

**11<sup>th</sup> Grade United States History  
Scope and Sequence**

***Fourth Quarter-Chapters 22-29/ Review 8<sup>th</sup> grade and World History material***

Concept	Foundational Topic	TEKS Statement	Specificity	TAKS Obj. #	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
Economics	The student understands the economic effects of World War II, the Cold War, and increased worldwide competition on contemporary society	US 14 B - Identify the causes and effects of prosperity in the 1950's	Creation of major highway system contributed to the development of the suburbs; people moved to the suburbs and planned Communities. Higher education was made available to veterans Through GI Bill. Newly created jobs/Automation/more consumer spending The increase in the birth rate caused this period to be known as the "Baby Boom."	2	TB- Chapter 22 pages 686-706	

**11<sup>th</sup> Grade United States History  
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Culture	The student understands the relationship between the arts and the times during which they were created.	<p>US(20)(a) Describe how the characteristics and issues of various eras in US history have been reflected in works of art, music, and literature such as the paintings of Georgia O'Keefe, rock and roll, and John Steinbeck's <i>The Grapes of Wrath</i>.</p> <p>US(20)(b) Describe the impact of significant examples of cultural movements in art, music, and literature on American society, including the Harlem Renaissance.</p> <p>US(20)(c) Identify examples of American art, music and literature that transcend American culture and convey universal themes</p>	<p><b>Experience:</b>            § Rock and Roll            § Television            § Science fiction            Explain how teenagers influenced popular culture</p> <p><b>Know:</b>            Eisenhower was born in Texas. He was President at the end of the Korean War and had said he would go to Korea himself if necessary to end the war there. During his administration, the Supreme Court handed down the <i>Brown v. Board of Education</i> decision; Interstate Highway Act passed by Congress.</p>	3	<p>OT:            Activity:            Imagine you are a teenager living in the 1950s. Create a time capsule of items to be buried that represent this era. Explain which items you would include; justify each one as worthy of inclusion in the time capsule.</p> <p>Resources:            Music and books of the 50s.            Elvis Presley Television (some early TV shows are still shown on Nick at Night; others are available in documentary collections)            Science fiction – Ray Bradbury, Isaac Azimov</p>	

**11<sup>th</sup> Grade United States History  
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Culture	The student understands the relationship between the arts and the times during which they were created.	US 20 D Analyze the relationship between culture and the economy, such as the entertainment industry on the US economy.		3		
History	The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student understands the impact of the American civil rights movement.	US(1)(a) Identify major eras in US history from 1877 to the present and describe their defining characteristics US(7)(a) Trace the historical development of the civil rights movement in the 18th, 19th and 20th centuries, including the 13th, 14th, 15th Amendments	<b>Know</b> the key elements of: Domestic Policy in the Kennedy Era: New Frontier · Foreign Policy in the Kennedy Era: § Bay of Pigs, Cuban Missile Crisis § Assassination of JFK § Presidency of Lyndon Johnson § Great Society Identify important milestone on the road to civil rights for all in America. § 1909: NAACP (National Association for the Advancement of Colored People) was founded by W.E.B. DuBois and others to end racial discrimination. § 1948: President Truman issues order to integrate the military. § 1954: Supreme Court issues decision in Brown v. Board of Education to desegregate public schools; reverses Plessy v. Ferguson.	1	TB- Chapter 23 pages 716-732 TE: Library of Congress <a href="http://loc.gov/">http://loc.gov/</a> Kennedy library <a href="http://www.jfklibrary.org/">http://www.jfklibrary.org/</a> Johnson Library <a href="http://www.lbjlib.utexas.edu/">http://www.lbjlib.utexas.edu/</a> TB: Chapter 24 pages 744-761 TE: Black History Database <a href="http://www.seditionists.org/black/bhist.html">http://www.seditionists.org/black/bhist.html</a> National Archives <a href="http://www.archives.gov/">http://www.archives.gov/</a> Library of Congress <a href="http://loc.gov/">http://loc.gov/</a> <a href="http://www.landmarkcases.org/">http://www.landmarkcases.org/</a> Congress Link <a href="http://www.congresslink.org/civil/essay.html">http://www.congresslink.org/civil/essay.html</a>	



**11<sup>th</sup> Grade United States History  
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History	The student understands the impact of the American civil rights movement	US(7)(d) Identify changes in the United States that have resulted from the Civil Rights movement such as increased participation of minorities in the political process.	<b>Identify:</b> § Led march on Washington: "I Have a Dream" speech § Had philosophy of nonviolent resistance § Assassinated in 1968 <b>Identify:</b> § Black power § Urban riots § Political impact of minorities § Ways in which constitutional amendments and court decisions have promoted equality and political rights in the democratic process:	1	OT:  Activity: Write a letter to the editor of your local paper in response to the ruling in <i>Brown v. Board of Education</i> .	
Government	The student understands the impact of constitutional issues on American society in the 20th century.	US(17)(a) Analyze effects of 20th century landmark US Supreme court cases such as <i>Brown v. Board of Education</i> , <i>Regents of the University of California v. Bakke</i> , and <i>Reynolds v. Sims</i> . US(17)(b) Analyze reasons for adoption of 20th century constitutional amendments.	§ 14th, 15th amendments § 24th amendment § 26th amendment § Civil Rights Act of 1964 § Voting Rights Act of 1965 <b>Know:</b> § Booker T. Washington: encouraged African-Americans to learn a trade to achieve economic independence which would lead to political and social equality § W.E.B. DuBois: Founder of the NAACP believed that education offered the best chance of progress for African-Americans. § Marcus Garvey: Black nationalist, headed a "Back to-Africa" movement	4		

**11<sup>th</sup> Grade United States History  
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Citizenship	The student understands efforts to expand the democratic process.	US 18 B Evaluate various means of achieving equality of political rights including the 19 <sup>th</sup> , 24 <sup>th</sup> , and 26 <sup>th</sup> amendments.	<p><b>Know:</b>            § Thurgood Marshall: lawyer, represented the NAACP in <i>Brown v. Board of Education</i>; first African-American to be appointed to the Supreme Court.            § Malcolm X: Black Muslim, challenged African-Americans "by any means necessary"            § Jesse Jackson: founded the Rainbow Coalition            Analyze how the 20th century constitutional amendments helped Americans achieve equality of political rights, especially voting rights.</p> <p><b>Identify:</b>            19th Amendment gave women the right to vote.            24th Amendment banned the payment of poll taxes as a condition for voting in federal elections            26th Amendment lowered the federal voting age from 21 to 18.            § Non-violent protests            § Montgomery Bus Boycott            § Freedom riders            § Sit-ins            § Federally enforced integration            Poll taxes, grandfather clause, and literacy tests were eliminated.</p>	4	<p>OT:            Activity:            Imagine that you participated in the Montgomery Bus Boycott. Write a description of your experiences during the boycott</p>	

**11<sup>th</sup> Grade United States History  
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Culture	The student understands the relationship between the arts and the times during which they were created.	<p>US(20)(a) Describe how the characteristics and issues of various eras in US history have been reflected in works of art, music, and literature such as the paintings of Georgia O'Keefe, rock and roll, and John Steinbeck's <i>The Grapes of Wrath</i>.</p> <p>US(20)(c) Identify examples of American art, music and literature that transcend American culture and convey universal themes.</p>	<p><b>Describe</b> how Music served as a venue for protesting.</p> <ul style="list-style-type: none"> <li>§ Bob Dylan</li> <li>§ Pete Seger</li> <li>§ Joan Baez</li> <li>§ Peter, Paul and Mary</li> <li>§ Harry Belafonte</li> </ul>	3	<p>TA:            Music from civil rights era:  <a href="http://memory.loc.gov/ammem/aaohhtml/exhibit/aopart9.html">http://memory.loc.gov/ammem/aaohhtml/exhibit/aopart9.html</a>  <a href="http://www.cwrl.utexas.edu/~wadhvani/afam01/CivilRightsMusic.html">http://www.cwrl.utexas.edu/~wadhvani/afam01/CivilRightsMusic.html</a>            Freedom and Protest Songs of the 1960s  <a href="http://www.sbgmusic.com/html/teacher/reference/historical/freedom.html">http://www.sbgmusic.com/html/teacher/reference/historical/freedom.html</a></p>	

**11<sup>th</sup> Grade United States History  
Scope and Sequence**

***Fourth Quarter-Chapters 25-29***

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History	The student understands traditional historical points of reference in U.S. history from <a href="#">1877</a> to the present.	US(1)(a) Identify major eras in US history from 1877 to the present and describe their defining characteristics	Concepts: War, Conflict Identify the major issues and events of the Vietnam Era and the Domestic 60s. · Domestic Policy in the Kennedy Era: New Frontier · Foreign Policy in the Kennedy Era: § Bay of Pigs, Cuban Missile Crisis § Assassination of JFK § Presidency of Lyndon Johnson § Great Society § Turbulence of 1960s § Vietnam Conflict § Protests against and dissatisfaction about the “war” · Women, Latinos, and Native Americans seek equality · Domino theory argument used to contain communism; if US did not contain communism in Asia, it would spread to other countries. · US military involvement lasted from 1963 to 1975.	<b>1</b>	Library of Congress <a href="http://loc.gov/">http://loc.gov/</a> Kennedy library <a href="http://www.jfklibrary.org/">http://www.jfklibrary.org/</a> Johnson Library <a href="http://www.lbjlib.utexas.edu/">http://www.lbjlib.utexas.edu/</a> A Virtual Visit to Vietnam <a href="http://www.vietvet.org/VISIT.HTMpr0797">http://www.vietvet.org/VISIT.HTMpr0797</a>  <i>Dear America: Letters from Vietnam war</i> documentary film	

**11<sup>th</sup> Grade United States History  
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History	The student understands the impact of significant national and international decisions and conflicts from World War II and the Cold War to the present on the United States	US(6)(e) Analyze the conflicts in Korea and <b>Vietnam</b> and describe their domestic and international effects	<ul style="list-style-type: none"> <li>· US provided economic and military aid to the government of S. Vietnam.</li> <li>· President Johnson increased the level of military support.</li> <li>· Guerilla-style warfare was used in fighting in jungles.</li> <li>· Vietnamization: US troops began withdrawing in 1969.</li> <li>· 1970: President Nixon escalated air war and invaded Cambodia.</li> <li>· 1973: all troops were withdrawn</li> <li>· 1975- South Vietnam fell to the North.</li> </ul> <p>Defining characteristics of the Vietnam Era:</p> <ul style="list-style-type: none"> <li>· Cost of war took money from the Great Society program.</li> <li>· First televised war brought reality into homes.</li> <li>· War divides the country: campus protests, draft resistance are common.</li> </ul>	<b>1</b>	<p>The Real Thirteen Days</p> <p><a href="http://www.gwu.edu/~nsarchiv/nsa/cuba_mis_c/">http://www.gwu.edu/~nsarchiv/nsa/cuba_mis_c/</a></p> <p>Activities: Imagine that you are a journalist in Vietnam in 1968. Create an article on the strategies you see used, the morale of the soldiers, and the fighting being done. You will send what you record to your newspaper for publication.</p> <p>Research and debate the issues of the war from the standpoint of Americans living in 1968.</p>	

**11<sup>th</sup> Grade United States History  
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***Fourth Quarter-Chapters 25-29***

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<b>Government</b>	The student understands the changing relationships among the three branches of the federal government	US(16)(a) Evaluate the impact of events including the Gulf of Tonkin Resolution and the War Powers Act, on the relationship between the legislative and executive branches of the government.	Gulf of Tonkin Resolution allowed the President to respond to military aggression without further congressional approval. LBJ interpreted this resolution to mean that he could send combat troops to Vietnam. War Powers Act reaffirms Congress' constitutional right to declare war by setting a 60-day limit on the presidential commitment of US troops to foreign conflicts. This act was in response to undeclared wars in Korea and Vietnam and increased Presidential power.	<b>4</b>		

**11<sup>th</sup> Grade United States History  
Scope and Sequence**

***Fourth Quarter-Chapters 25-29***

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Government	<p>The student understands the impact of constitutional issues on American society in the 20th century.</p> <p>The student understands the importance of effective leadership in a democratic society.</p>	<p>US(17)(b) Analyze reasons for the adoption of 20<sup>th</sup> century constitutional amendments.</p> <p>US(19)(a) Describe qualities of effective leadership.</p> <p>US(19)(c)Analyze and evaluate the presidency of Lyndon B. Johnson. § Lyndon Johnson created the programs of the Great Society,</p>	<p>26th amendment gave 18- year olds the right to vote as a result of 18-year-olds being drafted.</p> <p>Analyze and evaluate the presidency of Lyndon B. Johnson. § Lyndon Johnson created the programs of the Great Society, which included Medicare, Medicaid, and the Elementary and Secondary Education Act. He persuaded Congress to pass more Civil Rights legislation than any other President including the Civil Rights Act of 1964 and the Voting Rights Act of 1965</p>	4	<p>Activity: Write a magazine article supporting or criticizing the presidency of Lyndon Johnson</p> <p>Vietnam War Memorial <a href="http://thewall-usa.com/">http://thewall-usa.com/</a></p>	

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Scope and Sequence**

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Culture	The student understands the relationship between the arts and the times during which they were created.	US(20)(d) Analyze the relationship between culture and economy and identify examples such as the impact of the entertainment industry on the US economy.  US(20)(e) Identify the impact of popular American culture on the rest of the world	Television greatly impacted this era. Vietnam was the “television war.” § <i>Laugh-In</i> § Advertising and the media  Airplanes and automobiles allowed people to travel long distances faster and more comfortably.		Activity: Create a map that shows the diffusion of American culture to other parts of the world. Label the cultural item that is shared and the year it arrived in the foreign country identified.  Movie <i>The Right Stuff</i>	
Science, Technology and society	The student understands the impact of science and technology on the economic development of the United States.  The student understands the influence of scientific discoveries and technological innovations on daily life in the United States.	US(22)(b) Explain how scientific discoveries and technological innovations as those in agriculture, the military, and medicine resulted from specific needs.  US(23)(b) Explain how technological innovations in areas such as space exploration led to other innovations that affect daily life and the standard of living	National highways resulted and changed interstate travel. The society became more mobile.  Space technology led to: § personal computers § orbiting satellites § moon landing § space travel	3  5		

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History	The student understands traditional historical points of reference in U.S. history from <a href="#">1877</a> to the present.	US(1)(a) Identify major eras in US history from 1877 to the present and describe their defining characteristics  US(1)(b) Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods	Concepts: Technology, Revolution Identify defining characteristics of America as it moves into the 21st Century. · End of Vietnam Conflict · Economic trends: · 70s- inflation and energy crisis, environmentalism · 80s- political conservatism. · Federal deficit · 90s- booming economy, technological, digital revolution · Changing American lifestyles · Domestic policies · Foreign policies: Collapse of communism · Political scandals: Watergate, Iran-Contra, impeachment of President Clinton · Issues for 21st century	1	Landmark Cases <a href="http://www.landmarkcases.org/">http://www.landmarkcases.org/</a> CNN.com: Archives Frontline- The Gulf War <a href="http://www.pbs.org/wgbh/pages/frontline/gulf/">http://www.pbs.org/wgbh/pages/frontline/gulf/</a> PBS- The Clinton Years <a href="http://www.pbs.org/wgbh/pages/frontline/shows/clinton">http://www.pbs.org/wgbh/pages/frontline/shows/clinton</a>  History News Network <a href="http://hnn.us/">http://hnn.us/</a> Virtual Library <a href="http://vlib.org/">http://vlib.org/</a> Time Archive  Activity: Create an illustrated timeline showing the major events of each decade, 1970-2000	

**11<sup>th</sup> Grade United States History  
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History	Analyze reasons for the Western victory in the Cold War and the challenges of changing relationships among nations.	US(6)(g) Analyze reasons for the Western victory in the Cold War and the challenges of changing relationships among nations.	Fall of communist regimes in Eastern Europe resulted in independent, prodemocratic, yet economically unstable nations	1	Activity: Imagine that you are a journalist for CNN in Berlin when the Berlin Wall comes down. Write your account, which you will broadcast that evening on the news.  Activity: Write a letter to the editor of your daily newspaper about your views of continued immigration to the United States.	
		US(6)(h) Identify the origins of major domestic and foreign policy issues currently facing the United States.	Increased immigration to the US: Many refugees fleeing political persecution or seeking economic opportunities  Urban flight within the US: People moved to the suburbs to escape overcrowding, crime, run-down housing. Rise in immigration to the United States from underdeveloped countries in the Americas, Asia, and Africa due to political and economic problems			
Geography	The student understands the relationship between population growth and modernization on the physical environment.	US(10)(a) Analyze effects of changing demographic patterns resulting from migration within the United States.		2	Urban Sprawl <a href="http://www.nationalgeographic.com/earthpulse/sprawl/index_flash.html">http://www.nationalgeographic.com/earthpulse/sprawl/index_flash.html</a>	
	The student uses geographic skills and tools to collect, analyze, and interpret data	US(11)(a) Identify effects of population growth and distribution and predict future effects on the physical environment				

**11<sup>th</sup> Grade United States History  
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Economics	The student understands the economic effects of World War II, the Cold War, and increased worldwide competition on contemporary society.	US(14)(d) Identify actions of government and the private sector to expand economic opportunities to all citizens.  US(14)(e) Describe the dynamic relationship between US international trade policies and the US free enterprise system	Job-training programs  NAFTA: North American Free Trade Agreement; loss of manufacturing jobs to Mexico and other developing countries GATT (1994): lowered tariffs and created the World Trade Organization to promote trade and economic development; US wanted to increase exports to Mexico and Asia. 2000: US normalized trade relations with China to increase US access to Chinese markets.  Current issues include: § Affirmative action policies recently upheld by the Supreme Court § <i>Roe v. Wade</i> which legalized abortions; some want to propose limits to abortions. § Bills to limit contributions to political campaigns or political action committees <ul style="list-style-type: none"> <li>▪ Illegal immigration issues</li> <li>▪ Restrictions on civil liberties in the name of national security</li> </ul>	3		
Government	The student understands changes in the role of government over time.	US(15)(d) Predict the effects of selected contemporary legislation on the roles of state and federal governments	§ <i>Roe v. Wade</i> which legalized abortions; some want to propose limits to abortions. § Bills to limit contributions to political campaigns or political action committees <ul style="list-style-type: none"> <li>▪ Illegal immigration issues</li> <li>▪ Restrictions on civil liberties in the name of national security</li> </ul>	4	Activity: Propose a piece of legislation for Congress that deals with environmental issues of the last ten years. Nuclear power, alternative energy sources, population growth and the environment, and pollution are possible topics.	



**11<sup>th</sup> Grade United States History  
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***Fourth Quarter-Chapters 25-29***

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<p><b>Science, Technology and Society</b></p>	<p>The student understands the impact of science and technology on the economic development of the United States.</p>	<p>US(22)(a) Explain the effects of scientific discoveries and technological innovations such as electric power, the telegraph and telephone, petroleum based products, vaccinations, and computers on the development of the United States.</p> <p>US(22)(b) Explain how scientific discoveries and technological innovations as those in agriculture, the military, and medicine resulted from specific needs.</p> <p>US(22)(c) Analyze the impact of technological innovations on the nature of work, the American labor movement, and businesses.</p>	<p>Nuclear technology led to the development of the atom bomb, nuclear waste, nuclear power, and advanced surgery techniques. Industrialization techniques led to water, land, air pollution. Space program Constant innovation makes technology less expensive and more accessible to all people. Technology has made participation in global markets easier.</p> <p>Genetic engineering led to controversy over cloning and designer genes.</p> <p>Because of computers, the Internet and the information superhighway, the world has become so much smaller; businesses are international and people are working from home</p>	<p align="center"><b>5</b></p>	<p><i>Mistakes That Worked</i> Book by Charlotte Foltz Jones</p> <p>Activities: Create a timeline that traces the development of various scientific and technological achievements.</p> <p>Interview a parent or grandparent in order to create a list of technological breakthroughs that impacted their lives when they were young. What inventions/discoveries/innovations seemed to have the greatest impact?</p> <p align="center"><b><i>Review 8<sup>th</sup> grade and World History material</i></b></p>	

