

Curriculum Mapping Teacher: Brenia, Kwas, Sapienza, Sweeney
Content Area: Social Studies: 20th Century U.S. History Grade: 11

Content Unit Title/Approx. MQ/date:	Democratic Reforms and World Power (1890-1920) 16 Block Class Periods (1 st Quarter)
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UBD Units:	The United States and the World	The Progressive Era	The United States and World War I
UBD Unit Dates	6 Blocks	5 Blocks	5 Blocks
Content/ Essential Understandings:	<p>1.1.3 Trace the changing role of U.S. participation and influence in world affairs (e.g., trade, United Nations, NATO, globalization).</p> <p>1.1.5 Assess the influence of geography on the development of the United States (e.g., settlement patterns, natural disasters, resources, environmental issues).</p> <p>1.3.17 Explain imperialism’s causes and impact (e.g., Ottoman Empire, British Empire, Soviet Union).</p>	<p>1.1.6 Compare and contrast various American beliefs, values and political ideologies (e.g., political parties, nativism, Scopes trial, McCarthyism).</p> <p>1.1.12 Evaluate the role and impact significant individuals have had on historical events (e.g., Malcolm X, Susan B. Anthony, Eleanor Roosevelt, Martin Luther King Jr., Ronald Reagan).</p> <p>1.3.19 Compare and contrast political systems across historical time periods (e.g., totalitarian/authoritarian, monarchy, representative democracy).</p> <p>1.8.38 Analyze laws that have been modified to meet societies changing values and needs (e.g., civil rights laws, banking regulations).</p>	<p>1.1.3 Trace the changing role of the U.S. participation and influence in world affairs (e.g., trade, United Nations, NATO, globalization).</p> <p>1.1.7 Analyze the influence of nationalism on American society (e.g., wartime conservation programs, immigration policies, Japanese American internment).</p> <p>1.1.12 Evaluate the role and impact significant individuals have had on historical events (e.g., Malcolm X, Susan B. Anthony, Eleanor Roosevelt, Martin Luther King Jr., Ronald Reagan).</p> <p>1.1.18 Provide examples of conflict and cooperation in world affairs (e.g., World Wars I and II, United Nations, Common Market/European Union, World Bank).</p>

			<p>1.9.43 Give examples of how individuals or groups have worked to expand or limit citizens' rights in the United States and other nations (e.g., human rights groups, Gandhi, Nazi Holocaust).</p> <p>1.9.44 Analyze the tensions between the need for national security and protecting individual rights (e.g., World War I, Sedition Act, Patriot Act).</p>
Essential Questions:	To what extent did Progressives produce significant reforms in American business and government during the early part of the 20 th century?	To what extent was the U.S. justified in pursuing a policy of expansion in the late 19 th century and early 20 th century?	To what extent was the U.S. justified in entering WWI?
Assessment:	<p>Unit One Test</p> <p>Imperialism DAQ</p> <p>Map Quiz – 50 States</p>	Unit One Test	Unit One Test
Skills:	<p>How to write a DAQ</p> <p>Map Skills – Western Hemisphere</p>		Map Skills – World Maps of WWI
Curriculum	Chapter 19	Chapter 20	Chapter 21

<p>Resources (textbook chapters., novels, supplemental materials):</p>			
<p>Technology: Content: Process: Product/Evidence:</p>	<p>Lure of Empire Video United Streaming: American Imperialism at the Dawn of the 20th Century</p>	<p>United Streaming Video: Just the Facts: The Progressive Era</p>	