing Cities and Consumer Culture</i> , <i>The Progressive Era</i> , <i>World War I</i> , <i>War and Technology</i> , <i>The Land of Opportunity</i> , <i>Women's Rights</i> , <i>The 1920s</i> , <i>The Great Depression</i> , <i>Roosevelt's New Deal</i> , <i>America Goes to War</i> , <i>World War II</i> , <i>Holocaust and Genocide</i> , <i>The Cold War Begins</i> , <i>Suburbia</i> , <i>The Civil Rights Movement</i> , <i>The American Protest Tradition</i> , <i>Kennedy and the Communist Threat</i> , <i>Civil Rights at a Crossroads</i> , <i>The Vietnam War</i> , <i>The Great Society and Counterculture</i> , <i>Free and Equal</i> , <i>Nixon's America</i> , <i>The United States and the Middle East</i> , <i>Environmentalism</i> , <i>America's Changing Economy</i> , <i>Party Politics</i> , <i>Reagan and the End of the Cold War</i> , <i>The Changing Presidency</i> , <i>Revolution and Technology</i> , <i>Afghanistan and Iraq</i> , <i>Mythic America</i> , <i>Going to War</i> .					

SS.912.A.1.4	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.	N/A	<p>Every case study is filled with images, symbols, objects, cartoons, graphs, charts, maps, and artwork. These are integrated into every aspect and feature of the program, often in multimedia presentations. <i>The Great Debate, The Supreme Court, The Industrial Revolution in America, Religion and Reform, Trails West, Reconstruction, Strangers in the Land, The West, The Gilded Age, The Age of Jim Crow, Becoming a World Power, The Spanish-American War, The Rise of Organized Labor, Growing Cities and Consumer Culture, The Progressive Era, World War I, War and Technology, The Land of Opportunity, Women's Rights, The 1920s, The Great Depression, Roosevelt's New Deal, America Goes to War, World War II, Holocaust and Genocide, The Cold War Begins, Suburbia, The Civil Rights Movement, The American Protest Tradition, Kennedy and the Communist Threat, Civil Rights at a Crossroads, The Vietnam War, The Great Society and Counterculture, Free and Equal, Nixon's America, The United States and the Middle East, Environmentalism, America's Changing Economy, Party Politics, Reagan and the End of the Cold War, The Changing Presidency, Revolution and Technology, Afghanistan and Iraq, Mythic America, Going to War.</i></p>					
SS.912.A.1.5	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.	N/A	<p>Historical analysis accompanies all primary and secondary sources, helping students see the sources as merely one way into the events about which they are reading. Sources are clearly delineated and identified, and in many cases exist in audio and/or video form in the sequence of activities that exist for each case study of the program. The interplay between sources and analysis can clearly be seen in the presentation of current events in the case study, <i>Afghanistan and Iraq</i>. In this case study, photographs of conflicts and quotes from presidential speeches serve as reference points for analysis of issues that continue to impact our foreign policy today. In <i>The Changing Presidency: Balance of Power</i> students analyze quotes by President George W. Bush to determine their relationship to declarations of war. In <i>Reagan and the End of the Cold War: Special Segment: New World Order</i>, 1–3 and in <i>The Changing Presidency: Document This</i>, 1–3 students use the skills they have learned about media sources to prepare news reports and documentaries related to current or recent events.</p>					

SS.912.A.1.6	Use case studies to explore social, political, legal, and economic relationships in history.	N/A	<i>The Idea of America</i> includes case studies throughout the program as a means of illustrating the context, themes, and realities of larger historical moment. Case studies include primary sources, photographs and video. Examples include the following: <i>The Great Society and Counterculture</i> : Background: "Imagine a Heaven on Earth" (Morning Star Ranch and the Counter Culture), <i>The Changing Presidency</i> : Contract with America, <i>Environmentalism</i> : Waste Not, and <i>Afghanistan and Iraq</i> : The House of War.					
SS.912.A.1.7	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.	N/A	<i>The Idea of America</i> presents the history through a variety of prisms and viewpoints. Socio-cultural aspects of American life are integral to the telling of the story of our history and form the basis for sections within each of the case studies that make up the program. For examples see: <i>Religion and Reform</i> : Hot Off the Press, 1–12, <i>Growing Cities and Consumer Culture</i> : Consuming Culture, 1–9, <i>The 1920s: A New Culture</i> , 1–10, Images that Divide or Unite, 1–8, Extra! Extra! 1–4, Media in the Roaring '20s, 1–6, <i>The Great Society and Counterculture</i> : Background: "Imagine a Heaven on Earth" (Morning Star Ranch and the Counter Culture), <i>Mythic America</i> : America Mythic Ideals, 1–13, Our Myths and Heroes, 1–8, Reel History, 1–6, Mythic America in Sports, 1–15, Mythic Heroes, 1–6					
SS.912.A.2.1	Review causes and consequences of the Civil War.	N/A	<i>Going to War</i> : Declaring War, <i>Reconstruction</i> : Binding the Nation's Wounds, <i>Reconstruction</i> : Who Won the Civil War? <i>Skills Tutorial</i> : How to Determine Cause and Effect					
SS.912.A.2.2	Assess the influence of significant people or groups on Reconstruction.	N/A	<i>Reconstruction</i> : Background, 1–20, The "United" States? 1–6, A Just and Lasting Peace, 1–4, Who Won the Civil War? 1–13, Binding Up the Nation's Wounds, 1–4, How Much Freedom? 1–5					
SS.912.A.2.3	Describe the issues that divided Republicans during the early Reconstruction era.	N/A	<i>Reconstruction</i> : Background, 1–20, A Just and Lasting Peace, 1–4, Who Won the Civil War? 1–13, Binding Up the Nation's Wounds, 1–4					
SS.912.A.2.4	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.	N/A	<i>Reconstruction</i> : Background, 20 (timeline), The Age of Jim Crow: Background, 23 (timeline), The Age of Jim Crow, 3, Legalizing Segregation, 1–5, Women's Rights: An Appeal to Women, 3					
SS.912.A.2.5	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.	N/A	<i>The Age of Jim Crow</i> : Background, 1–23, The Age of Jim Crow, 1–8, Jim Crow Chronicle, 1–5, Legalizing Segregation, 1–5, We've Got a Great Idea, 1–4, Three Views on Jim Crow, 1–7, Color in Black and White, 1–6, The Story of Jim Crow, 1–5					

SS.912.A.2.6	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.	N/A	<i>Reconstruction</i> : Background, 17–20, The “United” States? 1–6, A Just and Lasting Peace, 1–4, How Much Freedom? 1–8, <i>The Age of Jim Crow</i> : Background, 1–23, The Age of Jim Crow, 1–8, Jim Crow Chronicle, 1–5, Legalizing Segregation, 1–5, We’ve Got a Great Idea, 1–4, Three Views on Jim Crow, 1–7, Color in Black and White, 1–6, The Story of Jim Crow, 1–5, <i>The West</i> : Myth vs. Reality: African American Voices, 9, <i>The Gilded Age</i> : Background (sharecropping), 10–23					
SS.912.A.2.7	Review the Native American experience.	N/A	<i>The Trail of Tears</i> : Background, 1–29, Whose Freedom and Equality? 1–7, Stories of the Removal, 1–9, Treaty Negotiations, 1–13, What Do We Owe? 1–7, Your Local Native American Group, 1–5, Divided Peoples, 1–8, <i>The West</i> : Background, 1–37, Into the West, 1–5, U.S. Policy vs. Native Americans, 1–4, An Encounter in Western Expansion, 1–9, Myth vs. Reality, 1–11, <i>Mythic America</i> : Background, 11–16					
SS.912.A.3.1	Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.	N/A	<i>The Gilded Age</i> : Background, 29, 33, Agrarian Revolt, 1–14 <i>The West</i> : Background, 2-36, Myth vs. Reality, 3, 8, 11					
SS.912.A.3.2	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.	N/A	<i>The Industrial Revolution in America</i> : Background, 1–26, A Different Kind of Revolution, 1–5, New Inventions/New Society, 1–5, A “Marriage of the Waters” 1–6, People Come and Go, 1–9, Industrialization and Class, 1–5, Revolutionizing the River, 1–14, Impact of the Industrial Revolution, 1–5					
SS.912.A.3.3	Compare the first and second Industrial Revolutions in the United States.	N/A	<i>The Industrial Revolution in America</i> : Background, 1–26, A Different Kind of Revolution, 1–5, New Inventions/New Society, 1–5, A “Marriage of the Waters” 1–6, People Come and Go, 1–9, Industrialization and Class, 1–5, Revolutionizing the River, 1–14, Impact of the Industrial Revolution, 1–5, <i>The Gilded Age</i> : Background, 1–33, The Land of Opportunity, 1–16, The Rise of Monopolies, 1–4, The New South: Promise and Reality, 1–10					
SS.912.A.3.4	Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.	N/A	<i>The Industrial Revolution in America</i> : Background, 1–26, A Different Kind of Revolution, 1–5, New Inventions/New Society, 1–5, A “Marriage of the Waters” 1–6, People Come and Go, 1–9, Industrialization and Class, 1–5, Revolutionizing the River, 1–14, Impact of the Industrial Revolution, 1–5, <i>The Gilded Age</i> : Background, 1–33, The Land of Opportunity, 1–16, The Rise of Monopolies, 1–4, The New South: Promise and Reality, 1–10					

SS.912.A.3.5	Identify significant inventors of the Industrial Revolution including African Americans and women.	N/A	<i>The Industrial Revolution in America</i> : Background, 1–26, A Different Kind of Revolution, 1–5, New Inventions/New Society, 1–5, People Come and Go, 1–9, Industrialization and Class, 1–5, Revolutionizing the River, 1–14, Impact of the Industrial Revolution, 1–5, <i>The Gilded Age</i> : Background, 1–33, The Land of Opportunity, 1–16, The Rise of Monopolies, 1–4, The New South: Promise and Reality, 1–10					
SS.912.A.3.6	Analyze changes that occurred as the United States shifted from agrarian to an industrial society.	N/A	<i>The Industrial Revolution in America</i> : Background, 1–26, A Different Kind of Revolution, 1–5, New Inventions/New Society, 1–5, A “Marriage of the Waters” 1–6, People Come and Go, 1–9, Industrialization and Class, 1–5, Revolutionizing the River, 1–14, Impact of the Industrial Revolution, 1–5, <i>The Gilded Age</i> : Background, 1–33, The Land of Opportunity, 1–16, The Rise of Monopolies, 1–4, Agrarian Revolt, 1–14, The New South: Promise and Reality, 1–10, Effects of the Gilded Age, 1–3					
SS.912.A.3.7	Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen’s Agreement with Japan).	N/A	<i>Immigration and Nativism</i> : Background, 1–28, Immigration in the Early Republic, 1–6, On Democracy in America, 1–7, Reactions to Immigration, 1–4, Nativism or Xenophobia? 1–16, The Impact of Immigration, 1–3, <i>Strangers in the Land</i> : Background, 1–30, The Founders of Immigration, 1–5, The “Push” and “Pull” of Immigration, 1–5, The Immigrant Experience, 1–20, Ethnic Enclaves, 1–11, To Be an American, 1–3					
SS.912.A.3.8	Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).	N/A	<i>Religion and Reform</i> : Background, 1–27, How Much Do You Know? 1–4, To Reform or Not to Reform. 1–14, Hot Off the Press, 1–12, Challenging Social Ills, 1–9, Reform Leader Bingo, 1–5, Reforming the Republic, 1–3, <i>The Progressive Era</i> : Background, 1–28, Defining the Progressive Era, 1–15, Reforming America, 1–5, Upton Sinclair’s “The Jungle” 1–12, Reform’s Limits: The Triangle Fire, 1–13, Progressive Successes, 1–5, Letters to the Editor, 1–9, Women’s Rights: Voices of Reform, 1–5					
SS.912.A.3.9	Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.	N/A	<i>The Rise of Organized Labor</i> : Background, 1–28, A Fair Day’s Pay for a Fair Day’s Wage, 1–7, Which Side Are You On?, 1–8, Labor Lives, 1–4, Talking Union, 1–4, Labor’s Causes, Labor’s Effects, 1–9, How Did Organized Labor Do? 1–4					
SS.912.A.3.10	Review different economic and philosophic ideologies.	N/A	<i>The Gilded Age and the New South</i> : The Land of Opportunity, 1–16, The Rise of Monopolies, 1–4, Agrarian Revolt, 1–14, <i>The Rise of Organized Labor</i> : Background, 1–28, A Fair Day’s Pay for a Fair Day’s Wage, 1–7, Which Side Are You On?, 1–8, Labor Lives, 1–4, Talking Union, 1–4					
SS.912.A.3.11	Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.	N/A	<i>Growing Cities and Consumer Culture</i> : Background, 15–26, You Can’t Fight City Hall, 1–12					

SS.912.A.3.12	Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.	N/A	<i>The Progressive Era</i> : Background, 1–28, Defining the Progressive Era, 1–15, Reforming America, 1–5, Upton Sinclair’s “The Jungle” 1–12, Reform’s Limits: The Triangle Fire, 1–13, Progressive Successes, 1–5, Letters to the Editor, 1–9, <i>Women’s Rights: Voices of Reform</i> , 1–5					
SS.912.A.3.13	Examine key events and peoples in Florida history as they relate to United States history.	N/A	For related material see activities and Background Time Lines associated with the following case studies: <i>Suburbia</i> , <i>The American Protest Tradition</i> , <i>Free and Equal</i> , <i>Environmentalism</i> , <i>America’s Changing Economy</i> , <i>Revolution and Technology</i>					
SS.912.A.4.1	Analyze the major factors that drove United States imperialism.	N/A	<i>Becoming a World Power</i> : Background, 1–28, Why Do Nations Seek to Expand? 1–13, Resistance to Imperialism, 1–5, Building the Panama Canal, 1–4, Imperialism Pros and Cons, 1–5, <i>The Spanish-American War</i> : Background, 1–28, The Spanish-American War, 1–4, The Maine Event, 1–16, What To Do? 1–6, The Real, Short War, 1–5, Shall We Go to War? 1–3					
SS.912.A.4.2	Explain the motives of the United States acquisition of the territories.	N/A	<i>Becoming a World Power</i> : Background, 1–28, Why Do Nations Seek to Expand? 1–13, Resistance to Imperialism, 1–5, Building the Panama Canal, 1–4, Imperialism Pros and Cons, 1–5, <i>The Spanish-American War</i> : Background, 1–28, The Spanish-American War, 1–4, The Maine Event, 1–16, What To Do? 1–6, The Real, Short War, 1–5, Shall We Go to War? 1–3					
SS.912.A.4.3	Examine causes, course, and consequences of the Spanish American War.	N/A	<i>The Spanish-American War</i> : Background, 1–28, The Spanish-American War, 1–4, The Maine Event, 1–16, What To Do? 1–6, The Real, Short War, 1–5, Shall We Go to War? 1–3					
SS.912.A.4.4	Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.	N/A	<i>Becoming a World Power</i> : Background, 2-27, Building the Panama Canal, 1–4					
SS.912.A.4.5	Examine causes, course, and consequences of United States involvement in World War I.	N/A	<i>World War I</i> : Background, 1–22, From Neutrality to Engagement, 1–7, The War in Europe and at Home, 1–7, Propaganda and the Home Front, 1–6, Civil Liberties in Wartime, 1–9, Aftermath of the Great War, 1–3, Diverse Experiences, and Dissent, 1–4, How Much Wealth? 1–6, <i>Revolutions in Technology</i> : Background, 1–25, Seeking Security and Liberty, 6, 7, From Horses to Helicopters, 4, Swords and Plowshares, 4					
SS.912.A.4.6	Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).	N/A	<i>World War I</i> : Background, 1–22, From Neutrality to Engagement, 1–7, The War in Europe and at Home, 1–7, Propaganda and the Home Front, 1–6, Civil Liberties in Wartime, 1–9, Aftermath of the Great War, 1–3, Diverse Experiences, and Dissent, 1–4, How Much Wealth? 1–6					

SS.912.A.4.7	Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).	N/A	<i>World War I</i> : Background, 1–22, From Neutrality to Engagement, 1–7, The War in Europe and at Home, 1–7, Technology of War: Background, 1–25, Seeking Security and Liberty, 6, 7, From Horses to Helicopters, 4, Swords and Plowshares, 4					
SS.912.A.4.8	Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.	N/A	<i>World War I</i> : Background, 8–11, Diverse Experiences, and Dissent, 1–4, Diverse Experiences and Dissent - Handout, 1–2					
SS.912.A.4.9	Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.	N/A	<i>World War I</i> : Background, 8–11, Propaganda and the Home Front, 1–6, Civil Liberties in Wartime, 1–9, Diverse Experiences, and Dissent, 1–4, Diverse Experiences and Dissent - Handout, 1–2, Women's Rights: Background, 21–31, On the Road to Equal Rights, 1–6, Women: By the Numbers, 1–6, Voices of Reform, 1–5, Women and the Law, 1870–1930, 1–5, Women's Rights: Digital Collage, 1–4					
SS.912.A.4.10	Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.	N/A	<i>World War I</i> : Background, 19–22, Aftermath of the Great War, 1–3					
SS.912.A.4.11	Examine key events and peoples in Florida history as they relate to United States history.	N/A	For related material see activities and timelines associated with the following: Suburbia, The American Protest Tradition, Free and Equal, Environmentalism, America's Changing Economy, Revolution and Technology					
SS.912.A.5.1	Discuss the economic outcomes of demobilization.	N/A	<i>The 1920s</i> : Background, 5–8, A New Culture, 2-3, <i>World War I</i> : Background, 20					
SS.912.A.5.2	Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.	N/A	<i>The 1920s</i> : Background, 9, 15–19, A New Culture, 4, 5, Images that Divide or Unite, 5, 7, Race, Culture, and the 1920s, 1–5, Modern Causes, Modern Effects, 1–4					
SS.912.A.5.3	Examine the impact of United States foreign economic policy during the 1920s.	N/A	<i>The 1920s</i> : Background, 1–22, Images that Divide or Unite, 7, The Great Depression: Background Time Line					
SS.912.A.5.4	Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.	N/A	<i>The 1920s</i> : A New Culture, 2, 4, 7-8, Background, 8, 20-21, Background Time Line, Modern Causes, Modern Effects, 4, <i>Growing Cities and Consumer Culture</i> : Background, 8–14, Consuming Culture, 1–9					
SS.912.A.5.5	Describe efforts by the United States and other world powers to avoid future wars.	N/A	<i>World War I</i> : Background, 19–22, Aftermath of the Great War, 1–3, The War in Europe and at Home, 4, Background Time Line					
SS.912.A.5.6	Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.	N/A	<i>The 1920s</i> : Background, 10–14, A New Culture, 1–10, Images that Divide or Unite, 1–8, Race, Culture, and the 1920s, 1–5, Extra! Extra! 1–4, Media in the Roaring '20s, 1–6					

SS.912.A.5.7	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.	N/A	<i>The Land of Opportunity</i> : Background, 1–31, Streets of Gold, 1–8, Immigration by the Numbers, 1–7, The Wavering Welcome, 1–4, Braceros and Zoot Suits, 1–16, Success Stories, 1–4, More Freedom, More Equality? 1–6, <i>Women’s Rights</i> : Background, 1–31, An Appeal to Women, 1–6, On the Road to Equal Rights, 1–6, Women: By the Numbers, 1–6, Voices of Reform, 1–5, Women and the Law, 1870–1930, 1–5, Women’s Rights: Digital Collage, 1–4, <i>The 1920s</i> : Background, 9, 15–19, A New Culture, 4, 5, Images that Divide or Unite, 5, 7, Race, Culture, and the 1920s, 1–5					
SS.912.A.5.8	Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.	N/A	<i>The Age of Jim Crow</i> : Background, 14–23, Three Views on Jim Crow, 1–7, The Story of Jim Crow, 3					
SS.912.A.5.9	Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.	N/A	<i>The 1920s</i> : Background, 15–22, A New Culture, 1–10, Race, Culture, and the 1920s, 1–5, <i>The Age of Jim Crow</i> : The Age of Jim Crow, 6, Color in Black and White, 2, 3					
SS.912.A.5.10	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.	N/A	<i>The Land of Opportunity</i> : Background, 1–31, Streets of Gold, 1–8, Immigration by the Numbers, 1–7, The Wavering Welcome, 1–4, Braceros and Zoot Suits, 1–16, Success Stories, 1–4, More Freedom, More Equality? 1–6, <i>Women’s Rights</i> : Background, 1–31, An Appeal to Women, 1–6, On the Road to Equal Rights, 1–6, Women: By the Numbers, 1–6, Voices of Reform, 1–5, Women and the Law, 1870–1930, 1–5, Women’s Rights: Digital Collage, 1–4, <i>The 1920s</i> : Background, 9, 15–19, A New Culture, 4, 5, Images that Divide or Unite, 5, 7, Race, Culture, and the 1920s, 1–5					
SS.912.A.5.11	Examine causes, course, and consequences of the Great Depression and the New Deal.	N/A	<i>The Great Depression</i> : Background, 1–27, Countdown to Black Tuesday, 1–5, The Crisis Deepens, 1–6, How Did People Cope? 1–9, The Dust Bowl, 1–15, Why Was It “Great”? 1–4, <i>Roosevelt’s New Deal</i> : Background, 1–28, “This Great Nation Will Endure” 1–5, Stirring the Alphabet Soup, 1–4, What Happens Next? 1–14, The New Deal: Face to Face, 1–4, Voices from a Distance, 1–15, A Deal of Many Colors, 1–7, The New Deal in Perspective, 1–3					
SS.912.A.5.12	Examine key events and people in Florida history as they relate to United States history.	N/A	For related material see activities and Background Time Lines associated with the following: <i>Suburbia</i> , <i>The American Protest Tradition</i> , <i>Free and Equal</i> , <i>Environmentalism</i> , <i>America’s Changing Economy</i>					

SS.912.A.6.1	Examine causes, course, and consequences of World War II on the United States and the world.	N/A	<i>America Goes to War</i> : Background, 1–31, Working for Victory at Home, 1–3, What Sacrifice? 1–6, What’s It Worth? 1–4, “Suspect Civilians” 1–12, War Work at Home, 1–3, Lights, Camera, Action, 1–5, Radio Days, 1–3, <i>World War II</i> : Background, 1–25, Waking the Sleeping Giant, 1–16, Aggression and the U.S. Response, 1–5, All the War’s a Stage, 1–5, Situation: Invasion, 1–8, World War Games, 1–4, Truman’s Inheritance, 1–10, The War in First Person, 1–4, Living History: Interviewing a Veteran, 1–7, Monuments and Memory, 1–5, <i>Holocaust and Genocide</i> : Background, 1–34, A Question of Ethics, 1–5, The Triumph of Evil, 1–7, Surviving the Holocaust, 1–4, An Ethical Dilemma, 1–4, Interviewing a Survivor of Genocide, 1–4, Bosnia and the Sudan: U.S. Intervention, 1–4, What Should the United States Do? 1–3					
SS.912.A.6.2	Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).	N/A	<i>World War II</i> : Background, 1–7, Waking the Sleeping Giant, 1–16, Aggression and the U.S. Response, 1–5					
SS.912.A.6.3	Analyze the impact of the Holocaust during World War II on Jews as well as other groups.	N/A	<i>Holocaust and Genocide</i> : Background, 1–34, A Question of Ethics, 1–5, The Triumph of Evil, 1–7, Surviving the Holocaust, 1–4, An Ethical Dilemma, 1–4, Interviewing a Survivor of Genocide, 1–4, Bosnia and the Sudan: U.S. Intervention, 1–4, What Should the United States Do? 1–3					
SS.912.A.6.4	Examine efforts to expand or contract rights for various populations during World War II.	N/A	<i>America Goes to War</i> : Background, 11–31, Suspect Civilians 1–12, What Sacrifice?, 2-6 <i>World War II</i> : Background, 9–12					
SS.912.A.6.5	Explain the impact of World War II on domestic government policy.	N/A	<i>America Goes to War</i> : Background, 1–31, Working for Victory at Home, 1–3, What Sacrifice? 1–6, What’s It Worth? 1–4, “Suspect Civilians” 1–12, War Work at Home, 1–3, Lights, Camera, Action, 1–5, Radio Days, 1–3, <i>World War II</i> : Background, 9–12, Waking the Sleeping Giant, 1–16					
SS.912.A.6.6	Analyze the use of atomic weapons during World War II and the aftermath of the bombings.	N/A	<i>World War II</i> : Background, 15–25, Truman’s Inheritance, 1–10, Technology of War: Background, 17–22, From Horses to Helicopters, 5					
SS.912.A.6.7	Describe the attempts to promote international justice through the Nuremberg Trials.	N/A	<i>Holocaust and Genocide</i> : Background, 22–25, 35					
SS.912.A.6.8	Analyze the effects of the Red Scare on domestic United States policy.	N/A	<i>The Cold War Begins</i> : Background, 14–21, 26, Somebody Is Watching You, 1–6, The Story of the Cold War, 4					
SS.912.A.6.9	Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.	N/A	<i>World War II</i> : Background, 23, 25, <i>The Cold War Begins</i> : Background, 26					

SS.912.A.6.10	Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).	N/A	<i>The Cold War Begins</i> : Background, 1–26, <i>The Cold War Heats Up</i> , 1–4, <i>Somebody Is Watching You</i> , 1–6, <i>Into the Cold War</i> , 1–10, <i>Where to Invest</i> , 1–5, <i>Life in the Shadow of the Bomb</i> , 1–4, <i>What Caused the Cold War?</i> 1–6, <i>The Story of the Cold War</i> , 1–5					
SS.912.A.6.11	Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.	N/A	<i>Technology of War</i> : Background, 18–25, <i>In War and Peace</i> , 1–4, <i>Swords into Plowshares</i> , 1–11, <i>The Cold War Begins</i> : Background, 1–26, <i>Into the Cold War</i> , 1–10, <i>Where to Invest</i> , 1–5, <i>Life in the Shadow of the Bomb</i> , 1–4, <i>The Story of the Cold War</i> , 1–5					
SS.912.A.6.12	Examine causes, course, and consequences of the Korean War.	N/A	<i>The Cold War Begins</i> : Background, 6–13, 26, <i>The Cold War Heats Up</i> , 1–4					
SS.912.A.6.13	Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.	N/A	<i>The Cold War Begins</i> : Background, 1–26, <i>The Cold War Heats Up</i> , 1–4, <i>Somebody Is Watching You</i> , 1–6, <i>Into the Cold War</i> , 1–10, <i>Where to Invest</i> , 1–5, <i>Life in the Shadow of the Bomb</i> , 1–4, <i>What Caused the Cold War?</i> 1–6, <i>The Story of the Cold War</i> , 1–5, <i>Kennedy and the Communist Threat</i> : Background, 1–18, <i>A Dangerous Time</i> , 1–10, <i>What's the President To Do?</i> 1–4, <i>Cuba and the Cold War</i> , 1–8, <i>Made for Space</i> , 1–4, <i>How Did Kennedy Do?</i> 1–5, <i>The Vietnam War</i> : Background, 1–30, <i>Voices of Vietnam</i> , 1–18, <i>The Vietnam War: Key Decisions</i> , 1–5, <i>Hawks and Doves</i> , 1–14, <i>Ethical Dilemmas</i> , 1–10, <i>Nixon's America</i> : Background, 1–25, <i>Nixon's Footprints on the Presidency</i> , 1–9, <i>Between Rock and a Hard Place</i> , 1–5, <i>It Hurts Even if You Don't Laugh</i> , 1–8, <i>Once Upon a Scandal</i> , 1–5, <i>Nixon in the Balance</i> , 1–4					
SS.912.A.6.14	Analyze causes, course, and consequences of the Vietnam War.	N/A	<i>The Vietnam War</i> : Background, 1–30, <i>Voices of Vietnam</i> , 1–18, <i>The Vietnam War: Key Decisions</i> , 1–5, <i>Hawks and Doves</i> , 1–14, <i>Ethical Dilemmas</i> , 1–10					
SS.912.A.6.15	Examine key events and peoples in Florida history as they relate to United States history.	N/A	For related material see activities and Background Time Lines associated with the following case studies: <i>Suburbia</i> , <i>The American Protest Tradition</i> , <i>Free and Equal</i> , <i>Environmentalism</i> , <i>America's Changing Economy</i>					
SS.912.A.7.1	Identify causes for Post-World War II prosperity and its effects on American society.	N/A	<i>Suburbia</i> : Background, 1–23, <i>The American Century</i> , 1–4, <i>Postwar Boom!</i> 1–3, <i>Selling the "Good Life"</i> , 1–8, <i>Questioning the "American Dream"</i> , 1–6, <i>Continuity and Change</i> , 1–4, <i>The Times, They Are A-Changin'</i> , 1–6					

SS.912.A.7.2	Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.	N/A	<i>Suburbia</i> : Background, 1–23, <i>The American Century</i> , 1–4, <i>Postwar Boom!</i> 1–3, <i>Selling the “Good Life”</i> , 1–8, <i>Questioning the “American Dream”</i> , 1–6, <i>Continuity and Change</i> , 1–4, <i>The Times, They Are A-Changin’</i> , 1–6, <i>The Civil Rights Movement: Background</i> , 1–26, <i>Barriers to Equality</i> , 1–5, <i>A National Movement</i> , 1–6, <i>Change Starts Here</i> , 1–4, <i>Equality and the Law</i> , 1–5, <i>The People Behind the Movement</i> , 1–7, <i>The “Dream” Realized?</i> 1–4					
SS.912.A.7.3	Examine the changing status of women in the United States from post-World War II to present.	N/A	<i>Free and Equal</i> : Background, 14–25, <i>Equal Rights for All</i> , 1–12, <i>A “Living Museum” of Equal Rights</i> , 1–5, <i>Legal Precedents for Equality</i> , 1–11, <i>Women Fight for Equality</i> , 1–6, <i>A Tale of Two Movements</i> , 1–4, <i>Movements for Equality</i> , 1–5, 1–27					
SS.912.A.7.4	Evaluate the success of 1960s era presidents' foreign and domestic policies.	N/A	<i>The Cold War Begins</i> : Background, 1–26, <i>The Cold War Heats Up</i> , 1–4, <i>Somebody Is Watching You</i> , 1–6, <i>Into the Cold War</i> , 1–10, <i>Where to Invest</i> , 1–5, <i>Life in the Shadow of the Bomb</i> , 1–4, <i>What Caused the Cold War?</i> 1–6, <i>The Story of the Cold War</i> , 1–5, <i>Kennedy and the Communist Threat</i> : Background, 1–18, <i>A Dangerous Time</i> , 1–10, <i>What’s the President To Do?</i> 1–4, <i>Cuba and the Cold War</i> , 1–8, <i>Made for Space</i> , 1–4, <i>How Did Kennedy Do?</i> 1–5, <i>The Vietnam War</i> : Background, 1–30, <i>Voices of Vietnam</i> , 1–18, <i>The Vietnam War: Key Decisions</i> , 1–5, <i>Hawks and Doves</i> , 1–14, <i>Ethical Dilemmas</i> , 1–10, <i>The Great Society and Counterculture</i> : Background, 1–27, <i>A Decade on Fire</i> , 1–8, <i>The Words of JFK</i> , 1–10, <i>Tracking the Great Society</i> , 1–13, <i>The Great Society and New Deal: Face to Face</i> , 1–13, <i>Talkin’ About the Sixties</i> , 1–5, <i>The Sixties</i> , 1–4, <i>Nixon’s America</i> : Background, 1–25, <i>Nixon’s Footprints on the Presidency</i> , 1–9, <i>Between Rock and a Hard Place</i> , 1–5, <i>It Hurts Even if You Don’t Laugh</i> , 1–8, <i>Once Upon a Scandal</i> , 1–5, <i>Nixon in the Balance</i> , 1–4					
SS.912.A.7.5	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.	N/A	<i>The American Protest Tradition</i> : Background, 1–26, <i>Protests in America</i> , 1–7, <i>Protest and American Democracy</i> , 1–11, <i>Courage of Conviction</i> , 1–4, <i>Sling, Write, and Draw to Protest</i> , 1–7, <i>Protest Poster</i> , 1–5, <i>Civil Rights at a Crossroads</i> : Background, 1–21, <i>Conflicting Strategies</i> , 1–5, <i>Voices of the Movement</i> , 1–5, <i>How Would You Rule?</i> 1–8, <i>Black Power and Civil Rights</i> , 1–11, <i>One Goal, Many Voices</i> , 1–6, <i>The Road Ahead</i> , 1–6, <i>Free and Equal</i> : Background, 1–25, <i>Equal Rights for All</i> , 1–12, <i>A “Living Museum” of Equal Rights</i> , 1–5, <i>Legal Precedents for Equality</i> , 1–11, <i>Women Fight for Equality</i> , 1–6, <i>A Tale of Two Movements</i> , 1–4, <i>Movements for Equality</i> , 1–5, 1–27					

SS.912.A.7.6	Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.	N/A	<i>Civil Rights at a Crossroads</i> : Background, 1–21, Conflicting Strategies, 1–5, Voices of the Movement, 1–5, How Would You Rule? 1–8, Black Power and Civil Rights, 1–11, One Goal, Many Voices, 1–6, The Road Ahead, 1–6, <i>Free and Equal</i> : Background, 1–25, Equal Rights for All, 1–12, A “Living Museum” of Equal Rights, 1–5, Legal Precedents for Equality, 1–11, Women Fight for Equality, 1–6, A Tale of Two Movements, 1–4, Movements for Equality, 1–5, 1–27					
SS.912.A.7.7	Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.	N/A	<i>The American Protest Tradition</i> : Background, 1–26, Protests in America, 1–7, Protest and American Democracy, 1–11, Courage of Conviction, 1–4, Sling, Write, and Draw to Protest, 1–7, Protest Poster, 1–5, <i>Civil Rights at a Crossroads</i> : Background, 1–21, Conflicting Strategies, 1–5, Voices of the Movement, 1–5, How Would You Rule? 1–8, Black Power and Civil Rights, 1–11, One Goal, Many Voices, 1–6, The Road Ahead, 1–6, <i>Free and Equal</i> : Background, 1–25, Equal Rights for All, 1–12, A “Living Museum” of Equal Rights, 1–5, Legal Precedents for Equality, 1–11, Women Fight for Equality, 1–6, A Tale of Two Movements, 1–4, Movements for Equality, 1–5, 1–27					
SS.912.A.7.8	Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.	N/A	<i>The Supreme Court</i> : Background, 10–29, The Most Supreme, 1–14, And the Verdict Is ...? 1–25, Strict or Loose? 1–7, Balancing Decisions, 1–5, <i>The Age of Jim Crow</i> : Legalizing Segregation, 1–5, <i>The Civil Rights Movement</i> : Background, 15–26, Barriers to Equality, 1–5, Change Starts Here, 1–4, Equality and the Law, 1–5, The 4, <i>The American Protest Tradition</i> : Background, 24–26, Protests in America, 1–7, <i>Civil Rights at a Crossroads</i> : Background, 5, 21, Conflicting Strategies, 1–5, How Would You Rule? 1–8, <i>Free and Equal</i> : Equal Rights for All, 1–12, Legal Precedents for Equality, 1–11					
SS.912.A.7.9	Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.	N/A	<i>The American Protest Tradition</i> : Background, 1–26, Protests in America, 1–7, Protest and American Democracy, 1–11, Courage of Conviction, 1–4, Sling, Write, and Draw to Protest, 1–7, Protest Poster, 1–5, <i>Civil Rights at a Crossroads</i> : Background, 1–21, Conflicting Strategies, 1–5, Voices of the Movement, 1–5, How Would You Rule? 1–8, Black Power and Civil Rights, 1–11, One Goal, Many Voices, 1–6, The Road Ahead, 1–6, <i>Free and Equal</i> : Background, 1–25, Equal Rights for All, 1–12, A “Living Museum” of Equal Rights, 1–5, Legal Precedents for Equality, 1–11, Women Fight for Equality, 1–6, A Tale of Two Movements, 1–4, Movements for Equality, 1–5, 1–27					

SS.912.A.7.10	Analyze the significance of Vietnam and Watergate on the government and people of the United States.	N/A	<p><i>The Vietnam War</i>: Background, 1–30, Voices of Vietnam, 1–18, The Vietnam War: Key Decisions, 1–5, Hawks and Doves, 1–14, Ethical Dilemmas, 1–10, The Great Society and Counterculture: Background, 1–27, A Decade on Fire, 1–8, The Words of JFK, 1–10, Tracking the Great Society, 1–13, <i>The Great Society and New Deal</i>: Face to Face, 1–13, Talkin’ About the Sixties, 1–5, The Sixties, 1–4, <i>Nixon’s America</i>: Background, 1–25, Nixon’s Footprints on the Presidency, 1–9, Between Rock and a Hard Place, 1–5, It Hurts Even if You Don’t Laugh, 1–8, Once Upon a Scandal, 1–5, Nixon in the Balance, 1–4</p>					
SS.912.A.7.11	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.	N/A	<p><i>The United States and the Middle East</i>: Background, 1–28, The United States and the Middle East, 1–7, On-Going Conflicts – Part 1, 1–3, On-Going Conflicts – Part 2, 1–3, Islam, 1–4, U.S. Policy in the Middle East, 1–3, <i>Reagan and the End of the Cold War</i>: Background, 1–24, Competing Ideologies, 1–8, The Collapse of the Soviet Union, 1–10, Undermining Soviet Influence, 1–4, Should This Have Been Authorized? 1–7, What’s a President to Do? 1–5, Special Segment: New World Order, 1–3, <i>Afghanistan and Iraq</i>: Background, 1–25, A Foreign Affair, 1–12, Challenging Terrorism, 1–9, Terrorism: Then and Now, 1–4, Wagering on War, 1–10, Liberty or Security? 1–5, Defining Policy, 1–3, <i>Going to War</i>: Background, 1–27, The United States at War, 1–16, “Just” War? 1–8, Declaring War, 1–8, Making a Case for Deployment, 1–9</p>					
SS.912.A.7.12	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.	N/A	<p><i>America’s Changing Economy</i>: Background, 1–22, Work, Workers, and Wealth, 1–8, Check the Label, 1–7, The American Dream? 1–4, Interview for Your Dream Job, 1–5, Coming and Staying? 1–13, Now It’s Time for a Commercial Break, 1–4, <i>The Changing Presidency</i>: Background, 1–27, Exercising Political Power, 1–10, Campaign Promises, 1–14, Mr. President, You’re Fired! 1–7, Balance of Power, 1–12, Race for Change, 1–17, Document This, 1–3, <i>Revolution and Technology</i>: Background, 1–26, Change for the Better? 1–12, What a Wonderful World, 1–6, Prioritizing Innovation, 1–4, May I Give You Some Advice? 1–5, <i>Afghanistan and Iraq</i>: Background, 1–25, A Foreign Affair, 1–12, Challenging Terrorism, 1–9, Terrorism: Then and Now, 1–4, Wagering on War, 1–10, Liberty or Security? 1–5, Defining Policy, 1–3, <i>Going to War</i>: Background, 1–27, The United States at War, 1–16, “Just” War? 1–8, Declaring War, 1–8, Making a Case for Deployment, 1–9</p>					

SS.912.A.7.13	Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.	N/A	<i>The Great Society and Counterculture: Tracking the Great Society</i> , 1–13, <i>The Great Society and New Deal: Face to Face</i> , 1–13					
SS.912.A.7.14	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).	N/A	<i>America's Changing Economy: Background</i> , 17–22, <i>Check the Label</i> , 1–7					
SS.912.A.7.15	Analyze the effects of foreign and domestic terrorism on the American people.	N/A	<i>Afghanistan and Iraq: Background</i> , 1–25, <i>A Foreign Affair</i> , 1–12, <i>Challenging Terrorism</i> , 1–9, <i>Terrorism: Then and Now</i> , 1–4, <i>Wagering on War</i> , 1–10, <i>Liberty or Security? 1–5</i> , <i>Defining Policy</i> , 1–3					
SS.912.A.7.16	Examine changes in immigration policy and attitudes toward immigration since 1950.	N/A	<i>The Land of Opportunity: Background</i> , 1–31, <i>Streets of Gold</i> , 1–8, <i>Immigration by the Numbers</i> , 1–7, <i>The Wavering Welcome</i> , 1–4, <i>Braceros and Zoot Suits</i> , 1–16, <i>Success Stories</i> , 1–4, <i>More Freedom, More Equality? 1–6</i> , <i>Free and Equal: A Tale of Two Movements</i> , 1–4, <i>America's Changing Economy: Coming and Staying? 1–13</i>					
SS.912.A.7.17	Examine key events and key people in Florida history as they relate to United States history.	N/A	For related material see activities and time lines associated with the following: <i>Suburbia</i> , <i>The American Protest Tradition</i> , <i>Free and Equal</i> , <i>Environmentalism</i> , <i>America's Changing Economy</i>					
SS.912.G.1.2	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.	N/A	<i>The Idea of America</i> program integrates geography and map skills in almost all of the case studies. Representative examples can be found in the following case studies: <i>Trails West: The Mexican War</i> , 4, <i>Strangers in the Land: Push & Pull of Immigration</i> , 3-4 (interactive map), and <i>The West: US Policy vs. Native Americans 3-4</i> (interactive map). Also see the <i>Maps Skills Tutorial</i> , which can be accessed from within the lessons of any of the case studies that comprise <i>The Idea of America</i> program. The <i>Skills Tutorials</i> serve as core lessons that can be used in conjunction with the content-specific lessons that are found within each title. To access the <i>Skills Tutorials</i> , click on the question mark icon from within any lesson in any case study and then click on the image of blackline masters.					
SS.912.G.1.3	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.	N/A	For related material, see the <i>How to Read a Map Skills Tutorial</i> , which can be accessed from within the lessons of any of the case studies that comprise <i>The Idea of America</i> program. The <i>Skills Tutorials</i> serve as core lessons that can be used in conjunction with the content-specific activities that are found in each case study. To access the <i>Skills Tutorials</i> , click on the question mark icon from within any activity in any case study and then click on the image of blackline masters.					

SS.912.G.2.1	Identify the physical characteristics and the human characteristics that define and differentiate regions.	N/A	The following case studies in <i>The Idea of America</i> program contain lessons focused defining and differentiating regions: <i>Trails West</i> , <i>The West</i> , <i>The Gilded Age</i> , <i>Growing Cities and Consumer Culture</i> , and <i>Suburbia</i> . Also see the <i>How to Research Your Local History Skills Tutorial</i> and the <i>Interaction Between People and Geography Skills Tutorial</i> , which can be accessed from within the activities of any of the case studies that comprise <i>The Idea of America</i> program. The Skills Tutorials serve as core lessons that can be used in conjunction with the content-specific activities that are found within each title. To access the Skills Tutorials, click on the question mark icon from within any activity in any case study and then click on the image of blackline masters.					
SS.912.G.4.2	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.	N/A	The activities and handouts within the following case studies provide in-depth instruction for this standard: <i>Strangers in the Land: The "Push" and "Pull" of Immigration & The Immigrant Experience</i> and <i>The Land of Opportunity: Streets of Gold & Immigration by the Numbers</i> .					
SS.912.G.4.3	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.	N/A	The activities and handouts within the following case studies provide in-depth instruction for this standard: <i>Strangers in the Land: Ethnic Enclaves and To Be An American</i> and <i>The Land of Opportunity: The Wavering Welcome and More Freedom, More Equality?</i>					
SS.912.H.1.1	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.	N/A	<i>The Idea of America</i> tells the story America's history through a variety of sources that students will read, listen to and watch in video segments that include music, art, and literature of the era. Every case study begins with a multimedia Introduction feature that combines a narrative overview with primary source images and text that preview the content of the activities. In addition, skills lessons focus on analyzing visual sources. For representative examples of these, please see the following activities: <i>The 1920s: A New Culture</i> , <i>Media in the Roaring 20s</i> , <i>Race, Culture, and the 1920s</i> , and <i>Images that Divide or Unite</i> , <i>Suburbia: Questioning the "American Dream"</i> , and <i>The American Protest Tradition: Sing, Write, or Draw to Protest</i> .					
SS.912.H.1.3	Relate works in the arts to various cultures.	N/A	<i>The Idea of America</i> tells the story of America's history through a variety of sources that students will read, listen to, and watch in video segments that include music, art, and literature of the era. <i>The Age of Jim Crow: Color in Black and White</i> , <i>Roosevelt and the New Deal: A Deal of Many Colors</i>					

SS.912.H.1.5	Examine artistic response to social issues and new ideas in various cultures.	N/A	The following case studies in <i>The Idea of America</i> program contain activities focused on artistic and social responses to cultural and political change: <i>Religion and Reform, Growing Cities and Consumer Culture, The Progressive Era, The 1920s, The American Protest Tradition, The Great Society and Counterculture, and Mythic America</i> . Also see the Skills Tutorials, <i>Writing a Commercial or Movie Trailer</i> and <i>How to Analyze Image Primary Sources</i> , which can be accessed from within the activities of any of the case studies that comprise <i>The Idea of America</i> program. The Skills Tutorials serve as core lessons that can be used in conjunction with the content-specific activities that are found within each case study. To access the Skills Tutorials, click on the question mark icon from within any activity in any case study and then click on the image of blackline masters.					
SS.912.H.3.1	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.	N/A	The following case studies in <i>The Idea of America</i> program contain activities focused on the effects of transportation, trade, communication, science, and technology: <i>The Industrial Revolution in America, Trails West, Becoming a World Power, The Rise of Organized Labor, Growing Cities and Consumer Culture, Technology of War, Environmentalism, America's Changing Economy, and Revolutions in Technology</i> .					

		Committee Member Evaluation (Committee Member Use Only)			
OVERALL INSTRUCTIONAL QUALITY	IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL.	Strongly Agree	Agree	Disagree	Strongly Disagree
	The Examples can be from Student or Teacher Instructional Material.				
<p>The major tool introduces and builds social studies concepts as a coherent whole. It provides opportunities to students to explore why an idea is important and in which contexts that idea can be useful. In other words, the major tool helps students learn the social studies concepts in depth. Additionally, students are given opportunities to connect conceptual knowledge with procedural knowledge and factual knowledge. Overall, there is an appropriate balance of skill development and conceptual understanding.</p>	<p><i>The Idea of America</i> tells the story of America's history through the lens of the tensions that exist between values held by Americans. These value tensions provide the framework for the content that is presented. <i>The Great Debate</i> case study helps students understand these enduring concepts that they will use throughout the program. In each of the case studies there is a series of activities that begin from a general overview of the era and events covered (Introduction and Background) to in-depth explorations of issues, ideas, and conflicts that shaped those events. For a representative example of this structure, see the following activities in the case study, <i>Civil Rights at a Crossroads</i>:</p> <ul style="list-style-type: none"> * Introduction * Vocabulary & Language Builder * Background * Conflicting Strategies * Voices of the Movement * How Would You Rule? * Black Power and Civil Rights * One Goal Many Voices * The Road Ahead * Multiple-Choice Assessment 				
<p>Tasks are engaging and interesting enough that students want to pursue them. Real world problems are realistic and relevant to students' lives.</p>	<p><i>The Idea of America</i> includes case studies throughout the program as a means of illustrating the context, themes, and realities of larger historical moment. Case studies include primary sources, photographs, and video. Examples include the following: <i>The Great Society and Counterculture</i>: Background: "Imagine a Heaven on Earth" (Morning Star Ranch and the Counter Culture), <i>The Changing Presidency</i>: Contract with America, <i>Environmentalism</i>: Waste Not, and <i>Afghanistan and Iraq</i>: The House of War.</p>				

<p>Evaluating differing points of view is encouraged by the tasks presented to students. Tasks require students to make decisions, determine strategies, and justify solutions.</p>	<p><i>The Idea of America</i> tells the story of America's history in each of the case studies through primary, secondary, and visual sources that students will read, listen to, and watch in video segments. Students are encouraged to be active participants they learn. Students make decisions, determine strategies, and justify solutions as they take the roles of characters in history. Some examples are: <i>Kennedy and the Communist Threat: What's a President To Do?</i>, <i>Holocaust and Genocide: What Should the United States Do?</i>, <i>The Vietnam War: The Vietnam War: Key Decisions</i>, <i>Reagan and the End of the Cold War: Should This Have Been Authorized?</i></p>				
<p>Tasks engage students in communicating social studies by writing, explaining, drawing, talking, listening, and reading for information. Tasks encourage collaboration, discussion, individual accountability, and positive interdependence.</p>	<p>See the Skills Tutorials, which can be accessed from within the activities of any of the case studies that comprise <i>The Idea of America</i> program. These Skills Tutorials include the following:</p> <ul style="list-style-type: none"> * <i>Writing an Article/News Report</i> * <i>Writing a Biographical Drama</i> * <i>How to Write an Editorial</i> * <i>How to Conduct an Interview</i> * <i>Writing a Journal or Diary Entry</i> * <i>How to Write to Persuade</i> * <i>Writing a Position Statement</i> * <i>Writing a Travel Brochure</i> * <i>Writing and Giving a Presentation</i> * <i>Writing and Delivering a Speech</i> <p>The Skills Tutorials serve as core lessons that can be used in conjunction with the content-specific activities that are found within each case study. To access the Skills Tutorials, click on the question mark icon from within any activity in any case study, and then click on the image of blackline masters.</p>				
<p>Students are given opportunities to create and use representations to organize, record, and communicate their thinking. Tasks promote the use of multiple representations. Students use a variety of tools, including both primary and secondary sources, to understand a single concept.</p>	<p>See the Skills Tutorials about creating a variety of representations, which can be accessed from within the activities of any of the case studies that comprise <i>The Idea of America</i> program. These Skills Tutorials include the following:</p> <ul style="list-style-type: none"> * <i>How to Read Charts and Tables</i> * <i>Creating a Collage</i> * <i>How to Read Graphs</i> * <i>Writing and Giving a Presentation</i> * <i>Writing a Print Advertisement</i> * <i>Writing a Travel Brochure</i> <p>The Skills Tutorials serve as core lessons that can be used in conjunction with the content-specific activities that are found within each title. To access the Skills Tutorials, click on the question mark icon from within any activity in any case study, and then click on the image of blackline masters.</p>				

<p>The social studies connects to other disciplines such as reading, art, mathematics, and science. Tasks represent ideas as interconnected and building upon each other.</p>	<p>The authors of <i>The Idea of America</i> have included a variety of readings and reading skills in every case study. The individual activities within the case studies include handouts that can be printed out and used by students. These handouts contain questions about the major ideas and concepts from the readings, graphic organizers, and other reading-related activities. For representative examples of these, please see the following: <i>The West: Analyze Primary Sources</i>, <i>Women's Rights: Compare Multiple Perspectives</i>, and <i>The Rise of Organized Labor: Analyze Issues and Viewpoints</i>. Also see the Skills Tutorials, which can be accessed from within the lessons of any of the case studies that comprise <i>The Idea of America</i> program. The following Skills Tutorials include reading and thinking skills:</p> <ul style="list-style-type: none"> * <i>Drawing Conclusions</i> * <i>How to Determine Fact or Opinion</i> * <i>How to Determine Point of View, Bias, and Perspective</i> * <i>How to Make Predictions</i> * <i>How to Determine Sequence</i> <p>In addition, the program integrates geography and map skills in almost all of the case studies. Representative examples can be found in the following: <i>Trails West: The Mexican War</i>, 4, <i>Strangers in the Land: Push & Pull of Immigration</i>, 3-4 (interactive map); and <i>The West: US Policy vs. Native Americans</i> 3-4 (interactive map).</p>				
<p>Content provided that is NOT directly associated with NGSSS benchmarks for the course/grade level is less than approximately ten percent (10%). (Publishers must list ALL content here, not just examples.)</p>	<p><i>The Idea of America</i> provides less than 10% extraneous content for this course. Any additional content is included to help create an engaging narrative and provide greater context for students.</p>				

**CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
ACCESS POINTS**

SUBJECT: Social Studies
GRADE LEVEL: Grades Nine through Twelve
COURSE TITLE: United States History
COURSE CODE: 2100310
SUBMISSION TITLE: The Idea of America
TITLE ID: 1860
PUBLISHER: Pearson Education, Inc., publishing as Prentice Hall
PUBLISHER ID: 22-1603684-03

ACCESS POINT CODE	ACCESS POINT DESCRIPTION	LESSONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN-DEPTH IN MAJOR TOOL (Include page numbers of lesson, a link to lesson, or other identifier for easy lookup for committee member.)	Committee Member Evaluation (Committee Member Use Only)				
			Thoroughly	Highly	Adequately	Minimally	Not At All
SS.912.A.1.In.a	Identify the importance of the use of authentic sources and critical review by historians to write about events.	Historical analysis accompanies all primary and secondary sources, helping students see the sources as merely one way into the events about which they are reading. Sources are clearly delineated and identified, and in many cases exist in audio and/or video form in the sequence of lessons that exist for each case study of the program. The interplay between sources and analysis can clearly be seen in the presentation of current events in the <i>Afghanistan and Iraq</i> case study. In this case study, photographs of conflicts and quotes from presidential speeches serve as reference points for analysis of issues that continue to impact our foreign policy today. In <i>The Changing Presidency: Balance of Power</i> quotes by President Bush are analyzed for their relationship to declarations of war. In <i>Reagan and the End of the Cold War: Special Segment: New World Order</i> , 1–3 and in <i>The Changing Presidency: Document This</i> , 1–3 students use the skills they have learned about media sources to prepare news reports and documentaries related to current or recent events.					

SS.912.A.1.In.b	Identify the author and purpose of significant historical documents using primary and secondary sources.	The authors of <i>The Idea of America</i> have included primary sources and secondary sources woven into the telling of every historical narrative. These sources appear in written and multimedia form. In addition to these sources, skills lessons in the interpretation of sources appear as well. For examples, see the following: How to Analyze Text Primary Sources Skills Tutorial, How to Analyze Image Primary Sources Skills Tutorial, How to Distinguish Primary and Secondary Sources.					
SS.912.A.1.In.c	Use a timeline to identify the sequence of historical data.	Each case study Background feature ends with the time line: <i>The Great Debate, The Supreme Court, The Industrial Revolution in America, Religion and Reform, Trails West, Reconstruction, Strangers in the Land, The West, The Gilded Age, The Age of Jim Crow, Becoming a World Power, The Spanish-American War, The Rise of Organized Labor, Growing Cities and Consumer Culture, The Progressive Era, World War I, War and Technology, The Land of Opportunity, Women's Rights, The 1920s, The Great Depression, Roosevelt's New Deal, America Goes to War, World War II, Holocaust & Genocide, The Cold War Begins, Suburbia, The Civil Rights Movement, The American Protest Tradition, Kennedy and the Communist Threat, Civil Rights at a Crossroads, The Vietnam War, The Great Society and Counterculture, Free and Equal, Nixon's America, The United States and the Middle East, Environmentalism, America's Changing Economy, Party Politics, Reagan and the End of the Cold War, The Changing Presidency, Revolution and Technology, Afghanistan and Iraq, Mythic America, Going to War</i>					

SS.912.A.1.In.d	Interpret pictures, cartoons, graphs, artwork, artifacts, or writings to obtain information about a time period and events from the past.	Every case study is filled with images, symbols, objects, cartoons, graphs, charts, maps, and artwork. These are integrated into every aspect and feature of the program, often in multimedia presentations. <i>The Great Debate, The Supreme Court, The Industrial Revolution in America, Religion and Reform, Trails West, Reconstruction, Strangers in the Land, The West, The Gilded Age, The Age of Jim Crow, Becoming a World Power, The Spanish-American War, The Rise of Organized Labor, Growing Cities and Consumer Culture, The Progressive Era, World War I, War and Technology, The Land of Opportunity, Women's Rights, The 1920s, The Great Depression, Roosevelt's New Deal, America Goes to War, World War II, Holocaust and Genocide, The Cold War Begins, Suburbia, The Civil Rights Movement, The American Protest Tradition, Kennedy and the Communist Threat, Civil Rights at a Crossroads, The Vietnam War, The Great Society and Counterculture, Free and Equal, Nixon's America, The United States and the Middle East, Environmentalism, America's Changing Economy, Party Politics, Reagan and the End of the Cold War, The Changing Presidency, Revolution and Technology, Afghanistan and Iraq, Mythic America, Going to War</i>					
SS.912.A.1.In.e	Determine the accuracy of current events and Internet resources by comparing them to reliable sources.	Historical analysis accompanies all primary and secondary sources, helping students see the sources as merely one way into the events about which they are reading. Sources are clearly delineated and identified, and in many cases exist in audio and/or video form in the sequence of activities that exist for each case study of the program. The interplay between sources and analysis can clearly be seen in the presentation of current events in the case study <i>Afghanistan and Iraq</i> . In this case study, photographs of conflicts and quotes from presidential speeches serve as reference points for analysis of issues that continue to impact our foreign policy today. In <i>The Changing Presidency: Balance of Power</i> , students analyze quotes by President George W. Bush to connection to declarations of war. In <i>Reagan and the End of the Cold War: Special Segment: New World Order, 1–3"</i> and in <i>The Changing Presidency: Document This, 1–3"</i> students use the skills they have learned about media sources to prepare news reports and documentaries related to current or recent events.					

SS.912.A.1.In.f	Use a case study to identify social, political, legal, and economic relationships in history.	<p><i>The Idea of America</i> includes case studies throughout the program as a means of illustrating the context, themes, and realities of larger historical moment. Case studies include primary sources, photographs and video. Examples include the following: <i>The Great Society and Counterculture</i>: Background: "Imagine a Heaven on Earth" (Morning Star Ranch and the Counter Culture); <i>The Changing Presidency</i>: Contract with America; <i>Environmentalism</i>: Waste Not; and <i>Afghanistan and Iraq</i>: The House of War.</p>					
SS.912.A.1.In.g	Identify selected socio-cultural aspects of American life, such as the arts, artifacts, literature, education, and publications.	<p><i>The Idea of America</i> presents the history through a variety of prisms and viewpoints. Socio-cultural aspects of American life are integral to the telling of the story of our history and form the basis for sections within each of the case studies that make up the program. For examples see: <i>Religion and Reform</i>: Hot Off the Press, 1–12; <i>Growing Cities and Consumer Culture</i>: Consuming Culture, 1–9, <i>The 1920s</i>: A New Culture, 1–10, Images that Divide or Unite, 1–8, Extra! Extra! 1–4, Media in the Roaring '20s, 1–6, <i>The Great Society and Counterculture</i>: Background: "Imagine a Heaven on Earth" (Morning Star Ranch and the Counter Culture); <i>Mythic America</i>: America Mythic Ideals, 1–13, Our Myths and Heroes, 1–8, Reel History, 1–6, Mythic America in Sports, 1–15, Mythic Heroes, 1–6</p>					
SS.912.A.1.Pa.a	Recognize that historians write about events.	<p>Historical analysis accompanies all primary and secondary sources, helping students see the sources as merely one way into the events about which they are reading. Sources are clearly delineated and identified, and in many cases exist in audio and/or video form in the sequence of lessons that exist for each case study of the program. The interplay between sources and analysis can clearly be seen in the presentation of current events in the <i>Afghanistan and Iraq</i> case study. In this case study, photographs of conflicts and quotes from presidential speeches serve as reference points for analysis of issues that continue to impact our foreign policy today. In <i>The Changing Presidency</i>: Balance of Power quotes by President Bush are analyzed for their relationship to declarations of war. In <i>Reagan and the End of the Cold War</i>: Special Segment: New World Order, 1–3 and in <i>The Changing Presidency</i>: Document This, 1–3 students use the skills they have learned about media sources to prepare news reports and documentaries related to current or recent events.</p>					
SS.912.A.1.Pa.b	Use appropriate sources to obtain information about history.	<p><i>Skills Tutorials</i>: How to Use Historical Research Methods, How to Distinguish Between Primary and Secondary Sources, How to Determine Point of View, Bias, and Perspective, How to Determine Reliable Sources</p>					

SS.912.A.1.Pa.c	Use a timeline to recognize an event that occurred in the past.	An interactive time lines exists at conclusion of each Background activity. <i>The Great Debate, The Supreme Court, The Industrial Revolution in America, Religion and Reform, Trails West, Reconstruction, Strangers in the Land, The West, The Gilded Age, The Age of Jim Crow, Becoming a World Power, The Spanish American War, The Rise of Organized Labor, Growing Cities and Consumer Culture, The Progressive Era, World War I, War and Technology, The Land of Opportunity, Women's Rights, The 1920s, The Great Depression, Roosevelt's New Deal, America Goes to War, World War II, Holocaust & Genocide, The Cold War Begins, Suburbia, The Civil Rights Movement, The American Protest Tradition, Kennedy and the Communist Threat, Civil Rights at a Crossroads, The Vietnam War, The Great Society and Counterculture, Free and Equal, Nixon's America, The United States and the Middle East, Environmentalism, America's Changing Economy, Party Politics, Reagan and the End of the Cold War, The Changing Presidency, Revolution and Technology, Afghanistan and Iraq, Mythic America, Going to War</i>					
SS.912.A.1.Pa.d	Recognize pictures, cartoons, or artifacts about the past.	The program integrates pictures, cartoons, and artifacts into the historical narrative and its analysis throughout the program. Skills lessons provide guided instruction so that as students progress through the students, they learn to analyze such sources with greater awareness. For examples see: <i>The Age of Jim Crow: Color in Black and White, World War I: Propaganda and the Home Front, Nixon's America: It Hurts Even If You Don't Laugh, Suburbia: Selling the Good Life, The Changing Presidency: Balance of Power.</i>					
SS.912.A.1.Pa.e	Recognize information about current events.	Current events links are provided in each case study. The interplay between sources and analysis can also clearly be seen in the presentation of current events in the <i>Afghanistan and Iraq</i> case study. In this case study, photographs of conflicts and quotes from presidential speeches serve as reference points for analysis of issues that continue to impact our foreign policy today. In <i>The Changing Presidency: Balance of Power</i> quotes by President Bush are analyzed for their relationship to declarations of war. In <i>Reagan and the End of the Cold War: Special Segment: New World Order, 1–3</i> and in <i>The Changing Presidency: Document This, 1–3</i> students use the skills they have learned about media sources to prepare news reports and documentaries related to current or recent events. In <i>The Great Debate, Assessing Today's News</i> , students connect today's headlines to the enduring debates of our history.					

SS.912.A.1.Pa.f	Use a case study to obtain information on history.	<p><i>The Idea of America</i> includes case studies throughout the program as a means of illustrating the context, themes, and realities of larger historical moment. Case studies include primary sources, photographs, and video. Examples include the following: <i>The Great Society and Counterculture</i>: Background: "Imagine a Heaven on Earth" (Morning Star Ranch and the Counter Culture); <i>The Changing Presidency</i>: Contract with America; <i>Environmentalism</i>: Waste Not, and <i>Afghanistan and Iraq</i>: The House of War.</p>					
SS.912.A.1.Pa.g	Recognize a selected socio-cultural aspect of American life, such as the arts, artifacts, literature, education, or publications.	<p><i>The Idea of America</i> presents the history through a variety of prisms and viewpoints. Socio-cultural aspects of American life are integral to the telling of the story of our history and form the basis for sections within each of the case studies that make up the program. For examples see: <i>Religion and Reform</i>: Hot Off the Press, 1–12; <i>Growing Cities and Consumer Culture</i>: Consuming Culture, 1–9; <i>The 1920s: A New Culture</i>, 1–10, Images that Divide or Unite, 1–8, Extra! Extra! 1–4, Media in the Roaring '20s, 1–6; <i>The Great Society and Counterculture</i>: Background: "Imagine a Heaven on Earth" (Morning Star Ranch and the Counter Culture); <i>Mythic America</i>: America Mythic Ideals, 1–13, Our Myths and Heroes, 1–8, Reel History, 1–6, Mythic America in Sports, 1–15, Mythic Heroes, 1–6</p>					
SS.912.A.1.Su.a	Identify the importance of the use of authentic sources by historians to write about events.	<p>The authors of <i>The Idea of America</i>, have included primary sources and secondary sources woven into the telling of every historical narrative. The Skills Tutorials of How to Conduct Historical Research, Using Reliable Sources, and Determining Point of View, Bias, or Perspective give students additional support. In addition activities on the interpretation of sources appear in the case studies as well. For examples, see the following: <i>Afghanistan and Iraq</i>: Wagering on War, <i>Kennedy and the Communist Threat</i>: Cuba and the Cold War, and <i>Holocaust and Genocide</i>: Surviving the Holocaust.</p>					
SS.912.A.1.Su.b	Identify the author and purpose of significant historical documents.	<p><i>Great Society and Counterculture</i>: The Words of JFK, <i>The Cold War</i>: Into the Cold War, What Caused the Cold War?, <i>Roosevelt's New Deal</i>: Voices from a Distance, <i>Skills Tutorials</i>: How to Use Historical Research Methods, How to Distinguish Between Primary and Secondary Sources, How to Determine Point of View, Bias, and Perspective, How to Determine Reliable Sources</p>					

SS.912.A.1.Su.c	Use a timeline to identify a historical event.	<p>Each Background feature has an interactive time line: <i>The Great Debate, The Supreme Court, The Industrial Revolution in America, Religion and Reform, Trails West, The Impending Crisis, Reconstruction, Strangers in the Land, The West, The Gilded Age, The Age of Jim Crow, Becoming a World Power, The Spanish American War, The Rise of Organized Labor, Growing Cities and Consumer Culture, The Progressive Era, World War I, War and Technology, The Land of Opportunity, Women's Rights, The 1920s, The Great Depression, Roosevelt's New Deal, America Goes to War, World War II, Holocaust & Genocide, The Cold War Begins, Suburbia, The Civil Rights Movement, The American Protest Tradition, Kennedy and the Communist Threat, Civil Rights at a Crossroads, The Vietnam War, The Great Society and Counterculture, Free and Equal, Nixon's America, The United States and the Middle East, Environmentalism, America's Changing Economy, Party Politics, Reagan and the End of the Cold War, The Changing Presidency, Revolution and Technology, Afghanistan and Iraq, Mythic America, Going to War</i></p>					
SS.912.A.1.Su.d	Use pictures, cartoons, graphs, artwork, artifacts, or writings to obtain information about a time period and events from the past.	<p>Historical analysis accompanies all primary and secondary sources, helping students see the sources as merely one way into the events about which they are reading. Sources are clearly delineated and identified, and in many cases exist in audio and/or video form in the sequence of lessons that exist for each case study of the program. The interplay between sources and analysis can clearly be seen in the presentation of current events in the <i>Afghanistan and Iraq</i> case study. In this case study, photographs of conflicts and quotes from presidential speeches serve as reference points for analysis of issues that continue to impact our foreign policy today. In <i>The Changing Presidency: Balance of Power</i> quotes by President Bush are analyzed for their relationship to declarations of war. In <i>Reagan and the End of the Cold War: Special Segment: New World Order, 1–3</i> and in <i>The Changing Presidency: Document This, 1–3</i> students use the skills they have learned about media sources to prepare news reports and documentaries related to current or recent events.</p>					

SS.912.A.1.Su.e	Recognize the accuracy of current events and Internet resources by comparing them to reliable sources.	The interplay between sources and analysis can clearly be seen in the presentation of current events in the case study <i>Afghanistan and Iraq</i> . In this case study, photographs of conflicts and quotes from presidential speeches serve as reference points for analysis of issues that continue to impact our foreign policy today. In <i>The Changing Presidency: Balance of Power</i> , students analyze quotes by President George W. Bush to determine their relationship to declarations of war. In <i>Reagan and the End of the Cold War: Special Segment: New World Order</i> , 1–3 and in <i>The Changing Presidency: Document This</i> , 1–3 students use the skills they have learned about media sources to prepare news reports and documentaries related to current or recent events.					
SS.912.A.1.Su.f	Use a case study to recognize social, political, legal, and economic relationships in history.	<i>The Idea of America</i> includes case studies throughout the program as a means of illustrating the context, themes, and realities of larger historical moment. Case studies are integrated and include primary sources, photographs and video. Examples include the following: <i>The Great Society and Counterculture: Background: "Imagine a Heaven on Earth"</i> (Morning Star Ranch and the Counter Culture), <i>The Changing Presidency: Contract with America</i> , <i>Environmentalism: Waste Not</i> , and <i>Afghanistan and Iraq: The House of War</i> .					
SS.912.A.1.Su.g	Recognize selected socio-cultural aspects of American life, such as the arts, artifacts, literature, education, and publications.	<i>The Idea of America</i> presents the history through a variety of prisms and viewpoints. Socio-cultural aspects of American life are integral to the telling of the story of our history and form the basis for sections within each of the case studies that make up the program. For examples, see: <i>Religion and Reform: Hot Off the Press</i> , 1–12; <i>Growing Cities and Consumer Culture: Consuming Culture</i> , 1–9; <i>The 1920s: A New Culture</i> , 1–10, <i>Images that Divide or Unite</i> , 1–8, <i>Extra! Extra! 1–4</i> , <i>Media in the Roaring '20s</i> , 1–6; <i>The Great Society and Counterculture: Background: "Imagine a Heaven on Earth"</i> (Morning Star Ranch and the Counter Culture); <i>Mythic America: America Mythic Ideals</i> , 1–13, <i>Our Myths and Heroes</i> , 1–8, <i>Reel History</i> , 1–6, <i>Mythic America in Sports</i> , 1–15, <i>Mythic Heroes</i> , 1–6					
SS.912.A.2.In.a	Identify the major causes and consequences of the Civil War.	<i>Going to War: Declaring War</i> , <i>Reconstruction: Binding the Nation's Wounds</i> , <i>Reconstruction: Who Won the Civil War?</i> , <i>Skills Tutorial: How to Determine Cause and Effect</i>					
SS.912.A.2.In.b	Describe the influence of significant people or groups on Reconstruction, such as Andrew Johnson, Ulysses S. Grant, Robert E. Lee, Buffalo Soldiers, and Harriet Tubman.	<i>Reconstruction: Background</i> , 1–20, <i>The "United" States?</i> 1–6, <i>A Just and Lasting Peace</i> , 1–4, <i>Who Won the Civil War?</i> 1–13, <i>Binding Up the Nation's Wounds</i> , 1–4, <i>How Much Freedom?</i> 1–5					

SS.912.A.2.In.c	Identify major challenges during Reconstruction, such as initial resistance to readmission by Southern states, disagreements between President Johnson and the Congress, and opposition to blacks by white extremist organizations, such as the Ku Klux Klan (KKK).	<i>Reconstruction</i> : Background, 1–20, The “United” States? 1–6, A Just and Lasting Peace, 1–4, Who Won the Civil War? 1–13, Binding Up the Nation’s Wounds, 1–4, How Much Freedom? 1–5					
SS.912.A.2.In.d	Identify freedoms guaranteed to African American males in the amendments to the Constitution, such as the abolition of slavery, the right to citizenship, and the right to vote.	<i>Reconstruction</i> : Background, 20 (timeline), <i>The Age of Jim Crow</i> : Background, 23 (timeline), The Age of Jim Crow, 3, Legalizing Segregation, 1–5, <i>Women’s Rights: An Appeal to Women</i> , 3					
SS.912.A.2.In.e	Identify the purpose of laws of segregation, often called Jim Crow Laws.	<i>The Age of Jim Crow</i> : Background, 1–23, The Age of Jim Crow, 1–8, Jim Crow Chronicle, 1–5, Legalizing Segregation, 1–5, We’ve Got a Great Idea, 1–4, Three Views on Jim Crow, 1–7, Color in Black and White, 1–6, The Story of Jim Crow, 1–5					
SS.912.A.2.In.f	Identify the sharecropping and debt peonage system that was practiced in the United States.	<i>The Gilded Age</i> : Background (sharecropping), 10–23					
SS.912.A.2.In.g	Identify the Native American experience during the westward expansion, such as being forced to leave their native lands to go to reservations and give up tribal identity and culture.	<i>The Trail of Tears</i> : Background, 1–29, Whose Freedom and Equality? 1–7, Stories of the Removal, 1–9, Treaty Negotiations, 1–13, What Do We Owe? 1–7, Your Local Native American Group, 1–5, Divided Peoples, 1–8; <i>The West</i> : Background, 1–37, Into the West, 1–5, U.S. Policy vs. Native Americans, 1–4, An Encounter in Western Expansion, 1–9, Myth vs. Reality, 1–11					
SS.912.A.2.Pa.a	Recognize characteristics of life during the Civil War.	<i>Going to War: Declaring War</i> , <i>Reconstruction: Binding the Nation’s Wounds</i> , <i>Who Won the Civil War? Background</i>					
SS.912.A.2.Pa.b	Recognize there were leaders who promoted social justice.	<i>Reconstruction</i> : Background, Who Won the Civil War?, The “United” States?					
SS.912.A.2.Pa.c	Recognize that groups of people continued to disagree about slavery after the war.	<i>Reconstruction</i> : Background, 6–11, The “United” States? 1–6, A Just and Lasting Peace, 1–4, Who Won the Civil War? 1–13, How Much Freedom? 1–5					
SS.912.A.2.Pa.d	Recognize that African American males have the right to vote.	<i>Reconstruction</i> : Background, 20 (timeline), <i>The Age of Jim Crow</i> : Background, 23 (timeline), The Age of Jim Crow, 3, Legalizing Segregation, 1–5, <i>Women’s Rights: An Appeal to Women</i> , 3					
SS.912.A.2.Pa.e	Recognize the social issue of segregation.	<i>The Age of Jim Crow</i> : Background, 1–23, The Age of Jim Crow, 1–8, Jim Crow Chronicle, 1–5, Legalizing Segregation, 1–5, We’ve Got a Great Idea, 1–4, Three Views on Jim Crow, 1–7, Color in Black and White, 1–6, The Story of Jim Crow, 1–5, <i>The Civil Rights Movement: Background</i> , 5–26					
SS.912.A.2.Pa.f	Recognize the social issue of segregation.	<i>The Age of Jim Crow</i> : Background, 1–23, The Age of Jim Crow, 1–8, Jim Crow Chronicle, 1–5, Legalizing Segregation, 1–5, We’ve Got a Great Idea, 1–4, Three Views on Jim Crow, 1–7, Color in Black and White, 1–6, The Story of Jim Crow, 1–5, <i>The Civil Rights Movement: Background</i> , 5–26					

SS.912.A.2.Pa.g	Recognize the social issue of forced integration.	<i>Reconstruction</i> : Background, 1–20, The “United” States? 1–6, A Just and Lasting Peace, 1–4, Who Won the Civil War? 1–13, Binding Up the Nation’s Wounds, 1–4, How Much Freedom? 1–5, <i>The Civil Rights Movement</i> : Background, 1–26, A National Movement, 1–6, Change Starts Here, 1–4, Equality and the Law, 1–5					
SS.912.A.2.Su.a	Recognize the major causes and consequences of the Civil War.	<i>Going to War: Declaring War</i> , <i>Reconstruction: Binding the Nation’s Wounds</i> , <i>Reconstruction: Who Won the Civil War?</i> <i>Skills Tutorial: How to Determine Cause and Effect</i>					
SS.912.A.2.Su.b	Recognize the influence of significant people or groups on Reconstruction, such as Andrew Johnson, Ulysses S. Grant, Robert E. Lee, Buffalo Soldiers, and Harriet Tubman.	<i>Reconstruction</i> : Background, 1–20, The “United” States? 1–6, A Just and Lasting Peace, 1–4, Who Won the Civil War? 1–13, Binding Up the Nation’s Wounds, 1–4, How Much Freedom? 1–5					
SS.912.A.2.Su.c	Recognize major challenges in the period of Reconstruction, such as the disagreements between the President and Congress and opposition to blacks by groups such as the Ku Klux Klan (KKK).	<i>Reconstruction</i> : Background, 1–20, The “United” States? 1–6, A Just and Lasting Peace, 1–4, Who Won the Civil War? 1–13, Binding Up the Nation’s Wounds, 1–4, How Much Freedom? 1–5, <i>The Age of Jim Crow</i> : The Age of Jim Crow, 6, Color in Black and White, 2, 3					
SS.912.A.2.Su.d	Recognize freedoms guaranteed to African American males in the amendments to the Constitution, such as the abolition of slavery and the right to vote.	<i>Reconstruction</i> : Background, 20 (timeline), <i>The Age of Jim Crow</i> : Background, 23 (timeline), The Age of Jim Crow, 3, Legalizing Segregation, 1–5, <i>Women’s Rights: An Appeal to Women</i> , 3					
SS.912.A.2.Su.e	Recognize examples of laws of segregation, often called Jim Crow Laws.	<i>The Age of Jim Crow</i> : Background, 1–23, The Age of Jim Crow, 1–8, Jim Crow Chronicle, 1–5, Legalizing Segregation, 1–5, We’ve Got a Great Idea, 1–4, Three Views on Jim Crow, 1–7, Color in Black and White, 1–6, The Story of Jim Crow, 1–5					
SS.912.A.2.Su.f	Recognize that sharecropping was a common way of life for freed people.	<i>The Gilded Age</i> : Background (sharecropping), 10–23					
SS.912.A.2.Su.g	Recognize the Native American experience during the westward expansion, such as being forced to leave their native lands to go to reservations and give up tribal identity and culture.	<i>The Trail of Tears</i> : Background, 1–29, Whose Freedom and Equality? 1–7, Stories of the Removal, 1–9, Treaty Negotiations, 1–13, What Do We Owe? 1–7, Your Local Native American Group, 1–5, Divided Peoples, 1–8, <i>The West</i> : Background, 1–37, Into the West, 1–5, U.S. Policy vs. Native Americans, 1–4, An Encounter in Western Expansion, 1–9, Myth vs. Reality, 1–11					
SS.912.A.3.In.a	Identify responses to economic challenges faced by farmers, such as shifting from hand labor to machine farming, the creation of colleges to support agricultural development, and increasing the use of commercial agriculture.	<i>The Gilded Age</i> : Background, 29, 33, Agrarian Revolt, 1–14					
SS.912.A.3.In.b	Identify economic developments in the second Industrial Revolution, such as mass production of consumer goods, including transportation, food and drink, clothing, and entertainment (cinema, radio, the gramophone).	<i>The Industrial Revolution in America</i> : Background, 1–26, A Different Kind of Revolution, 1–5, New Inventions/New Society, 1–5, A “Marriage of the Waters” 1–6, People Come and Go, 1–9, Industrialization and Class, 1–5, Revolutionizing the River, 1–14, Impact of the Industrial Revolution, 1–5					

SS.912.A.3.In.c	Identify technological developments and inventions in the Industrial Revolutions in the United States.	<i>The Industrial Revolution in America</i> : Background, 1–26, A Different Kind of Revolution, 1–5, New Inventions/New Society, 1–5, People Come and Go, 1–9, Industrialization and Class, 1–5, Revolutionizing the River, 1–14, Impact of the Industrial Revolution, 1–5, The Gilded Age: Background, 1–33, The Land of Opportunity, 1–16, The Rise of Monopolies, 1–4, The New South: Promise and Reality, 1–10					
SS.912.A.3.In.d	Identify how developments in industry affected the United States economy, such as railroads, forms of communication, and corporations.	<i>The Industrial Revolution in America</i> : Background, 1–26, A Different Kind of Revolution, 1–5, New Inventions/New Society, 1–5, A “Marriage of the Waters” 1–6, People Come and Go, 1–9, Industrialization and Class, 1–5, Revolutionizing the River, 1–14, Impact of the Industrial Revolution, 1–5, <i>The Gilded Age</i> : Background, 1–33, The Land of Opportunity, 1–16, The Rise of Monopolies, 1–4, The New South: Promise and Reality, 1–10					
SS.912.A.3.In.e	Identify a significant inventor of the Industrial Revolution, including an African American or a woman.	<i>The Industrial Revolution in America</i> : Background, 1–26, A Different Kind of Revolution, 1–5, New Inventions/New Society, 1–5, People Come and Go, 1–9, Industrialization and Class, 1–5, Revolutionizing the River, 1–14, Impact of the Industrial Revolution, 1–5; <i>The Gilded Age</i> : Background, 1–33, The Land of Opportunity, 1–16, The Rise of Monopolies, 1–4, The New South: Promise and Reality, 1–10					
SS.912.A.3.In.f	Identify changes that occurred as the United States shifted from an agrarian to an industrial society, such as laissez-faire policies and government regulations of food and drugs.	<i>The Industrial Revolution in America</i> : Background, 1–26, A Different Kind of Revolution, 1–5, New Inventions/New Society, 1–5, A “Marriage of the Waters” 1–6, People Come and Go, 1–9, Industrialization and Class, 1–5, Revolutionizing the River, 1–14, Impact of the Industrial Revolution, 1–5; <i>The Gilded Age</i> : Background, 1–33, The Land of Opportunity, 1–16, The Rise of Monopolies, 1–4, Agrarian Revolt, 1–14, The New South: Promise and Reality, 1–10, Effects of the Gilded Age, 1–3					
SS.912.A.3.In.g	Identify similarities in the way European immigrants in the east and Asian immigrants in the west were treated, such as discrimination in housing and employment.	<i>Immigration and Nativism</i> : Background, 1–28, Immigration in the Early Republic, 1–6, On Democracy in America, 1–7, Reactions to Immigration, 1–4, Nativism or Xenophobia? 1–16, The Impact of Immigration, 1–3; <i>Strangers in the Land</i> : Background, 1–30, The Founders of Immigration, 1–5, The “Push” and “Pull” of Immigration, 1–5, The Immigrant Experience, 1–20, Ethnic Enclaves, 1–11, To Be an American, 1–3					
SS.912.A.3.In.h	Identify the importance of social change and reform, such as settlement houses and churches that helped the poor during the early 1900s.	<i>Religion and Reform</i> : Background, 1–27, How Much Do You Know? 1–4, To Reform or Not to Reform. 1–14, Hot Off the Press, 1–12, Challenging Social Ills, 1–9, Reform Leader Bingo, 1–5, Reforming the Republic, 1–3; <i>The Progressive Era</i> : Background, 1–28, Defining the Progressive Era, 1–15, Reforming America, 1–5, Upton Sinclair’s “The Jungle” 1–12, Reform’s Limits: The Triangle Fire, 1–13, Progressive Successes, 1–5, Letters to the Editor, 1–9, <i>Women’s Rights</i> : Voices of Reform, 1–5					

SS.912.A.3.In.i	Identify a cause and consequence of the labor movement in the late 1800s and early 1900s, such as the need to improve working conditions and the resulting child labor laws and work regulations.	<i>The Rise of Organized Labor</i> : Background, 1–28, A Fair Day’s Pay for a Fair Day’s Wage, 1–7, Which Side Are You On, 1–8, Labor Lives, 1–4, Talking Union, 1–4, Labor’s Causes, Labor’s Effects, 1–9, How Did Organized Labor Do? 1–4					
SS.912.A.3.In.j	Identify major differences in economic systems, such as capitalism and communism.	<i>The Gilded Age</i> : The Land of Opportunity, 1–16, The Rise of Monopolies, 1–4, Agrarian Revolt, 1–14, <i>The Rise of Organized Labor</i> : Background, 1–28, A Fair Day’s Pay for a Fair Day’s Wage, 1–7, Which Side Are You On, 1–8, Labor Lives, 1–4, Talking Union, 1–4					
SS.912.A.3.In.k	Identify ways powerful groups (political machines) in United States cities controlled the government, such as having enough votes to maintain control of the city and giving jobs or contracts only to people who supported them.	<i>Growing Cities and Consumer Culture</i> : Background, 15–26, You Can’t Fight City Hall, 1–12					
SS.912.A.3.In.l	Identify ways organizations and people have shaped public policy and corrected injustices in American life, such as the NAACP, the YMCA, Theodore Roosevelt, and Booker T. Washington.	<i>The Progressive Era</i> : Background, 1–28, Defining the Progressive Era, 1–15, Reforming America, 1–5, Upton Sinclair’s “The Jungle” 1–12, Reform’s Limits: The Triangle Fire, 1–13, Progressive Successes, 1–5, Letters to the Editor, 1–9, <i>Women’s Rights</i> : Voices of Reform, 1–5					
SS.912.A.3.In.m	Identify key events and people in Florida history related to United States history, such as the railroad industry, the cattle industry, and the influence of immigrants.	For related material, see activities and Background Time Lines associated with the following: <i>Suburbia</i> , <i>The American Protest Tradition</i> , <i>Free and Equal</i> , <i>Environmentalism</i> , <i>America’s Changing Economy</i> , <i>Revolution and Technology</i>					
SS.912.A.3.Pa.a	Recognize employment options in America.	<i>America’s Changing Economy</i> : Interview For Your Dream Job? 1–5					
SS.912.A.3.Pa.b	Recognize goods that are manufactured, such as clothing.	The Industrial Revolution in America: Background, 1–26, A Different Kind of Revolution, 1–5, New Inventions/New Society, 1–5, People Come and Go, 1–9, Industrialization and Class, 1–5					
SS.912.A.3.Pa.c	Recognize that inventions changed life in the United States.	<i>The Industrial Revolution in America</i> : Background, 1–26, A Different Kind of Revolution, 1–5, New Inventions/New Society, 1–5, People Come and Go, 1–9, Industrialization and Class, 1–5, Revolutionizing the River, 1–14, Impact of the Industrial Revolution, 1–5, <i>Growing Cities and Consumer Culture</i> : Consuming Culture, 1–9					
SS.912.A.3.Pa.d	Recognize transportation and communication systems.	<i>The Industrial Revolution in America</i> : Background, 14–26, A Different Kind of Revolution, 1–5, New Inventions/New Society, 1–5, A “Marriage of the Waters” 1–6, People Come and Go, 1–9, Revolutionizing the River, 1–14, Impact of the Industrial Revolution, 1–50					

SS.912.A.3.Pa.e	Recognize that inventions help people.	<i>The Industrial Revolution in America</i> : Background, 1–26, A Different Kind of Revolution, 1–5, New Inventions/New Society, 1–5, People Come and Go, 1–9, Industrialization and Class, 1–5, Revolutionizing the River, 1–14, Impact of the Industrial Revolution, 1–5, <i>Growing Cities and Consumer Culture</i> : Consuming Culture, 1–9					
SS.912.A.3.Pa.f	Recognize that government can control business.	<i>The Gilded Age</i> : Background, 29–33, The Rise of Monopolies, 1–4; <i>The Progressive Era</i> : Reforming America, 1–5, Reform’s Limits: The Triangle Fire, 1–13, Progressive Successes, 1–5					
SS.912.A.3.Pa.g	Recognize the social issue of inequality.	<i>The Rise of Organized Labor</i> : Background, 1–28, A Fair Day’s Pay for a Fair Day’s Wage, 1–7, Which Side Are You On, 1–8, Labor Lives, 1–4, Talking Union, 1–4, Labor’s Causes, Labor’s Effects, 1–9, How Did Organized Labor Do? 1–4, <i>The Progressive Era</i> : Background, 1–28, Defining the Progressive Era, 1–15, Reforming America, 1–5, Upton Sinclair’s “The Jungle” 1–12, Reform’s Limits: The Triangle Fire, 1–13, Progressive Successes, 1–5, Letters to the Editor, 1–9					
SS.912.A.3.Pa.h	Recognize types of assistance for personal and social needs.	<i>The Progressive Era</i> : Background, 1–28, Defining the Progressive Era, 1–15, Reforming America, 1–5, Upton Sinclair’s “The Jungle” 1–12, Reform’s Limits: The Triangle Fire, 1–13, Progressive Successes, 1–5, Letters to the Editor, 1–9					
SS.912.A.3.Pa.i	Recognize that workers have rights.	<i>The Rise of Organized Labor</i> : Background, 1–28, A Fair Day’s Pay for a Fair Day’s Wage, 1–7, Which Side Are You On, 1–8, Labor Lives, 1–4, Talking Union, 1–4, Labor’s Causes, Labor’s Effects, 1–9, How Did Organized Labor Do? 1–4					
SS.912.A.3.Pa.j	Recognize that people buy and sell goods and services.	<i>Growing Cities and Consumer Culture</i> : Background, 1–26, Growing, Growing . . . Grown, 1–8, Change Begins at Home, 1–11, What Will They Think Of, Next? 1–5, The Impact of Income, 1–7, Consuming Culture, 1–9					
SS.912.A.3.Pa.k	Recognize that powerful groups have a strong influence on government.	<i>Growing Cities and Consumer Culture</i> : Background, 15–26, You Can’t Fight City Hall, 1–12; <i>The Progressive Era</i> : Background, 1–28, Defining the Progressive Era, 1–15, Reforming America, 1–5, Upton Sinclair’s “The Jungle” 1–12, Reform’s Limits: The Triangle Fire, 1–13, Progressive Successes, 1–5, Letters to the Editor, 1–9; <i>Women’s Rights</i> : Voices of Reform, 1–5					
SS.912.A.3.Pa.l	Recognize an organization in the community that helps people.	<i>The Progressive Era</i> : Background, 10–14, <i>World War I</i> : Background, 12–17					
SS.912.A.3.Pa.m	Recognize a key event or person in Florida history.	For related material see activities associated with the following: <i>Suburbia</i> , <i>The American Protest Tradition</i> , <i>Free and Equal</i> , <i>Environmentalism</i> , <i>America’s Changing Economy</i> , <i>Revolution and Technology</i>					

SS.912.A.3.Su.a	Recognize responses to economic challenges faced by farmers, such as shifting from hand labor to machine farming, the creation of colleges to support agricultural development, and increasing the use of commercial agriculture.	<i>The Gilded Age</i> : Background, 29, 33, Agrarian Revolt, 1–14					
SS.912.A.3.Su.b	Recognize that mass production of transportation, food, and clothing was developed during the second Industrial Revolution.	<i>The Industrial Revolution in America</i> : Background, 1–26, A Different Kind of Revolution, 1–5, New Inventions/New Society, 1–5, A “Marriage of the Waters” 1–6, People Come and Go, 1–9, Industrialization and Class, 1–5, Revolutionizing the River, 1–14, Impact of the Industrial Revolution, 1–5					
SS.912.A.3.Su.c	Recognize technological developments and inventions in the Industrial Revolutions in the United States.	<i>The Industrial Revolution in America</i> : Background, 1–26, A Different Kind of Revolution, 1–5, New Inventions/New Society, 1–5, People Come and Go, 1–9, Industrialization and Class, 1–5, Revolutionizing the River, 1–14, Impact of the Industrial Revolution, 1–5, <i>The Gilded Age</i> : Background, 1–33, The Land of Opportunity, 1–16, The Rise of Monopolies, 1–4, The New South: Promise and Reality, 1–10					
SS.912.A.3.Su.d	Recognize how a development in industry affected the United States economy, such as railroads or forms of communication.	<i>The Industrial Revolution in America</i> : Background, 1–26, A Different Kind of Revolution, 1–5, New Inventions/New Society, 1–5, A “Marriage of the Waters” 1–6, People Come and Go, 1–9, Industrialization and Class, 1–5, Revolutionizing the River, 1–14, Impact of the Industrial Revolution, 1–5					
SS.912.A.3.Su.e	Recognize a significant inventor of the Industrial Revolution, including an African American or a woman.	<i>The Industrial Revolution in America</i> : Background, 1–26, A Different Kind of Revolution, 1–5, New Inventions/New Society, 1–5, People Come and Go, 1–9, Industrialization and Class, 1–5, Revolutionizing the River, 1–14, Impact of the Industrial Revolution, 1–5, <i>The Gilded Age</i> : Background, 1–33, The Land of Opportunity, 1–16, The Rise of Monopolies, 1–4, The New South: Promise and Reality, 1–10					
SS.912.A.3.Su.f	Recognize changes that occurred as the United States shifted from an agrarian to an industrial society, such as laissez-faire policies and government regulations of food and drugs.	<i>The Industrial Revolution in America</i> : Background, 1–26, A Different Kind of Revolution, 1–5, New Inventions/New Society, 1–5, A “Marriage of the Waters” 1–6, People Come and Go, 1–9, Industrialization and Class, 1–5, Revolutionizing the River, 1–14, Impact of the Industrial Revolution, 1–5, <i>The Gilded Age</i> : Background, 1–33, The Land of Opportunity, 1–16, The Rise of Monopolies, 1–4, Agrarian Revolt, 1–14, The New South: Promise and Reality, 1–10, Effects of the Gilded Age, 1–3					
SS.912.A.3.Su.g	Recognize similarities in the way European immigrants in the east and Asian immigrants in the west were treated, such as discrimination in housing and employment.	<i>Immigration and Nativism</i> : Background, 1–28, Immigration in the Early Republic, 1–6, On Democracy in America, 1–7, Reactions to Immigration, 1–4, Nativism or Xenophobia? 1–16, The Impact of Immigration, 1–3, <i>Strangers in the Land</i> : Background, 1–30, The Founders of Immigration, 1–5, The “Push” and “Pull” of Immigration, 1–5, The Immigrant Experience, 1–20, Ethnic Enclaves, 1–11, To Be an American, 1–3					

SS.912.A.3.Su.h	Recognize the importance of social change and reform, such as settlement houses and churches that helped the poor during the early 1900s.	<i>Religion and Reform</i> : Background, 1–27, How Much Do You Know? 1–4, To Reform or Not to Reform. 1–14, Hot Off the Press, 1–12, Challenging Social Ills, 1–9, Reform Leader Bingo, 1–5, Reforming the Republic, 1–3; <i>The Progressive Era</i> : Background, 1–28, Defining the Progressive Era, 1–15, Reforming America, 1–5, Upton Sinclair’s “The Jungle” 1–12, Reform’s Limits: The Triangle Fire, 1–13, Progressive Successes, 1–5, Letters to the Editor, 1–9; <i>Women’s Rights</i> : Voices of Reform, 1–5						
SS.912.A.3.Su.i	Recognize a cause and consequence of the labor movement in the late 1800s and early 1900s, such as the need to improve working conditions and the resulting child labor laws and work regulations.	<i>The Rise of Organized Labor</i> : Background, 1–28, A Fair Day’s Pay for a Fair Day’s Wage, 1–7, Which Side Are You On, 1–8, Labor Lives, 1–4, Talking Union, 1–4, Labor’s Causes, Labor’s Effects, 1–9, How Did Organized Labor Do? 1–4						
SS.912.A.3.Su.j	Recognize an example of an economic system, such as capitalism.	<i>The Gilded Age</i> : The Land of Opportunity, 1–16, The Rise of Monopolies, 1–4; <i>The Rise of Organized Labor</i> : Background, 1–28, A Fair Day’s Pay for a Fair Day’s Wage, 1–7, Which Side Are You On, 1–8, Labor Lives, 1–4, Talking Union, 1–4; <i>America’s Changing Economy</i> : Background, 1–22, Work, Workers, and Wealth, 1–8						
SS.912.A.3.Su.k	Recognize that powerful groups in United States cities controlled the government and gave favors to people who supported them.	<i>Growing Cities and Consumer Culture</i> : Background, 15–26, You Can’t Fight City Hall, 1–12						
SS.912.A.3.Su.l	Recognize a way an organization or person has shaped public policy and corrected injustices in American life, such as the NAACP, the YMCA, Theodore Roosevelt, or Booker T. Washington.	<i>The Progressive Era</i> : Background, 1–28, Defining the Progressive Era, 1–15, Reforming America, 1–5, Upton Sinclair’s “The Jungle” 1–12, Reform’s Limits: The Triangle Fire, 1–13, Progressive Successes, 1–5, Letters to the Editor, 1–9; <i>Women’s Rights</i> : Voices of Reform, 1–5						
SS.912.A.3.Su.m	Recognize a key event or person in Florida history related to United States history, such as the railroad industry, the cattle industry, or the influence of immigrants.	For related material see activities and Background Time Lines associated with the following: <i>Suburbia</i> , <i>The American Protest Tradition</i> , <i>Free and Equal</i> , <i>Environmentalism</i> , <i>America’s Changing Economy</i> , <i>Revolution and Technology</i>						
SS.912.A.4.In.a	Identify major factors that drove the United States to expand its influence to other territories, such as forced trade with China and Japan, policies that restricted access to the Western Hemisphere, and the construction of the Panama Canal.	<i>Becoming a World Power</i> : Background, 1–28, Why Do Nations Seek to Expand? 1–13, Resistance to Imperialism, 1–5, Building the Panama Canal, 1–4, Imperialism Pros and Cons, 1–5, <i>The Spanish-American War</i> : Background, 1–28, The Spanish-American War, 1–4, The Maine Event, 1–16, What To Do? 1–6, The Real, Short War, 1–5, Shall We Go to War? 1–3						
SS.912.A.4.In.b	Identify the benefits of expanding into other territories by the United States, such as Alaska and Hawaii, Puerto Rico, and other islands.	<i>Becoming a World Power</i> : Background, 1–28, Why Do Nations Seek to Expand? 1–13, Resistance to Imperialism, 1–5, Building the Panama Canal, 1–4, Imperialism Pros and Cons, 1–5, <i>The Spanish-American War</i> : Background, 1–28, The Spanish-American War, 1–4, The Maine Event, 1–16, What To Do? 1–6, The Real, Short War, 1–5, Shall We Go to War? 1–3						

SS.912.A.4.In.c	Identify consequences of the Spanish American War, such as ending the Spanish control over Cuba and gaining control of islands in the Caribbean and Pacific.	<i>The Spanish-American War</i> : Background, 1–28, The Spanish-American War, 1–4, The Maine Event, 1–16, What To Do? 1–6, The Real, Short War, 1–5, Shall We Go to War? 1–3					
SS.912.A.4.In.d	Identify reasons why the United States completed the Panama Canal, such as improving trade and decreasing travel time; and identify challenges that were faced during its construction, such as disease and environmental impact.	<i>Becoming a World Power</i> : Building the Panama Canal, 1–4					
SS.912.A.4.In.e	Identify causes and consequences of United States involvement in World War I, such as conflicts among European nations, sinking of the Lusitania, threats by Germany, the arms race, and the Allies' plan for peace.	<i>World War I</i> : Background, 1–22, From Neutrality to Engagement, 1–7, The War in Europe and at Home, 1–7, Propaganda and the Home Front, 1–6, Civil Liberties in Wartime, 1–9, Aftermath of the Great War, 1–3, Diverse Experiences, and Dissent, 1–4, How Much Wealth? 1–6, <i>War and Technology</i> : Background, 1–25, Seeking Security and Liberty, 6, 7, From Horses to Helicopters, 4, Swords and Plowshares, 4					
SS.912.A.4.In.f	Identify ways the United States government prepared the nation for World War I, such as initiating the draft, issuing war bonds, and using propaganda.	<i>World War I</i> : Background, 1–22, From Neutrality to Engagement, 1–7, The War in Europe and at Home, 1–7, Propaganda and the Home Front, 1–6, Civil Liberties in Wartime, 1–9, Aftermath of the Great War, 1–3, Diverse Experiences, and Dissent, 1–4, How Much Wealth? 1–6					
SS.912.A.4.In.g	Identify impacts of the development of airplanes, battleships, and new weapons during World War I.	<i>World War I</i> : Background, 1–22, From Neutrality to Engagement, 1–7, The War in Europe and at Home, 1–7, War and Technology: Background, 1–25, Seeking Security and Liberty, 6, 7, From Horses to Helicopters, 4, Swords and Plowshares, 4					
SS.912.A.4.In.h	Identify experiences Americans had while serving in Europe, including groups such as African Americans and women.	<i>World War I</i> : Background, 8–11, Diverse Experiences, and Dissent, 1–4, Diverse Experiences and Dissent - Handout, 1–2					
SS.912.A.4.In.i	Identify impacts of the war on diverse groups of people in the United States, including dissenters.	<i>World War I</i> : Civil Liberties in Wartime, 1–9, Diverse Experiences, and Dissent, 1–4, Diverse Experiences and Dissent - Handout, 1–2					
SS.912.A.4.In.j	Identify that the Treaty of Versailles held Germany responsible for the damages of World War I and established the League of Nations.	<i>World War I</i> : Background, 19–22, Aftermath of the Great War, 1–3					
SS.912.A.4.In.k	Identify key events and people in Florida history, such as the participation of Florida troops and the role of Tampa during the Spanish-American War.	For related material see activities associated with the following: <i>The Spanish-American War</i>					
SS.912.A.4.Pa.a	Recognize the continuing growth over time of the United States.	<i>Becoming a World Power</i> : Background, 1–28, Why Do Nations Seek to Expand? 1–13, Resistance to Imperialism, 1–5, Imperialism Pros and Cons, 1–5					
SS.912.A.4.Pa.b	Recognize the continuing growth over time of the United States.	<i>Becoming a World Power</i> : Background, 1–28, Why Do Nations Seek to Expand? 1–13, Resistance to Imperialism, 1–5, Imperialism Pros and Cons, 1–5					
SS.912.A.4.Pa.c	Recognize the continuing growth over time of the United States.	<i>Becoming a World Power</i> : Background, 1–28, Why Do Nations Seek to Expand? 1–13, Resistance to Imperialism, 1–5, Imperialism Pros and Cons, 1–5					

SS.912.A.4.Pa.d	Recognize that a canal is a man-made waterway for travel.	<i>Becoming a World Power</i> : Building the Panama Canal, 1–4					
SS.912.A.4.Pa.e	Recognize how countries help each other in a war.	<i>World War I</i> : Background, 8–11, Propaganda and the Home Front, 1–6, Civil Liberties in Wartime, 1–9, Diverse Experiences, and Dissent, 1–4, Diverse Experiences and Dissent - Handout, 1–2; <i>World War II</i> : Background, 1–25, Waking the Sleeping Giant, 1–16, Aggression and the U.S. Response, 1–5, All the War's a Stage, 1–5, Situation: Invasion, 1–8, World War Games, 1–4, Truman's Inheritance, 1–10, The War in First Person, 1–4, Living History: Interviewing a Veteran, 1–7, Monuments and Memory, 1–5					
SS.912.A.4.Pa.f	Recognize that citizens support their country during a war.	<i>World War I</i> : The War in Europe and at Home, 1–7, Propaganda and the Home Front, 1–6, Civil Liberties in Wartime, 1–9, Diverse Experiences, and Dissent, 1–4; <i>America Goes to War</i> : Background, 1–31, Working for Victory at Home, 1–3, What Sacrifice? 1–6, What's It Worth? 1–4, "Suspect Civilians" 1–12, War Work at Home, 1–3, Lights, Camera, Action, 1–5, Radio Days, 1–3					
SS.912.A.4.Pa.g	Recognize types of transportation used in wars.	<i>War and Technology</i> : From Horses to Helicopters, 1–8					
SS.912.A.4.Pa.h	Recognize people in the armed services.	For related material see: <i>World War II</i> : The War in First Person, 1–4, Living History: Interviewing a Veteran, 1–7, Monuments and Memory, 1–5, <i>Going to War</i> : Making a Case for Deployment, 1–9					
SS.912.A.4.Pa.i	Recognize that some people do not support war.	<i>World War I</i> : Diverse Experiences, and Dissent, 1–4, Diverse Experiences and Dissent - Handout, 1–2					
SS.912.A.4.Pa.j	Recognize an unintended effect of an agreement (treaty).	<i>World War I</i> : Background, 19–22, Aftermath of the Great War, 1–3					
SS.912.A.4.Pa.k	Recognize a contribution of Florida as it relates to American history.	For related material see activities associated with the following: <i>Suburbia</i> , <i>The American Protest Tradition</i> , <i>Free and Equal</i> , <i>Environmentalism</i> , <i>America's Changing Economy</i> , <i>Revolution and Technology</i>					
SS.912.A.4.Su.a	Recognize a factor that drove the United States to expand its influence to other territories, such as forced trade with China and Japan, policies that restricted access to the Western Hemisphere, or the construction of the Panama Canal.	<i>Becoming a World Power</i> : Background, 1–28, Why Do Nations Seek to Expand? 1–13, Resistance to Imperialism, 1–5, Building the Panama Canal, 1–4, Imperialism Pros and Cons, 1–5, <i>The Spanish-American War</i> : Background, 1–28, The Spanish-American War, 1–4, The Maine Event, 1–16, What To Do? 1–6, The Real, Short War, 1–5, Shall We Go to War? 1–3					
SS.912.A.4.Su.b	Recognize a benefit of expanding into other territories by the United States, such as Alaska and Hawaii, Puerto Rico, and other islands.	<i>Becoming a World Power</i> : Background, 1–28, Why Do Nations Seek to Expand? 1–13, Resistance to Imperialism, 1–5, Building the Panama Canal, 1–4, Imperialism Pros and Cons, 1–5, <i>The Spanish-American War</i> : Background, 1–28, The Spanish-American War, 1–4, The Maine Event, 1–16, What To Do? 1–6, The Real, Short War, 1–5, Shall We Go to War? 1–3					
SS.912.A.4.Su.c	Recognize a consequence of the Spanish American War, such as ending the Spanish control over Cuba or gaining control of islands in the Caribbean and Pacific.	<i>The Spanish-American War</i> : Background, 1–28, The Spanish-American War, 1–4, The Maine Event, 1–16, What To Do? 1–6, The Real, Short War, 1–5, Shall We Go to War? 1–3					

SS.912.A.4.Su.d	Recognize why the United States completed the Panama Canal, such as improving trade and decreasing travel time; and recognize challenges that were faced during its construction, such as disease and environmental impact.	<i>Becoming a World Power</i> : Building the Panama Canal, 1–4					
SS.912.A.4.Su.e	Recognize a cause and consequence of United States involvement in World War I, such as conflicts among European nations, sinking of the Lusitania, threats by Germany, the arms race, and the Allies' plan for peace.	<i>World War I</i> : Background, 1–22, From Neutrality to Engagement, 1–7, The War in Europe and at Home, 1–7, Propaganda and the Home Front, 1–6, Civil Liberties in Wartime, 1–9, Aftermath of the Great War, 1–3, Diverse Experiences, and Dissent, 1–4, How Much Wealth? 1–6; <i>War and Technology</i> : Background, 1–25, Seeking Security and Liberty, 6, 7, From Horses to Helicopters, 4, Swords and Plowshares, 4					
SS.912.A.4.Su.f	Recognize a way the United States government prepared the nation for World War I, such as initiating the draft, issuing war bonds, or using propaganda.	<i>World War I</i> : Background, 1–22, From Neutrality to Engagement, 1–7, The War in Europe and at Home, 1–7, Propaganda and the Home Front, 1–6, Civil Liberties in Wartime, 1–9, Aftermath of the Great War, 1–3, Diverse Experiences, and Dissent, 1–4, How Much Wealth? 1–6					
SS.912.A.4.Su.g	Recognize an impact of the development of airplanes, battleships, or new weapons during World War I.	<i>World War I</i> : Background, 1–22, From Neutrality to Engagement, 1–7, The War in Europe and at Home, 1–7, War and Technology: Background, 1–25, Seeking Security and Liberty, 6, 7, From Horses to Helicopters, 4, Swords and Plowshares, 4					
SS.912.A.4.Su.h	Recognize experiences Americans had while serving in Europe, including groups such as African Americans and women.	<i>World War I</i> : Background, 8–11, Diverse Experiences, and Dissent, 1–4, Diverse Experiences and Dissent - Handout, 1–2					
SS.912.A.4.Su.i	Recognize an impact of the war on diverse groups of people in the United States, including dissenters.	<i>World War I</i> : Background, 8–11, Propaganda and the Home Front, 1–6, Civil Liberties in Wartime, 1–9, Diverse Experiences, and Dissent, 1–4, Diverse Experiences and Dissent - Handout, 1–2; <i>Women's Rights</i> : Background, 21–31, On the Road to Equal Rights, 1–6, Women: By the Numbers, 1–6, Voices of Reform, 1–5, Women and the Law, 1870–1930, 1–5, Women's Rights: Digital Collage, 1–4					
SS.912.A.4.Su.j	Recognize that the Treaty of Versailles held Germany responsible for the damages of World War I and established the League of Nations.	<i>World War I</i> : Background, 19–22, Aftermath of the Great War, 1–3					
SS.912.A.4.Su.k	Recognize key events and people in Florida history, such as the participation of Florida troops in the Spanish American War.	For related material see activities associated with the following: <i>The Spanish-American War</i>					
SS.912.A.5.In.a	Identify an economic result of demobilization, such as reintegration of soldiers into civilian life or reconstruction.	<i>The 1920s</i> : Background, 5–8, <i>Suburbia</i> : Background, Continuity and Change, The American Century					
SS.912.A.5.In.b	Identify the causes and reactions associated with the Red Scare, such as fear of a communist revolution, strikes by workers, laws limiting immigration, and racial unrest.	<i>The Land of Opportunity</i> : Background, 5–7; <i>The 1920s</i> : Background, 9, 15–19, A New Culture, 4, 5, Images that Divide or Unite, 5, 7, Race, Culture, and the 1920s, 1–5, Modern Causes, Modern Effects, 1–4					
SS.912.A.5.In.c	Identify impacts of United States government economic policies during the 1920s, such as tax cuts, a reduction in federal spending, and high tariffs.	For related material see: <i>The 1920s</i> : Background, 1–22; <i>The Great Depression</i> : Background, 1–7					

SS.912.A.5.In.d	Identify results of the economic boom of the Roaring Twenties, such as the rise of automobile ownership, the mass production of goods, and the use of marketing.	For related material see: <i>Growing Cities and Consumer Culture</i> : Background, 8–14, Consuming Culture, 1–9					
SS.912.A.5.In.e	Identify actions of the United States and world powers to avoid future wars, such as forming the League of Nations.	<i>World War I</i> : Background, 19–22, Aftermath of the Great War, 1–3					
SS.912.A.5.In.f	Identify the influences of Hollywood, the Harlem Renaissance, and prohibition on American society in the 1920s.	<i>The 1920s</i> : Background, 10–14, A New Culture, 1–10, Images that Divide or Unite, 1–8, Race, Culture, and the 1920s, 1–5, Extra! Extra! 1–4, Media in the Roaring '20s, 1–6					
SS.912.A.5.In.g	Identify the effects of freedom movements that advocated for civil rights for African Americans, Latinos, Asians, and women, such as a feeling of unity and a sense of community.	<i>The Land of Opportunity</i> : Background, 1–31, Streets of Gold, 1–8, Immigration by the Numbers, 1–7, The Wavering Welcome, 1–4, Braceros and Zoot Suits, 1–16, Success Stories, 1–4, More Freedom, More Equality? 1–6, <i>Women's Rights</i> : Background, 1–31, An Appeal to Women, 1–6, On the Road to Equal Rights, 1–6, Women: By the Numbers, 1–6, Voices of Reform, 1–5, Women and the Law, 1870–1930, 1–5, Women's Rights: Digital Collage, 1–4, <i>The 1920s</i> : Background, 9, 15–19, A New Culture, 4, 5, Images that Divide or Unite, 5, 7, Race, Culture, and the 1920s, 1–5					
SS.912.A.5.In.h	Identify the major view of a leader relating to the African American experience, such as Booker T. Washington, W.E.B. DuBois, or Marcus Garvey.	<i>The Age of Jim Crow</i> : Background, 14–23, Three Views on Jim Crow, 1–7, The Story of Jim Crow, 3					
SS.912.A.5.In.i	Identify that support of the Ku Klux Klan changed during the 1920s with respect to groups, such as immigrants, African Americans, Catholics, Jews, women, and unions.	<i>The 1920s</i> : Background, 15–22, A New Culture, 1–10, Race, Culture, and the 1920s, 1–5, also see: <i>The Age of Jim Crow</i> : The Age of Jim Crow, 6, Color in Black and White, 2, 3					
SS.912.A.5.In.j	Identify reasons why there was support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.	<i>The 1920s</i> : Background, 15–22, A New Culture, 1–10, Race, Culture, and the 1920s, 1–5, <i>The Land of Opportunity</i> : The Wavering Welcome, 1–4, More Freedom, More Equality? 1–6; <i>Women's Rights</i> : Background, 1–31, An Appeal to Women, 1–6, On the Road to Equal Rights, 1–6, Women: By the Numbers, 1–6, Voices of Reform, 1–5, Women and the Law, 1870–1930, 1–5, Women's Rights: Digital Collage, 1–4, also see: <i>The Age of Jim Crow</i> : The Age of Jim Crow, 6, Color in Black and White, 2, 3					
SS.912.A.5.In.k	Identify a cause of the Great Depression, such as drought, inflation, or the stock market crash, and a consequence, such as the New Deal plan for relief, recovery, and reform.	<i>The Great Depression</i> : Background, 1–27, Countdown to Black Tuesday, 1–5, The Crisis Deepens, 1–6, How Did People Cope? 1–9, The Dust Bowl, 1–15, Why Was It "Great"? 1–4; <i>Roosevelt's New Deal</i> : Background, 1–28, "This Great Nation Will Endure" 1–5, Stirring the Alphabet Soup, 1–4, What Happens Next? 1–14, The New Deal: Face to Face, 1–4, Voices from a Distance, 1–15, A Deal of Many Colors, 1–7, The New Deal in Perspective, 1–3					
SS.912.A.5.In.l	Identify key events and people in Florida, such as the Florida land boom, air conditioning, New Deal programs, and Marjorie Kinnan Rawlings.	For related material see activities and Background Time Lines associated with the following: <i>Suburbia</i> , <i>Roosevelt's New Deal</i>					

SS.912.A.5.Pa.a	Recognize that soldiers return home after a war.	<i>The 1920s</i> : Background, 5–8, <i>Suburbia</i> : Background, Continuity and Change, The American Century, <i>The Great Depression</i> : Background, Countdown to Black Tuesday					
SS.912.A.5.Pa.b	Recognize behaviors that result from fears.	<i>The 1920s</i> : Background, 15–22, A New Culture, 1–10, Race, Culture, and the 1920s, 1–5, also see: <i>The Age of Jim Crow</i> : The Age of Jim Crow, 6, Color in Black and White, 2, 3					
SS.912.A.5.Pa.c	Recognize that the government makes rules about taxes and spending.	<i>Roosevelt's New Deal</i> : Background, 1–28, “This Great Nation Will Endure” 1–5, Stirring the Alphabet Soup, 1–4, What Happens Next? 1–14, , The New Deal in Perspective, 1–3; <i>America's Changing Economy</i> : Background, 1–22, Work, Workers, and Wealth, 1–8, Check the Label, 1–7, The American Dream? 1–4, Interview for Your Dream Job, 1–5, Coming and Staying? 1–13, Now It's Time for a Commercial Break, 1–4					
SS.912.A.5.Pa.d	Recognize that when people have more money, they can buy more goods.	<i>Growing Cities and Consumer Culture</i> : Background, 8–14, Consuming Culture, 1–9, <i>Suburbia</i> : The American Century, Background, <i>America's Changing Economy</i> : Background, Work, Workers, and Wealth					
SS.912.A.5.Pa.e	Recognize that countries want to prevent wars.	<i>World War I</i> : Background, 19–22, Aftermath of the Great War, 1–3					
SS.912.A.5.Pa.f	Recognize the influences of groups with different beliefs.	<i>The Land of Opportunity</i> : Background, 1–31, Streets of Gold, 1–8, Immigration by the Numbers, 1–7, The Wavering Welcome, 1–4, Braceros and Zoot Suits, 1–16, Success Stories, 1–4, More Freedom, More Equality? 1–6; <i>Women's Rights</i> : Background, 1–31, An Appeal to Women, 1–6, On the Road to Equal Rights, 1–6, Women: By the Numbers, 1–6, Voices of Reform, 1–5, Women and the Law, 1870–1930, 1–5, Women's Rights: Digital Collage, 1–4, <i>The 1920s</i> : Background, 9, 15–19, A New Culture, 4, 5, Images that Divide or Unite, 5, 7, Race, Culture, and the 1920s, 1–5					
SS.912.A.5.Pa.g	Recognize that people in the same ethnic group may feel a sense of community.	<i>Strangers in the Land</i> : Ethnic Enclaves, 1–11, <i>The Land of Opportunity</i> : Braceros and Zoot Suits, 1–16, Success Stories, 1–4					
SS.912.A.5.Pa.h	Recognize that people in the same ethnic group may feel a sense of community.	<i>Strangers in the Land</i> : Ethnic Enclaves, 1–11, <i>The Land of Opportunity</i> : Braceros and Zoot Suits, 1–16, Success Stories, 1–4					
SS.912.A.5.Pa.i	Recognize that groups may fear people who are different.	<i>The 1920s</i> : Background, 15–22, A New Culture, 1–10, Race, Culture, and the 1920s, 1–5, also see: <i>The Age of Jim Crow</i> : The Age of Jim Crow, 6, Color in Black and White, 2, 3					
SS.912.A.5.Pa.j	Recognize that groups may fear people who are different.	<i>The 1920s</i> : Background, 15–22, A New Culture, 1–10, Race, Culture, and the 1920s, 1–5, also see: <i>The Age of Jim Crow</i> : The Age of Jim Crow, 6, Color in Black and White, 2, 3					
SS.912.A.5.Pa.k	Recognize that people struggle to meet their needs when they don't have enough money.	<i>The Great Depression</i> : How Did People Cope? 1–9					
SS.912.A.5.Pa.l	Recognize an important development in Florida, such as air conditioning.	<i>Suburbia</i> : Background Time Line					

SS.912.A.5.Su.a	Recognize a result of demobilization, such as the reintegration of soldiers into civilian life.	<i>The 1920s</i> : Background, 5–8					
SS.912.A.5.Su.b	Recognize a cause and a reaction of the Red Scare, such as fear of a communist revolution, strikes by workers, laws limiting immigration, or racial unrest.	<i>The 1920s</i> : Background, 9, 15–19, A New Culture, 4, 5, Images that Divide or Unite, 5, 7, Race, Culture, and the 1920s, 1–5, Modern Causes, Modern Effects, 1–4					
SS.912.A.5.Su.c	Recognize an impact of United States government economic policies during the 1920s, such as tax cuts, a reduction in federal spending, and high tariffs.	<i>The 1920s</i> : Background, 1–22, <i>The Great Depression</i> : Background, 1–7					
SS.912.A.5.Su.d	Recognize a result of the economic boom of the Roaring Twenties, such as the rise of automobile ownership, the mass production of goods, or the use of marketing.	<i>Growing Cities and Consumer Culture</i> : Background, 8–14, Consuming Culture, 1–9					
SS.912.A.5.Su.e	Recognize that the League of Nations was formed to prevent wars.	<i>World War I</i> : Background, 19–22, Aftermath of the Great War, 1–3					
SS.912.A.5.Su.f	Recognize an influence of Hollywood, the Harlem Renaissance, or prohibition on American society in the 1920s.	<i>The 1920s</i> : Background, 10–14, A New Culture, 1–10, Images that Divide or Unite, 1–8, Race, Culture, and the 1920s, 1–5, Extra! Extra! 1–4, Media in the Roaring '20s, 1–6					
SS.912.A.5.Su.g	Recognize the effects of freedom movements that advocated for civil rights for African Americans, Latinos, Asians, and women, such as a feeling of unity and a sense of community.	<i>The Land of Opportunity</i> : Background, 1–31, Streets of Gold, 1–8, Immigration by the Numbers, 1–7, The Wavering Welcome, 1–4, Braceros and Zoot Suits, 1–16, Success Stories, 1–4, More Freedom, More Equality? 1–6; <i>Women's Rights</i> : Background, 1–31, An Appeal to Women, 1–6, On the Road to Equal Rights, 1–6, Women: By the Numbers, 1–6, Voices of Reform, 1–5, Women and the Law, 1870–1930, 1–5, Women's Rights: Digital Collage, 1–4, <i>The 1920s</i> : Background, 9, 15–19, A New Culture, 4, 5, Images that Divide or Unite, 5, 7, Race, Culture, and the 1920s, 1–5					
SS.912.A.5.Su.h	Recognize the view of a leader relating to the African American experience, such as the way African Americans should go about obtaining their rights.	<i>The Age of Jim Crow</i> : Background, 14–23, Three Views on Jim Crow, 1–7, The Story of Jim Crow, 3, <i>The 1920s</i> : Background, 9, 15–19, A New Culture, 4, 5, Images that Divide or Unite, 5, 7, Race, Culture, and the 1920s, 1–5					
SS.912.A.5.Su.i	Recognize that support of the Ku Klux Klan changed during the 1920s with respect to groups, such as immigrants, African Americans, Catholics, Jews, women, and unions.	<i>The 1920s</i> : Background, 15–22, A New Culture, 1–10, Race, Culture, and the 1920s, 1–5, also see: <i>The Age of Jim Crow</i> : The Age of Jim Crow, 6, Color in Black and White, 2, 3					
SS.912.A.5.Su.j	Recognize a reason why there was support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.	<i>The 1920s</i> : Background, 15–22, A New Culture, 1–10, Race, Culture, and the 1920s, 1–5; <i>The Land of Opportunity</i> : The Wavering Welcome, 1–4, More Freedom, More Equality? 1–6, <i>Women's Rights</i> : Background, 1–31, An Appeal to Women, 1–6, On the Road to Equal Rights, 1–6, Women: By the Numbers, 1–6, Voices of Reform, 1–5, Women and the Law, 1870–1930, 1–5, Women's Rights: Digital Collage, 1–4, also see: <i>The Age of Jim Crow</i> : The Age of Jim Crow, 6, Color in Black and White, 2, 3					

SS.912.A.5.Su.k	Recognize a cause of the Great Depression, such as drought, inflation, or the stock market crash, and a consequence, such as the New Deal plan for relief, recovery, and reform.	<i>The Great Depression</i> : Background, 1–27, Countdown to Black Tuesday, 1–5, The Crisis Deepens, 1–6, How Did People Cope? 1–9, The Dust Bowl, 1–15, Why Was It “Great”? 1–4, <i>Roosevelt’s New Deal</i> : Background, 1–28, “This Great Nation Will Endure” 1–5, Stirring the Alphabet Soup, 1–4, What Happens Next? 1–14, The New Deal: Face to Face, 1–4, Voices from a Distance, 1–15, A Deal of Many Colors, 1–7, The New Deal in Perspective, 1–3					
SS.912.A.5.Su.l	Recognize key events in Florida, such as the Florida land boom and the development of air conditioning.	For related material see activities and the Background Time Line associated with the following: <i>Suburbia</i> .					
SS.912.A.6.In.a	Identify major causes and consequences of World War II on the United States and the world.	<i>America Goes to War</i> : Background, 1–31, Working for Victory at Home, 1–3, What Sacrifice? 1–6, What’s It Worth? 1–4, “Suspect Civilians” 1–12, War Work at Home, 1–3, Lights, Camera, Action, 1–5, Radio Days, 1–3; <i>World War II</i> : Background, 1–25, Waking the Sleeping Giant, 1–16, Aggression and the U.S. Response, 1–5, All the War’s a Stage, 1–5, Situation: Invasion, 1–8, World War Games, 1–4, Truman’s Inheritance, 1–10, The War in First Person, 1–4, Living History: Interviewing a Veteran, 1–7, Monuments and Memory, 1–5; <i>Holocaust and Genocide</i> : Background, 1–34, A Question of Ethics, 1–5, The Triumph of Evil, 1–7, Surviving the Holocaust, 1–4, An Ethical Dilemma, 1–4, Interviewing a Survivor of Genocide, 1–4, Bosnia and the Sudan: U.S. Intervention, 1–4, What Should the United States Do? 1–3					
SS.912.A.6.In.b	Identify the United States response in the early years of World War II, such as the Neutrality Act, giving aid to Britain, and supplying war material to other countries.	<i>World War II</i> : Background, 1–7, Waking the Sleeping Giant, 1–16, Aggression and the U.S. Response, 1–5					
SS.912.A.6.In.c	Identify the impact of the Holocaust during World War II on Jews and other groups.	<i>Holocaust and Genocide</i> : Background, 1–34, A Question of Ethics, 1–5, The Triumph of Evil, 1–7, Surviving the Holocaust, 1–4, An Ethical Dilemma, 1–4, Interviewing a Survivor of Genocide, 1–4, Bosnia and the Sudan: U.S. Intervention, 1–4, What Should the United States Do? 1–3					
SS.912.A.6.In.d	Identify actions related to rights for groups during World War II, such as women, African Americans, German Americans, Japanese Americans, Native Americans, Hispanic Americans, or Italian Americans.	<i>Holocaust and Genocide</i> : Background, 1–34, A Question of Ethics, 1–5, The Triumph of Evil, 1–7, Surviving the Holocaust, 1–4, An Ethical Dilemma, 1–4, Interviewing a Survivor of Genocide, 1–4, Bosnia and the Sudan: U.S. Intervention, 1–4, What Should the United States Do? 1–3					
SS.912.A.6.In.e	Identify an impact of World War II on domestic government policy, such as rationing, national security, civil rights, and increased job opportunities.	<i>America Goes to War</i> : Background, 1–31, Working for Victory at Home, 1–3, What Sacrifice? 1–6, What’s It Worth? 1–4, “Suspect Civilians” 1–12, War Work at Home, 1–3, Lights, Camera, Action, 1–5, Radio Days, 1–3; <i>World War II</i> : World War II: Background, 9–12, Waking the Sleeping Giant, 1–16					
SS.912.A.6.In.f	Identify a reason why the United States decided to use atomic weapons against Japan and identify the aftermath, such as destruction and the ending of World War II.	<i>World War II</i> : Background, 15–25, Truman’s Inheritance, 1–10; <i>Technology of War</i> : Background, 17–22, From Horses to Helicopters, 5					

SS.912.A.6.In.g	Identify attempts to promote international justice by trying Nazi war crimes after World War II (Nuremberg Trials).	<i>Holocaust and Genocide</i> : Background, 22–25, 35					
SS.912.A.6.In.h	Identify the effects of the Red Scare on the United States, such as the loyalty review program and the House Un-American Activities Committee.	<i>The Cold War Begins</i> : Background, 14–21, 26, <i>Somebody Is Watching You</i> , 1–6, <i>The Story of the Cold War</i> , 4					
SS.912.A.6.In.i	Identify that the United Nations was formed as an international organization to keep world peace and Mary McLeod Bethune was involved in developing the charter.	<i>World War II</i> : Background, 23, 25, <i>The Cold War Begins</i> : Background, 26					
SS.912.A.6.In.j	Identify the consequences of the early years of the Cold War, such as the establishment of the Truman Doctrine, the Marshall Plan, NATO, and the Warsaw Pact.	<i>The Cold War Begins</i> : Background, 1–26, <i>The Cold War Heats Up</i> , 1–4, <i>Somebody Is Watching You</i> , 1–6, <i>Into the Cold War</i> , 1–10, <i>Where to Invest</i> , 1–5, <i>Life in the Shadow of the Bomb</i> , 1–4, <i>What Caused the Cold War?</i> 1–6, <i>The Story of the Cold War</i> , 1–5					
SS.912.A.6.In.k	Identify concerns about the spread of nuclear technology in the United States and the world.	<i>Technology of War</i> : Background, 18–25, <i>In War and Peace</i> , 1–4, <i>Swords into Plowshares</i> , 1–11; <i>The Cold War Begins</i> : Background, 1–26, <i>Into the Cold War</i> , 1–10, <i>Where to Invest</i> , 1–5, <i>Life in the Shadow of the Bomb</i> , 1–4, <i>The Story of the Cold War</i> , 1–5					
SS.912.A.6.In.l	Identify a cause and consequence of the Korean War.	<i>The Cold War Begins</i> : Background, 6–13, 26, <i>The Cold War Heats Up</i> , 1–4					
SS.912.A.6.In.m	Identify results of significant foreign policy events, such as the Cuban missile crisis, the Gulf of Tonkin Resolution—Vietnam, and relations with China.	<i>The Cold War Begins</i> : Background, 1–26, <i>The Cold War Heats Up</i> , 1–4, <i>Somebody Is Watching You</i> , 1–6, <i>Into the Cold War</i> , 1–10, <i>Where to Invest</i> , 1–5, <i>Life in the Shadow of the Bomb</i> , 1–4, <i>What Caused the Cold War?</i> 1–6, <i>The Story of the Cold War</i> , 1–5; <i>Kennedy and the Communist Threat</i> : Background, 1–18, <i>A Dangerous Time</i> , 1–10, <i>What’s the President To Do?</i> 1–4, <i>Cuba and the Cold War</i> , 1–8, <i>Made for Space</i> , 1–4, <i>How Did Kennedy Do?</i> 1–5; <i>The Vietnam War</i> : Background, 1–30, <i>Voices of Vietnam</i> , 1–18, <i>The Vietnam War: Key Decisions</i> , 1–5, <i>Hawks and Doves</i> , 1–14, <i>Ethical Dilemmas</i> , 1–10; <i>Nixon’s America</i> : Background, 1–25, <i>Nixon’s Footprints on the Presidency</i> , 1–9, <i>Between Rock and a Hard Place</i> , 1–5, <i>It Hurts Even if You Don’t Laugh</i> , 1–8, <i>Once Upon a Scandal</i> , 1–5, <i>Nixon in the Balance</i> , 1–4					
SS.912.A.6.In.n	Identify causes and results of the Vietnam War.	<i>The Vietnam War</i> : Background, 1–30, <i>Voices of Vietnam</i> , 1–18, <i>The Vietnam War: Key Decisions</i> , 1–5, <i>Hawks and Doves</i> , 1–14, <i>Ethical Dilemmas</i> , 1–10					
SS.912.A.6.In.o	Identify key events in Florida, such as the construction of military bases and World War II training centers and the development of the space program and NASA.	For related material see activities and Background Time Lines associated with the following: <i>America Goes to War</i> , <i>Kennedy and the Communist Threat</i> : <i>Made for Space</i> , 1–4					
SS.912.A.6.Pa.a	Recognize that the United States fought in a war.	<i>The Vietnam War</i> : Background, 1–30, <i>Voices of Vietnam</i> , 1–18, <i>The Vietnam War: Key Decisions</i> , 1–5, <i>Hawks and Doves</i> , 1–14, <i>Ethical Dilemmas</i> , 1–10					

SS.912.A.6.Pa.b	Recognize that a country can provide aid to other countries (allies) during a war.	<i>America Goes to War</i> : Background, 1–31, Working for Victory at Home, 1–3, What Sacrifice? 1–6, What’s It Worth? 1–4, “Suspect Civilians” 1–12, War Work at Home, 1–3, Lights, Camera, Action, 1–5, Radio Days, 1–3; <i>World War II</i> : Background, 1–25, Waking the Sleeping Giant, 1–16, Aggression and the U.S. Response, 1–5, All the War’s a Stage, 1–5, Situation: Invasion, 1–8, World War Games, 1–4, Truman’s Inheritance, 1–10, The War in First Person, 1–4, Living History: Interviewing a Veteran, 1–7, Monuments and Memory, 1–5						
SS.912.A.6.Pa.c	Recognize that groups may be treated badly because they are different.	<i>America Goes to War</i> : Background, 11–31, “Suspect Civilians” 1–12, World War II: Background, 9–12; <i>Holocaust and Genocide</i> : Background, 1–34, A Question of Ethics, 1–5, The Triumph of Evil, 1–7, Surviving the Holocaust, 1–4, An Ethical Dilemma, 1–4, Interviewing a Survivor of Genocide, 1–4, Bosnia and the Sudan: U.S. Intervention, 1–4, What Should the United States Do? 1–3						
SS.912.A.6.Pa.d	Recognize that groups may be treated differently during a war.	<i>America Goes to War</i> : Background, 11–31, “Suspect Civilians” 1–12, World War II: Background, 9–12						
SS.912.A.6.Pa.e	Recognize that war causes changes in home life.	<i>America Goes to War</i> : Background, 1–31, Working for Victory at Home, 1–3, What Sacrifice? 1–6, What’s It Worth? 1–4, War Work at Home, 1–3, Lights, Camera, Action, 1–5, Radio Days, 1–3						
SS.912.A.6.Pa.f	Recognize that countries may take drastic measures to end a war.	<i>World War II</i> : Background, 15–25, Truman’s Inheritance, 1–10, <i>Technology of War</i> : Background, 17–22, From Horses to Helicopters, 5						
SS.912.A.6.Pa.g	Recognize that people who commit war crimes may have a trial.	<i>Holocaust and Genocide</i> : Background, 22–25, 35						
SS.912.A.6.Pa.h	Recognize loyalty to one’s country.	<i>America Goes to War</i> : Background, 1–31, Working for Victory at Home, 1–3, What Sacrifice? 1–6, What’s It Worth? 1–4, War Work at Home, 1–3, Lights, Camera, Action, 1–5, Radio Days, 1–3						
SS.912.A.6.Pa.i	Recognize that countries work together in the United Nations.	<i>World War II</i> : Background, 23, 25, <i>The Cold War Begins</i> : Background, 26						
SS.912.A.6.Pa.j	Recognize that countries help each other to prevent wars.	<i>World War II</i> : Background, 23, 25, <i>The Cold War Begins</i> : Background, 26						
SS.912.A.6.Pa.k	Recognize that countries make agreements to prevent war.	<i>World War I</i> : Background, 19–22, Aftermath of the Great War, 1–3; <i>World War II</i> : Background, 23, 25, <i>The Cold War Begins</i> : Background, 26						
SS.912.A.6.Pa.l	Recognize that countries help other countries in war.	<i>World War II</i> : Background, 1–25, Waking the Sleeping Giant, 1–16, Aggression and the U.S. Response, 1–5, All the War’s a Stage, 1–5, Situation: Invasion, 1–8, World War Games, 1–4, Truman’s Inheritance, 1–10						
SS.912.A.6.Pa.m	Recognize that the United States is involved with other nations.	<i>World War II</i> : Background, 23, 25, <i>The Cold War Begins</i> : Background, 26						
SS.912.A.6.Pa.n	Recognize that countries help other countries in war.	<i>World War II</i> : Background, 1–25, Waking the Sleeping Giant, 1–16, Aggression and the U.S. Response, 1–5, All the War’s a Stage, 1–5, Situation: Invasion, 1–8, World War Games, 1–4, Truman’s Inheritance, 1–10						

SS.912.A.6.Pa.o	Recognize a development in Florida, such as the space program.	For related material see activities and Background Time Lines associated with the following: <i>Kennedy and the Communist Threat: Made for Space</i> , 1–4					
SS.912.A.6.Su.a	Recognize a major cause and result of World War II on the United States and the world.	<i>America Goes to War</i> : Background, 1–31, Working for Victory at Home, 1–3, What Sacrifice? 1–6, What's It Worth? 1–4, "Suspect Civilians" 1–12, War Work at Home, 1–3, Lights, Camera, Action, 1–5, Radio Days, 1–3; <i>World War II</i> : Background, 1–25, Waking the Sleeping Giant, 1–16, Aggression and the U.S. Response, 1–5, All the War's a Stage, 1–5, Situation: Invasion, 1–8, World War Games, 1–4, Truman's Inheritance, 1–10, The War in First Person, 1–4, Living History: Interviewing a Veteran, 1–7, Monuments and Memory, 1–5; <i>Holocaust and Genocide</i> : Background, 1–34, A Question of Ethics, 1–5, The Triumph of Evil, 1–7, Surviving the Holocaust, 1–4, An Ethical Dilemma, 1–4, Interviewing a Survivor of Genocide, 1–4, Bosnia and the Sudan: U.S. Intervention, 1–4, What Should the United States Do? 1–3					
SS.912.A.6.Su.b	Recognize the United States response in the early years of World War II, such as trying to stay out of the war and providing aid and war material to other countries fighting in the war.	<i>World War II</i> : Background, 1–7, Waking the Sleeping Giant, 1–16, Aggression and the U.S. Response, 1–5					
SS.912.A.6.Su.c	Recognize an impact of the Holocaust during World War II on Jews and other groups.	<i>Holocaust & Genocide</i> : Background, 1–34, A Question of Ethics, 1–5, The Triumph of Evil, 1–7, Surviving the Holocaust, 1–4, An Ethical Dilemma, 1–4, Interviewing a Survivor of Genocide, 1–4, Bosnia and the Sudan: U.S. Intervention, 1–4, What Should the United States Do? 1–3					
SS.912.A.6.Su.d	Recognize an action related to rights for groups during World War II, such as women, African Americans, German Americans, Japanese Americans, Native Americans, Hispanic Americans, or Italian Americans.	<i>America Goes to War</i> : Background, 11–31, "Suspect Civilians" 1–12, Working for Victory at Home, 1–3; <i>World War II</i> : Background, 9–12					
SS.912.A.6.Su.e	Recognize an impact of World War II on domestic government policy, such as rationing, national security, civil rights, or increased job opportunities.	<i>America Goes to War</i> : Background, 1–31, Working for Victory at Home, 1–3, What Sacrifice? 1–6, What's It Worth? 1–4, "Suspect Civilians" 1–12, War Work at Home, 1–3, Lights, Camera, Action, 1–5, Radio Days, 1–3; <i>World War II</i> : World War II: Background, 9–12, Waking the Sleeping Giant, 1–16					
SS.912.A.6.Su.f	Recognize the aftermath of the use of atomic weapons against Japan, such as destruction and the ending of World War II.	<i>World War II</i> : Background, 15–25, Truman's Inheritance, 1–10; <i>Technology of War</i> : Background, 17–22, From Horses to Helicopters, 5					
SS.912.A.6.Su.g	Recognize attempts to promote international justice by trying Nazi war crimes after World War II (Nuremberg Trials).	<i>Holocaust and Genocide</i> : Background, 22–25, 35					
SS.912.A.6.Su.h	Recognize an effect of the Red Scare on the United States, such as the loyalty review program.	<i>The Cold War Begins</i> : Background, 14–21, 26, Somebody Is Watching You, 1–6, The Story of the Cold War, 4					
SS.912.A.6.Su.i	Recognize a peacekeeping role of the United Nations.	<i>World War II</i> : Background, 23, 25, <i>The Cold War Begins</i> : Background, 26					

SS.912.A.6.Su.j	Recognize a consequence of the Cold War, such as the arms race, fear of the spread of communism, plans to help countries rebuild after World War II, or that countries in communist and western nations formed separate alliances.	<i>The Cold War Begins</i> : Background, 1–26, <i>The Cold War Heats Up</i> , 1–4, <i>Somebody Is Watching You</i> , 1–6, <i>Into the Cold War</i> , 1–10, <i>Where to Invest</i> , 1–5, <i>Life in the Shadow of the Bomb</i> , 1–4, <i>What Caused the Cold War?</i> 1–6, <i>The Story of the Cold War</i> , 1–5					
SS.912.A.6.Su.k	Recognize a concern about the spread of nuclear technology in the United States and the world.	<i>Technology of War</i> : Background, 18–25, <i>In War and Peace</i> , 1–4, <i>Swords into Plowshares</i> , 1–11, <i>The Cold War Begins</i> : Background, 1–26, <i>Into the Cold War</i> , 1–10, <i>Where to Invest</i> , 1–5, <i>Life in the Shadow of the Bomb</i> , 1–4, <i>The Story of the Cold War</i> , 1–5					
SS.912.A.6.Su.l	Recognize a cause and consequence of the Korean War.	<i>The Cold War Begins</i> : Background, 6–13, 26, <i>The Cold War Heats Up</i> , 1–4					
SS.912.A.6.Su.m	Recognize the results of a significant foreign policy event, such as the Cuban missile crisis, the Gulf of Tonkin Resolution—Vietnam, or relations with China.	<i>The Cold War Begins</i> : Background, 1–26, <i>The Cold War Heats Up</i> , 1–4, <i>Somebody Is Watching You</i> , 1–6, <i>Into the Cold War</i> , 1–10, <i>Where to Invest</i> , 1–5, <i>Life in the Shadow of the Bomb</i> , 1–4, <i>What Caused the Cold War?</i> 1–6, <i>The Story of the Cold War</i> , 1–5, <i>Kennedy and the Communist Threat</i> : Background, 1–18, <i>A Dangerous Time</i> , 1–10, <i>What’s the President To Do?</i> 1–4, <i>Cuba and the Cold War</i> , 1–8, <i>Made for Space</i> , 1–4, <i>How Did Kennedy Do?</i> 1–5; <i>The Vietnam War</i> : Background, 1–30, <i>Voices of Vietnam</i> , 1–18, <i>The Vietnam War: Key Decisions</i> , 1–5, <i>Hawks and Doves</i> , 1–14, <i>Ethical Dilemmas</i> , 1–10; <i>Nixon’s America</i> : Background, 1–25, <i>Nixon’s Footprints on the Presidency</i> , 1–9, <i>Between a Rock and a Hard Place</i> , 1–5, <i>It Hurts Even if You Don’t Laugh</i> , 1–8, <i>Once Upon a Scandal</i> , 1–5, <i>Nixon in the Balance</i> , 1–4					
SS.912.A.6.Su.n	Recognize a cause and result of the Vietnam War.	<i>The Vietnam War</i> : Background, 1–30, <i>Voices of Vietnam</i> , 1–18, <i>The Vietnam War: Key Decisions</i> , 1–5, <i>Hawks and Doves</i> , 1–14, <i>Ethical Dilemmas</i> , 1–10					
SS.912.A.6.Su.o	Recognize key events in Florida, such as the construction of military bases and the development of the space program.	For related material see activities and Background Time Lines associated with the following: <i>America Goes to War</i> , <i>Kennedy and the Communist Threat</i> : <i>Made for Space</i> , 1–4					
SS.912.A.7.In.a	Identify effects of post-World War II prosperity on American society, such as the Baby Boom and the growth of suburbs.	<i>Suburbia</i> : Background, 1–23, <i>The American Century</i> , 1–4, <i>Postwar Boom!</i> 1–3, <i>Selling the “Good Life”</i> , 1–8, <i>Questioning the “American Dream”</i> , 1–6, <i>Continuity and Change</i> , 1–4, <i>The Times, They Are A-Changin’</i> , 1–6					
SS.912.A.7.In.b	Identify the prosperity of different ethnic groups and social classes in the post-World War II period.	<i>Suburbia</i> : Background, 1–23, <i>The American Century</i> , 1–4, <i>Postwar Boom!</i> 1–3, <i>Selling the “Good Life”</i> , 1–8, <i>Questioning the “American Dream”</i> , 1–6, <i>Continuity and Change</i> , 1–4, <i>The Times, They Are A-Changin’</i> , 1–6; <i>The Civil Rights Movement</i> : Background, 1–26, <i>Barriers to Equality</i> , 1–5, <i>A National Movement</i> , 1–6, <i>Change Starts Here</i> , 1–4, <i>Equality and the Law</i> , 1–5, <i>The People Behind the Movement</i> , 1–7, <i>The “Dream” Realized?</i> 1–4					

SS.912.A.7.In.c	Identify ways that the role of women in the United States has changed since World War II, such as having more women in the workforce and politics and the use of birth control.	<i>Free and Equal</i> : Background, 14–25, Equal Rights for All, 1–12, A “Living Museum” of Equal Rights, 1–5, Legal Precedents for Equality, 1–11, Women Fight for Equality, 1–6, A Tale of Two Movements, 1–4, Movements for Equality, 1–5, 1–27					
SS.912.A.7.In.d	Examine government policies and programs in the 1960s, such as civil rights legislation, the Space Race, and the Great Society.	<i>The Cold War Begins</i> : Background, 1–26, The Cold War Heats Up, 1–4, Somebody Is Watching You, 1–6, Into the Cold War, 1–10, Where to Invest, 1–5, Life in the Shadow of the Bomb, 1–4, What Caused the Cold War? 1–6, The Story of the Cold War, 1–5, <i>Kennedy and the Communist Threat</i> : Background, 1–18, A Dangerous Time, 1–10, What’s the President To Do? 1–4, Cuba and the Cold War, 1–8, Made for Space, 1–4, How Did Kennedy Do? 1–5; <i>The Vietnam War</i> : Background, 1–30, Voices of Vietnam, 1–18, The Vietnam War: Key Decisions, 1–5, Hawks and Doves, 1–14, Ethical Dilemmas, 1–10, <i>The Great Society and Counterculture</i> : Background, 1–27, A Decade on Fire, 1–8, The Words of JFK, 1–10, Tracking the Great Society, 1–13, The Great Society and New Deal: Face to Face, 1–13, Talkin’ About the Sixties, 1–5, The Sixties, 1–4, <i>Nixon’s America</i> : Background, 1–25, Nixon’s Footprints on the Presidency, 1–9, Between Rock and a Hard Place, 1–5, It Hurts Even if You Don’t Laugh, 1–8, Once Upon a Scandal, 1–5, Nixon in the Balance, 1–4					
SS.912.A.7.In.e	Identify violent and nonviolent approaches used by groups, such as African Americans, women, Native Americans, and Hispanics, to achieve civil rights.	<i>The American Protest Tradition</i> : Background, 1–26, Protests in America, 1–7, Protest and American Democracy, 1–11, Courage of Conviction, 1–4, Sling, Write, and Draw to Protest, 1–7, Protest Poster, 1–5, <i>Civil Rights at a Crossroads</i> : Background, 1–21, Conflicting Strategies, 1–5, Voices of the Movement, 1–5, How Would You Rule? 1–8, Black Power and Civil Rights, 1–11, One Goal, Many Voices, 1–6, The Road Ahead, 1–6, <i>Free and Equal</i> : Background, 1–25, Equal Rights for All, 1–12, A “Living Museum” of Equal Rights, 1–5, Legal Precedents for Equality, 1–11, Women Fight for Equality, 1–6, A Tale of Two Movements, 1–4, Movements for Equality, 1–5, 1–27,					
SS.912.A.7.In.f	Identify important acts of key persons and organizations in the Civil Rights Movement and Black Power Movement, such as Martin Luther King, Rosa Parks, the NAACP, and Malcolm X.	<i>Civil Rights at a Crossroads</i> : Background, 1–21, Conflicting Strategies, 1–5, Voices of the Movement, 1–5, How Would You Rule? 1–8, Black Power and Civil Rights, 1–11, One Goal, Many Voices, 1–6, The Road Ahead, 1–6, <i>Free and Equal</i> : Background, 1–25, Equal Rights for All, 1–12, A “Living Museum” of Equal Rights, 1–5, Legal Precedents for Equality, 1–11, Women Fight for Equality, 1–6, A Tale of Two Movements, 1–4, Movements for Equality, 1–5, 1–27					

SS.912.A.7.In.g	Identify ways African Americans, whites, and other groups joined together to bring about changes in integration and equal rights, such as the Freedom Rides and the March on Washington.	<i>The American Protest Tradition</i> : Background, 1–26, Protests in America, 1–7, Protest and American Democracy, 1–11, Courage of Conviction, 1–4, Sling, Write, and Draw to Protest, 1–7, Protest Poster, 1–5, <i>Civil Rights at a Crossroads</i> : Background, 1–21, Conflicting Strategies, 1–5, Voices of the Movement, 1–5, How Would You Rule? 1–8, Black Power and Civil Rights, 1–11, One Goal, Many Voices, 1–6, The Road Ahead, 1–6, <i>Free and Equal</i> : Background, 1–25, Equal Rights for All, 1–12, A “Living Museum” of Equal Rights, 1–5, Legal Precedents for Equality, 1–11, Women Fight for Equality, 1–6, A Tale of Two Movements, 1–4, Movements for Equality, 1–5, 1–27					
SS.912.A.7.In.h	Identify the importance of landmark Supreme Court cases, such as integration—Brown v. Board of Education (1954), affirmative action—Regents of the University of California v. Bakke (1978), rights of the accused—Gideon v. Wainwright (1963), and reproductive rights—Roe v. Wade (1973).	<i>The Supreme Court</i> : Background, 10–29, The Most Supreme, 1–14, And the Verdict Is ...? 1–25, Strict or Loose? 1–7, Balancing Decisions, 1–5, <i>The Age of Jim Crow</i> : Legalizing Segregation, 1–5, <i>The Civil Rights Movement</i> : Background, 15–26, Barriers to Equality, 1–5, Change Starts Here, 1–4, Equality and the Law, 1–5, The 4, <i>The American Protest Tradition</i> : Background, 24–26, Protests in America, 1–7, <i>Civil Rights at a Crossroads</i> : Background, 5, 21, Conflicting Strategies, 1–5, How Would You Rule? 1–8, <i>Free and Equal</i> : Equal Rights for All, 1–12, Legal Precedents for Equality, 1–11					
SS.912.A.7.In.i	Identify social movements of the 1960s and 1970s, such as reimbursement for Native American lands, working conditions of Hispanics and bilingual and bicultural education, and women’s rights.	<i>The American Protest Tradition</i> : Background, 1–26, Protests in America, 1–7, Protest and American Democracy, 1–11, Courage of Conviction, 1–4, Sling, Write, and Draw to Protest, 1–7, Protest Poster, 1–5, <i>Civil Rights at a Crossroads</i> : Background, 1–21, Conflicting Strategies, 1–5, Voices of the Movement, 1–5, How Would You Rule? 1–8, Black Power and Civil Rights, 1–11, One Goal, Many Voices, 1–6, The Road Ahead, 1–6, <i>Free and Equal</i> : Background, 1–25, Equal Rights for All, 1–12, A “Living Museum” of Equal Rights, 1–5, Legal Precedents for Equality, 1–11, Women Fight for Equality, 1–6, A Tale of Two Movements, 1–4, Movements for Equality, 1–5, 1–27					
SS.912.A.7.In.j	Identify the impact of the Vietnam War and Watergate on the United States.	<i>The Vietnam War</i> : Background, 1–30, Voices of Vietnam, 1–18, The Vietnam War: Key Decisions, 1–5, Hawks and Doves, 1–14, Ethical Dilemmas, 1–10; <i>The Great Society and Counterculture</i> : Background, 1–27, A Decade on Fire, 1–8, The Words of JFK, 1–10, Tracking the Great Society, 1–13, <i>The Great Society and New Deal</i> : Face to Face, 1–13, Talkin’ About the Sixties, 1–5, The Sixties, 1–4; <i>Nixon’s America</i> : Background, 1–25, Nixon’s Footprints on the Presidency, 1–9, Between Rock and a Hard Place, 1–5, It Hurts Even if You Don’t Laugh, 1–8, Once Upon a Scandal, 1–5, Nixon in the Balance, 1–4					

SS.912.A.7.In.k	Identify aspects of United States foreign policy as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.	<i>The United States and the Middle East</i> : Background, 1–28, The United States and the Middle East, 1–7, On-Going Conflicts – Part 1, 1–3, On-Going Conflicts – Part 2, 1–3, Islam, 1–4, U.S. Policy in the Middle East, 1–3; <i>Reagan and the End of the Cold War</i> : Background, 1–24, Competing Ideologies, 1–8, The Collapse of the Soviet Union, 1–10, Undermining Soviet Influence, 1–4, Should This Have Been Authorized? 1–7, What’s a President to Do? 1–5, Special Segment: New World Order, 1–3, <i>Afghanistan and Iraq</i> : Background, 1–25, A Foreign Affair, 1–12, Challenging Terrorism, 1–9, Terrorism: Then and Now, 1–4, Wagering on War, 1–10, Liberty or Security? 1–5, Defining Policy, 1–3, <i>Going to War</i> : Background, 1–27, The United States at War, 1–16, “Just” War? 1–8, Declaring War, 1–8, Making a Case for Deployment, 1–9					
SS.912.A.7.In.l	Identify political, economic, and social concerns that emerged from the late 1900s to early 2000s.	<i>America’s Changing Economy</i> : Background, 1–22, Work, Workers, and Wealth, 1–8, Check the Label, 1–7, The American Dream? 1–4, Interview for Your Dream Job, 1–5, Coming and Staying? 1–13, Now It’s Time for a Commercial Break, 1–4; <i>The Changing Presidency</i> : Background, 1–27, Exercising Political Power, 1–10, Campaign Promises, 1–14, Mr. President, You’re Fired! 1–7, Balance of Power, 1–12, Race for Change, 1–17, Document This, 1–3, <i>Revolution and Technology</i> : Background, 1–26, Change for the Better? 1–12, What a Wonderful World, 1–6, Prioritizing Innovation, 1–4, May I Give You Some Advice? 1–5; <i>Afghanistan and Iraq</i> : Background, 1–25, A Foreign Affair, 1–12, Challenging Terrorism, 1–9, Terrorism: Then and Now, 1–4, Wagering on War, 1–10, Liberty or Security? 1–5, Defining Policy, 1–3, <i>Going to War</i> : Background, 1–27, The United States at War, 1–16, “Just” War? 1–8, Declaring War, 1–8, Making a Case for Deployment, 1–9					
SS.912.A.7.In.m	Identify components of the Great Society program, such as Medicare and Medicaid, urban development, housing, and transit.	<i>The Great Society and Counterculture</i> : Tracking the Great Society, 1–13, The Great Society and New Deal: Face to Face, 1–13					
SS.912.A.7.In.n	Identify ways the United States participates in the global economy, such as by trading with other countries and making trade agreements.	<i>America’s Changing Economy</i> : Background, 17–22, Check the Label, 1–7					
SS.912.A.7.In.o	Identify effects of terrorism in the United States, such as the attacks on September 11, 2001, which led to the wars in Afghanistan and Iraq.	<i>Afghanistan and Iraq</i> : Background, 1–25, A Foreign Affair, 1–12, Challenging Terrorism, 1–9, Terrorism: Then and Now, 1–4, Wagering on War, 1–10, Liberty or Security? 1–5, Defining Policy, 1–3					
SS.912.A.7.In.p	Identify ways that immigration policy and attitudes have changed since 1950.	<i>The Land of Opportunity</i> : Background, 1–31, Streets of Gold, 1–8, Immigration by the Numbers, 1–7, The Wavering Welcome, 1–4, Braceros and Zoot Suits, 1–16, Success Stories, 1–4, More Freedom, More Equality? 1–6; <i>Free and Equal</i> : A Tale of Two Movements, 1–4; <i>America’s Changing Economy</i> : Coming and Staying? 1–13					

SS.912.A.7.In.q	Identify key events in Florida, such as the construction of Disney World, the growth of the citrus industry, changes in the space program, and immigration.	For related material see activities and the Background Time Line associated with the following: <i>Suburbia</i> , <i>America's Changing Economy</i> , Kennedy and the Communist Threat: <i>Made for Space</i> , 1–4					
SS.912.A.7.Pa.a	Recognize a characteristic of post-World War II, such as suburbs and modern appliances.	<i>Suburbia</i> : Background, 1–23, The American Century, 1–4, Postwar Boom! 1–3, Selling the “Good Life”, 1–8, Questioning the “American Dream”, 1–6, Continuity and Change, 1–4, The Times, They Are A-Changin’, 1–6					
SS.912.A.7.Pa.b	Recognize that different groups of people may be rich or poor.	<i>The Great Society and Counterculture</i> : Background, 1–12					
SS.912.A.7.Pa.c	Recognize a role of women, such as working outside the home.	<i>Free and Equal</i> : Background, 14–25, Equal Rights for All, 1–12, A “Living Museum” of Equal Rights, 1–5, Legal Precedents for Equality, 1–11, Women Fight for Equality, 1–6, A Tale of Two Movements, 1–4, Movements for Equality, 1–5, 1–27					
SS.912.A.7.Pa.d	Recognize a government program that helps people.	<i>The Great Society and Counterculture</i> : Tracking the Great Society, 1–13, The Great Society and New Deal: Face to Face, 1–13					
SS.912.A.7.Pa.e	Recognize that people act in violent and nonviolent ways to bring about change.	<i>The American Protest Tradition</i> : Background, 1–26, Protests in America, 1–7, Protest and American Democracy, 1–11, Courage of Conviction, 1–4, Sling, Write, and Draw to Protest, 1–7, Protest Poster, 1–5, <i>Civil Rights at a Crossroads</i> : Background, 1–21, Conflicting Strategies, 1–5, Voices of the Movement, 1–5, How Would You Rule? 1–8, Black Power and Civil Rights, 1–11, One Goal, Many Voices, 1–6, The Road Ahead, 1–6, <i>Free and Equal</i> : Background, 1–25, Equal Rights for All, 1–12, A “Living Museum” of Equal Rights, 1–5, Legal Precedents for Equality, 1–11, Women Fight for Equality, 1–6, A Tale of Two Movements, 1–4, Movements for Equality, 1–5, 1–27					
SS.912.A.7.Pa.f	Recognize that people act in violent and nonviolent ways to bring about change.	<i>The American Protest Tradition</i> : Background, 1–26, Protests in America, 1–7, Protest and American Democracy, 1–11, Courage of Conviction, 1–4, Sling, Write, and Draw to Protest, 1–7, Protest Poster, 1–5, <i>Civil Rights at a Crossroads</i> : Background, 1–21, Conflicting Strategies, 1–5, Voices of the Movement, 1–5, How Would You Rule? 1–8, Black Power and Civil Rights, 1–11, One Goal, Many Voices, 1–6, The Road Ahead, 1–6, <i>Free and Equal</i> : Background, 1–25, Equal Rights for All, 1–12, A “Living Museum” of Equal Rights, 1–5, Legal Precedents for Equality, 1–11, Women Fight for Equality, 1–6, A Tale of Two Movements, 1–4, Movements for Equality, 1–5, 1–27					

SS.912.A.7.Pa.g	Recognize that people act in violent and nonviolent ways to bring about change.	<p><i>The American Protest Tradition</i> : Background, 1–26, Protests in America, 1–7, Protest and American Democracy, 1–11, Courage of Conviction, 1–4, Sling, Write, and Draw to Protest, 1–7, Protest Poster, 1–5, <i>Civil Rights at a Crossroads</i> : Background, 1–21, Conflicting Strategies, 1–5, Voices of the Movement, 1–5, How Would You Rule? 1–8, Black Power and Civil Rights, 1–11, One Goal, Many Voices, 1–6, The Road Ahead, 1–6, <i>Free and Equal</i> : Background, 1–25, Equal Rights for All, 1–12, A “Living Museum” of Equal Rights, 1–5, Legal Precedents for Equality, 1–11, Women Fight for Equality, 1–6, A Tale of Two Movements, 1–4, Movements for Equality, 1–5, 1–27</p>					
SS.912.A.7.Pa.h	Recognize that Supreme Court cases have important outcomes that affect all citizens.	<p><i>The Supreme Court</i>: Background, 10–29, The Most Supreme, 1–14, And the Verdict Is ...? 1–25, Strict or Loose? 1–7, Balancing Decisions, 1–5, <i>The Age of Jim Crow</i>: Legalizing Segregation, 1–5, <i>The Civil Rights Movement</i>: Background, 15–26, Barriers to Equality, 1–5, Change Starts Here, 1–4, Equality and the Law, 1–5, The 4, <i>The American Protest Tradition</i> : Background, 24–26, Protests in America, 1–7, <i>Civil Rights at a Crossroads</i> : Background, 5, 21, Conflicting Strategies, 1–5, How Would You Rule? 1–8, <i>Free and Equal</i> : Equal Rights for All, 1–12, Legal Precedents for Equality, 1–11</p>					
SS.912.A.7.Pa.i	Recognize that people work together for positive change.	<p><i>The American Protest Tradition</i> : Background, 1–26, Protests in America, 1–7, Protest and American Democracy, 1–11, Courage of Conviction, 1–4, Sling, Write, and Draw to Protest, 1–7, Protest Poster, 1–5, <i>Civil Rights at a Crossroads</i> : Background, 1–21, Conflicting Strategies, 1–5, Voices of the Movement, 1–5, How Would You Rule? 1–8, Black Power and Civil Rights, 1–11, One Goal, Many Voices, 1–6, The Road Ahead, 1–6, <i>Free and Equal</i> : Background, 1–25, Equal Rights for All, 1–12, A “Living Museum” of Equal Rights, 1–5, Legal Precedents for Equality, 1–11, Women Fight for Equality, 1–6, A Tale of Two Movements, 1–4, Movements for Equality, 1–5, 1–27</p>					
SS.912.A.7.Pa.j	Recognize an impact of war on people.	<p><i>The Vietnam War</i> : Background, 1–30, Voices of Vietnam, 1–18, The Vietnam War: Key Decisions, 1–5, Hawks and Doves, 1–14, Ethical Dilemmas, 1–10</p>					

SS.912.A.7.Pa.k	Recognize that the United States has interests in other countries.	<p><i>The United States and the Middle East</i> : Background, 1–28, <i>The United States and the Middle East</i>, 1–7, <i>On-Going Conflicts – Part 1</i>, 1–3, <i>On-Going Conflicts – Part 2</i>, 1–3, <i>Islam</i>, 1–4, <i>U.S. Policy in the Middle East</i>, 1–3, <i>Reagan and the End of the Cold War</i>: Background, 1–24, <i>Competing Ideologies</i>, 1–8, <i>The Collapse of the Soviet Union</i>, 1–10, <i>Undermining Soviet Influence</i>, 1–4, <i>Should This Have Been Authorized?</i> 1–7, <i>What’s a President to Do?</i> 1–5, <i>Special Segment: New World Order</i>, 1–3, <i>Afghanistan and Iraq</i>: Background, 1–25, <i>A Foreign Affair</i>, 1–12, <i>Challenging Terrorism</i>, 1–9, <i>Terrorism: Then and Now</i>, 1–4, <i>Wagering on War</i>, 1–10, <i>Liberty or Security?</i> 1–5, <i>Defining Policy</i>, 1–3, <i>Going to War</i>: Background, 1–27, <i>The United States at War</i>, 1–16, <i>“Just” War?</i> 1–8, <i>Declaring War</i>, 1–8, <i>Making a Case for Deployment</i>, 1–9</p>					
SS.912.A.7.Pa.l	Recognize a social or economic concern of people.	<p><i>America’s Changing Economy</i>: Background, 1–22, <i>Work, Workers, and Wealth</i>, 1–8, <i>Check the Label</i>, 1–7, <i>The American Dream?</i> 1–4, <i>Interview for Your Dream Job</i>, 1–5, <i>Coming and Staying?</i> 1–13, <i>Now It’s Time for a Commercial Break</i>, 1–4, <i>The Changing Presidency</i>: Background, 1–27, <i>Exercising Political Power</i>, 1–10, <i>Campaign Promises</i>, 1–14, <i>Mr. President, You’re Fired!</i> 1–7, <i>Balance of Power</i>, 1–12, <i>Race for Change</i>, 1–17, <i>Document This</i>, 1–3, <i>Revolution and Technology</i>: Background, 1–26, <i>Change for the Better?</i> 1–12, <i>What a Wonderful World</i>, 1–6, <i>Prioritizing Innovation</i>, 1–4, <i>May I Give You Some Advice?</i> 1–5; <i>Afghanistan and Iraq</i>: Background, 1–25, <i>A Foreign Affair</i>, 1–12, <i>Challenging Terrorism</i>, 1–9, <i>Terrorism: Then and Now</i>, 1–4, <i>Wagering on War</i>, 1–10, <i>Liberty or Security?</i> 1–5, <i>Defining Policy</i>, 1–3, <i>Going to War</i>: Background, 1–27, <i>The United States at War</i>, 1–16, <i>“Just” War?</i> 1–8, <i>Declaring War</i>, 1–8, <i>Making a Case for Deployment</i>, 1–9</p>					
SS.912.A.7.Pa.m	Recognize a social program of the government.	<p><i>The Great Society and Counterculture</i> : Tracking the Great Society, 1–13, <i>The Great Society and New Deal: Face to Face</i>, 1–13</p>					
SS.912.A.7.Pa.n	Recognize a product produced in another country.	<p><i>America’s Changing Economy</i>: Background, 17–22, <i>Check the Label</i>, 1–7</p>					
SS.912.A.7.Pa.o	Recognize an act of terrorism, such as September 11, 2001.	<p><i>Afghanistan and Iraq</i>: Background, 1–25, <i>A Foreign Affair</i>, 1–12, <i>Challenging Terrorism</i>, 1–9, <i>Terrorism: Then and Now</i>, 1–4, <i>Wagering on War</i>, 1–10, <i>Liberty or Security?</i> 1–5, <i>Defining Policy</i>, 1–3</p>					
SS.912.A.7.Pa.p	Recognize that people immigrate to this country.	<p><i>The Land of Opportunity</i>: Background, 1–31, <i>Streets of Gold</i>, 1–8, <i>Immigration by the Numbers</i>, 1–7, <i>The Wavering Welcome</i>, 1–4, <i>Braceros and Zoot Suits</i>, 1–16, <i>Success Stories</i>, 1–4, <i>More Freedom, More Equality?</i> 1–6, <i>Free and Equal: A Tale of Two Movements</i>, 1–4; <i>America’s Changing Economy</i>: <i>Coming and Staying?</i> 1–13</p>					

SS.912.A.7.Pa.q	Recognize a key event in Florida, such as construction of Disney World.	For related material see activities and the Background Time Line associated with the following case study: <i>Suburbia</i>					
SS.912.A.7.Su.a	Recognize an effect of post-World War II prosperity on American society, such as the Baby Boom or the growth of suburbs.	<i>Suburbia</i> : Background, 1–23, The American Century, 1–4, Postwar Boom! 1–3, Selling the “Good Life”, 1–8, Questioning the “American Dream”, 1–6, Continuity and Change, 1–4, The Times, They Are A-Changin’, 1–6					
SS.912.A.7.Su.b	Recognize the prosperity of different ethnic groups and social classes in the post-World War II period.	<i>Suburbia</i> : Background, 1–23, The American Century, 1–4, Postwar Boom! 1–3, Selling the “Good Life”, 1–8, Questioning the “American Dream”, 1–6, Continuity and Change, 1–4, The Times, They Are A-Changin’, 1–6, <i>The Civil Rights Movement</i> : Background, 1–26, Barriers to Equality, 1–5, A National Movement, 1–6, Change Starts Here, 1–4, Equality and the Law, 1–5, The People Behind the Movement, 1–7, The “Dream” Realized? 1–4					
SS.912.A.7.Su.c	Recognize a way that the role of women in the United States has changed since World War II, such as having more women in the workforce and politics or the use of birth control.	<i>Free and Equal</i> : Background, 14–25, Equal Rights for All, 1–12, A “Living Museum” of Equal Rights, 1–5, Legal Precedents for Equality, 1–11, Women Fight for Equality, 1–6, A Tale of Two Movements, 1–4, Movements for Equality, 1–5, 1–27					
SS.912.A.7.Su.d	Identify a government policy or program in the 1960s, such as civil rights legislation, the Space Race, or the Great Society.	<i>Kennedy and the Communist Threat</i> : Background, 1–18, A Dangerous Time, 1–10, What’s the President To Do? 1–4, Cuba and the Cold War, 1–8, Made for Space, 1–4, How Did Kennedy Do? 1–5, <i>The Vietnam War</i> : Background, 1–30, Voices of Vietnam, 1–18, The Vietnam War: Key Decisions, 1–5, Hawks and Doves, 1–14, Ethical Dilemmas, 1–10, <i>The Great Society and Counterculture</i> : Background, 1–27, A Decade on Fire, 1–8, The Words of JFK, 1–10, Tracking the Great Society, 1–13, The Great Society and New Deal: Face to Face, 1–13, Talkin’ About the Sixties, 1–5, The Sixties, 1–4, <i>Nixon’s America</i> : Background, 1–25, Nixon’s Footprints on the Presidency, 1–9, Between Rock and a Hard Place, 1–5, It Hurts Even if You Don’t Laugh, 1–8, Once Upon a Scandal, 1–5, Nixon in the Balance, 1–4					
SS.912.A.7.Su.e	Recognize violent and nonviolent approaches used by groups, such as African Americans, women, Native Americans, and Hispanics, to achieve civil rights.	<i>The American Protest Tradition</i> : Background, 1–26, Protests in America, 1–7, Protest and American Democracy, 1–11, Courage of Conviction, 1–4, Sling, Write, and Draw to Protest, 1–7, Protest Poster, 1–5, <i>Civil Rights at a Crossroads</i> : Background, 1–21, Conflicting Strategies, 1–5, Voices of the Movement, 1–5, How Would You Rule? 1–8, Black Power and Civil Rights, 1–11, One Goal, Many Voices, 1–6, The Road Ahead, 1–6, <i>Free and Equal</i> : Background, 1–25, Equal Rights for All, 1–12, A “Living Museum” of Equal Rights, 1–5, Legal Precedents for Equality, 1–11, Women Fight for Equality, 1–6, A Tale of Two Movements, 1–4, Movements for Equality, 1–5, 1–27					

SS.912.A.7.Su.f	Recognize important acts of key persons and organizations in the Civil Rights Movement and Black Power Movement, such as Martin Luther King, Rosa Parks, the NAACP, and Malcolm X.	<i>Civil Rights at a Crossroads</i> : Background, 1–21, Conflicting Strategies, 1–5, Voices of the Movement, 1–5, How Would You Rule? 1–8, Black Power and Civil Rights, 1–11, One Goal, Many Voices, 1–6, The Road Ahead, 1–6; <i>Free and Equal</i> : Background, 1–25, Equal Rights for All, 1–12, A “Living Museum” of Equal Rights, 1–5, Legal Precedents for Equality, 1–11, Women Fight for Equality, 1–6, A Tale of Two Movements, 1–4, Movements for Equality, 1–5, 1–27,					
SS.912.A.7.Su.g	Recognize ways African Americans, whites, and other groups joined together to bring about changes in integration and equal rights, such as the Freedom Rides and the March on Washington.	<i>The American Protest Tradition</i> : Background, 1–26, Protests in America, 1–7, Protest and American Democracy, 1–11, Courage of Conviction, 1–4, Sling, Write, and Draw to Protest, 1–7, Protest Poster, 1–5, <i>Civil Rights at a Crossroads</i> : Background, 1–21, Conflicting Strategies, 1–5, Voices of the Movement, 1–5, How Would You Rule? 1–8, Black Power and Civil Rights, 1–11, One Goal, Many Voices, 1–6, The Road Ahead, 1–6, <i>Free and Equal</i> : Background, 1–25, Equal Rights for All, 1–12, A “Living Museum” of Equal Rights, 1–5, Legal Precedents for Equality, 1–11, Women Fight for Equality, 1–6, A Tale of Two Movements, 1–4, Movements for Equality, 1–5, 1–27					
SS.912.A.7.Su.h	Recognize the importance of landmark Supreme Court cases, such as integration—Brown v. Board of Education (1954), affirmative action—Regents of the University of California v. Bakke (1978), rights of the accused—Gideon v. Wainright (1963), and reproductive rights—Roe v. Wade (1973).	<i>The Supreme Court</i> : Background, 10–29, The Most Supreme, 1–14, And the Verdict Is ...? 1–25, Strict or Loose? 1–7, Balancing Decisions, 1–5, <i>The Age of Jim Crow</i> : Legalizing Segregation, 1–5, <i>The Civil Rights Movement</i> : Background, 15–26, Barriers to Equality, 1–5, Change Starts Here, 1–4, Equality and the Law, 1–5, The 4, <i>The American Protest Tradition</i> : Background, 24–26, Protests in America, 1–7; <i>Civil Rights at a Crossroads</i> : Background, 5, 21, Conflicting Strategies, 1–5, How Would You Rule? 1–8; <i>Free and Equal</i> : Equal Rights for All, 1–12, Legal Precedents for Equality, 1–11					
SS.912.A.7.Su.i	Recognize social movements of the 1960s and 1970s, such as reimbursement for Native American lands, working conditions of Hispanics and bilingual and bicultural education, and women’s rights.	<i>The American Protest Tradition</i> : Background, 1–26, Protests in America, 1–7, Protest and American Democracy, 1–11, Courage of Conviction, 1–4, Sing, Write, and Draw to Protest, 1–7, Protest Poster, 1–5, <i>Civil Rights at a Crossroads</i> : Background, 1–21, Conflicting Strategies, 1–5, Voices of the Movement, 1–5, How Would You Rule? 1–8, Black Power and Civil Rights, 1–11, One Goal, Many Voices, 1–6, The Road Ahead, 1–6, <i>Free and Equal</i> : Background, 1–25, Equal Rights for All, 1–12, A “Living Museum” of Equal Rights, 1–5, Legal Precedents for Equality, 1–11, Women Fight for Equality, 1–6, A Tale of Two Movements, 1–4, Movements for Equality, 1–5, 1–27					

SS.912.A.7.Su.j	Recognize an impact of the Vietnam War and Watergate on the United States.	<p><i>The Vietnam War</i>: Background, 1–30, Voices of Vietnam, 1–18, The Vietnam War: Key Decisions, 1–5, Hawks and Doves, 1–14, Ethical Dilemmas, 1–10, The Great Society and Counterculture: Background, 1–27, A Decade on Fire, 1–8, The Words of JFK, 1–10, Tracking the Great Society, 1–13, <i>The Great Society and New Deal</i>: Face to Face, 1–13, Talkin’ About the Sixties, 1–5, The Sixties, 1–4, <i>Nixon’s America</i>: Background, 1–25, Nixon’s Footprints on the Presidency, 1–9, Between Rock and a Hard Place, 1–5, It Hurts Even If You Don’t Laugh, 1–8, Once Upon a Scandal, 1–5, Nixon in the Balance, 1–4</p>					
SS.912.A.7.Su.k	Recognize an aspect of United States foreign policy as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.	<p><i>The United States and the Middle East</i>: Background, 1–28, The United States and the Middle East, 1–7, On-Going Conflicts – Part 1, 1–3, On-Going Conflicts – Part 2, 1–3, Islam, 1–4, U.S. Policy in the Middle East, 1–3, <i>Reagan and the End of the Cold War</i>: Background, 1–24, Competing Ideologies, 1–8, The Collapse of the Soviet Union, 1–10, Undermining Soviet Influence, 1–4, Should This Have Been Authorized? 1–7, What’s a President to Do? 1–5, Special Segment: New World Order, 1–3, <i>Afghanistan and Iraq</i>: Background, 1–25, A Foreign Affair, 1–12, Challenging Terrorism, 1–9, Terrorism: Then and Now, 1–4, Wagering on War, 1–10, Liberty or Security? 1–5, Defining Policy, 1–3; <i>Going to War</i>: Background, 1–27, The United States at War, 1–16, “Just” War? 1–8, Declaring War, 1–8, Making a Case for Deployment, 1–9</p>					
SS.912.A.7.Su.l	Recognize political, economic, and social concerns that emerged from the late 1900s to early 2000s.	<p><i>America’s Changing Economy</i>: Background, 1–22, Work, Workers, and Wealth, 1–8, Check the Label, 1–7, The American Dream? 1–4, Interview for Your Dream Job, 1–5, Coming and Staying? 1–13, Now It’s Time for a Commercial Break, 1–4; <i>The Changing Presidency</i>: Background, 1–27, Exercising Political Power, 1–10, Campaign Promises, 1–14, Mr. President, You’re Fired! 1–7, Balance of Power, 1–12, Race for Change, 1–17, Document This, 1–3, <i>Revolution and Technology</i>: Background, 1–26, Change for the Better? 1–12, What a Wonderful World, 1–6, Prioritizing Innovation, 1–4, May I Give You Some Advice? 1–5; <i>Afghanistan and Iraq</i>: Background, 1–25, A Foreign Affair, 1–12, Challenging Terrorism, 1–9, Terrorism: Then and Now, 1–4, Wagering on War, 1–10, Liberty or Security? 1–5, Defining Policy, 1–3; <i>Going to War</i>: Background, 1–27, The United States at War, 1–16, “Just” War? 1–8, Declaring War, 1–8, Making a Case for Deployment, 1–9,</p>					
SS.912.A.7.Su.m	Recognize a component of the Great Society program, such as Medicare and Medicaid, or housing.	<p><i>The Great Society and Counterculture</i>: Tracking the Great Society, 1–13, The Great Society and New Deal: Face to Face, 1–13</p>					

SS.912.A.7.Su.n	Recognize a way the United States participates in the global economy, such as by trading with other countries or making trade agreements.	<i>America's Changing Economy</i> : Background, 17–22, Check the Label, 1–7					
SS.912.A.7.Su.o	Recognize that the United States has been affected by acts of terrorism, such as the attacks on September 11, 2001.	<i>Afghanistan and Iraq</i> : Background, 1–25, A Foreign Affair, 1–12, Challenging Terrorism, 1–9, Terrorism: Then and Now, 1–4, Wagering on War, 1–10, Liberty or Security? 1–5, Defining Policy, 1–3					
SS.912.A.7.Su.p	Recognize that immigration policy and attitudes have changed since 1950.	<i>The Land of Opportunity</i> : Background, 1–31, Streets of Gold, 1–8, Immigration by the Numbers, 1–7, The Wavering Welcome, 1–4, Braceros and Zoot Suits, 1–16, Success Stories, 1–4, More Freedom, More Equality? 1–6, <i>Free and Equal</i> : A Tale of Two Movements, 1–4, <i>America's Changing Economy</i> : Coming and Staying? 1–13					
SS.912.A.7.Su.q	Identify a key event in Florida, such as the construction of Disney World, the growth of the citrus industry, changes in the space program, or immigration.	For related material see activities and time line entries associated with the following case studies: <i>Suburbia</i> , <i>America's Changing Economy</i> , <i>Revolutions in Technology</i> , <i>Kennedy and the Communist Threat</i> : Made for Space, 1–4.					