

AP® U.S. History State Alignment Guide:

Florida

Prepared by Florida state teachers and educators for the College Board, June 2012

The *Advanced Placement (AP®) U.S. History Curriculum Framework* addresses historical thinking skills and follows themes across nine periods, each defined by key concepts. Many of the Florida benchmarks align to these historical thinking skills, themes and key concepts as delineated in the Curriculum Framework.

The Florida Course Description for United States History generally aligns with the AP U.S. History Curriculum Framework as both are chronological in overall organization. The most noteworthy difference is the time period of the two documents. While the AP U.S. History Curriculum Framework covers 1491 to the present and provides specific dates for nine periods, the Florida course begins essentially at Reconstruction and progresses in chronological order, with no dates specifically identified. The Florida course provides specific content as opposed to a broader conceptual and thematic approach as found in the AP U.S. History Curriculum Framework.

Florida's Course Description for United States History (2010) is based on Florida's Next Generation Sunshine State Standards for Social Studies, adopted in December 2008. The Florida course is composed of the American History Strand and course-related benchmarks from geography, humanities, English/language arts, and mathematics. The Florida 9 – 12 Strand for American History covers the Civil War to the present. There are seven Standards within the Strand, each of which is preceded by an introduction. The introductions to Standards 2 and 3 correlate closely to the introductions to APUSH periods 5 and 6. The goals set out in the introductions to Standards 1, 4, 5, 6, and 7, do not correlate closely. However, so far as course content is concerned, the State Standards and AP Curriculum Framework have much in common, and this is detailed in the alignment template that follows.

Course Comparison: Key Points

	APUSH Curriculum Framework	Florida Course Description
Time of Course Content	1491 to present	1865 to present
Time Stated	specifically stated by period	implied
Concept/Approach	conceptual/thematic	content focus

Skills

The AP U.S. History Curriculum Framework contains four historical thinking skills that are described in some detail. The American History Strand has seven benchmarks skills. The first four Florida Benchmarks (A.1.1, A.1.2, A.1.3, A.1.4) apply to several of the APUSH Historical Thinking Skills as detailed below.

AP U.S. History Historical Thinking Skills	Florida Benchmark Skills
Crafting Historical Arguments from Historical Evidence	SS.912.A.1.1 SS.912.A.1.2 SS.912.A.1.4

Chronological Reasoning	SS.912.A.1.3
Historical Interpretation and Synthesis	SS.912.A.1.1

The last three Florida Benchmarks (A.1.5; A1.6; A.1.7) have little or no application to the APUSH Historical Thinking Skills. Additionally, the APUSH Historical Thinking Skill of Comparison and Contextualization is included in the Florida Course Description within the LA.1112.2.2.3 Benchmark.

Themes

The Florida Course Description for United States History is not designed in a thematic approach; therefore, there is no direct correlation to the APUSH Themes and Essential Questions.

Periodization

Period Five 1844-1877

The AP curriculum framework mainly covers the coming of the Civil War, the war itself, Reconstruction, and a brief mention of westward expansion. The Florida Standard Two addresses the causes of the Civil War but focuses mainly on the Civil War and Reconstruction with references to Native Americans.

Period Six 1865-1898

The AP curriculum framework covers Gilded Age topics. Florida Standard Three correlates well but flows over to the Progressive Era with a specific reference to events and people in Florida history.

Period Seven 1890-1945

Florida Alignment to Advanced Placement United States History Curriculum Framework 4

The AP curriculum framework covers the Progressive Era through World War II both domestically and globally. Florida Standards Four, Five and part of Six cover this period and with a specific reference to events and people in Florida history.

Period Eight 1945-1980

The AP curriculum framework covers post World War II America domestically and globally to 1980. Florida's Standards Six and Seven correlate well.

Period Nine 1980 – present

The AP curriculum framework covers the Reagan Era through the present. There is no corresponding period in the Florida American History Strand. Florida Standard 7 covers the period from the end of World War II to the present.

Implications for Teaching

The APUSH Curriculum Framework is designed as a survey of United States history with a broad conceptual and thematic approach ultimately assessed with both multiple choice questions and essays. Ultimately, the APUSH curriculum mirrors that of college survey courses and the assessment is designed to determine whether students are entitled to college credit or not. Conversely, the Florida United States History Course Description provides a framework for the graduation required course that is rich with specific content (such as people, events, and organizations), that is suited well for a multiple choice assessment.

Reference Materials

- Σ AP U.S. History Curriculum Framework
- Σ Florida Course Description of United States History (integrates Standards from other disciplines and other Social Studies that are applicable in this content.) <http://www.floridastandards.org/Courses/PublicPreviewCourse1723.aspx>
- Σ Florida Next Generation Sunshine State Standards for American History (this document lists the seven American History Standards with Benchmarks where *Remarks/Examples* provide content for possible inclusion.) <http://www.floridastandards.org/Downloads.aspx>

CORRELATION
Florida's Course Description for United States History /
AP US History Curriculum Framework

AP US History Key Concepts & Essential Knowledge	Matching Florida NGSSS	Florida content not in the APUSH Curriculum Framework
Essential Knowledge: 5.1.I.A	SS.912.A.2.1 Review causes and consequences of the Civil War. SS.912.A.4.1 Analyze the major factors that drove United States imperialism.	
Essential Knowledge: 5.1.I.B	SS.912.A.2.1 Review causes and consequences of the Civil War. SS.912.A.4.1 Analyze the major factors that drove United States imperialism.	
Essential Knowledge: 5.1.I.C	SS.912.A.2.1 Review causes and consequences of the Civil War. SS.912.A.2.7 Review the Native American experience. SS.912.A.4.1 Analyze the major factors that drove United States imperialism.	
Essential Knowledge: 5.1.I.D	SS.912.A.4.1 Analyze the major factors that drove United States imperialism.	

Essential Knowledge: 5.1.II.A	<p>SS.912.A.2.1 Review causes and consequences of the Civil War.</p> <p>SS.912.G.4.2 Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</p> <p>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.</p>	
Essential Knowledge: 5.1.II.B	<p>SS.912.A.2.1 Review causes and consequences of the Civil War.</p> <p>SS.912.A.3.1: Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.</p> <p>SS.912.A.3.6: Analyze changes that occurred as the United States shifted from agrarian to an industrial society.</p> <p>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).</p>	
Essential Knowledge:	<p>SS.912.A.2.7 Review the Native American</p>	

5.1.II.C	experience.	
Essential Knowledge: 5.2.I.A	SS.912.A.2.1 Review causes and consequences of the Civil War. SS.912.G.2.1 Identify the physical characteristics and the human characteristics that define and differentiate regions.	
Essential Knowledge: 5.2.I.B	SS.912.A.2.1 Review causes and consequences of the Civil War.	
Essential Knowledge: 5.2.I.C	SS.912.A.2.1 Review causes and consequences of the Civil War.	
Essential Knowledge: 5.2.II.A	SS.912.A.2.1 Review causes and consequences of the Civil War.	
Essential Knowledge: 5.2.II.B	SS.912.A.2.1 Review causes and consequences of the Civil War.	
Essential Knowledge: 5.2.II.C	SS.912.A.2.1 Review causes and consequences of the Civil War.	
Essential Knowledge: 5.3.I.A	SS.912.A.2.1 Review causes and consequences of the Civil War.	
Essential Knowledge: 5.3.I.B	SS.912.A.2.1 Review causes and consequences of the Civil War.	
Essential Knowledge: 5.3.I.C	SS.912.A.2.1 Review causes and consequences of the Civil War.	

	consequences of the Civil War.	
Essential Knowledge: 5.3.II.A	<p>SS.912.A.2.4 Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</p> <p>SS.912.A.2.6 Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</p>	
Essential Knowledge: 5.3.II.B	<p>SS.912.A.2.2 Assess the influence of significant people or groups on Reconstruction.</p> <p>SS.912.A.2.3 Describe the issues that divided Republicans during the early Reconstruction era.</p>	
Essential Knowledge: 5.3.II.C	<p>SS.912.A.2.3 Describe the issues that divided Republicans during the early Reconstruction era.</p> <p>SS.912.A.2.5 Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</p> <p>SS.912.A.2.6 Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</p>	

Essential Knowledge: 5.3.III.A	<p>SS.912.A.2.4 Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</p> <p>SS.912.A.2.5 Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</p> <p>SS.912.A.2.6 Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</p>	
Essential Knowledge: 5.3.III.B	<p>SS.912.A.2.4 Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</p> <p>SS.912.A.2.5 Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</p>	
Essential Knowledge: 5.3.III.C	<p>SS.912.A.2.4 Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</p> <p>SS.912.A.2.5 Assess how Jim Crow Laws influenced life for African Americans and other</p>	

	<p>racial/ethnic minority groups.</p> <p>SS.912.A.2.6 Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</p>	
Essential Knowledge: 6.1.I.A	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.	
Essential Knowledge: 6.1.I.B	<p>SS.912.A.4.1 Analyze the major factors that drove United States imperialism.</p> <p>SS.912.A.4.2 Explain the motives of the United States acquisition of the territories.</p>	Imperialism
Essential Knowledge: 6.1.I.C	<p>SS.912.A.3.4 Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.</p> <p>SS.912.A.3.6 Analyze changes that occurred as the United States shifted from agrarian to an industrial society.</p>	railroads, pools
Essential Knowledge: 6.1.I.D	SS.912.A.3.6 Analyze changes that occurred as the United States shifted from agrarian to an industrial society.	

	SS.912.A.3.12 Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.	
Essential Knowledge: 6.1.II.A	<p>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.</p> <p>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).</p> <p>SS.912.A.3.9 Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.</p> <p>SS.912.G.4.2 Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</p> <p>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.</p>	new immigrants
Essential Knowledge:	SS.912.A.3.9 Examine causes, course, and	labor movement

6.1.II.B	consequences of the labor movement in the late 19th and early 20th centuries.	
Essential Knowledge: 6.1.II.C	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.	
Essential Knowledge: 6.1.III.A	N/A	
Essential Knowledge: 6.1.III.B	SS.912.A.3.1 Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.	gold, silver, Populists
Essential Knowledge: 6.1.III.C	SS.912.A.3.1 Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.	
Essential Knowledge: 6.1.III.D	N/A	
Essential Knowledge: 6.2.I.A	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). SS.912.G.4.2 Use geographic terms and tools	

	to analyze the push/pull factors contributing to human migration within and among places.	
Essential Knowledge: 6.2.I.B	<p>SS.912.A.3.6 Analyze changes that occurred as the United States shifted from agrarian to an industrial society.</p> <p>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).</p> <p>SS.912.A.3.11 Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.</p> <p>SS.912.G.2.1 Identify the physical characteristics and the human characteristics that define and differentiate regions.</p>	
Essential Knowledge: 6.2.I.C	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).	
Essential Knowledge: 6.2.I.D	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,	

	<p>role of settlement houses and churches in providing services to the poor).</p> <p>SS.912.A.3.11 Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.</p>	
Essential Knowledge: 6.2.II.A	<p>SS.912.A.2.7 Review the Native American experience.</p> <p>SS.912.G.4.2 Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</p> <p>SS.912.H.3.1 Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</p>	Nativism, old vs new immigration
Essential Knowledge: 6.2.II.B	SS.912.A.2.7 Review the Native American experience.	
Essential Knowledge: 6.2.II.C	SS.912.A.2.7 Review the Native American experience.	
Essential Knowledge: 6.3.I.A	<p>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.</p> <p>SS.912.A.3.11 Analyze the impact of political machines in United States cities in the late 19th</p>	

	and early 20th centuries.	
Essential Knowledge: 6.3.I.B	<p>SS.912.A.2.6 Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</p> <p>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.</p> <p>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).</p> <p>SS.912.A.3.9 Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.</p>	Gentlemen's Agreement with Japan
Essential Knowledge: 6.3.II.A	<p>SS.912.A.3.6 Analyze changes that occurred as the United States shifted from agrarian to an industrial society.</p> <p>SS.912.A.3.8 Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration</p>	class system

	<p>from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).</p> <p>SS.912.A.3.10 Review different economic and philosophic ideologies.</p> <p>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.</p> <p>SS.912.H.1.5 Examine artistic response to social issues and new ideas in various cultures.</p>	
<p>Essential Knowledge: 6.3.II.B</p>	<p>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).</p> <p>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.</p>	<p>role of settlement houses and churches in providing services to the poor</p>
<p>Essential Knowledge: 6.3.II.C</p>	<p>SS.912.A.3.2 Examine the social, political, and economic causes, course, and</p>	

	<p>consequences of the second Industrial Revolution that began in the late 19th century.</p> <p>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).</p> <p>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.</p>	
Essential Knowledge: 7.1.I.A	<p>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.</p> <p>SS.912.A.3.4 Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.</p>	
Essential Knowledge: 7.1.I.B	<p>SS.912.A.3.6 Analyze changes that occurred as the United States shifted from agrarian to an industrial society.</p> <p>SS.912.A.3.8 Examine the importance of</p>	

	<p>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).</p>	
Essential Knowledge: 7.1.I.C	<p>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.</p> <p>SS.912.A.3.10 Review different economic and philosophic ideologies.</p> <p>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.</p> <p>SS.912.G.4.2 Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</p> <p>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.</p>	

Essential Knowledge: 7.1.II.A	<p>SS.912.A.3.11 Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.</p> <p>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.</p>	
Essential Knowledge: 7.1.II.B	<p>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.</p>	
Essential Knowledge: 7.1.III.A	<p>SS.912.A.5.11 Examine causes, course, and consequences of the Great Depression and the New Deal.</p>	
Essential Knowledge: 7.1.III.B	<p>SS.912.A.5.11 Examine causes, course, and consequences of the Great Depression and the New Deal.</p>	
Essential Knowledge: 7.1.III.C	<p>SS.912.A.5.10 Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.</p>	

	<p>SS.912.A.5.11 Examine causes, course, and consequences of the Great Depression and the New Deal.</p>	
Essential Knowledge: 7.2.I.A	<p>SS.912.A.3.4 Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.</p> <p>SS.912.A.3.5 Identify significant inventors of the Industrial Revolution including African Americans and women.</p> <p>SS.912.A.5.4 Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.</p> <p>SS.912.H.3.1 Analyze the effects of transportation, trade, communication, science,</p>	

	and technology on the preservation and diffusion of culture.	
Essential Knowledge: 7.2.I.B	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. SS.912.A.3.4 Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy. 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). SS.912.A.5.6 Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s. SS.912.H.1.5 Examine artistic response to social issues and new ideas in various cultures.	

Essential Knowledge: 7.2.I.C	<p>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).</p> <p>SS.912.A.5.2 Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.</p> <p>SS.912.A.5.4 Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.</p> <p>SS.912.A.5.7 Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.</p> <p>SS.912.G.4.2 Use geographic terms and tools to analyze the push/pull factors contributing to</p>	

	<p>human migration within and among places.</p> <p>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.</p>	
Essential Knowledge: 7.2.II.A	<p>SS.912.A.4.8 Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.</p> <p>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.</p>	

Essential Knowledge: 7.2.II.B	<p>SS.912.A.5.1 Discuss the economic outcomes of demobilization.</p> <p>SS.912.A.5.2 Examine the impact of United States foreign economic policy during the 1920s.</p>	Sacco & Vanzetti, labor, racial unrest
Essential Knowledge: 7.2.II.C	<p>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).</p> <p>SS.912.A.5.2 Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.</p> <p>SS.912.A.5.4 Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.</p>	

	<p>SS.912.A.5.7 Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.</p> <p>SS.912.G.4.2 Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</p> <p>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.</p>	
<p>Essential Knowledge: 7.2.III.A</p>	<p>SS.912.A.4.9 Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and</p>	

	<p>dissenters in the United States.</p> <p>SS.912.A.5.1 Discuss the economic outcomes of demobilization.</p>	
<p>Essential Knowledge: 7.2.III.B</p>	<p>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.</p> <p>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.</p> <p>SS.912.A.5.10 Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.</p>	

	SS.912.A.6.4 Examine efforts to expand or contract rights for various populations during World War II.	
Essential Knowledge: 7.2.III.C	SS.912.A.5.7 Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States. SS.912.A.6.4 Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.	
Essential Knowledge: 7.3.I.A	SS.912.A.4.1 Explain the motives of the United States acquisition of the territories. SS.912.H.3.1 Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.	

Essential Knowledge: 7.3.I.B	<p>SS.912.A.4.2 Analyze the major factors that drove United States imperialism.</p> <p>SS.912.A.4.3 Examine causes, course, and consequences of the Spanish American War.</p>	
Essential Knowledge: 7.3.I.C	<p>SS.912.A.4.1 Analyze the major factors that drove United States imperialism.</p> <p>SS.912.A.4.5 Examine causes, course, and consequences of United States involvement in World War I.</p> <p>SS.912.A.5.5 Describe efforts by the United States and other world powers to avoid future wars.</p> <p>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</p>	

	Act).	
Essential Knowledge: 7.3.II.A	<p>SS.912.A.4.5 Examine causes, course, and consequences of United States involvement in World War I.</p> <p>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).</p>	Selective Service, War Industries Board, War bonds, espionage, Sedition Acts, Committees of Public Information
Essential Knowledge: 7.3.II.B	<p>SS.912.A.4.5 Examine causes, course, and consequences of United States involvement in World War I.</p> <p>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.</p>	
Essential Knowledge: 7.3.II.C	SS.912.A.5.1 Discuss the economic outcomes of demobilization.	Cash and Carry

	<p>SS.912.A.5.3 Examine the impact of United States foreign economic policy during the 1920s.</p> <p>SS.912.A.5.5 Describe efforts by the United States and other world powers to avoid future wars.</p> <p>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).</p>	
Essential Knowledge: 7.3.III.A	<p>SS.912.A.6.1 Examine causes, course, and consequences of World War II on the United States and the world.</p> <p>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).</p>	

	SS.912.A.6.4 Examine efforts to expand or contract rights for various populations during World War II.	
Essential Knowledge: 7.3.III.B	SS.912.A.6.1 Examine causes, course, and consequences of World War II on the United States and the world. SS.912.A.6.4 Examine efforts to expand or contract rights for various populations during World War II.	
Essential Knowledge: 7.3.III.C	SS.912.A.6.1 Examine causes, course, and consequences of World War II on the United States and the world.	Lend Lease Act
Essential Knowledge: 7.3.III.D	SS.912.A.6.1 Examine causes, course, and consequences of World War II on the United States and the world.	

	<p>SS.912.A.6.7 Describe the attempts to promote international justice through the Nuremberg Trials.</p> <p>SS.912.A.6.9 Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.</p> <p>SS.912.A.6.10 Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).</p>	
Essential Knowledge: 8.1.I.A	<p>SS.912.A.6.9 Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.</p> <p>SS.912.A.6.13 Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.</p>	Marshall Plan

Essential Knowledge: 8.1.I.B	<p>SS.912.A.6.10 Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).</p> <p>SS.912.A.6.12 Examine causes, course, and consequences of the Korean War.</p> <p>SS.912.A.6.13 Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.</p> <p>SS.912.A.6.14 Analyze causes, course, and consequences of the Vietnam War.</p>	Truman Doctrine, NATO, Warsaw Pact
Essential Knowledge: 8.1.I.C	<p>SS.912.A.6.13 Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.</p>	
Essential Knowledge: 8.1.II.A	<p>SS.912.A.6.13 Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.</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.	
Essential Knowledge: 8.1.II.B	SS.912.A.6.13 Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations. 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.	
Essential Knowledge: 8.1.II.C	SS.912.A.6.13 Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations. SS.912.H.3.1 Analyze the effects of transportation, trade, communication, science, and technology on the preservation and	

	diffusion of culture.	
Essential Knowledge: 8.1.III.A	SS.912.A.6.8 Analyze the effects of the Red Scare on domestic United States policy.	
Essential Knowledge: 8.1.III.B	SS.912.A.6.12 Examine causes, course, and consequences of the Korean War. SS.912.A.6.14 Analyze causes, course, and consequences of the Vietnam War. SS.912.A.7.10 Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).	
Essential Knowledge: 8.1.III.C	SS.912.A.6.11 Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.	

	<p>SS.912.A.6.13 Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.</p>	
<p>Essential Knowledge: 8.2.I.A</p>	<p>SS.912.A.7.4 Evaluate the success of 1960s era presidents' foreign and domestic policies.</p> <p>SS.912.A.7.5 Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</p> <p>SS.912.A.7.6 Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.</p> <p>SS.912.A.7.7 Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.</p>	<p>African Americans, Women, Native Americans, Hispanics</p>

	<p>SS.912.A.7.8 Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.</p>	
Essential Knowledge: 8.2.I.B	<p>SS.912.A.7.4 Evaluate the success of 1960s era presidents' foreign and domestic policies.</p> <p>SS.912.A.7.6 Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.</p> <p>SS.912.A.7.8 Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.</p>	

<p>Essential Knowledge: 8.2.I.C</p>	<p>SS.912.A.7.6 Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.</p> <p>SS.912.A.7.7 Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.</p> <p>SS.912.A.7.8 Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.</p>	
<p>Essential Knowledge: 8.2.II.A</p>	<p>SS.912.A.7.3 Examine the changing status of women in the United States from post-World War II to present.</p> <p>SS.912.A.7.9 Examine the similarities of</p>	

	<p>social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.</p>	
Essential Knowledge: 8.2.II.B	<p>SS.912.A.7.5 Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</p> <p>SS.912.A.7.9 Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.</p>	
Essential Knowledge: 8.2.II.C	<p>SS.912.A.7.4 Evaluate the success of 1960s era presidents' foreign and domestic policies.</p> <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.</p>	

<p>Essential Knowledge: 8.2.III.A</p>	<p>SS.912.A.7.4 Evaluate the success of 1960s era presidents' foreign and domestic policies.</p> <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.</p> <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.</p>	
<p>Essential Knowledge: 8.2.III.B</p>	<p>SS.912.A.7.4 Evaluate the success of 1960s era presidents' foreign and domestic policies.</p> <p>SS.912.A.7.12 Analyze political, economic, and social concerns that emerged at the end of</p>	

	<p>the 20th century and into the 21st century.</p> <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.</p>	
<p>Essential Knowledge: 8.2.III.C</p>	<p>SS.912.A.7.4 Evaluate the success of 1960s era presidents' foreign and domestic policies.</p> <p>SS.912.A.7.6 Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.</p> <p>SS.912.A.7.9 Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.</p> <p>SS.912.A.7.10 Analyze the significance of</p>	<p>anti-war protesters</p>

	<p>Vietnam and Watergate on the government and people of the United States.</p> <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.</p>	
<p>Essential Knowledge: 8.3.I.A</p>	<p>SS.912.A.7.1 Identify causes for Post-World War II prosperity and its effects on American society.</p> <p>SS.912.H.3.1 Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</p>	
<p>Essential Knowledge: 8.3.I.B</p>	<p>SS.912.A.7.1 Identify causes for Post-World War II prosperity and its effects on American</p>	

	<p>society.</p> <p>SS.912.A.7.2 Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.</p> <p>SS.912.H.1.3 Relate works in the arts to various cultures.</p> <p>SS.912.H.1.5 Examine artistic response to social issues and new ideas in various cultures.</p>	
<p>Essential Knowledge: 8.3.I.C</p>	<p>SS.912.A.7.1 Identify causes for Post-World War II prosperity and its effects on American society.</p> <p>SS.912.A.7.3 Examine the changing status of women in the United States from post-World War II to present.</p>	

Essential Knowledge: 8.3.II.A	SS.912.A.7.9 Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s. SS.912.G.4.2 Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places. SS.912.G.4.3 Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.	
Essential Knowledge: 8.3.II.B	N/A	
Essential Knowledge: 8.3.III.A	SS.912.A.7.3 Examine the changing status of women in the United States from post-World War II to present.	
Essential Knowledge:	SS.912.A.7.9 Examine the similarities of	

8.3.III.B	social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.	
Essential Knowledge: 8.3.III.C	SS.912.A.7.8 Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.	
Essential Knowledge: 9.1.I.A	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.	
Essential Knowledge: 9.1.I.B	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.	
Essential Knowledge: 9.1.II.A	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.	
Essential Knowledge: 9.1.II.B	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.	
Essential Knowledge: 9.2.I.A	N/A	
Essential Knowledge: 9.2.I.B	N/A	
Essential Knowledge:	SS.912.A.7.15 Analyze the effects of foreign	

9.2.II.A	and domestic terrorism on the American people.	
Essential Knowledge: 9.2.II.B	<p>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).</p> <p>SS.912.A.7.15 Analyze the effects of foreign and domestic terrorism on the American people.</p> <p>SS.912.A.7.16 Examine changes in immigration policy and attitudes toward immigration since 1950.</p>	
Essential Knowledge: 9.3.I.A	<p>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).</p> <p>SS.912.H.3.1 Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</p>	
Essential Knowledge:	SS.912.A.7.12 Analyze political, economic,	

9.3.I.B	and social concerns that emerged at the end of the 20th century and into the 21st century. SS.912.H.3.1 Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.	
Essential Knowledge: 9.3.I.C	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.	
Essential Knowledge: 9.3.I.D	SS.912.H.3.1 Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.	
Essential Knowledge: 9.3.II.A	SS.912.A.7.16 Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century. SS.912.G.4.2 Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and	

	<p>among places.</p> <p>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.</p>	
Essential Knowledge: 9.3.II.B	<p>SS.912.A.7.16 Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p>SS.912.G.4.2 Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</p> <p>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.</p>	
Essential Knowledge:	SS.912.A.7.12 Analyze political, economic,	

9.3.II.C	<p>and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p>SS.912.G.4.2 Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</p> <p>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.</p>	
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The following Florida benchmarks do not align to the APUSH Curriculum Framework

SS.912.A.3.3	Compare the first and second Industrial Revolutions in the United States.
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.
SS.912.A.4.7	Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).
SS.912.A.4.8	Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors)

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	had while serving in Europe.
SS.912.A.5.8	Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
SS.912.A.5.9	Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
SS.912.A.6.3	Analyze the impact of the Holocaust during World War II on Jews as well as other groups.
SS.912.A.6.5	Explain the impact of World War II on domestic government policy.
SS.912.A.6.7	Describe the attempts to promote international justice through the Nuremberg Trials.
SS.912.A.7.7	Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

The following Florida benchmarks focus instruction examining people and events in Florida History to content in the related period.

SS.912.A.3.13	Examine key events and peoples in Florida history as they relate to United States history.
SS.912.A.4.11	Examine key events and peoples in Florida history as they relate to United States history.
SS.912.A.5.12	Examine key events and people in Florida history as they relate to United States history.
SS.912.A.6.15	Examine key events and peoples in Florida history as they relate to United States history.
SS.912.A.7.17	Examine key events and key people in Florida history as they relate to United States history.