

**Comal ISD**  
**11<sup>th</sup> Grade United States History**  
**Scope and Sequence-2011-2012**

**3<sup>rd</sup> Quarter-17-21**

***\*Readiness Standards are BOLDED and UNDERLINED***

Concept	Foundational Topic	TEKS Statement	Specificity	Report ing Catego ry	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
Economics	<p>The student understands domestic and foreign issues related to US economic growth from the 1870s to 1920.</p> <p>The student understands significant economic developments between WWI and WWII.</p>	<p><b><u>US 15 D describe the economic effects of international military conflict, including the Spanish American War and WWI on the US.</u></b></p> <p><b><u>US 16 B analyze the causes of the Great Depression including the impact of tariffs on world trade, stock market speculation, bank failures and the monetary policy of the Federal Reserve System.</u></b></p> <p><b><u>C analyze the effects of the Great Depression on the US Economy and society such as widespread unemployment and deportation and repatriation of people of European and Mexican heritage and others.</u></b></p> <p>D compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression.</p>	<p>The student will explain how WWI effected the economy of the US</p> <p>The student will explain how declining economic conditions during the 1920s led to the Great Depression of the 1930s.</p> <p>The student will explain why the effects of the Great Depression were so serious.</p> <p>The student will explain how protective tariffs worsened the Great Depression worldwide.</p> <p>The student will explain how various New Deal agencies continue to affect America today.</p> <p>The student will explain how the US strengthened its role as a world power.</p>	<p>4</p> <p>4</p>	<p>TB- (The American Republic) –Glencoe Chapter 17</p> <p>TE- The National Archives has a set of letters that individual wrote to Mrs. Roosevelt.  <a href="http://www.nara.gov/LibraryofCongress-VoicesfromtheDustBowl">www.nara.gov/LibraryofCongress-VoicesfromtheDustBowl</a>  <a href="http://www.memory.loc.gov/ammem/afctshtml/tshome.html">www.memory.loc.gov/ammem/afctshtml/tshome.html</a></p> <p>OT            Write a letter to Mrs. Roosevelt as if you are a person living during the Depression. What kind of help would you request and why have you decided to write to her?</p> <p>TB- Chapter 18            Activity- Write a letter to <i>Time</i> magazine's editor explaining why you feel FDR should be their "Person of the 20<sup>th</sup> century"</p>	
Economics	<p>The student understands the Economic effects of WWII and the Cold War.</p> <p>The student understands significant economic developments between WWI and WWII.</p>	<p><b><u>US 17 E describe the dynamic relationship between US international trade policies and the US free enterprise system such as OPEC oil embargo, the GATT, and NAFTA.</u></b></p> <p>US 16 E analyze how various New Deal agencies and programs such as the FDIC, the Securities and Exchange Commission, and Social security continue to affect the lives of US citizens.</p>	<p>The student will explain how WWI changed the role of the federal Government.</p>	<p>4</p>		

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Government	The student understands changes in the role of government over time.	<p><b><u>US 19 A Evaluate the impact of New Deal legislation on the historical roles of state and federal governments</u></b></p> <p><b><u>B explain constitutional issues raised by federal government policy changes during times of significant events, including WWI, the Great Depression, WWII, the 1960/s and 9/11.</u></b></p>		3		
History	The student understands traditional historical points of reference in U.S. history from 1877 to the present.	<p>US(2)(b) <b><u>Identify the major eras in US history from 1877 to the present and describe their defining characteristics.</u></b></p> <p>US(2)(d) Explain the significance of the following dates: 1898, 1914-1918, 1929, <b>1939-1945</b>, and 1957 and 1968-1969, 1991, 2001, and 2008.</p>	<p><b>Identify</b> the causes and effects of World War II. 1941-1945: the dates for US involvement in WWII § Economic hardships in Europe § Appeasement and its failure § Causes of WWII § World at War- fighting on multiple fronts § Entrance of US into WWII Pearl Harbor § Home front § Key Leaders § Decision to use the atomic bomb § Lasting effects of WWII</p>	1	<p>TB: Chapter 19 and 20 TA: National Archives <a href="http://www.archives.gov/index.html">http://www.archives.gov/index.html</a> World War II on the web <a href="http://www.ibiblio.org/hyperwar/">http://www.ibiblio.org/hyperwar/</a> United States Holocaust Museum <a href="http://www.ushmm.org/">http://www.ushmm.org/</a> Teachers' Guide to the Holocaust <a href="http://fcit.coedu.usf.edu/holocaust">http://fcit.coedu.usf.edu/holocaust</a></p>	
History	The student understands domestic and international impact of U.S. participation in WWII.	<p><b><u>US(7)(a) Identify reasons for US involvement in WWII, including Italian, German, and Japanese dictatorships their aggression, especially the attack on Pearl Harbor.</u></b></p>	<p><b>Identify</b> dictators like Hitler, Mussolini, and Hirohito threatened world peace. Identify how European Appeasement policies failed. Explain how Hitler invaded Poland. Name ways that the US tried to maintain neutrality but aided Allies through Lend-Lease and Cash and Carry programs.</p>	1	<p>TA: Roosevelt's request for war <a href="http://www.hpol.org/fdr/war">http://www.hpol.org/fdr/war</a> USS Arizona Pearl Harbor Commemoration <a href="http://www.pearlharbormemorial.com/">http://www.pearlharbormemorial.com/</a> Poster art from WWII <a href="http://www.archives.gov/digital_classroom/lessons/powers_of_persuasion/powers_of_persuasion.html">http://www.archives.gov/digital_classroom/lessons/powers_of_persuasion/powers_of_persuasion.html</a> <a href="http://www.openstore.com/posters/index.html">www.openstore.com/posters/index.html</a> People at War <a href="http://www.archives.gov/exhibit_hall/a_people_at_war/a_people_at_war.html">www.archives.gov/exhibit_hall/a_people_at_war/a_people_at_war.html</a> Japanese internment</p>	

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History	The student understands domestic and international impact of U.S. participation in WWII.	<b><u>US(7)(d) Analyze major issues of World War II including the Holocaust, the internment of German, Italian Japanese Americans and Executive Order 9066; and the development of conventional and atomic weapons.</u></b>	<p><b>Know :</b> when the Japanese bombed Pearl Harbor-- December 7, 1941. The US was at war with Japan, Germany, and Italy, fighting on multiple fronts</p> <p><b>Know</b> US resources had to be mobilized. President Roosevelt issued Executive Order 9066, which considered Japanese-Americans living on the West coast to be threats to national security, and allowed them to be moved to detention camps. June 6, 1944: D-Day began the liberation of Europe by the Allies. After Germany was defeated, the allies helped on the Pacific front. The Battles at Midway and Coral Sea were the turning point battles of the war in the Pacific In the Holocaust, over 6 million Jews were killed in Hitler's "final solution," the plan to exterminate Jews in concentration camps, death camps, and death squads. The atomic bomb was used to bring the war against Japan to an end faster and with less loss of life than a full -scale invasion of the Japanese islands</p>	1	<p><a href="http://memory.loc.gov/ammem/aamhtml/aamsp.html">http://memory.loc.gov/ammem/aamhtml/aamsp.html</a></p> <p>OT: Activities: Create a radio broadcast for President Truman to deliver to explain to the American people about the bombings at Hiroshima and Nagasaki Many Japanese-Americans fought for the US in the 442nd Battalion during WWII. Imagine you are one of those soldiers. Write a letter home about your experiences in light of the fact that your family is in an internment camp. TA: <i>Foo: A Japanese-American Prisoner of the Rising Sun.</i> <a href="http://www.tamu.edu/upress/BOOKS/2001/falk.htm">http://www.tamu.edu/upress/BOOKS/2001/falk.htm</a></p>	

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History	The student understands the Domestic and international impact of US participation in WWII.	US(7)(f) Explain the roles played by significant military leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, Chester A. Nimitz, George Marshall and George Patton.	<b>Know:</b> Omar Bradley led the US troops that landed at Normandy. Dwight D. Eisenhower was the supreme commander of the Allied Forces in WWII. Douglas MacArthur led Allied forces in the Pacific during WWII. George Marshall headed the Joint Chiefs of Staff during WWII and planned the strategy for the D-Day Landing. George Patton led US forces in North Africa, Italy, and at the Battle of the Bulge.	1		
Geography	The student understands the impact of geographic factors on major events	US(12)(b) Identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts		2	OT Activity: Create a map of Europe before and after WWII to identify changes in political boundaries.	
Economics	The student understands the economic effects of World War II and the Cold War	<u><b>US(17)(a)</b></u> <u><b>Describe the economic effects of World War II on the home front such as the end of the Great Depression, rationing, and increased opportunity for female and minority employment.</b></u>	<b>Know:</b> Rationing items allowed the military to have enough materials. People grew victory gardens and bought war bonds. Female employment allowed more men to be available for combat; women entered jobs that had not been open to them before	4		

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			<p><b>Know:</b>            The end of the Depression was brought about by:            § government spending on weapons, airplanes, ships, and other equipment needed for war            § increased production and new jobs            § war mobilized the economy            US took role as a world leader following the war</p>			
Government	The student understands changes over time in the role of government.	<p><b>US(19)(b)</b>  <b>Explain constitutional issues raised by federal government policy changes during times of significant events, including WWI, the Great Depression, WWII, the 1960's and 9/11.</b></p>	<p><b>Know:</b>            President Roosevelt exercised wartime powers. FDR issued Executive order 9066 to move Japanese Americans and inter them in detention camps.</p>	3		
Citizenship	The student understands the importance of effective leadership in a constitutional republic.	<p><b>US(24)(a)</b>            Describe the qualities of effective leadership</p>				

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Culture	The student understands the Relationship between the arts and the times during which they were created.	US(25)(a) Describe how the characteristics in US history have been reflected in various genres of art, music, film, and literature.	<b>Experience:</b> § “Big Band” music § Movies with war themes and with war propaganda § Photos from the war front <b>Identify:</b> § Edward R. Murrow	2	TA: National Archives <a href="http://www.archives.gov/">http://www.archives.gov/</a> Edward R. Murrow <a href="http://www.otr.com/murrow.html">http://www.otr.com/murrow.html</a>	
Culture	The student understands the Relationship between the arts and the times during which they were created.	US(25)(c) Identify the impact of popular American culture on the rest of the world over time.	<b>Explain</b> why African Americans moved to northern cities for defense jobs, industrial jobs, and personal freedom;	2		
Culture	The student understands how people from various groups, contribute to our national Identity.	<b><u>US(26)(a)</u></b> <b><u>Explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society.</u></b>	<b>Explain</b> how the war was an instrument of migration and demographic pattern changes; civilians moved to places with military bases and defense industries; racial tensions in cities increased	3		
History	The student understands traditional historical points of reference in U.S. history from 1877 to the present	<b><u>US(2)(b)</u></b> <b><u>Identify the major eras in US history from 1877 to the present and describe their defining characteristics.</u></b> US(2)(d) Explain the significance of the following dates: 1898, 1914-1918, 1929, 1939-1945, and 1957 and 1968-1969, 1991, 2001, and 2008.	<b>Identify</b> the characteristics of the Cold War and the Domestic 50’s including: § Post WWII § Cold War § Tension between US and Communist US § Threat of nuclear war § Cold War on the home front: McCarthyism § Containment and the Korean War	1	TB: Chapter 21 pages 654-675 TA: 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> Presidents Truman and Eisenhower <a href="http://www.whitehouse.gov/history/presidents/">http://www.whitehouse.gov/history/presidents/</a> NASA website <a href="http://www.hq.nasa.gov/office/pao/History/sputnik/">http://www.hq.nasa.gov/office/pao/History/sputnik/</a>	

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			§ American Dream: social conformity, suburbs, baby boom, consumerism, TV, rock and roll § Other America: poverty § The Russians launched Sputnik in 1957.			
History	The student understands the effects of reform and third party movements in early 20 <sup>th</sup> century.	US(5)(c) Evaluate the impact of third parties including the Populist and the Progressive.	<b>Know:</b> Third parties are political parties other than the Democratic and Republican parties. A third party candidate for President could receive enough electoral votes so that neither major party candidate would have a majority and the election would have to be decided by the House of Representatives.	1	OT: Activity: Analyze the election of 1948 and the impact of the third party	
History	The student understands the impact of significant national and international decisions and conflicts in the Cold War of the United States.	<u>US(8)(a)</u> <u>Describe US responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, and the Berlin airlift, and John F. Kennedy's role in the Cuban Missile Crisis.</u>	<b>Know:</b> Communists gained control of Eastern European nations, which they "liberated" from the Nazis and prevented free elections from taking place. Those countries were under control of the Soviets. US responded with Truman Doctrine (economic aid to Turkey and Greece and support for any country resisting the Soviets). Marshall Plan (aid to European countries in need to help maintain strong,	1	OT: Activity: Imagine that you are living in West Berlin when the Soviets blockaded it. Write a letter to president Truman expressing your feelings after the Berlin airlift.	

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	<p>The student understands the impact of significant national and international decisions and conflicts in the Cold War of the United States</p>	<p><b><u>US(8)(c)</u></b>  <b><u>Analyze the conflicts in Korea and Vietnam and describe their domestic and international effects</u></b>            US(8)(b)            Describe how colds War tensions were intensified by the arms race, the space race, McCarthyism, and the House Un-American Activities Committee, the findings of which were confirmed by the Verona papers.</p>	<p>stable governments in Europe). NATO: (a defensive military alliance of 10 Western European nations, the US, and Canada). NATO effectively ended isolationism for the US.            Know: Berlin Airlift: Americans and British flew food and supplies to West Berlin after the USSR cut it off with a blockade.            USSR was given control of North due to the Yalta agreement; Communist North Korea invaded democratic South Korea.            US policy of containment caused it to support S. Korea. UN troops invaded N. Korea: two year stalemate. Communism was contained without a world war and without the use of atomic weapons. The fear of communism increased in the US.  <b>Know:</b>            McCarthyism stemmed from people's fear of communism in the US, and this fear prevented people from criticizing the gov. Senator Joseph McCarthy accused the State Department, the Army, and the motion picture industry of spying for and working for the Communists.            Sputnik was the first unmanned space satellite sent into space in 1957 by the Soviet Union. Sputnik put pressure on the US to match the Soviet achievements in space; increased emphasis on science and math in US schools.</p>	<p>1</p>		

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Economics	The student understands the economic effects of World War II and the Cold War,	US(17)(c) Describe the impact of Defense spending on the business cycle and education priorities from 1945 to the 1990's.	<b>Know:</b> US increased military spending to maintain armed forces abroad. US financed defense industries and materials. Money was offered to developing nations to encourage democracy (Marshall Plan) . Military spending increased to contain communism (Truman Doctrine).	4	TA Eisenhower Library <a href="http://www.eisenhower.utexas.edu">http://www.eisenhower.utexas.edu</a>	