

Tunkhannock Area School District
World War II
Curriculum Map

WWI and Consequences

Targeted Standard(s): Common Core

HISTORY

- 8.2.12A - Evaluate the political and cultural contributions of individuals and groups to Pennsylvania history from 1890 to Present.
- 8.3.12B - Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present.
- 8.3.12C - Evaluate how continuity and change has influenced United States history from 1890 to Present.
- 8.3.12D - Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to the Present.
- GEOGRAPHY
- 7.1.12B - Analyze the location of places and regions
- 7.3.12E - Analyze the significance of human activity in shaping places and regions by their political characteristics:
- ECONOMICS
- 6.1.12C - Assess the strength of the regional, national and/or international economy and compare it to another time period based upon economic indicators.
- 6.1.12D - Describe historical examples of expansion, recession, and depression internationally.
- 6.4.12C - Evaluate how a nation might benefit by lowering or removing trade barriers.
- 6.4.12D - Explain how the location of resources, transportation and communication networks and technology have affected international economic pattern

READING

Reading Standards for Literacy Grades 11-12

- CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CC.8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10)
- CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.H. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CC.8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

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Standards for Writing in History/Social Studies 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.
 - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from or supports the argument presented

- CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

- CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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<ul style="list-style-type: none"> • CC.8.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research. • CC8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The impact of WWI on Europe • The impact of WWI on the U.S. • The relationship of the Treaty of Versailles on the world and future events
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How did WWI influence politics on a domestic and international level • How did Versailles impact Germany • What social, economic and environmental consequences resulted from WWI • How did WWI contribute to the rise of Adolf Hitler

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"> • Political geography of WWI • Eastern and Western Fronts • Death Totals of WWI • Political geography of WWI 	<ul style="list-style-type: none"> • Identify nations fighting in WWI • Identify the style of fighting in WWI • List casualty figures of WWI • Identify political leaders of belligerents • List provisions of Versailles • List problems created in Germany and other countries following Versailles 	<ul style="list-style-type: none"> • Lecture • multi-media presentation • note taking, research • primary source document perusal • projects 	<ul style="list-style-type: none"> • Tests • Projects • Quizzes • Homework • question/answer evaluation

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<ul style="list-style-type: none"> • Versailles Treaty • Social problems created by Versailles • Political problems created by Versailles • Changing Governments following WWI 	<ul style="list-style-type: none"> • Discuss political unrest created in Germany and other countries following Versailles • Identify governments of Germany following Versailles 	<ul style="list-style-type: none"> • JOHN COLLINS STRATEGIES TYPE 1 TYPE 2 TYPE 3 • cooperative learning exercises • interpersonal activities • intrapersonal activities • connections to current events 	
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Materials/Resources/Technology
<ul style="list-style-type: none"> • A Short History of WWII • Stokesbury, James L. • World War II • McDougal Littell Inc.

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Unit 2 Rise of Dictators

Targeted Standard(s): Common Core

- 8.2.12A - Evaluate the political and cultural contributions of individuals and groups to Pennsylvania history from 1890 to Present.
- 8.3.12B - Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present.
- 8.3.12C - Evaluate how continuity and change has influenced United States history from 1890 to Present.
- 8.3.12D - Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to the Present.

GEOGRAPHY

- 7.1.12B - Analyze the location of places and regions
- 7.3.12E - Analyze the significance of human activity in shaping places and regions by their political characteristics:

ECONOMICS

- 6.1.12C - Assess the strength of the regional, national and/or international economy and compare it to another time period based upon economic indicators.
- 6.1.12D - Describe historical examples of expansion, recession, and depression internationally.
- 6.4.12C - Evaluate how a nation might benefit by lowering or removing trade barriers.
- 6.4.12D - Explain how the location of resources, transportation and communication networks and technology have affected international economic patterns

READING

Reading Standards for Literacy Grades 11-12

- CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CC.8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- CC.8.5.11-12.E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.H. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

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- CC.8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Standards for Writing in History/Social Studies 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.
 - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from or supports the argument presented
- CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

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- Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
- CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- CC.8.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.
- CC8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- Enduring Understandings:**
- The impact of dictators on Europe
 - Political Theory and Ideology
 - Dictatorship v. Totalitarianism

- Essential Questions:**
- How did social conditions lead to the rise of dictators
 - How do dictators maintain control in a regime
 - What impact did Dictators have on Europe and the world
 - What are the differences between major political theories

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

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<ul style="list-style-type: none"> • Major leaders of Europe • Political Theories and Ideology • Political and Social conditions • The World view of Europe 	<ul style="list-style-type: none"> • List Dictators that come to power in the 1930's • Define Fascism, Communism. • Compare and contrast Fascism and Communism • Summarize Nazi ideology • Summarize political and social conditions found in Germany and the Soviet Union in the 1920's and 30's. • Summarize world opinion toward dictators of Europe 	<ul style="list-style-type: none"> • Lecture • multi-media presentation • note taking, research • primary source document perusal • projects • cooperative learning exercises • interpersonal activities • intrapersonal activities • connections to current events • JOHN COLLINS STRATEGIES TYPE 1 TYPE 2 TYPE 3 	<ul style="list-style-type: none"> • Tests • Projects • Quizzes • Homework • question/answer evaluation
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Materials/Resources/Technology
<ul style="list-style-type: none"> • A Short History of WWII • Stokesbury, James L. • World War II • McDougal Littell Inc.

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Unit 3 Holocaust

Targeted Standard(s): Common Core

- 8.2.12A - Evaluate the political and cultural contributions of individuals and groups to Pennsylvania history from 1890 to Present.
- 8.3.12B - Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present.
- 8.3.12C - Evaluate how continuity and change has influenced United States history from 1890 to Present.
- 8.3.12D - Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to the Present.

GEOGRAPHY

- 7.1.12B - Analyze the location of places and regions
- 7.3.12E - Analyze the significance of human activity in shaping places and regions by their political characteristics:

ECONOMICS

- 6.1.12C - Assess the strength of the regional, national and/or international economy and compare it to another time period based upon economic indicators.
- 6.1.12D - Describe historical examples of expansion, recession, and depression internationally.
- 6.4.12C - Evaluate how a nation might benefit by lowering or removing trade barriers.
- 6.4.12D - Explain how the location of resources, transportation and communication networks and technology have affected international economic patterns

Reading Standards for Literacy Grades 11-12

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- CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
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- CC.8.5.11-12.E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CC.8.5.11-12.H. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CC.8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

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- CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

. Standards for Writing in History/Social Studies 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.
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 - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from or supports the argument presented
- CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
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 - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
- CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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<ul style="list-style-type: none"> • CC.8.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. • CC.8.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research. • CC8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Anti-Semitism • Treatment of Jews in Europe • Genocide
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is Anti-Semitism • What were the steps of the Final Solution • What methods were used in the Holocaust

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"> • The History of the Holocaust • Anti-Semitic legislation • Nazi leaders • Major steps of the Holocaust 	<ul style="list-style-type: none"> • Define Holocaust and trace Anti-Semitism in Europe • Summarize Nazi policies toward Jews in Europe • Identify Nazi leaders responsible for the Holocaust • List the steps of the Final Solution 	<ul style="list-style-type: none"> • Lecture • multi-media presentation • note taking, research • primary source document perusal 	<ul style="list-style-type: none"> • Tests • Projects • Quizzes • Homework • question/answer evaluation

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<ul style="list-style-type: none"> • Concentration Camps and Killing centers • Nazi tactics of extermination • World political and military reaction 	<ul style="list-style-type: none"> • Identify Death Camps • Identify killing methods used • Summarize world opinion toward Jews and the Holocaust 	<ul style="list-style-type: none"> • projects • JOHN COLLINS STRATEGIES TYPE 1 TYPE 2 TYPE 3 • cooperative learning exercises • interpersonal activities • intrapersonal activities • connections to current events 	
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Materials/Resources/Technology
<ul style="list-style-type: none"> • World War II • McDougal Littell Inc. • A Short History of WWII • Stokesbury, James L.

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Unit 4 Major Battles

Targeted Standard(s): Common Core

- 8.2.12A - Evaluate the political and cultural contributions of individuals and groups to Pennsylvania history from 1890 to Present.
- 8.3.12B - Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present.
- 8.3.12C - Evaluate how continuity and change has influenced United States history from 1890 to Present.
- 8.3.12D - Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to the Present.

GEOGRAPHY

- 7.1.12B - Analyze the location of places and regions
- 7.3.12E - Analyze the significance of human activity in shaping places and regions by their political characteristics:

ECONOMICS

- 6.1.12C - Assess the strength of the regional, national and/or international economy and compare it to another time period based upon economic indicators.
- 6.1.12D - Describe historical examples of expansion, recession, and depression internationally.
- 6.4.12C - Evaluate how a nation might benefit by lowering or removing trade barriers.
- 6.4.12D - Explain how the location of resources, transportation and communication networks and technology have affected international economic patterns

Reading Standards for Literacy Grades 11-12

- CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
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- CC.8.5.11-12.E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.H. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CC.8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

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- CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Standards for Writing in History/Social Studies 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.
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- CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
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- CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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<ul style="list-style-type: none"> • CC.8.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. • CC.8.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research. • C8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Major Fronts of WWII • Military Leaders of WWII • Military Tactics of WWII
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What parts of Europe and the Pacific were at war • What was the importance of the Battle of the Atlantic • What was the importance of D-Day • What military strategies were used in war • What led to U.S. victory in Europe and the Pacific

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"> • The War in Europe • The War in the Pacific • Major Leaders of WWII • Military Strategy • The Air War 	<ul style="list-style-type: none"> • Identify and summarize battles of the European Theatre of Operation • Identity and summarize battles of the Pacific Theatre of Operation • List commanders of major battles 	<ul style="list-style-type: none"> • Lecture • multi-media presentation • note taking, research 	<ul style="list-style-type: none"> • Tests • Projects • Quizzes • Homework

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<ul style="list-style-type: none"> • War at Sea 	<ul style="list-style-type: none"> • Summarize military tactics used in major battles • Summarize the importance of the Strategic Air Campaign • Summarize the importance of the Battle of the Atlantic 	<ul style="list-style-type: none"> • primary source document perusal • projects • JOHN COLLINS STRATEGIES TYPE 1 TYPE 2 TYPE 3 • cooperative learning exercises • interpersonal activities • intrapersonal activities • connections to current events 	<ul style="list-style-type: none"> • question/answer evaluation
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Materials/Resources/Technology
<ul style="list-style-type: none"> • A Short History of WWII • Stokesbury, James L. • World War II • McDougal Littell Inc.

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Unit 5 End and Aftermath

Targeted Standard(s): Common Core

- 8.2.12A - Evaluate the political and cultural contributions of individuals and groups to Pennsylvania history from 1890 to Present.
- 8.3.12B - Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present.
- 8.3.12C - Evaluate how continuity and change has influenced United States history from 1890 to Present.
- 8.3.12D - Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to the Present.

GEOGRAPHY

- 7.1.12B - Analyze the location of places and regions
- 7.3.12E - Analyze the significance of human activity in shaping places and regions by their political characteristics:

ECONOMICS

- 6.1.12C - Assess the strength of the regional, national and/or international economy and compare it to another time period based upon economic indicators.
- 6.1.12D - Describe historical examples of expansion, recession, and depression internationally.
- 6.4.12C - Evaluate how a nation might benefit by lowering or removing trade barriers.
- 6.4.12D - Explain how the location of resources, transportation and communication networks and technology have affected international economic patterns

Reading Standards for Literacy Grades 11-12

- CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CC.8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- CC.8.5.11-12.E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.H. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CC.8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

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- CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Standards for Writing in History/Social Studies 11-12

CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented

- CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

- CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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- CC.8.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- CC.8.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.
- CC8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Enduring Understandings:

- Treatment of Axis nations
- Accountability of War Criminals
- Post War Europe

Essential Questions:

- Why were atomic weapons used
- What are the United Nations
- How were Nazi leaders dealt with
- What was the impact of WWII on the world and the future

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"> • Japanese fanaticism • Devastation of Atomic weapons • Post war Political Leaders 	<ul style="list-style-type: none"> • List reasons why the atom bomb was used • Summarize the effects of the atom bomb • Identify the leaders of post war Europe • List policies toward axis nations 	<ul style="list-style-type: none"> • Lecture • multi-media presentation • note taking, research 	<ul style="list-style-type: none"> • Tests • Projects • Quizzes • Homework

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<ul style="list-style-type: none"> • Allied Handling of Losing nations • Nazi accountability • Political Organizations following WWII • Conflict among winning nations 	<ul style="list-style-type: none"> • Identify Nuremberg trials • Summarize how Nazi leaders were handled after WWII • List functions of the U.N. • Summarize events leading to the Cold War 	<ul style="list-style-type: none"> • primary source document perusal • projects • JOHN COLLINS STRATEGIES TYPE 1 TYPE 2 TYPE 3 • cooperative learning exercises • interpersonal activities • intrapersonal activities • connections to current events 	<ul style="list-style-type: none"> • question/answer evaluation
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Materials/Resources/Technology
<ul style="list-style-type: none"> • A Short History of WWII • Stokesbury, James L. • World War II • McDougal Littell Inc.