

# Wallenpaupack Area School District Planned Course Curriculum Guide

**Department  
Social Studies**

**Name of Course  
World Cultures**

**Course Description:**

The course is designed to explore the diverse cultural groups around the world. It covers various aspects such as customs, government, religion, and factors that influence the behavior and history of these groups. The course aims to help students understand and appreciate the complexities of different cultures and their contributions to global history.

**Initial Creation Date (if applicable) and Revision Dates:**

**Initial:** 2004

**Revision:** February 2025 by Dr. Christina Ferrara and Ms. Nina Colianni

<b>Wallenpaupack Area School District Curriculum</b>	
<b>COURSE:</b> World Cultures	<b>GRADE/S:</b> 11 <sup>th</sup> and 12 <sup>th</sup>
<b>UNIT 1:</b> Introduction to World Cultures	<b>TIMEFRAME:</b> 3-4 weeks

<p><b>PA COMMON CORE/NATIONAL STANDARDS:</b></p> <p>7.2: The Physical Characteristics of Places and Regions</p> <ul style="list-style-type: none"> <li>7.2.9: Explain the physical characteristics of places and regions including spatial patterns of Earth’s physical systems. (Climate and Landforms)</li> <li>7.3.12: Analyze the significance of human activity in shaping places and regions by their cultural characteristics</li> </ul> <p>8.4: World History</p> <ul style="list-style-type: none"> <li>8.4.12: Evaluate the significance of individuals and groups who made major political and cultural contributions to world history</li> <li>8.4.12: Evaluate historical documents, material artifacts, and historic sites important to world history</li> </ul>
<p><b>UNIT OBJECTIVES (SWBATS):</b></p> <ul style="list-style-type: none"> <li>Identify and describe key elements of various cultures, including beliefs, practices, traditions, and social norms</li> <li>Develop skills to effectively communicate and interact with individuals from diverse cultural backgrounds</li> <li>Analyze and evaluate cultural practices and perspectives critically, considering the impact of cultural differences on global issues</li> </ul>
<p><b>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>PowerPoints</li> <li>Worksheets</li> <li>Films</li> <li>Project Planning</li> <li>Readings</li> <li>Study Guides</li> <li>Videos</li> </ul>
<p><b>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</b></p> <ul style="list-style-type: none"> <li>Tests</li> <li>Writing Assignments</li> <li>Projects</li> </ul>
<p><b>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</b></p> <ul style="list-style-type: none"> <li>Follows accommodations for students’ IEPs and 504s, if needed</li> </ul>
<p><b>RESOURCES (Technology Based Resources, Text Resources, etc.):</b></p> <ul style="list-style-type: none"> <li>PowerPoints</li> <li>Classroom Projector and Board</li> <li>Teacher Laptop</li> <li>Films</li> <li>Student iPads</li> </ul>

- Visualizer
- Videos
- Online Student Activities

**KEY VOCABULARY:** Ethnocentrism, Prejudice, Racism, Geography, Topography, Folkways, Mores, Diffusion, Culture, Interdependence

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<b>COURSE:</b> World Cultures	<b>GRADE/S:</b> 11 <sup>th</sup> and 12 <sup>th</sup>
<b>UNIT 2:</b> Middle East	<b>TIMEFRAME:</b> 3-4 weeks

<p><b>PA COMMON CORE/NATIONAL STANDARDS:</b></p> <p>7.2: The Physical Characteristics of Places and Regions</p> <ul style="list-style-type: none"> <li>7.2.9: Explain the physical characteristics of places and regions including spatial patterns of Earth’s physical systems. (Climate and Landforms)</li> <li>7.3.12: Analyze the significance of human activity in shaping places and regions by their cultural characteristics</li> </ul> <p>8.4: World History</p> <ul style="list-style-type: none"> <li>8.4.12: Evaluate the significance of individuals and groups who made major political and cultural contributions to world history</li> <li>8.4.12: Evaluate historical documents, material artifacts, and historic sites important to world history</li> </ul>
<p><b>UNIT OBJECTIVES (SWBATS):</b></p> <ul style="list-style-type: none"> <li>Identify and locate the countries in the Middle East and understand the geographical diversity of the region</li> <li>Understand the major historical events and civilizations that have shaped Middle Eastern cultures, such as the rise of Islam, and Arab-Israeli conflict</li> <li>Students will gain an understanding of the major religions of the Middle East, including Islam, Christianity, and Judaism, and their cultural significance</li> <li>Recognize the importance of cultural competence, and the role of the Middle East in global affairs</li> <li>Appreciate and analyze Middle Eastern art, music, literature, and architecture, and their influence on global culture</li> </ul>
<p><b>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>PowerPoints</li> <li>Worksheets</li> <li>Films</li> <li>Project Planning</li> <li>Readings</li> <li>Study Guides</li> <li>Videos</li> </ul>
<p><b>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</b></p> <ul style="list-style-type: none"> <li>Tests</li> <li>Writing Assignments</li> <li>Projects</li> </ul>
<p><b>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</b></p> <ul style="list-style-type: none"> <li>Follows accommodations for students’ IEPs and 504s, if needed</li> </ul>
<p><b>RESOURCES (Technology Based Resources, Text Resources, etc.):</b></p> <ul style="list-style-type: none"> <li>PowerPoints</li> </ul>

- Classroom Projector and Board
- Teacher Laptop
- Films
- Student iPads
- Visualizer
- Videos
- Online Student Activities

**KEY VOCABULARY:** Oasis, Northern Tier, Arabian Peninsula, Fertile Crescent, Nile Valley, Maghreb, Hebrews, Menorah, Diaspora, Messiah, Parables, The Five Pillars of Islam, Sunnis, Shias, Nomad, Bedouins, Purdah, Antisemitism, OPEC, Theocracy, Refugees, Occupied Territories, Intifada, Calligraphy, Mosque

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<b>COURSE:</b> World Cultures	<b>GRADE/S:</b> 11 <sup>th</sup> and 12 <sup>th</sup>
<b>UNIT 3:</b> South Asia	<b>TIMEFRAME:</b> 3-4 weeks

<p><b>PA COMMON CORE/NATIONAL STANDARDS:</b></p> <p>7.2: The Physical Characteristics of Places and Regions</p> <ul style="list-style-type: none"> <li>7.2.9: Explain the physical characteristics of places and regions including spatial patterns of Earth’s physical systems. (Climate and Landforms)</li> <li>7.3.12: Analyze the significance of human activity in shaping places and regions by their cultural characteristics</li> </ul> <p>8.4: World History</p> <ul style="list-style-type: none"> <li>8.4.12: Evaluate the significance of individuals and groups who made major political and cultural contributions to world history</li> <li>8.4.12: Evaluate historical documents, material artifacts, and historic sites important to world history</li> </ul>
<p><b>UNIT OBJECTIVES (SWBATS):</b></p> <ul style="list-style-type: none"> <li>Students will identify and locate the countries of South Asia, understanding the physical geography and its cultural and societal development</li> <li>Explore significant historical events and periods that have shaped South Asia, including colonialism and independence movements</li> <li>Describe the cultural practices, traditions, and social norms of South Asian societies, including language, cuisine, dress, festivals, and families’ structures</li> <li>Gain insight into the major religions and philosophies of South Asia, including Hinduism, Buddhism, Islam, Sikhism, Jainism, and others, and understand the cultural significance</li> <li>Analyze current political, social, and economic issues in South Asia, such as population growth, urbanization, and regional conflicts</li> </ul>
<p><b>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>PowerPoints</li> <li>Worksheets</li> <li>Films</li> <li>Project Planning</li> <li>Readings</li> <li>Study Guides</li> <li>Videos</li> </ul>
<p><b>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</b></p> <ul style="list-style-type: none"> <li>Tests</li> <li>Writing Assignments</li> <li>Projects</li> </ul>
<p><b>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</b></p> <ul style="list-style-type: none"> <li>Follow accommodations for students’ IEPs and 504s, if needed</li> </ul>
<p><b>RESOURCES (Technology Based Resources, Text Resources, etc.):</b></p> <ul style="list-style-type: none"> <li>PowerPoints</li> </ul>

- Classroom Projector and Board
- Teacher Laptop
- Films
- Student iPads
- Visualizer
- Videos
- Online Student Activities

**KEY VOCABULARY:** Subcontinent, Ghat, Monsoon, Hindi, Rupee, Aryans, Caste System, Brahman, Karma, Dharma, Nirvana, Four Noble Truths, Monopoly, Sepoy, Muslim League, Indian National Congress, Civil Disobedience, Satyagraha, Parliamentary Democracy, Infant Mortality, Cottage Industries, Boycott, Calligraphy, Stupa,

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<b>COURSE:</b> World Cultures	<b>GRADE/S:</b> 11 <sup>th</sup> and 12 <sup>th</sup>
<b>UNIT 4:</b> Africa	<b>TIMEFRAME:</b> 3-4 weeks

<p><b>PA COMMON CORE/NATIONAL STANDARDS:</b></p> <p>7.2: The Physical Characteristics of Places and Regions</p> <ul style="list-style-type: none"> <li>7.2.9: Explain the physical characteristics of places and regions including spatial patterns of Earth’s physical systems. (Climate and Landforms)</li> <li>7.3.12: Analyze the significance of human activity in shaping places and regions by their cultural characteristics</li> </ul> <p>8.4: World History</p> <ul style="list-style-type: none"> <li>8.4.12: Evaluate the significance of individuals and groups who made major political and cultural contributions to world history</li> <li>8.4.12: Evaluate historical documents, material artifacts, and historic sites important to world history</li> </ul>
<p><b>UNIT OBJECTIVES (SWBATS):</b></p> <ul style="list-style-type: none"> <li>Identify and locate the countries of Africa, understanding the physical geography and its impact on cultural and societal development</li> <li>Explore significant historical events and periods that have shaped Africa, including colonialism, independence movements, and modern history</li> <li>Describe the cultural practices, traditions, and social norms of various African societies, including language, cuisine, dress, festivals, and family structures</li> <li>Gain insight into the major religions and belief systems of Africa, including traditional African religions, Christianity, and Islam, and understand their cultural significance</li> <li>Analyze current political, social, and economic issues in Africa, such as development, health challenges, and conflict</li> </ul>
<p><b>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>PowerPoints</li> <li>Worksheets</li> <li>Films</li> <li>Project Planning</li> <li>Readings</li> <li>Study Guides</li> <li>Videos</li> </ul>
<p><b>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</b></p> <ul style="list-style-type: none"> <li>Tests</li> <li>Writing Assignments</li> <li>Projects</li> </ul>
<p><b>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</b></p> <ul style="list-style-type: none"> <li>Follows accommodations for students’ IEPs and 504s, if needed</li> </ul>
<p><b>RESOURCES (Technology Based Resources, Text Resources, etc.):</b></p> <ul style="list-style-type: none"> <li>PowerPoints</li> </ul>

- Classroom Projector and Board
- Teacher Laptop
- Films
- Student iPads
- Visualizer
- Videos
- Online Student Activities

**KEY VOCABULARY:** Escarpment, Cataract, Tropics, Leaching, Desertification, Swahili, Lineage, Consensus, Subsistence Farmer, Age Grade, Abolition, Diaspora, Democratization, Economic Sanctions, Nonalignment, Apartheid, Griot

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<b>COURSE:</b> World Cultures	<b>GRADE/S:</b> 11 <sup>th</sup> and 12 <sup>th</sup>
<b>UNIT 5:</b> East Asia	<b>TIMEFRAME:</b> 3-4 weeks

<p><b>PA COMMON CORE/NATIONAL STANDARDS:</b></p> <p>7.2: The Physical Characteristics of Places and Regions</p> <ul style="list-style-type: none"> <li>7.2.9: Explain the physical characteristics of places and regions including spatial patterns of Earth’s physical systems. (Climate and Landforms)</li> <li>7.3.12: Analyze the significance of human activity in shaping places and regions by their cultural characteristics</li> </ul> <p>8.4: World History</p> <ul style="list-style-type: none"> <li>8.4.12: Evaluate the significance of individuals and groups who made major political and cultural contributions to world history</li> <li>8.4.12: Evaluate historical documents, material artifacts, and historic sites important to world history</li> </ul>
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<p><b>UNIT OBJECTIVES (SWBATS):</b></p> <ul style="list-style-type: none"> <li>Identify and locate the countries of East Asia, including China, Japan, Korea, and others and understand the physical geography and its impact on cultural and societal development</li> <li>Explore significant historical events and periods that have shaped East Asia, such imperial eras, colonization, and modern history</li> <li>Describe the cultural practices, traditions, and social norms of East Asian societies, including language, cuisine, dress, festivals, and family structures</li> <li>Gain insight into the major religions and philosophies of East Asia, including Confucianism, Buddhism, Daoism, Shintoism, and others and understand their cultural significance</li> <li>Analyze current political, social, and economic issues in East Asia, such as economic development, political tensions, and environmental challenges</li> <li>Appreciate and analyze East Asian art, music, literature, cinema, and architecture, understanding their historical and contemporary influences</li> </ul>
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<p><b>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>PowerPoints</li> <li>Worksheets</li> <li>Films</li> <li>Project Planning</li> <li>Readings</li> <li>Study Guides</li> <li>Videos</li> </ul>
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<p><b>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</b></p> <ul style="list-style-type: none"> <li>Tests</li> <li>Writing Assignments</li> <li>Projects</li> </ul>
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<p><b>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</b></p> <ul style="list-style-type: none"> <li>Follows accommodations for students’ IEPs and 504s, if needed</li> </ul>
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**RESOURCES (Technology Based Resources, Text Resources, etc.):**

- PowerPoints
- Classroom Projector and Board
- Teacher Laptop
- Films
- Student iPads
- Visualizer
- Videos
- Online Student Activities

**KEY VOCABULARY:** Loess, Filial Piety, Cow Tow, Sphere of Influence, Long March, Communism, Propaganda, Collective Farm, Commune, Cultural Revolution, Homogenous Society, Armistice, Archipelago, Samurai, Feudalism, Shogun, Daimyo, Bushido, Shinto, Zaipatsu, Militarism, Pacifism, Trade Imbalance, Reparations, Haiku, Kabuki,