

**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 7 – The United States Looks Ahead  14 Blocks (4 <sup>th</sup> Quarter)
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<b>UBD Units:</b>	In Pursuit of Civil Rights for All	Changing Leaders in Washington	The Emergence of a New World
<b>UBD Unit Dates</b>	4 Blocks	5 Blocks	5 Blocks
<b>Content/ Essential Understandings:</b>	<p>1.1.1 Investigate the causes and effects of migration within the United States (e.g., westward movement, African American Diaspora, urbanization, suburbanization).</p> <p>1.1.2 Trace the evolution of citizens’ rights (e.g., Palmer raids, struggle for civil rights, women’s rights movements, Patriot Act).</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>1.1.6 Compare and contrast various American beliefs, values and political ideologies (e.g., political parties, nativism, Scopes trial, McCarthyism).</p>	<p>1.1.2 Trace the evolution of citizens’ rights (e.g., Palmer raids, struggle for civil rights, women’s rights movements, Patriot Act).</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>1.1.5 Assess the influence of geography on the development of the United States (e.g., settlement patterns, natural disasters, resources, environmental issues).</p> <p>1.1.6 Compare and contrast various American beliefs, values and political ideologies (e.g., political parties, nativism, Scopes trial, McCarthyism).</p> <p>1.1.10 Analyze the impact of technology</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>1.1.6 Compare and contrast various American beliefs, values and political ideologies (e.g., political parties, nativism, Scopes trial, McCarthyism).</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>1.1.9 Assess the significance of the evolving heterogeneity of American society (e.g., role of immigrants, cultural pluralism, contributions of minority groups).</p> <p>1.1.11 Analyze how the arts, architecture, music and literature of the United States reflect its history and cultural heterogeneity (e.g., New Orleans Jazz, Harlem naissance, Frank Lloyd Wright, Maya Angelou, rock' n' roll).</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>1.3.15 Explain how a civilization/nation's arts, architecture, music and literature reflect its culture and history.</p> <p>1.3.16 Explain the significance of globalization on the world's nations and societies (e.g., cross-border migrations, economic trade, cultural exchange).</p>	<p>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>1.3.16 Explain the significance of globalization on the world's nations and societies (e.g., cross-border migrations, economic trade, cultural exchange).</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 nationalism's impact on world events (e.g., Balkans 1914; 1930s Germany/Italy/Japan; Israel).</p> <p>1.3.24 Analyze the causes and results of political/social revolution (e.g., French, Russian, China, 1980s/90s/South Africa, Industrial).</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>1.5.29 Analyze how a specific</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>1.3.18 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 nationalism's impact on world events (e.g., Balkans 1914; 1930s Germany/Italy/Japan; Israel).</p> <p>1.3.24 Analyze the causes and results of political/social revolution (e.g., French, Russian, China, 1980s/90s/South Africa, Industrial).</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>1.8.38 Analyze laws that have been modified to meet societies changing values and needs (e.g., civil rights laws, banking regulations).</p>
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	<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>1.6.35 Compare and contrast migrations impact on the country of origin and the country of settlement.</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>1.8.42 Assess the role of lobbying and citizen petitioning in shaping legislation.</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>1.9.45 Analyze historical and contemporary examples of the need to ensure human rights and the national and international levels (e.g., Amnesty International, Geneva Conventions, U.N. Declaration of Human Rights).</p>	<p>environment has influenced historical developments in a region/nation of the world.</p> <p>1.7.36 Compare and contrast how different national governments throughout the world attempt to meet their citizen's needs.</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>1.9.45 Analyze historical and contemporary examples of the need to ensure human rights and the national and international levels (e.g., Amnesty International, Geneva Conventions, U.N. Declaration of Human Rights).</p> <p>1.10.46 Describe how a nation's availability of resources has changed over time (e.g., war, expansion, trade).</p> <p>1.10.47 Analyze how the abundance or scarcity of resources affects the nation and the individual.</p> <p>1.10.48 Analyze how the government's resources can be used to influence economic decisions.</p> <p>1.11.50 Examine how government</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>1.12.52 Explain how trade surpluses and deficits develop.</p> <p>1.12.53 Compare and contrast free trade and fair trade.</p>
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<b>Essential Questions:</b>	Should there be an equal rights amendment to the United States Constitution?	To what extent did conflicts with Middle Eastern nations create new problems for the United States?	To what extent did the end of the cold war bring new opportunities and new challenges for the United States?
<b>Assessment:</b>	<p>Unit Seven Test</p> <p>DAQ/DBQ – Should there be an Equal Rights Amendment to the United States Constitution?</p>	Unit Seven Test	<p>Unit Seven Test</p> <p>Culminating Project TBD</p>
<b>Skills:</b>	How to write a DAQ/DBQ	How to write a DAQ/DBQ	How to write a DAQ/DBQ

<b>Curriculum Resources</b> (textbook chapters., novels, supplemental materials):	Chapter 34	Chapter 35	Chapter 36
<b>Technology:</b> Content: Process: Product/Evidence:			