

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

<b>Content Unit Title/Approx. MQ/ date:</b>	Unit 4 – Aggression Abroad (1933-1945)  10 Block Classes (2 <sup>nd</sup> Quarter)
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<b>UBD Units:</b>	Clouds of War	A World Conflict
<b>UBD Unit Dates</b>	5 Blocks	5 Blocks
<b>Content/ Essential Understandings:</b>	<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>1.1.6 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>1.3.17 Explain imperialism’s causes and impact (e.g., Ottoman Empire, British Empire, Soviet Union).</p> <p>1.3.18 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>1.3.23 Analyze nationalisms impact on world events (e.g., Balkans 1914; 1930s Germany/Italy/Japan; Israel).</p>	<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>1.1.4 Explain the changing nature of the U.S. economy (e.g., agrarian, manufacturing, service, rise of unions, “green movement”).</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>1.1.9 Assess the significance of the evolving heterogeneity of American society (e.g., role of immigrants, cultural pluralism, contributions of minority groups).</p> <p>1.1.10 Analyze the impact of technology and scientific discovery on American society (e.g., vaccines, interstate highways, space race, telecommunications).</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>1.3.25 Evaluate the role and impact of the significant individual on historical events (e.g., Queen Elizabeth I, Karl Marx, Gandhi, Adolf Hitler, Mao Ze Dong, Nelson Mandela).</p> <p>1.3.26 Evaluate the impact of major belief systems on societies and nations (e.g., religions, philosophies, political theories).</p> <p>1.4.28 Analyze how geographic location and physical features have influenced national histories.</p> <p>1.7.36 Compare and contrast how different national governments throughout the world attempt to meet their citizens’ needs.</p> <p>1.11.49 Analyze how government’s with different economic systems can influence production and distribution.</p>	<p>1.3.18 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>1.3.25 Evaluate the role and impact of the significant individual on historical events (e.g., Queen Elizabeth I, Karl Marx, Gandhi, Adolf Hitler, Mao Ze Dong, Nelson Mandela).</p> <p>1.3.26 Evaluate the impact of major belief systems on societies and nations (e.g., religions, philosophies, political theories).</p> <p>1.4.28 Analyze how geographic location and physical features have influenced national histories.</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>
<p><b>Essential Questions:</b></p>	<p>To what extent did the rise of dictators in Europe and the Far East threaten the peace of the entire world?</p>	<p>To what extent did the rise of dictators in Europe and the Far East threaten the peace of the entire world?</p>
<p><b>Assessment:</b></p>	<p>Unit Four Test</p>	<p>Unit Four Test</p> <p>DAQ/DBQ – Was the United States justified in dropping two atomic bombs on Japanese cities to end World War Two in the Pacific?</p> <p>DAQ/DBQ – Was the United States government/military justified in interning [imprisoning] all Japanese-Americans on the West Coast during World War Two?</p>

<b>Skills:</b>	How to write a DAQ/DBQ.  Map Skills – Europe, Africa, Pacific	How to write a DAQ/DBQ.  Map Skills – Europe, Africa, Pacific
<b>Curriculum Resources</b> (textbook chapters., novels, supplemental materials):	Chapter 26  Maps – Europe, Africa, Pacific	Chapter 27  Maps – Europe, Africa, Pacific
<b>Technology:</b> Content:  Process:  Product/Evidence:		