

**Tunkhannock Area School District
Grade 12_World History
Curriculum Map**

Major Cultural Revolutions

Targeted Standard(s): Common Core

- 8.3.12 E (3) Impact of political conflicts
- 8.4.12.A (1) World History since 1450; political and military leaders
- 8.4.12. D(1) World History since 1450; Domestic instability
- 7.3.12 B (1) cultural conflicts
- 7.3.9.A (1) geographic characteristics of population at the state and national levels
- 7.3.9. B(1) Ethnicity of people at national levels
- 7.3.12A (2) impact of geographic trends on population distribution

Enduring Understandings:

- How does culture shape the world?

Essential Questions:

- What major cultural revolutions have helped to shape the world?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • Analyze the impact of innovation on religion. • Describe the role of geopolitical continuity. • Evaluate the various impacts of global markets. • Analyze various reasons that cultural conflicts arise. • Examine the rise and fall of various civilizations. 	<ul style="list-style-type: none"> • Analyze causes of large scale population movements from rural areas to cities • Examine the movement of people and the cultural diffusion that resulted • Identify issues that affect the entire world (e.g., terrorism, acid rain, apartheid, drug trafficking) as well as issues that involve the entire world (e.g., AIDS, global warming, World Trade Organization). Analyze the root causes of cultural conflicts, such as those found in the Middle East, Ireland, Quebec, the Congo, Eastern Europe, Indonesia, etc. 	<ul style="list-style-type: none"> • Lecture on religion and geopolitical continuity • Reading and note taking • Differentiated instruction techniques • Discussion Questioning • Probing Mapping Multi • Media presentation • Technological activities • Group Presentation • Collins Writing 	<ul style="list-style-type: none"> • In a position paper, describe the contradiction between the concept of civilization and civilized behavior.

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	<ul style="list-style-type: none"> Determine the impacts of evolving definitions of “civilization”. 	<ul style="list-style-type: none"> Create a comparative chart which details the religious beliefs and practices of major world religions. Trial to settle a global dispute. Research the conflicting points of view on the issue and speculate on topics for current disputes. 	
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Materials/Resources/Technology
<p>Online resources:</p> <p>Dreyfus Affair: http://www.boondocksnet.com/cartoons/mc32_b.html</p> <p>Universal Declaration of Human Rights: http://www.umn.edu/humanrts/instree/b1udhr.htm</p> <p>South Africa Photography http://www.iccreations.com/SouthAfrica/Pages/southafricapicturegallery.html</p> <p>Resources for Teaching on South Africa http://www.bu.edu/africa/outreach/materials/handouts/safrica.html</p> <p>The British Empire http://www.britishempire.co.uk/</p> <p>Why Teach Genocide? http://www.teachgenocide.org/</p> <p>European Welfare States: Information and Resources http://www.pitt.edu/~heinisch/eusocial.html</p> <p>Fidel Castro: Further Reading http://www.pbs.org/wgbh/amex/castro/filmmore/fr.html</p> <p>Image Archive of the Eugenics Movement: http://www.eugenicsarchive.org/eugenics</p> <p>Classroom Resources: Textbook Prentice Hall World History , The modern Era</p>

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Revolutions and Nationalism

Targeted Standard(s): Common Core

- 8.3.12 E (3) Impact of political conflicts
- 8.4.12.A (1) World History since 1450; political and military leaders
- 8.4.12. D(1) World History since 1450; Domestic instability
- 7.3.12 B (1) cultural conflicts
- 7.3.9.A (1) geographic characteristics of population at the state and national levels
- 7.3.9. B(1) Ethnicity of people at national levels
- 7.3.12A (2) impact of geographic trends on population distribution

Enduring Understandings:

- How has Nationalism changed the course of history?

Essential Questions:

- What effect did nationalism and the demand for reform have in Europe?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • Analyze the causes and assess the influence of seventeenth to nineteenth century political revolutions in England, North America, and France on individuals, governing bodies, church-state relations, and diplomacy. • Describe the changes in economies and political control in nineteenth 	<ul style="list-style-type: none"> • Identify specific examples of economic, philosophical, political, and scientific ideas that were the foundation of the Enlightenment. • Demonstrate the impact of the Enlightenment on segments of society. • Evaluate to what extent revolutions in North America and France brought about expectations of liberty, equality, fraternity, and justice. • Describe how European commercial networks were replaced with political domination or spheres of influence. • Cite examples of nationalism and explain how it and other factors (including but not limited to 	<ul style="list-style-type: none"> • Lecture Revolutions and Nationalism • Reading and note taking • Differentiated instruction techniques • Discussion Questioning • Probing Mapping Multi • Media presentation • Technological activities • Group Presentation • Collins Writing 	<ul style="list-style-type: none"> • Quiz/Test Essays • Observation of Activities • Document based Questions

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<p>century Africa, Asia, Europe, and the Americas.</p> <ul style="list-style-type: none"> • Evaluate the growth of nationalism as a contributor to nineteenth century European revolutions (e.g., in the Balkans, France, Germany, and Italy). • Examine the causes and effects of the Russian Revolution for Russia and the world. • Evaluate the causes and effectiveness of nineteenth and twentieth century nationalistic movements that challenged European domination in Africa, Asia, 	<p>class status, eighteenth-century philosophical ideas, and industrialization) contributed to revolutionary changes.</p> <p>Explain the long and short term causes of the Russian Revolution and how they led to the establishment of the Soviet state</p>		
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Materials/Resources/Technology
<p>Online resources:</p> <p>Dreyfus Affair: http://www.boondocksnet.com/cartoons/mc32_b.html</p> <p>Universal Declaration of Human Rights: http://www.umn.edu/humanrts/instree/b1udhr.htm</p> <p>South Africa Photography http://www.iccreations.com/SouthAfrica/Pages/southafricapicturegallery.html</p> <p>Resources for Teaching on South Africa http://www.bu.edu/africa/outreach/materials/handouts/safrica.html</p> <p>The British Empire http://www.britishempire.co.uk/</p>

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Why Teach Genocide? <http://www.teachgenocide.org/>
European Welfare States: Information and Resources <http://www.pitt.edu/~heinisch/eusocial.html>
Fidel Castro: Further Reading <http://www.pbs.org/wgbh/amex/castro/filmmore/fr.html>
Image Archive of the Eugenics Movement: <http://www.eugenicsarchive.org/eugenics>
Classroom Resources: Textbook Prentice Hall World History , The modern Era

**Tunkhannock Area School District
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New Global Pattern

Targeted Standard(s): Common Core

- 8.1.12.
 - Evaluate chronological thinking.
 - Synthesize and evaluate historical sources.
 - Evaluate historical interpretation of events.
 - Synthesize historical research.
- 8.1.12. Evaluate chronological thinking. Synthesize and evaluate historical sources
 - Analyze and interpret historical sources.
 - Analyze and interpret historical research.
- 8.4.12.
 - Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.
 - Evaluate historical documents, material artifacts and historic sites important to world history since 1450.
 - Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.
 - Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to Present in Africa, Americas, Asia and Europe.
- 7.1.12
 - Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to Present in Africa, Americas, Asia and Europe.
 - Analyze the location of places and regions
- 7.3.12
 - Analyze the significance of human activity in shaping places and regions by their cultural characteristics.
 - Analyze the significance of human activity in shaping places and regions by their political characteristics
- 6.1.12.
 - Describe historical examples of expansion, recession, and depression internationally.
- 6.3.9
 - Analyze how unlimited wants and limited resources affect decision-making.
- 6.3.12
 - Evaluate the economic choice behind a choice.
 - Evaluate the allocation of resources used to produce goods and services.
 - Analyzed he opportunity cost of decisions by individuals, businesses, communities, and nations.
- 6.4.9
 - Explain how trade may improve a society's standard of living.
- 6.4. 12

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<ul style="list-style-type: none"> ○ Analyze the relationship between trade, competition and productivity. ○ Explain how the locations of resources, transportation and communication networks and technology have affected international patterns.
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Geography’s impact on governments. ● The affects modernization has on governments. ● How changing economic structures affect political boundaries. ● The changes in demographics that occur with modernization.
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How does geography affect the people of Japan? ● To what extent did industrialization change the political structure Japan? ● How did Japan become a modern industrial power? ● How did industrial powers divide up Southeast Asia? ● Why was the British Commonwealth system developed?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> ● Analyze the modernization process in Japan. ● Analyze Japans growing militarism ● Describe the changes Japans expansionism creates in SE Asia. ● Synthesize European Imperialistic actions in SE Asia. ● The cultural impact Imperialism has on the Cultural, political, and 	<ul style="list-style-type: none"> ● Label Emperor Maiji, Matthew Perry, and Zaibatsu. Describe early American contact with Japan ● Explain the change in Japan as it transforms into a modern industrialized country. ● Label The Dutch East Indian Company, SE Asia countries, and Oceana ● Describe How European and American culture changed the cultures of SE Asia ● Explain the changes the western powers had on the countries of SE Asia ● Label map parts of Oceana and Canada. ● Describe the difference between the European settlement of Australia and New Zealand. 	<ul style="list-style-type: none"> ● Lecture Modernization of Japan ● Reading and note taking ● Differentiated instruction techniques ● Discussion Questioning ● Probing Mapping Multi ● Media presentation ● Technological activities ● Group Presentation ● Collins Writing 	<ul style="list-style-type: none"> ● Quiz Test ● Observation of Activities Document based Questions ● Oral responses ● Essays

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<p>economic situations in the world</p> <ul style="list-style-type: none"> • Why Self Rule was allowed for Canada. How the changes in Canada led to Self Rule in Australia and New Zealand • The lingering economic problems in Latin America. • Mexico's attempts at political stability • The cycle of economic dependence South America has with the North and Europe • The United States attempts to expand into Latin America 	<ul style="list-style-type: none"> • Label the countries of South and Central America. • Explain the complex economic situation between Latin America and the United States. • Describe the affects on Latin America as a result of the US building the Panama Canal. • Explain the sometimes violent political history of Mexico. 		
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<p>Materials/Resources/Technology</p>
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WWI and the Russian Revolution

Targeted Standard(s): Common Core

- 8.1.12.
 - Evaluate chronological thinking.
 - Synthesize and evaluate historical sources.
 - Evaluate historical interpretation of events.
 - Synthesize historical research.
- 8.1.12. Evaluate chronological thinking. Synthesize and evaluate historical sources
 - Analyze and interpret historical sources.
 - Analyze and interpret historical research.
- 8.4.12.
 - Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.
 - Evaluate historical documents, material artifacts and historic sites important to world history since 1450.
 - Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.
 - Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to Present in Africa, Americas, Asia and Europe.
- 7.1.12
 - Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to Present in Africa, Americas, Asia and Europe.
 - Analyze the location of places and regions
- 7.3.12
 - Analyze the significance of human activity in shaping places and regions by their cultural characteristics.
 - Analyze the significance of human activity in shaping places and regions by their political characteristics
- 6.1.12.
 - Describe historical examples of expansion, recession, and depression internationally.
- 6.3.9
 - Analyze how unlimited wants and limited resources affect decision-making.
- 6.3.12
 - Evaluate the economic choice behind a choice.
 - Evaluate the allocation of resources used to produce goods and services.
 - Analyzed he opportunity cost of decisions by individuals, businesses, communities, and nations.
- 6.4.9
 - Explain how trade may improve a society's standard of living.
- 6.4. 12

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<ul style="list-style-type: none"> ○ Analyze the relationship between trade, competition and productivity. ○ Explain how the locations of resources, transportation and communication networks and technology have affected international patterns.
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● The learner will analyze the causes and results of World War I and the Russian Revolution on the world.
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why were there global conflicts in the twentieth century? ● How were the global conflicts in the twentieth century resolved? ● What factors seem to be constant in global war? ● What is the impact of global war on the development of a global society?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> ● Analyze the causes and course of World War I and assess its consequences. ● Assess the significance of the war experience on global foreign and domestic policies of the 1920s and 1930s. ● Examine governmental policies and the role of organizations established to maintain peace and judge their continuing effectiveness ● Examine the causes and effects of the Russian Revolution for Russia and the world. 	<ul style="list-style-type: none"> ● Label militarism, alliances, Imperialism, nationalism, existentialism, fascism, Totalitarianism, and isolationism. ● Describe the military strategies employed during World War I ● Explain European boundaries and compare the changes that resulted from World War I ● Analyze the rise of totalitarian governments. ● Explain the affects of industrialization on Warfare. ● Describe the events leading to the Russian Revolution ● Describe the events leading to the Russian Revolution ● Explain the long and short term causes of the Russian Revolution and how they led to the establishment of the Soviet state. 	<ul style="list-style-type: none"> ● Lecture ● Assess the impact of changing European ideologies on the global conflicts of the twentieth century ● Discussion ● Analyze the rise of totalitarian ● Questioning Debate the usefulness of Alliances. ● Probing Did WWI Set the stage for WWII Mapping Label the geographic changes in the world as a result of WWI 	<ul style="list-style-type: none"> ● Quiz ● Test ● Observation of Activities Document based Questions Oral responses Essays

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		<ul style="list-style-type: none"> • Multi Media presentation • Technological activities Presentations 	
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Materials/Resources/Technology
<p>Online resources:</p> <p>Dreyfus Affair: http://www.boondocksnet.com/cartoons/mc32_b.html</p> <p>Universal Declaration of Human Rights: http://www.umn.edu/humanrts/instree/b1udhr.htm</p> <p>South Africa Photography http://www.iccreations.com/SouthAfrica/Pages/southafricapicturegallery.html</p> <p>Resources for Teaching on South Africa http://www.bu.edu/africa/outreach/materials/handouts/safrica.html</p> <p>The British Empire http://www.britishempire.co.uk/</p> <p>Why Teach Genocide? http://www.teachgenocide.org/</p> <p>European Welfare States: Information and Resources http://www.pitt.edu/~heinisch/eusocial.html</p> <p>Fidel Castro: Further Reading http://www.pbs.org/wgbh/amex/castro/filmmore/fr.html</p> <p>Image Archive of the Eugenics Movement: http://www.eugenicsarchive.org/eugenics</p> <p>Classroom Resources: Textbook Prentice Hall World History , The modern Era</p>

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Patterns of Social Order

Targeted Standard(s): Common Core

- 8.1.12.
 - Evaluate chronological thinking.
 - Synthesize and evaluate historical sources.
 - Evaluate historical interpretation of events.
 - Synthesize historical research.
- 8.1.12. Evaluate chronological thinking. Synthesize and evaluate historical sources
 - Analyze and interpret historical sources.
 - Analyze and interpret historical research.
- 8.4.12.
 - Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.
 - Evaluate historical documents, material artifacts and historic sites important to world history since 1450.
 - Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.
 - Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to Present in Africa, Americas, Asia and Europe.
- 7.1.12
 - Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to Present in Africa, Americas, Asia and Europe.
 - Analyze the location of places and regions
- 7.3.12
 - Analyze the significance of human activity in shaping places and regions by their cultural characteristics.
 - Analyze the significance of human activity in shaping places and regions by their political characteristics
- 6.1.12.
 - Describe historical examples of expansion, recession, and depression internationally.
- 6.3.9
 - Analyze how unlimited wants and limited resources affect decision-making.
- 6.3.12
 - Evaluate the economic choice behind a choice.
 - Evaluate the allocation of resources used to produce goods and services.
 - Analyzed he opportunity cost of decisions by individuals, businesses, communities, and nations.
- 6.4.9
 - Explain how trade may improve a society's standard of living.
- 6.4. 12

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<ul style="list-style-type: none"> ○ Analyze the relationship between trade, competition and productivity. ○ Explain how the locations of resources, transportation and communication networks and technology have affected international patterns.
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Economic change leads to different forms of political control. Understand the shifts in power and status that have occurred from economic change, technological change, and demographic change.
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How is power obtained and maintained over time? ● What has led to the changing nature of social order over time? ● What are the social order issues of the twenty-first century?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> ● Compare the conditions, racial composition, and status of social classes, castes, and slaves in world societies and analyze changes in those elements ● Analyze causes and results of ideas of superiority and inferiority in society and how those ideas have changed over time. ● Trace the changing definitions of citizenship and the expansion of suffrage. ● Relate the dynamics of state economies to the well-being of their members and to 	<ul style="list-style-type: none"> ● Compare slavery in emerging civilizations with serfdom and with African slavery throughout the world in the seventeenth and eighteenth centuries. ● Analyze the factors that brought an end to systems of forced labor. ● Analyze the cause and impact of changes in the Indian caste system in the twentieth century. ● Trace changes in the role and status of women over time. ● Identify the impact of ideas of superiority and inferiority in Nazi Germany and in events such as genocide and apartheid. ● Evaluate the causes, course, and results of civil wars (e.g., Africa, Asia, Latin America). ● Define the business cycle and cite its effects on domestic and international policies 	<ul style="list-style-type: none"> ● Overall concepts to be taught areas follows: Class, wage slavery, discrimination, Elitism, ethnic cleansing, ethnocentrism gender issues, citizenship, suffrage, state economies, sustainable development, civil war, ● Lecture, discuss, and use cooperative learning venues Subjects that can be addressed are: Apartheid, British rule, Armenian genocide, Holocaust, Hutus and Tutsis, Nazism, Dreyfus Affair, business cycle Fidel Castro and Cuba, enclosure 	<ul style="list-style-type: none"> ● Quiz ● Test Observation of Activities Document based Questions Oral responses Essays

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<p>changes in the role of government (including but not limited to the enclosure movement, the Great Depression, and the rise of the welfare state).</p> <ul style="list-style-type: none"> Analyze issues such as ecological/environmental concerns, political instability, and nationalism as challenges to which societies must respond. 		<p>movement, European Union Great Depression, Labor party, most favored nation status, NAFTA, state capitalism, welfare state, acid rain, Argentina, Jean-Bertrand Aristide, Cambodia, Congo, Duvalier's, global warming, Haiti, Khmer Rouge Organization of African Unity, Organization of American States, Juan and Eva Perón, Peru, Afghanistan, Chechnya, contras and Sandinistas, Kashmir, Nigeria, Palestinian Liberation Organization, Six-Day War, South Africa, Taliban, Tibet, Yugoslavia</p>	
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<p>Materials/Resources/Technology</p>
<p>Online resources: Dreyfus Affair: http://www.boondocksnet.com/cartoons/mc32_b.html Universal Declaration of Human Rights: http://www.umn.edu/humanrts/instree/b1udhr.htm South Africa Photography http://www.iccreations.com/SouthAfrica/Pages/southafricapicturegallery.html Resources for Teaching on South Africa http://www.bu.edu/africa/outreach/materials/handouts/safrica.html The British Empire http://www.britishempire.co.uk/ Why Teach Genocide? http://www.teachgenocide.org/ European Welfare States: Information and Resources http://www.pitt.edu/~heinisch/eusocial.html Fidel Castro: Further Reading http://www.pbs.org/wgbh/amex/castro/filmmore/fr.html Image Archive of the Eugenics Movement: http://www.eugenicsarchive.org/eugenics Classroom Resources: Textbook Prentice Hall World History , The modern Era</p>

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Technology and Emerging Global Order

Targeted Standard(s): Common Core

- 8.1.12.
 - Evaluate chronological thinking.
 - Synthesize and evaluate historical sources.
 - Evaluate historical interpretation of events.
 - Synthesize historical research.
- 8.1.12. Evaluate chronological thinking. Synthesize and evaluate historical sources
 - Analyze and interpret historical sources.
 - Analyze and interpret historical research.
- 8.4.12.
 - Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.
 - Evaluate historical documents, material artifacts and historic sites important to world history since 1450.
 - Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.
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 - Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to Present in Africa, Americas, Asia and Europe.
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- 7.3.12
 - Analyze the significance of human activity in shaping places and regions by their cultural characteristics.
 - Analyze the significance of human activity in shaping places and regions by their political characteristics
- 6.1.12.
 - Describe historical examples of expansion, recession, and depression internationally.
- 6.3.9
 - Analyze how unlimited wants and limited resources affect decision-making.
- 6.3.12
 - Evaluate the economic choice behind a choice.
 - Evaluate the allocation of resources used to produce goods and services.
 - Analyzed he opportunity cost of decisions by individuals, businesses, communities, and nations.
- 6.4.9
 - Explain how trade may improve a society's standard of living.
- 6.4. 12

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<ul style="list-style-type: none"> ○ Analyze the relationship between trade, competition and productivity. ○ Explain how the locations of resources, transportation and communication networks and technology have affected international patterns.
Enduring Understandings: <ul style="list-style-type: none"> ● The impacts of technology on our modern world.
Essential Questions: <ul style="list-style-type: none"> ● What are the short term and long term consequences of the development of new technology? ● How has technology impacted world history?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> ● Assess the degree to which discoveries, innovations, and technologies have accelerated change. ● Examine the causes and effects of scientific revolutions and cite their major costs and benefits. ● Examine the causes and effects of industrialization and cite its major costs and benefits. ● Describe significant characteristics of global connections created by technological change and assess the degree to which cultures participate in that change 	<ul style="list-style-type: none"> ● Identify important contributions to the fields of science and technology. ● Analyze the cultural, religious, and scientific impact of astronomical discoveries and innovations from Copernicus to Newton. ● Assess the impact of competition among nations in the fields of space exploration, nuclear technology, and natural resource utilization. ● Examine revolutionary changes in agriculture and medicine. ● Describe changes in social organization and efforts for political reform that occurred as a result of industrialization. ● Study the ways in which technology has contributed to global connections and contrast its effects on urban and rural populations (e.g., airplanes, satellites, computers, cell phones). 	<ul style="list-style-type: none"> ● Overall concepts to be taught are: Technology, deductive reasoning, Deism, inductive reasoning, natural law, scientific method, labor unions, mass production urbanization, Pacific Rim Through Lecture, discuss, and use cooperative learning 	<ul style="list-style-type: none"> ● Quiz ● Test ● Observation of Activities ● Document based Questions ● Oral responses Essays

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Materials/Resources/Technology

Online resources:

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South Africa Photography <http://www.iccreations.com/SouthAfrica/Pages/southafricapicturegallery.html>

Resources for Teaching on South Africa <http://www.bu.edu/africa/outreach/materials/handouts/safrica.html>

The British Empire <http://www.britishempire.co.uk/>

Why Teach Genocide? <http://www.teachgenocide.org/>

European Welfare States: Information and Resources <http://www.pitt.edu/~heinisch/eusocial.html>

Fidel Castro: Further Reading <http://www.pbs.org/wgbh/amex/castro/filmmore/fr.html>

Image Archive of the Eugenics Movement: <http://www.eugenicsarchive.org/eugenics>

Classroom Resources: Textbook Prentice Hall World History , The modern Era