

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

Content Unit Title/Approx. MQ/ date:	Unit 4 – Aggression Abroad (1933-1945) 10 Block Classes (2 nd Quarter)
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UBD Units:	Clouds of War	A World Conflict
UBD Unit Dates	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>1.1.6 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>
Essential Questions:	To what extent did the rise of dictators in Europe and the Far East threaten the peace of the entire world?	To what extent did the rise of dictators in Europe and the Far East threaten the peace of the entire world?
Assessment:	Unit Four Test	<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>

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