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Components:	Student Edition (SE) Teacher Wraparound Edition (TWE)
Grade Level(s):	
Intended Audience:	High School

**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.

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			Introduced	Practiced	Taught to Mastery	Meets Standard		Local Education Agency Evaluator Notes
						Y	N	
11	11.1	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.	SE/TWE: 36-41, 54-60, 61-63, 64-65, 68-70, 72-75, 78, 80-85, 88-90, 91-109 TWE: 54A, 78A, 78B	SE/TWE: 41, 60, 70, 75, 76, 77, 85, 90, 120 TWE: 65	SE/TWE: 60, 70, 75, 76, 77, 85, 90, 120 TWE: 65			

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11	(1)	Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.	SE/TWE: 54-60, 61-63, 64-65, 68-70, 72-75, 78, 80-85, 88-90, 91-109 TWE: 54A, 78A, 78B	SE/TWE: 60, 70, 75, 76, 77, 85, 90, 120 TWE: 65	SE/TWE: 60, 70, 75, 76, 77, 85, 90, 120 TWE: 65			
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/TWE: 54-60, 61-63, 64-65, 66-70, 72-75, 77, 78, 80-85, 88-90, 91-109 TWE: 54A, 78A, 78B	SE/TWE: 60, 70, 75, 76, 77, 85, 90, 120, 121 TWE: 65, 89, 117	SE/TWE: 60, 70, 75, 76, 77, 85, 90, 120, 121 TWE: 65, 67, 89, 117			

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11	(3)	Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.	SE/TWE: 90, 116-117, 166 TWE: 78A	SE/TWE: 90, 118, 120, 171	SE/TWE: 90, 118, 120			
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/TWE: 176-180, 184-191, 198-199, 204-210, 218-223, 261 TWE: 162A, 162B, 194A	SE/TWE: 180, 191, 192, 201, 210, 223, 224, 225, 261 TWE: 162B, 228	SE/TWE: 180, 191, 192, 201, 210, 223, 224, 225 TWE: 228			
11	11.2	Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.	SE/TWE: 204-210, 234-239 TWE: 194A, 232A	SE/TWE: 210, 236, 237, 239 TWE: 232B, 235	SE/TWE: 210, 262, 263 TWE: 232B, 235			
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/TWE: 234-239, 242-248, 249, 272-273 TWE: 232A	SE/TWE: 237, 239, 244, 245, 249, 262, 272 TWE: 232B, 238	SE/TWE: 239, 244, 245, 249, 262, 272 TWE: 232B, 238			
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/TWE: 234-239 TWE: 232A	SE/TWE: 236, 237, 239 TWE: 229, 232B	SE/TWE: 239, 262, 263 TWE: 229, 232B			
11	(3)	Trace the effect of the Americanization movement.	SE/TWE: 283-285 TWE: 264A	SE/TWE: 287, 290	SE/TWE: 287, 290			
11	(4)	Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.	SE/TWE: 238-239 TWE: 232A, 232B	SE/TWE: 238, 239, 263 TWE: 232B	SE/TWE: 238, 239, 263 TWE: 232B			

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11	(5)	Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.	SE/TWE: 208-209, 264-265, 269-271, 279 TWE: 232A	SE/TWE: 210, 224, 270, 279, 287, 290 TWE: 264	SE/TWE: 210, 224, 262, 273, 279, 287, 290 TWE: 264			
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/TWE: 194-195, 196-201, 204-210, 218-223 TWE: 194A, 194B	SE/TWE: 201, 210, 224 TWE: 194B, 194, 205, 207, 228	SE: 201, 210, 224 TWE: 194B, 194, 205, 207, 228			

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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/TWE: 210, 245, TWE: 194A, 232A	SE/TWE: 210, 248	SE/TWE: 210, 248			
11	(8)	Examine the effect of political programs and activities of Populists.	SE/TWE: 213-217 TWE: 194A	SE/TWE: 214, 217, 224 TWE: 213	SE/TWE: 217, 224 TWE: 213			
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/TWE: 228-229, 232-233, 242-248, 249, 250-257, 264-265, 266-273, 274-279, 281-287, 404 TWE: 232A, 232B, 264A, 264B	SE/TWE: 243, 245, 246, 247, 248, 249, 251, 253, 257, 262, 273, 279, 287, 290 TWE: 232B, 264B, 265	SE/TWE: 245, 248, 257, 262, 273, 279, 287, 290 TWE: 232B, 264B			
11	11.3	Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.	SE/TWE: 36-39, 42-45, 49-50, 102, 150, 153-156, 236, 284	SE/TWE: 41, 45, 50, 51, 52, 156, 160, 161 TWE: 128B, 152	SE/TWE: 45, 51, 52, 156, 160, 161 TWE: 128B, 152			
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/TWE: 49-50, 150-157, 397, 608-609 TWE: 128A, 128B	SE/TWE: 50, 156, 160, 609 TWE: 128B	SE/TWE: 156, 160, 609 TWE: 128B			

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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/TWE: 49-50, 150, 153-156, 397, 608-609 TWE: 128A, 128B	SE/TWE: 50, 156, 160, 161, 403, 408, 609 TWE: 128B, 152	SE/TWE: 156, 160, 161, 403, 408, 609 TWE: 128B, 152			

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11	(3)	Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).	SE/TWE: 154, 399-401, 405, 407, 467-468 TWE: 155, 402	SE/TWE: 154, 471 TWE: 155, 402	SE/TWE: 154, 471 TWE: 155, 402			
11	(4)	Discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century.	SE/TWE: 915-916 TWE: 919	SE/TWE: 921, 927	SE/TWE: 921, 927			
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/TWE: 101, 102, 319, 650, 716, 799	SE/TWE: 651, 716, 717, 720 TWE: 714	SE/TWE: 651, 716, 717, 720 TWE: 714			
11	11.4	Students trace the rise of the United States to its role as a world power in the twentieth century.	SE/TWE: 292-293, 294, 303, 305-306, 321-327 TWE: 292A	SE/TWE: 301, 311, 327, 328 TWE: 295, 299	SE/TWE: 301, 311, 327, 328 TWE: 295			
11	(1)	List the purpose and the effects of the Open Door policy.	SE/TWE: 296-297, 299, 497, 505	SE/TWE: 498 TWE: 299	SE/TWE: 498 TWE: 299			
11	(2)	Describe the Spanish-American War and U.S. expansion in the South Pacific.	SE/TWE: 218, 221-223, 294-303 TWE: 292A	SE/TWE: 223, 224, 225, 301 TWE: 295	SE/TWE: 223, 225, 301 TWE: 295			
11	(3)	Discuss America's role in the Panama Revolution and the building of the Panama Canal.	SE/TWE: 296-297, 302, 303	SE/TWE: 303 TWE: 302	SE/TWE: 303			
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/TWE: 296, 298, 305-306, 309, 311 TWE: 292A	SE/TWE: 301, 311, 328 TWE: 296, 298, 299	SE/TWE: 301, 311, 328 TWE: 296, 298, 299			

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11	(5)	Analyze the political, economic, and social ramifications of World War I on the home front.	SE/TWE: 304-311, 314-319, 322-323 TWE: 292A	SE/TWE: 311, 318, 319, 328	SE/TWE: 311, 319, 328, 329			
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/TWE: 556, 563-568	SE/TWE: 568 TWE: 567	SE/TWE: 568			

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11	11.5	Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.	SE/TWE: 332-333, 336-337, 338-345, 346-352, 353-359, 360-361, 362-368, 370-371, 386-392, 394-395, 396-403, 404-407 TWE: 336A, 336B, 374A, 374-375, 376-383	SE/TWE: 345, 352, 359, 368, 372, 383, 392, 395, 403, 407, 408 TWE: 322, 336B, 336, 341	SE/TWE: 345, 352, 359, 368, 373, 383, 392, 395, 403, 407, 409 TWE: 322, 336B, 347, 361, 377			
11	(1)	Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.	SE/TWE: 346-352 TWE: 336A	SE/TWE: 352, 372 TWE: 347, 349	SE/TWE: 352, 373 TWE: 347, 349			
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/TWE: 338-345, 396-403, 404-407 TWE: 336A, 374A	SE/TWE: 345, 372, 403, 407, 408, 409 TWE: 339, 343, 399	SE/TWE: 345, 372, 373, 403, 407, 408, 409 TWE: 343, 399, 406			
11	(3)	Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).	SE/TWE: 106, 343-344, 398, 402	SE/TWE: 345, 408 TWE: 397, 398	SE/TWE: 345, 408 TWE: 397			

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11	(4)	Analyze the passage of the Nineteenth Amendment and the changing role of women in society.	SE/TWE: 106, 344-345, 367-368, 382-383 TWE: 336A	SE/TWE: 345, 368, 372, 383 TWE: 317, 344	SE/TWE: 368, 372, 373, 383 TWE: 317			
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/TWE: 370-371, 386, 391-392, 962-963 TWE: 374A	SE/TWE: 392, 408 TWE: 387, 389	SE/TWE: 408, 409 TWE: 387, 389			
11	(6)	Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.	SE: 370, 386-387, 388-389, 410-411	SE: 387, 392, 411 TWE: 442	SE: 392, 411 TWE: 442			
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: 353-359, 360-361, 362-365, 376-383, 384-385 TWE: 374A	SE: 359, 361, 368, 372, 380, 385 TWE: 336B, 377	SE: 359, 361, 368, 373, 385			

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11	11.6	Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.	SE/TWE: 416-417, 418-427, 428-429, 430-436, 438-439, 452-460, 464-471, 476-481 TWE: 416A, 450A	SE/TWE: 424, 427, 431, 439, 460, 471, 481, 482 TWE: 420, 426, 450B, 455	SE/TWE: 427, 436, 439, 460, 471, 481, 482, 483 TWE: 429, 435			
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/TWE: 278-279, 418-427 TWE: 416A	SE/TWE: 427, 429	SE/TWE: 427			
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/TWE: 418-427, 452-460, 464-471, 480-481 TWE: 416A, 450A	SE/TWE: 427, 448, 481, 482 TWE: 420, 426, 450B, 454, 457	SE/TWE: 427, 448, 460, 481, 482, 483 TWE: 422			
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/TWE: 414-415, 416-417, 424-427, 430-436, 438-439	SE/TWE: 424, 427, 431, 434, 436, 439, 448 TWE: 417, 432	SE/TWE: 427, 436, 439, 449 TWE: 429, 435			

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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/TWE: 452-460, 464-465, 470, 476-481 TWE: 450A	SE/TWE: 458, 471, 481, 482 TWE: 457	SE/TWE: 458, 471, 481, 482, 483			

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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/TWE: 215, 216, 217, 271-272, 285-286, 318, 341, 466-468, 722, 723, 733, 736-737, 738-741 TWE: 722A	SE/TWE: 217, 285, 287, 466, 467, 471, 737, 741 TWE: 341, 467	SE/TWE: 217, 224, 287, 467, 737, 741 TWE: 215, 284, 341, 740			
11	11.7	Students analyze America's participation in World War II.	SE/TWE: 486-487, 490-491, 492-498, 500-505, 508-515, 516-519, 524-531, 534-539 TWE: 490A, 490B, 522A, 522B	SE/TWE: 498, 505, 515, 519, 520, 531, 539, 552 TWE: 490B, 507, 522B	SE/TWE: 498, 505, 515, 519, 520, 521, 531, 539, 552 TWE: 490B, 522B			
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/TWE: 490-491, 492-498, 500-505, 506-507, 508-509 TWE: 490A	SE/TWE: 498, 505 TWE: 495, 501, 507	SE/TWE: 498, 505, 521 TWE: 495, 507			
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/TWE: 488-489, 508-515 TWE: 490A	SE/TWE: 511, 514, 515	SE/TWE: 515, 521 TWE: 511			
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/TWE: 486-487, 488-489, 509 TWE: 490A	SE/TWE: 520 TWE: 490B	SE/TWE: 520 TWE: 486, 509, 513			

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11	(4)	Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).	SE/TWE: 502-505, 531 TWE: 490A	SE/TWE: 504, 505, 531 TWE: 503	SE/TWE: 505 TWE: 503			
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/TWE: 407, 491, 511-512, 522-523, 524-531, 542-548 TWE: 490A, 522A	SE/TWE: 512, 515, 520, 531, 547, 548, 552 TWE: 544	SE/TWE: 515, 531, 548, 552 TWE: 512			
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/TWE: 486, 513-515, 516-519, 526, 550-551	SE/TWE: 513, 515, 519, 526, 551	SE/TWE: 515, 519, 551 TWE: 514, 522			
11	(7)	Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).	SE/TWE: 514-515, 516-519	SE/TWE: 515, 519 TWE: 518	SE/TWE: 515, 519 TWE: 514, 518			
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/TWE: 568 TWE: 560A	SE/TWE: 568, 594	SE/TWE: 568, 594			
11	11.8	Students analyze the economic boom and social transformation of post-World War II America.	SE/TWE: 598-603, 604-605, 606-615, 618-624 TWE: 596A	SE/TWE: 603, 605, 615, 624 TWE: 608	SE/TWE: 603, 605, 615, 624, 626 TWE: 596B, 607			
11	(1)	Trace the growth of service sector, white collar, and professional sector jobs in business and government.	SE/TWE: 365-366, 601-602, 885 TWE: 336A	SE/TWE: 368, 601 TWE: 602	SE/TWE: 368, 372 TWE: 602			

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11	(2)	Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.	SE/TWE: 404-407, 734-737, 738-741	SE/TWE: 407, 737, 758 TWE: 406	SE/TWE: 407, 737, 741, 758 TWE: 406			
11	(3)	Examine Truman's labor policy and congressional reaction to it.	SE/TWE: 632-633, 637	SE/TWE: 637 TWE: 633	SE/TWE: 637 TWE: 633			
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/TWE: 582, 703, 706-709, 882-884, 901, 920-921	SE/TWE: 707, 885, 921 TWE: 882, 901	SE/TWE: 885 TWE: 539, 707, 882, 901			
11	(5)	Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.	SE/TWE: 454-455, 459-460, 502-503, 574-575	SE/TWE: 505, 846 TWE: 509, 826	SE/TWE: 846 TWE: 509			
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/TWE: 535-536, 540-541, 604-605, 746-747, 814-815, 842-843, 904-905, 910	SE/TWE: 535, 541, 605, 747, 815, 846, 905	SE/TWE: 535, 541, 605, 747, 815, 846, 905			
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/TWE: 550-551, 638-639, 710-711, 844-845, 862-863, 919-920	SE/TWE: 551, 639, 711, 845, 863	SE/TWE: 551, 639, 711, 845, 863, 927			
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/TWE: 532-533, 556-557, 616-617, 748, 752-755, 756-757	SE/TWE: 755 TWE: 533, 556, 617	SE/TWE: 755 TWE: 533, 757, 777			

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11	11.9	Students analyze U.S. foreign policy since World War II.	SE/TWE: 565-568, 570-575, 578-582, 587-590, 591-593, 770-771, 772, 778-779, 797-800, 816-819, 821, 839-842, 866-868, 870-873, 878-880, 881-882, 896-899	SE/TWE: 568, 575, 583, 593, 594, 775, 804, 822, 843, 873, 885 TWE: 798, 817, 818	SE/TWE: 568, 575, 583, 593, 595, 783, 843, 926 TWE: 572, 797, 842			
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/TWE: 565-566	TWE: 564	TWE: 564			
11	(2)	Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.	SE/TWE: 571, 595, 898	SE/TWE: 571, 575	SE/TWE: 575, 595 TWE: 572			

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11	(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"> • The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting • The Truman Doctrine • The Berlin Blockade • The Korean War • The Bay of Pigs invasion and the Cuban Missile Crisis • Atomic testing in the American West, the “mutual assured destruction” doctrine, and disarmament policies • The Vietnam War • Latin American policy 	SE/TWE: 518, 560-561, 562-568, 569-575, 576-583, 587-593, 628-629, 640-647, 648-651, 766-767, 768-775, 776-783, 796-801 TWE: 560A, 628A, 766A	SE/TWE: 568, 575, 583, 593, 594, 642, 643, 647, 651, 658, 767, 775, 783, 801, 804 TWE: 560, 564, 571, 589, 641, 650, 770	SE/TWE: 568, 575, 593, 594, 595, 647, 651, 659, 775, 783, 804, 805 TWE: 560, 588, 628, 650			
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/TWE: 786-794 TWE: 766A	SE/TWE: 791, 793, 794, 804 TWE: 787, 788, 789	SE/TWE: 793, 804, 805 TWE: 787			
11	(5)	Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.	SE/TWE: 865-873, 874-875 TWE: 854A	SE/TWE: 869, 870, 873, 888 TWE: 868	SE/TWE: 873, 888			
11	(6)	Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.	SE/TWE: 837-838, 841-842, 876-885, 910-911 TWE: 854A	SE/TWE: 841, 843, 846, 878, 879, 885 TWE: 837, 878	SE/TWE: 843, 846, 885, 889 TWE: 837			
11	(7)	Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.	SE/TWE: 622-623, 734-735, 881-882, 896-897	SE/TWE: 623, 624, 888, 926	SE/TWE: 623, 885, 926 TWE: 881			

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					Y	N		
11	11.10	Students analyze the development of federal civil rights and voting rights.	SE/TWE: 253, 258-261, 542-544, 666-667, 668-672, 674-679, 681-689, 690-695, 708-709, 811-813 TWE: 666A	SE/TWE: 261, 543, 548, 672, 679, 689, 693, 695, 696, 813	SE/TWE: 261, 672, 679, 689, 695, 696, 697 TWE: 543			
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/TWE: 542-546 TWE: 529	SE/TWE: 548, 552 TWE: 544	SE/TWE: 548, 552			
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/TWE: 282-283, 670-671, 672-679, 680-689, 690-695, 714, 916-917, 922-925	SE/TWE: 290, 672, 679, 689, 695, 696, 921, 925 TWE: 670	SE/TWE: 290, 295, 672, 689, 696, 697, 921, 925			
11	(3)	Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.	SE/TWE: 673, 916-918	SE/TWE: 673	SE/TWE: 921			

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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/TWE: 543-545, 663, 670, 674-679, 682, 685, 686, 691-692, 924 TWE: 666A	SE/TWE: 543, 552, 675, 691 TWE: 666B, 674, 687	SE/TWE: 552 TWE: 543, 666B, 687			

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					Y	N		
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/TWE: 155-156, 341-343, 478-481, 666-667, 671-672, 682-686, 722-723, 733-737, 738-741, 742-745	SE/TWE: 156, 345, 481, 672, 689, 696, 737, 741, 745 TWE: 155, 666	SE/TWE: 156, 672, 741, 759 TWE: 155			
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/TWE: 108, 184-191, 253, 258-261, 542-544, 666-667, 668-672, 674-679, 681-689, 690-695, 708-709, 811-813 TWE: 666A	SE/TWE: 191, 261, 543, 548, 672, 679, 689, 693, 695, 696, 813	SE/TWE: 261, 672, 679, 689, 695, 696, 697 TWE: 543			
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/TWE: 106, 155, 156, 258-261, 343-345, 477-478, 530-531, 612-615, 724-731, 894, 917	SE/TWE: 156, 261, 345, 482, 531, 615, 626, 725, 726, 731, 758, 894, 917 TWE: 478, 612	SE/TWE: 156, 261, 482, 615, 626, 731, 758, 759 TWE: 478, 727, 917			
11	11.11	Students analyze the major social problems and domestic policy issues in contemporary American society.	SE/TWE: 850-851, 904-905, 914-921 TWE: 890A	SE: 905, 917, 921, 926 TWE: 850, 890B	SE/TWE: 905, 921, 927 TWE: 850, 890B			

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						Y	N	
11	(1)	Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.	SE/TWE: 404-407, 709, 915, 927	SE/TWE: 407, 926, 927 TWE: 235, 406, 645, 773	SE/TWE: 407, 926, 927 TWE: 235, 645, 773			
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: 632-637, 652-656, 687, 698-699, 700-701, 703, 706-709, 810, 838, 840, 858, 877, 893-896	SE: 637, 656, 689, 709, 843, 903 TWE: 653, 686, 701, 707	SE/TWE: 659 TWE: 653, 686, 701, 707			

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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: 598-603, 612-615, 724-731, 885	SE: 603, 626, 726, 731, 758, 885 TWE: 612, 727	SE: 603, 626, 627, 726, 731, 758 TWE: 612, 727			
11	(4)	Explain the constitutional crisis originating from the Watergate scandal.	SE/TWE: 806-807, 824-831, 832-835 TWE: 806A	SE/TWE: 825, 827, 828, 829, 831, 846 TWE: 824, 826	SE: 831, 835, 846 TWE: 824, 830			
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/TWE: 268-269, 784, 842-843, 860, 902-903, 904-905	SE/TWE: 273, 291, 905 TWE: 199	SE/TWE: 291 TWE: 199			
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/TWE: 618-624, 894-896, 901-903, 916-921 TWE: 890A, 890B	SE/TWE: 624, 895, 903, 921, 926 TWE: 618, 890B	SE/TWE: 624, 903, 921, 926, 927 TWE: 619, 890B			
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/TWE: 604-605, 606-615, 814-815, 902, 914-921 TWE: 890A	SE/TWE: 605, 607, 815, 903, 921M 825 TWE: 608, 645, 773, 890B	SE/TWE: 605, 815, 903, 921, 926, 927 TWE: 645, 773, 855			

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Historical and Social Sciences Analysis Skills 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.								
		CHRONOLOGICAL AND SPATIAL THINKING						
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/TWE: 280, 516-519, 922-925	SE/TWE: 263, 519, 925 TWE: 213, 214, 282, 526	SE/TWE: 121, 519, 659, 925 TWE: 41, 213, 214, 282, 526			
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/TWE: 404-407, 738-741, 795, 862-863	SE/TWE: 232, 407, 741, 795, 863 TWE: 282	SE/TWE: 232, 741, 863 TWE: 282			
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/TWE: 6-9, 10, 16, 33, 181, 404-407, 550-551	SE/TWE: 181, 229, 235, 373, 407, 535, 551	SE/TWE: 229, 407, 551, 553, 927 TWE: 535			
11	4.	Students relate current events to the physical and human characteristics of places and regions.	SE/TWE: 746-747, 914-921 TWE: 233	SE/TWE: 747, 921, 927 TWE: 232, 602	SE/TWE: 747, 927 TWE: 232, 602			

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		HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW						
11	1.	Students distinguish valid arguments from fallacious arguments in historical interpretations.	SE/TWE: 119, 211, 657	SE/TWE: 328, 759 TWE: 57, 264B, 406	SE/TWE: 328, 759 TWE: 57, 264B, 406, 641			
11	2.	Students identify bias and prejudice in historical interpretations.	SE/TWE: 468-469	SE/TWE: 192, 224, 290, 319, 417, 526 TWE: 269, 402, 792	SE/TWE: 192, 290, 319, 520 TWE: 269, 402, 792			
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/TWE: 71, 511-512, 657	SE/TWE: 657, 659 TWE: 512	SE/TWE: 657, 659 TWE: 115, 512			
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/TWE: 71, 586, 673	SE/TWE: TWE: 419	SE/TWE: TWE: 419			
		HISTORICAL INTERPRETATION						
11	1.	Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.	SE/TWE: 249, 280, 393, 609-612	SE/TWE: 263, 615, 627 TWE: 199, 612, 614	SE/TWE: 483, 627 TWE: 199, 612, 785			
11	2.	Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.	SE/TWE: 249	SE/TWE: 160, 249, 263, 520	SE/TWE: 249, 520			
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/TWE: 110-111, 202, 203, 488-489, 616-617	SE/TWE: 489 TWE: 382, 617, 730	SE/TWE: 489 TWE: 479, 503, 617, 730			

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11	4.	Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.	SE/TWE: 71, 119, 393	SE/TWE: 35, 71 TWE: 518	SE/TWE: 71 TWE: 518			
11	5.	Students analyze human modifications of landscapes and examine the resulting environmental policy issues.	SE/TWE: 540-541, 904-905	SE/TWE: 541, 905 TWE: 199	SE/TWE: 541, 905 TWE: 199			
11	6.	Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.	SE/TWE: 527-528, 549	SE/TWE: 549, 552 TWE: 222, 421, 527	SE/TWE: 549, 888 TWE: 421, 527, 531, 837			

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

* For more information, see Notes.