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Program Title:	<i>The American Republic Since 1877</i> © 2005
Components:	Student Edition (SE) Teacher Wraparound Edition (TWE)
Grade Level(s):	
Intended Audience:	

**Standards Map - Basic Comprehensive Program  
Grade Eleven - History-Social Science  
United States History and Geography: Continuity and Change in the Twentieth Century**

Students in grade eleven study the major turning points in American history in the twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			Meets Standard		Local Education Agency Evaluator Notes
			Introduced	Practiced	Taught to Mastery	Y	N	
11	11.1	<b>Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.</b>						
11	(1)	Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.	SE: 68-69, 740	SE: 69, 740 TWE: 69	SE: 69 TWE: 69			
11	(2)	Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.	SE: 76-79, 84-85, 88-89, 108-110 TWE: 76, 109, 110	SE: 78-79, 84-85, 88-89, 110-115 TWE: 76, 77, 79, 109, 110	SE: 79, 88-89, 113, 115 TWE: 75, 77, 79, 112, 115			

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						Y	N	
11	(3)	Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.	SE: 152-153, 158, 162, 190-191 TWE: 153	SE: 153, 154, 158, 171-172, 190-191 TWE: 153	SE: 154, 155, 158, 171-172, 174-175 TWE: 153			
11	(4)	Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.	SE: 253-254, 263, 266-269, 272-273, 308-312, 336-339 TWE: 267, 268, 273, 309	SE: 263, 269-271, 274-277, 340, 392, 397 TWE: 255, 268, 312	SE: 255, 263, 271, 276, 277, 280-281, 312, 340 TWE: 255, 270, 277, 340, 397			
11	<b>11.2</b>	<b>Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.</b>						
11	(1)	Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's <i>The Jungle</i> .	SE: 326-327, 341-343, 353-355 TWE: 342, 354	SE: 327-331, 343-345, 355-358 TWE: 344, 355, 358	SE: 331, 332-333, 345, 346, 358, 360-361, 431 TWE: 330, 331, 345, 355, 358			
11	(2)	Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.	SE: 341-342, 355-356 TWE: 342	SE: 343-345, 346, 357 TWE: 342	SE: 342, 344, 346 TWE: 344			
11	(3)	Trace the effect of the Americanization movement.	SE: 340, 357, 358 TWE: 340	SE: 340, 357-358 TWE: 340	SE: 340, 357-358 TWE: 340			
11	(4)	Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.	SE: 345, 421 TWE: 345	SE: 345, 421 TWE: 345	SE: 345, 425 TWE: 345			

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11	(5)	Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.	SE: 319-322 TWE: 320	SE: 321, 324-325 TWE: 321, 322, 324, 325	SE: 323, 324-325, 332-333 TWE: 323, 324, 325			
11	(6)	Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.	SE: 287-289, 394-395, 410- 411 TWE: 289, 320	SE: 321, 368, 394- 395, 410- 411 TWE: 289, 320, 322, 411	SE: 321, 323, 410- 411 TWE: 321, 323, 368, 411			
11	(7)	Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).	SE: 349-350, 354-357, 427 TWE: 349, 352	SE: 354- 357, 393 TWE: 349, 352	SE: 352 TWE: 349, 352			
11	(8)	Examine the effect of political programs and activities of Populists.	SE: 372-374 TWE: 318, 373, 376	SE: 374-379 TWE: 375, 376	SE: 376, 377, 379 TWE: 375, 376, 379			
11	(9)	Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).	SE: 418-421, 427-430, 434 437 TWE: 419, 428	SE: 422- 425, 428, 430-431, 437, 442 TWE: 420, 430, 437, 442	SE: 420, 425, 431, 437, 442 TWE: 421, 422, 424, 431			

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11	11.3	<b>Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.</b>						
11	(1)	Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities).	SE: 194-195, 424-424 TWE: 201	SE: 194-195, 201, 424 TWE: 195, 201	SE: 194-195, 201 TWE: 201			
11	(2)	Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.	SE: 68-69, 195, 355-356, 863-864 TWE: 964	SE: 69, 195, 356-357, 497 TWE: 69	SE: 69, 497, 864 TWE: 69, 497			
11	(3)	Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).	SE: 195, 340, 483-484 TWE: 483	SE: 195, 483-484, 598 TWE: 483	SE: 598 TWE: 488			
11	(4)	Discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century.	SE: 339, 340	SE: 339, 340	SE: 339, 340			
11	(5)	Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.	SE: 496-497 TWE: 496	SE: 124, 496-497 TWE: 496	SE: 124, 496-497 TWE: 496, 497			

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11	11.4	<b>Students trace the rise of the United States to its role as a world power in the twentieth century.</b>						
11	(1)	List the purpose and the effects of the Open Door policy.	SE: 410-411 TWE: 413	SE: 410-411 TWE: 413	SE: 413 TWE: 411, 413			
11	(2)	Describe the Spanish-American War and U.S. expansion in the South Pacific.	SE: 399-401 TWE: 400, 405, 406	SE: 401-405 TWE: 400, 402, 404	SE: 402, 405, 406- 407, 414- 415 TWE: 403, 405			
11	(3)	Discuss America's role in the Panama Revolution and the building of the Panama Canal.	SE: 408, 412 TWE: 410	SE: 408, 412 TWE: 410	SE: 410- 411, 413, 414 TWE: 410			
11	(4)	Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.	SE: 412-413, 448-449 TWE: 412	SE: 412- 413, 448- 449	SE: 413			
11	(5)	Analyze the political, economic, and social ramifications of World War I on the home front.	SE: 454-455, 456-458, 471- 473 TWE: 457, 472	SE: 459- 461, 473- 475 TWE: 458, 460, 475	SE: 459, 460, 461, 475, 476- 477 TWE: 455, 460, 461			
11	(6)	Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.	SE: 654-656, 659-661 TWE: 656, 660	SE: 657- 658, 661- 665 TWE: 656, 660, 665	SE: 658, 664, 665 TWE: 658, 663, 665			

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11	11.5	<b>Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.</b>						
11	(1)	Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.	SE: 511-513, 542-543 TWE: 511	SE: 511-513, 542-543 TWE: 511, 543	SE: 513, 543 TWE: 513, 543			
11	(2)	Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.	SE: 474-475, 483-484, 501-502 TWE: 483, 502	SE: 475, 501-502 TWE: 475, 483, 484, 502	SE: 475, 485, 488, 502 TWE: 475, 484, 502			
11	(3)	Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).	SE: 487-488 TWE: 487	SE: 487-488 TWE: 487	SE: 488 TWE: 486			
11	(4)	Analyze the passage of the Nineteenth Amendment and the changing role of women in society.	SE: 421-422, 456, 485-486 TWE: 422	SE: 423-424, 452, 486 TWE: 423, 452, 485	SE: 425, 441-445, 486 TWE: 424, 485, 488			
11	(5)	Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).	SE: 498-500, 504 TWE: 499	SE: 501, 503 TWE: 499, 503	SE: 501, 502, 503, 506-507 TWE: 502, 503			
11	(6)	Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.	SE: 518, 538, 700	SE: 518, 538, 700	SE: 539, 700			

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11	(7)	Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.	SE: 514-518, 521-522 TWE: 516	SE: 516, 518-520 TWE: 516, 520	SE: 519, 520, 524 TWE: 519			
11	<b>11.6</b>	<b>Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.</b>						
11	(1)	Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.	SE: 440-441, 522, 534 TWE: 440	SE: 440, 522, 544 TWE: 524	SE: 524, 534 TWE: 524, 534			
11	(2)	Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.	SE: 522, 534, 556-557, 566-567 TWE: 557, 559, 562	SE: 522, 544, 557-562 TWE: 524, 546, 562	SE: 534, 548-549, 558-559, 561, 562 TWE: 524, 534, 546, 560, 562			
11	(3)	Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.	SE: 535-539 TWE: 536, 539	SE: 528-529, 535, 536 TWE: 536, 538	SE: 537-538, 539, 548-549 TWE: 537, 539			

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11	(4)	Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).	SE: 556-557, 566-567 TWE: 557, 560	SE: 557-562, 567, 569 TWE: 557, 559	SE: 558-559, 561, 562, 569 TWE: 558, 559, 560, 562, 569			
11	(5)	Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.	SE: 330-331, 567-569, 687, 815 TWE: 568	SE: 376, 441, 568, 815 TWE: 690	SE: 331, 691, 817 TWE: 331, 690			
11	<b>11.7</b>	<b>Students analyze America's participation in World War II.</b>						
11	(1)	Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.	SE: 587-588, 601-603 TWE: 582, 602, 604	SE: 550-551, 582-583, 603-606 TWE: 583, 588, 604	SE: 588, 604-605 TWE: 583, 588, 605			
11	(2)	Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.	SE: 618-623, 631-637, 640-647 TWE: 620, 632	SE: 610-611, 620-621, 636, 642-643 TWE: 619, 634, 641	SE: 620-621, 623, 634-635, 637, 646-647 TWE: 619, 635			

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11	(3)	Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).	SE: 616, 626, 629 TWE: 616	SE: 626 TWE: 636	SE: 617 TWE: 626			
11	(4)	Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).	SE: 602-604, 640-641 TWE: 602	SE: 602, 640-641 TWE: 602	SE: 606 TWE: 604			
11	(5)	Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., <i>Fred Korematsu v. United States of America</i> ) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.	SE: 597-598, 615-617, 625-630 TWE: 626, 630	SE: 617, 626, 628 TWE: 598, 626, 630	SE: 617, 627, 628, 630 TWE: 629, 630			
11	(6)	Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.	SE: 612-615, 622-623, 630 TWE: 614	SE: 614-615, 630 TWE: 613	SE: 623, 630 TWE: 615			
11	(7)	Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).	SE: 345-347 TWE: 648	SE: 645-647 TWE: 646	SE: 646-647, 648 TWE: 644			
11	(8)	Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.	SE: 655, 660-661 TWE: 655	SE: 655 TWE: 665	SE: 655, 665 TWE: 665			

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11	11.8	<b>Students analyze the economic boom and social transformation of post-World War II America.</b>						
11	(1)	Trace the growth of service sector, white collar, and professional sector jobs in business and government.	SE: 692-694 TWE: 693	SE: 692-694 TWE: 693, 696	SE: 692-694 TWE: 693, 696			
11	(2)	Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.	SE: 626-627, 815-816 TWE: 817	SE: 815-816 TWE: 630	SE: 817 TWE: 815, 817			
11	(3)	Examine Truman's labor policy and congressional reaction to it.	SE: 687-688 TWE: 687	SE: 687-688 TWE: 689	SE: 687-688 TWE: 689			
11	(4)	Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.	SE: 688-689, 690 TWE: 691	SE: 690-691 TWE: 689	SE: 690-691 TWE: 689			
11	(5)	Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.	SE: 688-689, 690, 834-835 TWE: 691	SE: 690- 691, 834- 835 TWE: 689	SE: 690- 691, 837 TWE: 689			
11	(6)	Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.	SE: 430-431, 819-823, 905 TWE: 431, 820, 823	SE: 432- 433, 822 TWE: 432, 821, 823, 905	SE: 433, 823 TWE: 433, 823			
11	(7)	Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.	SE: 676-677, 695-697, 725- 726, 892-895 TWE: 676, 695, 893, 895	SE: 695, 697, 726- 727, 895 TWE: 676, 695, 794	SE: 676, 697, 726- 727, 894, 895 TWE: 697, 895			

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11	(8)	Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).	SE: 698-703, 850-854, 874-879 TWE: 699, 703, 854	SE: 699, 701, 852-853 TWE: 699, 700, 703, 851, 854	SE: 703, 854, 879 TWE: 701, 703, 854, 879			
11	<b>11.9</b>	<b>Students analyze U.S. foreign policy since World War II.</b>						
11	(1)	Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.	SE: 647, 903 TWE: 647	SE: 664-665 TWE: 647	SE: 648, 651, 665 TWE: 904			
11	(2)	Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.	SE: 662, 678 TWE: 662	SE: 678, 900 TWE: 662	SE: 680 TWE: 662			
,	(3)	Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following: <ul style="list-style-type: none"> <li>• The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting</li> <li>• The Truman Doctrine</li> <li>• The Berlin Blockade</li> <li>• The Korean War</li> <li>• The Bay of Pigs invasion and the Cuban Missile Crisis</li> <li>• Atomic testing in the American West, the “mutual assured destruction” doctrine, and disarmament policies</li> <li>• The Vietnam War</li> <li>• Latin American policy</li> </ul>	SE: 661-665, 668-674, 724-728, 772-775, 776-781 TWE: 662, 669, 673, 773	SE: 663, 670-671, 726-727, 733, 778-779 TWE: 660, 665, 669, 775	SE: 664, 665, 674, 729, 775, 781 TWE: 663, 665, 672, 775			

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11	(4)	List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the “nuclear freeze” movement).	SE: 784-787, 791-792 TWE: 786, 791	SE: 784, 786, 791, 870 TWE: 785, 791	SE: 785, 794 TWE: 787, 792			
11	(5)	Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.	SE: 870-871, 881-883 TWE: 882, 886	SE: 871, 882, 883 TWE: 882, 883	SE: 871, 886 TWE: 883			
11	(6)	Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.	SE: 840-849, 870, 884-885, 912-917 TWE: 913	SE: 848, 917 TWE: 917	SE: 849, 917 TWE: 885, 917			
11	(7)	Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.	SE: 903 TWE: 905	SE: 903 TWE: 905	SE: 905 TWE: 905			
11	<b>11.10</b>	<b>Students analyze the development of federal civil rights and voting rights.</b>						
11	(1)	Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt’s ban on racial discrimination in defense industries in 1941, and how African Americans’ service in World War II produced a stimulus for President Truman’s decision to end segregation in the armed forces in 1948.	SE: 615-616, 625-627, 687-689, 762 TWE: 691	SE: 616, 688, 762 TWE: 616	SE: 617 TWE: 630, 691			
11	(2)	Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including <i>Dred Scott v. Sandford</i> , <i>Plessy v. Ferguson</i> , <i>Brown v. Board of Education</i> , <i>Regents of the University of California v. Bakke</i> , and California Proposition 209.	SE: 228-229, 383, 747-749, 751, 813-814 TWE: 228	SE: 228, 268-269, 722, 964-965 TWE: 228	SE: 231, 384, 752, 768 TWE: 748			

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11	(3)	Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.	SE: 747, 756 TWE: 747, 752	SE: 756, 964-965 TWE: 747, 752	SE: 752 TWE: 747, 752			
11	(4)	Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.'s "Letter from Birmingham Jail" and "I Have a Dream" speech.	SE: 626, 746-747, 748-751, 754-760, 764-765 TWE: 450	SE: 746, 750, 758, 764 TWE: 748, 750, 755	SE: 752, 760, 766 TWE: 752, 758			
11	(5)	Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.	SE: 746-752, 753-760, 761-766, 812-817 TWE: 474, 750, 754	SE: 747, 750, 754, 763, 816 TWE: 747, 748, 756, 762	SE: 752, 760, 766, 817 TWE: 748, 752, 757, 765			
11	(6)	Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.	SE: 735, 752, 757-759, 760 TWE: 760	SE: 760, 766 TWE: 758	SE: 760, 766 TWE: 752			
11	(7)	Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.	SE: 199, 421-423, 806-810, 952 TWE: 422, 810	SE: 371, 422, 423, 808, 809 TWE: 422, 810	SE: 425, 810, 811 TWE: 423, 424, 810			

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11	11.11	<b>Students analyze the major social problems and domestic policy issues in contemporary American society.</b>						
11	(1)	Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and	SE: 737, 815 TWE: 815	SE: 737, 815 TWE: 815	SE: 738, 817 TWE: 815			
11	(2)	Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).	SE: 688, 715, 730, 757, 867 TWE: 730, 867	SE: 730, 866, 958, 961 TWE: 730	SE: 866 TWE: 730			
11	(3)	Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.	SE: 820-821, 868, 902 TWE: 868	SE: 816, 834, 869 TWE: 834, 869	SE: 826, 879			
11	(4)	Explain the constitutional crisis originating from the Watergate scandal.	SE: 838-842 TWE: 839, 840	SE: 839, 841 TWE: 839, 842	SE: 842 TWE: 841, 842			
11	(5)	Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.	SE: 430-431, 819-823, 905 TWE: 431, 820, 823	SE: 432-433, 822 TWE: 432, 821, 823, 905	SE: 433, 823 TWE: 433, 823			
11	(6)	Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.	SE: 707-709, 734-735, 898 TWE: 708, 734	SE: 707, 734 TWE: 709, 710	SE: 710, 738 TWE: 710			

\* For more information, see Notes.

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						Y	N	
11	(7)	Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.	SE: 627, 694, 707, 898 TWE: 707	SE: 627, 691 TWE: 694, 707	SE: 630 TWE: 694			
<b>Historical and Social Sciences Analysis Skills</b> The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. They are to be assessed only in conjunction with the content standards in grades nine through twelve. In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills.								
<b>CHRONOLOGICAL AND SPATIAL THINKING</b>								
11	1.	Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.	SE: 34, 246, 288, 441, 554, 695 TWE: 34, 695	SE: 26-27, 294, 410-411, 558-559, 690-691, 884-885 TWE: 26, 558, 690, 884	SE: 305 TWE: 696			
11	2.	Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.	SE: 34, 246, 288, 441, 554, 695 TWE: 34, 695	SE: 26-27, 294, 410-411, 558-559, 690-691, 884-885 TWE: 26, 558, 690, 884	SE: 305 TWE: 696			

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						Y	N	
11	3.	Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.	SE: 57, 627 TWE: 57, 624	SE: 57, 337, 485, 624, 627 TWE: 57, 624, 627	SE: 71, 627, 651, 769 TWE: 627			
11	4.	Students relate current events to the physical and human characteristics of places and regions.	SE: 911-917 TWE: 917	SE: 914 TWE: 914	SE: 917 TWE: 917			
<b>HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW</b>								
11	1.	Students distinguish valid arguments from fallacious arguments in historical interpretations.	SE: 525 TWE: 525	SE: 525 TWE: 525	SE: 525, 527 TWE: 525			
11	2.	Students identify bias and prejudice in historical interpretations.	SE: 385, 525 TWE: 385, 525	SE: 385, 525 TWE: 385, 525	SE: 385, 387, 525, 527 TWE: 690			
11	3.	Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.	SE: 113, 460, 664 TWE: 113, 460	SE: 276, 546, 778-779 TWE: 543	SE: 338, 646-647, 866 TWE: 647, 866			
11	4.	Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.	SE: 359, 711, 818, 855 TWE: 359, 711, 818, 855	SE: 359, 711, 818, 855 TWE: 359, 711, 818, 855	SE: 359, 361, 711, 713, 818, 827, 855, 857 TWE: 359, 711, 818, 855			

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<b>HISTORICAL INTERPRETATION</b>								
	1.	Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.	SE: 34, 246, 288, 441, 554, 695 TWE: 34, 395	SE: 26-27, 294, 410-411, 558-559, 690-691, 884-885 TWE: 26, 558, 690, 884	SE: 305 TWE: 696			
11	2.	Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.	SE: 88-89, 294, 558-559, 726-727 TWE: 558, 726	SE: 26-27, 356, 634-635 TWE: 26, 634	SE: 305 TWE: 696			
11	3.	Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.	SE: 80-81, 490-491 TWE: 80, 81, 490, 491	SE: 324-325, 782-783 TWE: 324, 325, 782, 783	SE: 406-407 TWE: 406, 407			
11	4.	Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.	SE: 88-89, 294, 558-559, 726-727 TWE: 558, 726	SE: 26-27, 356, 634-635 TWE: 26, 634	SE: 305 TWE: 696			
11	5.	Students analyze human modifications of landscapes and examine the resulting environmental policy issues.	SE: 430-431, 819-823, 905 TWE: 431, 820, 823	SE: 432-433, 822 TWE: 432, 821, 823, 905	SE: 433, 823 TWE: 433, 823			

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						Y	N	
11	6.	Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.	SE: 245, 246, 287-289, 373-374, 440-441, 844-846 TWE: 373, 374	SE: 245, 440 TWE: 248, 846	SE: 248, 291, 379 TWE: 289			

Publisher Notes/Additional Comments (note to publishers: please include grade level/standard when listing comments):

\* For more information, see Notes.