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

Content Unit	Unit 7 – The United States Looks Ahe	ad	
Title/Approx. MQ/			
date:	14 Blocks (4 th Quarter)		
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UBD Units:	In Pursuit of Civil Rights for All	Changing Leaders in Washington	The Emergence of a New World
UBD Unit Dates	4 Blocks	5 Blocks	5 Blocks
Content/Essential	1.1.1 Investigate the causes and	1.1.2 Trace the evolution of citizens'	1.1.3 Trace the changing role of U.S.
Understandings:	effects of migration within the	rights (e.g., Palmer raids, struggle for	participation and influence in world
	United States (e.g., westward	civil rights, women's rights movements,	affairs (e.g., trade, United Nations,
	movement, African American	Patriot Act).	NATO, globalization).
	Diaspora, urbanization,		
	suburbanization).	1.1.3 Trace the changing role of U.S.	1.1.4 Explain the changing nature of
		participation and influence in world	the U.S. economy (e.g., agrarian,
	1.1.2 Trace the evolution of	affairs (e.g., trade, United Nations,	manufacturing, service, rise of unions,
	citizens' rights (e.g., Palmer raids,	NATO, globalization).	"green movement").
	struggle for civil rights, women's	1.1.4 Explain the changing nature of the	
	rights movements, Patriot Act).	U.S. economy (e.g., agrarian,	1.1.6 Compare and contrast various
	1 1 2 Trace the shareing role of	manufacturing, service, rise of unions,	American beliefs, values and political
	1.1.3 Trace the changing role of U.S. participation and influence in	"green movement").	ideologies (e.g., political parties, nativism, Scopes trial, McCarthyism).
	world affairs (e.g., trade, United	groon mo voment).	nauvisiii, Scopes triai, McCartifyisiii).
	Nations, NATO, globalization).	1.1.5 Assess the influence of geography	1.1.10 Analyze the impact of
	Nations, NATO, globalization).	on the development of the United States	technology and scientific discovery on
	1.1.6 Compare and contrast various	(e.g., settlement patterns, natural	American society (e.g., vaccines,
	American beliefs, values and	disasters, resources, environmental	interstate highways, space race,
	political ideologies (e.g., political	issues).	telecommunications).
	parties, nativism, Scopes trial,		ciccommunications).
	McCarthyism).	1.1.6 Compare and contrast various	
		American beliefs, values and political	
		ideologies (e.g., political parties,	
		nativism, Scopes trial, McCarthyism).	
		1.1.10 Analyza the impact of technology	
		1.1.10 Analyze the impact of technology	

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1.1.9 Assess the significateevolving heterogeneity ofsociety (e.g., role of immediationcultural pluralism, contributionminority groups).1.1.11 Analyze how the ataarchitecture, music and littlethe United States reflect ifand cultural heterogeneityNew Orleans Jazz, Harletnaissance, Frank Lloyd WMaya Angelou, rock' n' main1.1.12 Evaluate the role atasignificant individuals hathistorical events (e.g., Main	f American igrants, butions ofsociety (e.g., vaccines, interstate highways, space race, telecommunications).arts, terature of its history y (e.g., m1.1.12 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).Martin Luther King Jr., Ronald Reagan).1.3.16 Explain the significance of globalization on the world's nations and societies (e.g., cross-border migrations, economic trade, cultural exchange).	 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). 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). 1.3.23 Analyze nationalism's impact on world events (e.g., Balkans 1914; 1930s Germany/Italy/Japan; Israel).
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	1.1.12 Evaluate the role and impact	Reagan).
1.1.11 Analyze how the a	arts, significant individuals have had on	
architecture, music and li		1.3.18 Provide examples of conflict
the United States reflect		and cooperation in world affairs (e.g.,
and cultural heterogeneit	y (e.g., Martin Luther King Jr., Ronald Reagan).	World Wars I and II, United Nations,
New Orleans Jazz, Harle		Common Market/European Union,
		World Bank).
Maya Angelou, rock' n'		
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e		1930s Germany/Italy/Japan; Israel).
historical events (e.g., Ma	······································	
Susan B. Anthony, Elean		1.3.24 Analyze the causes and results
Roosevelt, Martin Luther		of political/social revolution (e.g.,
Ronald Reagan).	Market/European Union, World Bank).	French, Russian, China,
		1980s/90s/South Africa, Industrial).
1.3.15 Explain how a	1.3.23 Analyze nationalism's impact on	
civilization/nation's arts,	world events (e.g., Balkans 1914; 1930s	1.3.25 Evaluate the role and impact of
architecture, music and li		the significant individual on historical
reflect its culture and hist		events (e.g., Queen Elizabeth I, Karl
	1.3.24 Analyze the causes and results of	Marx, Gandhi, Adolf Hitler, Mao Ze
1.3.16 Explain the signifi		Dong, Nelson Mandela).
globalization on the worl		1.0.20 Anolyma lower that have ha
and societies (e.g., cross-		1.8.38 Analyze laws that have been
migrations, economic tra	1.3.25 Evaluate the role and impact of	modified to meet societies changing
exchange).	the significant individual on historical	values and needs (e.g., civil rights laws, banking regulations).
	events (e.g., Queen Elizabeth I, Karl	laws, ballking legulations).
	Marx, Gandhi, Adolf Hitler, Mao Ze	
	Dong, Nelson Mandela).	
	1.5.29 Analyze how a specific	

1.3.25 Evaluate the role and impact	environment has influenced historical	1.9.43 Give examples of how
of the significant individual on	developments in a region/nation of the	individuals or groups have worked to
historical events (e.g., Queen	world.	expand or limit citizens' rights in the
Elizabeth I, Karl Marx, Gandhi,	wonu.	United States and other nations (e.g.,
Adolf Hitler, Mao Ze Dong, Nelson	1.7.36 Compare and contrast how	human rights groups, Gandhi, Nazi
Mandela).	different national governments	Holocaust).
1625 Commons and contract	throughout the world attempt to meet their citizen's needs.	1 12 52 Englain have too de averalises
1.6.35 Compare and contrast	their citizen's needs.	1.12.52 Explain how trade surpluses
migrations impact on the country of		and deficits develop.
origin and the country of settlement.	1.9.43 Give examples of how	1 12 52 6
	individuals or groups have worked to	1.12.53 Compare and contrast free
1.8.38 Analyze laws that have been	expand or limit citizens' rights in the	trade and fair trade.
modified to meet societies changing	United States and other nations (e.g.,	
values and needs (e.g., civil rights	human rights groups, Gandhi, Nazi	
laws, banking regulations).	Holocaust).	
1.9.42 Access the role of lobbying	1045 Analyza historiaal and	
1.8.42 Assess the role of lobbying	1.9.45 Analyze historical and	
and citizen petitioning in shaping	contemporary examples of the need to	
legislation.	ensure human rights and the national	
1042 Circle and a state of the sec	and international levels (e.g., Amnesty	
1.9.43 Give examples of how	International, Geneva Conventions,	
individuals or groups have worked	U.N. Declaration of Human Rights).	
to expand or limit citizens' rights in		
the United States and other nations	1.10.46 Describe how a nation's	
(e.g., human rights groups, Gandhi,	availability of resources has changed	
Nazi Holocaust).	over time (e.g., war, expansion, trade).	
1.9.45 Analyze historical and	1.10.47 Analyze how the abundance or	
contemporary examples of the need	scarcity of resources affects the nation	
to ensure human rights and the	and the individual.	
national and international levels		
	1 10 48 Analyza how the government's	
(e.g., Amnesty International, Geneva Conventions, U.N.	1.10.48 Analyze how the government's resources can be used to influence	
Declaration of Human Rights).	economic decisions.	
	1.11.50 Examine how government	
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	 1.13.56 Recognize the importance of viewing a culture through a variety of perspectives. 1.13.57 Analyze examples of the impact of cultural diversity in different nations throughout history (e.g., Iraq, the former Yugoslavia, Rwanda, South Africa). 1.13.58 Analyze the impact of family, religion, gender, ethnicity and socioeconomic status on personal development 1.13.59 Analyze the impact of family, religion, gender, ethnicity 	 activity (e.g., tariffs, taxes, social reforms) can influence an individual's economic decisions. 1.11.51 Analyze how government policies (e.g., taxation, spending) can influence how people and businesses use resources. 1.12.52 Explain how trade surpluses and deficits develop. 1.12.54 Analyze ways governments and international organizations can promote or inhibit economic development. 1.12.55 Analyze factors that encourage 	
	and socioeconomic status on the development of culture.	a business to relocate to another country.	
Essential Questions:	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?
Assessment:	Unit Seven Test DAQ/DBQ – Should there be an Equal Rights Amendment to the United States Constitution?	Unit Seven Test	Unit Seven Test Culminating Project TBD
Skills:	How to write a DAQ/DBQ	How to write a DAQ/DBQ	How to write a DAQ/DBQ
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Curriculum Resources (textbook chapters., novels, supplemental materials):	Chapter 34	Chapter 35	Chapter 36
Technology: Content: Process: Product/Evidence:			