
Sixth Grade Social Studies

Curriculum Guide

Dunmore School District

Dunmore, PA



**Dunmore School District
Curriculum Guide**

Sixth Grade Social Studies

Prerequisite:

- Successful completion of fifth grade.

Course Description:

The Sixth Grade Social Studies curriculum is designed to address state and national social studies standards. The curriculum prepares students to matriculate to the seventh grade and for future study across the four strands of social studies. Students will explore their relationship to culture and their community. Students will also develop the base knowledge of history, geography, economics, and other areas of the social sciences in preparation for advanced study at the secondary level.

Special Education:

After a student has been evaluated and found to be eligible for specially designed instruction under one of the 13 disability categories, an individualized education plan will be developed to help the student succeed through a more intense intervention program. Special Education is the practice of educating students in a way that addresses their individual differences and needs. The purpose of special education is to provide equal access to education for children ages birth through 21 by providing specialized services that will lead to school success in general education. Our goal for each student is for him/her to be educated in his/her least restrictive environment with additional supports by way of specially designed instruction. After all interventions in the general education setting have been exhausted and the student is still not making progress, students can receive direct instruction in a special education classroom. Direct instruction provides more intense intervention and replacement instruction in order to minimize skill deficits. In our special education classrooms, students will have access to the standards-based general education curriculum, as well as using various research-based intervention programs. Resources and activities will be adjusted based on individual student needs. Suggested time found within the curriculum will be adjusted as needed per individual student's needs.

Special Education Strategies can be located in the IEP Enhancements table located in Appendix: A at the end of this document.

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Year-at-a-glance

Subject: Sixth Grade Social Studies	Grade Level: 6	Date Completed: 4/8/2019
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1st Quarter: Start at Early Civilizations in Africa and Asia

Topic	Resources	Standards
Ancient Egypt	<i>The World</i> Chapter 3 Teacher prepared PowerPoint Teacher Pay Teachers Hieroglyphics Activity Worksheets Multimedia Presentation	8.1.6.A. 8.4.6.A through D 6.1.6.A. 6.1.6.B. 7.1.6.B 7.2.6.A. 7.3.6.A. 7.4.6.A. 8.5. CC.8.5.6-8.A. CC.8.5.6-8.B. CC.8.5.6-8.D. CC.8.5.6-8.G. 8.6. CC.8.6-8.I.

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Ancient China	<i>The World</i> Chapter 4 Teacher prepared PowerPoint Worksheets NEWSELA	8.1.6.A. 8.4.6.A through D 7.1.6.B 7.2.6.A. 7.3.6.A. 7.4.6.A. 8.5. CC.8.5.6-8.A. CC.8.5.6-8.B. CC.8.5.6-8.D. CC.8.5.6-8.G. 8.6. CC.8.6-8.I.
Ancient India and Persia	<i>The World</i> Chapter 5 Teacher prepared PowerPoint Worksheets NEWSELA	8.1.6.A. 8.4.6.A through D 7.1.6.B 7.2.6.A. 7.3.6.A. 7.4.6.A. 8.5. CC.8.5.6-8.A. CC.8.5.6-8.B. CC.8.5.6-8.D. CC.8.5.6-8.G. 8.6. CC.8.6-8.I.

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Mesoamerican Cultures	<i>The World</i> Chapter 6 Teacher prepared PowerPoint Worksheets NEWSELA	8.1.6.A. 8.4.6.A through D 7.1.6.B 7.2.6.A. 7.3.6.A. 7.4.6.A. 8.5. CC.8.5.6-8.A. CC.8.5.6-8.B. CC.8.5.6-8.D. CC.8.5.6-8.G. 8.6. CC.8.6-8.I.
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2nd Quarter: Start at Early Civilizations in the Americas

Topic	Resources	Standards
The Early Peoples of South America	<i>The World</i> Chapter 7 Teacher prepared PowerPoint Collins 10% Summary Outline Worksheets	8.1.6.A. 8.4.6.A through D 7.1.6.B. 7.2.6.A. 7.3.6.A. 7.4.6.A. 8.5. CC.8.5.6-8.A. CC.8.5.6-8.B. CC.8.5.6-8.D. CC.8.5.6-8.G. 8.6. CC.8.6-8.I.
Early North American Peoples	<i>The World</i> Chapter 8 Teacher prepared PowerPoint Collins 10% Summary Outline Worksheets	8.1.6.A. 8.4.6.A through D 7.1.6.B 7.2.6.A. 7.3.6.A. 7.4.6.A. 8.5. CC.8.5.6-8.A. CC.8.5.6-8.B. CC.8.5.6-8.D. CC.8.5.6-8.G. 8.6. CC.8.6-8.I.

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Ancient Greece	<p><i>The World</i> Chapter 9</p> <p>Teacher prepared PowerPoint</p> <p>Teachers Pay Teachers</p> <p>Multimedia Presentation</p> <p>Worksheets</p>	<p>8.1.6.A.</p> <p>8.4.6.A through D</p> <p>5.1.6.A.</p> <p>5.1.6.C.</p> <p>5.2.6.B.</p> <p>5.2.6.D.</p> <p>6.1.6.A.</p> <p>6.1.6.B.</p> <p>7.1.6.B.</p> <p>7.2.6.A.</p> <p>7.3.6.A.</p> <p>7.4.6.A.</p> <p>8.5.</p> <p>CC.8.5.6-8.A.</p> <p>CC.8.5.6-8.B.</p> <p>CC.8.5.6-8.D.</p> <p>CC.8.5.6-8.G.</p> <p>8.6.</p> <p>CC.8.6-8.I.</p>
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Ancient Rome	<i>The World</i> Chapter 10 Teacher prepared PowerPoint Multimedia Presentation Worksheets	8.1.6.A. 8.4.6.A through D 5.1.6.A. 5.1.6.C. 5.2.6.B. 5.2.6.D. 6.1.6.A. 6.1.6.B. 7.1.6.B. 7.2.6.A. 7.3.6.A. 7.4.6.A. 8.5. CC.8.5.6-8.A. CC.8.5.6-8.B. CC.8.5.6-8.D. CC.8.5.6-8.G. 8.6. CC.8.6-8.I.
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3rd Quarter: Start at Mediterranean Empires

Topic	Resources	Standards
Medieval Europe	<i>The World</i> Chapter 14 Teacher prepared PowerPoint Worksheets Multimedia Presentation	8.1.6.A. 8.4.6.A through D 5.1.6.A. 5.2.6.B. 5.3.6.B. 6.1.6.A. 6.1.6.B. 7.1.6.B 7.2.6.A. 7.3.6.A. 7.4.6.A. 8.5. CC.8.5.6-8.A. CC.8.5.6-8.B. CC.8.5.6-8.D. CC.8.5.6-8.G. 8.6. CC.8.6-8.I.

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New Beginnings	<i>The World</i> Chapter 15 Teacher prepared PowerPoint Worksheets Teachers Pay Teachers	8.1.6.A. 8.4.6.A through D 6.1.6.A. 6.1.6.B. 6.3.6.D. 6.4.6.B. 7.1.6.B 7.2.6.A. 7.3.6.A. 7.4.6.A. 8.5. CC.8.5.6-8.A. CC.8.5.6-8.D. CC.8.5.6-8.G. 8.6. CC.8.6-8.I.
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<p>Ideas and Movements</p>	<p><i>The World</i> Chapter 16</p> <p>Teacher prepared PowerPoint</p> <p>Worksheets</p> <p>Teachers Pay Teachers</p>	<p>8.1.6.A. 8.4.6.A through D 5.1.6.A. 5.1.6.C. 5.2.6.B. 5.2.6.D. 6.1.6.A. 6.1.6.B. 6.3.6.C. 7.1.6.B. 7.2.6.A. 7.3.6.A. 7.4.6.A. 8.5. CC.8.5.6-8.A. CC.8.5.6-8.D. CC.8.5.6-8.G. 8.6. CC.8.6-8.I.</p>
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Imperialism, Nationalism, & Unification	<i>The World</i> Chapter 17 Teacher prepared PowerPoint Worksheets	8.1.6.A. 8.4.6.A through D 6.1.6.A. 6.1.6.B. 7.1.6.B 7.2.6.A. 7.3.6.A. 7.4.6.A. 8.5. CC.8.5.6-8.A. CC.8.5.6-8.D. CC.8.5.6-8.G. 8.6. CC.8.6-8.I.
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4th Quarter: Start at A World in Opposition

Topic	Resources	Standards
The World at War	<i>The World</i> Chapter 18 Teacher prepared PowerPoint Worksheets Teachers Pay Teachers Multimedia Presentation NEWSLA Collins 10% Summary	8.1.6.A. 8.3.6.A. 8.3.6.D. 8.4.6.A through D 5.1.6.A. 5.1.6.C. 5.1.6.F. 5.2.6.B. 5.2.6.D. 5.4.6.A. 5.4.6.B. 6.1.6.A. 6.1.6.B. 6.2.6.D. 6.4.6.B. 7.1.6.B. 7.2.6.A. 7.3.6.A. 7.4.6.A. 8.5. CC.8.5.6-8.A. CC.8.5.6-8.D. CC.8.5.6-8.G. 8.6. CC.8.6-8.I.

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From Peace to War	<i>The World</i> Chapter 19 Teacher prepared PowerPoint Worksheets Teachers Pay Teachers Multimedia Presentation NEWSELA Collins 10% Summary	8.1.6.A. 8.3.6.A. 8.3.6.D. 8.4.6.A through D 5.1.6.A. 5.1.6.C. 5.1.6.F. 5.4.6.A. 5.4.6.B. 6.1.6.A. 6.1.6.B. 6.2.6.D. 6.4.6.B. 7.1.6.B 7.2.6.A. 7.3.6.A. 7.4.6.A. 8.5. CC.8.5.6-8.A. CC.8.5.6-8.D. CC.8.5.6-8.G. 8.6. CC.8.6-8.I.
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The Cold War	<i>The World</i> Chapter 20 Teacher prepared PowerPoint Worksheets Multimedia Presentation Teachers Pay Teachers NEWSELA Collins 10% Summary	8.1.6.A. 8.3.6.A. 8.3.6.D. 8.4.6.A through D 5.1.6.A. 5.1.6.C. 5.1.6.F. 5.2.6.B. 5.2.6.D. 5.4.6.A. 5.4.6.B. 6.1.6.A. 6.1.6.B. 7.1.6.B 7.2.6.A. 7.3.6.A. 7.4.6.A. 8.5. CC.8.5.6-8.A. CC.8.5.6-8.D. CC.8.5.6-8.G. 8.6. CC.8.6-8.I.
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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Early Civilizations in Africa and Asia	<p>The Egyptians have depended on the Nile River to survive for thousands of years.</p> <p>The first civilizations in ancient Egypt were great and complex.</p> <p>The Egyptians and Nubians interacted with each other and with other peoples.</p> <p>A tour of China reveals great diversity in the land, water, and ways of life.</p> <p>China's history, organized by dynasties, includes many inventions and ideas.</p> <p>Confucianism is a way of thought that became a way of life in China.</p> <p>South Asia is home to different peoples making homes across magnificent landscapes, from mountains to islands.</p> <p>Indian civilization developed with influences from the Aryans and Persians.</p> <p>Hinduism combines spiritual beliefs, gods, and practices.</p> <p>Finding peace and happiness is at the</p>	<p>Social Studies: <i>The World</i> Chapter 3 Chapter 4 Chapter 5</p> <p>Teacher prepared PowerPoint</p> <p>Worksheets</p> <p>NEWSLA Article</p> <p>Collins 10% Summary</p> <p>Videos</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Questions and answers</p> <p>Activity assessment</p> <p>Writing assessment</p>	34 days

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	<p>heart of Buddhism.</p> <p>Vocabulary: Delta Silt Papyrus Cataract Unify Pharaoh Hieroglyphics Pyramid Mummy Economy Independent Loess Terrace Levee Double cropping Pictograph Oracle bone Province Ancestor Civil service Middleman Nobility Subcontinent Monsoon season Subsistence farming Brahmin Sudra Reincarnation Caste Meditation Enlightenment</p>			
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<p>PA Academic Standards: History</p> <p>8.1. Historical analysis and skills development</p> <p>8.1.A. Explain continuity and change over time using sequential order and context of events.</p> <p>8.4. World History</p> <p>8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history.</p> <p>8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.6.C. Explain how continuity and change have impacted world history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.4.6.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.</p> <p>PA Academic Standards: Geography</p> <p>7.1. Basic geographic literacy</p> <p>7.1.6.B. Describe and locate places and regions as defined by physical and human features</p> <p>7.2. Physical characteristics of places and regions</p> <p>7.2.6.A. Describe the characteristics of places and regions.</p> <p>7.3. Human characteristics of places and regions</p> <p>7.3.6.A. Describe the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities <p>7.4. Interactions between people and the environment</p> <p>7.4.6.A. Describe and explain the effects of the physical systems on people within regions.</p> <p>PA Core Standards: Academic Standards for Reading in History and Social Studies, 6-12</p> <p>8.5 Reading Informational Text</p> <p>Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with</p>				

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focus on textual evidence.

CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.

CC.8.5.6-8.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

PA Core Standards: Academic Standards for Writing in History and Social Studies, 6-12

8.6 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.8.6.6-8.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.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Early Civilizations in the Americas	<p>Early civilizations in Mesoamerica used the rich natural resources of the region.</p> <p>The Olmec and the Maya developed complex civilizations in Mesoamerica.</p> <p>The Aztecs built a great empire in Mesoamerica.</p> <p>South America is a large continent of many landscapes.</p> <p>The Chavin and Mochica developed civilizations in ancient Peru.</p> <p>The Inca people ruled a vast empire in the Andes Mountains.</p> <p>North America is a diverse continent that has been home to many different cultures.</p> <p>The Hohokam and Anasazi cultures thrived in the Southwest.</p> <p>Native American peoples built burial and ceremonial mounds throughout the eastern North America.</p> <p>Early Canadians survived by using what their environment provided them.</p>	<p>Social Studies: <i>The World</i> Chapter 6 Chapter 7 Chapter 8</p> <p>Teacher prepared PowerPoint</p> <p>Worksheets</p> <p>NEWSELA Articles</p> <p>Collins 10% Summary</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Questions and answers</p> <p>Writing assessment</p>	33 days

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	Vocabulary: Peninsula Cenote Theocracy Aqueduct Codex Mercenary Chinampa Causeway Alliance Wetland Biome Scrub land Archipelago Quipu Basin and range Tributary Tundra Arid Etching Pit house Pueblo Adobe Burial mound Wattle Wigwam Temple mound Snowhouse Sod house Long house			
PA Academic Standards: History 8.1. Historical analysis and skills development 8.1.6.A. Explain continuity and change over time using sequential order and context of events.				

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8.4. World History

8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history.

8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.6.C. Explain how continuity and change have impacted world history.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations

8.4.6.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.

PA Academic Standards: Geography

7.1. Basic geographic literacy

7.1.6.B. Describe and locate places and regions as defined by physical and human features

7.2. Physical characteristics of places and regions

7.2.6.A. Describe the characteristics of places and regions.

7.3. Human characteristics of places and regions

7.3.6.A. Describe the human characteristics of places and regions using the following criteria:

- Population
- Culture
- Settlement
- Economic activities
- Political activities

7.4. Interactions between people and the environment

7.4.6.A. Describe and explain the effects of the physical systems on people within regions.

PA Core Standards: Academic Standards for Reading in History and Social Studies, 6-12

8.5 Reading Informational Text

Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.

CC.8.5.6-8.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

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CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

PA Core Standards: Academic Standards for Writing in History and Social Studies, 6-12

8.6 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.8.6.6-8.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.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Mediterranean Empires	<p>Surrounded by mountains and water, the ancient Greeks developed communities and traveled on the sea to trade with other peoples.</p> <p>Two very different cultures grew in the city-states of Athens and Sparta.</p> <p>During the Golden Age of Athens, Athenians excelled in the arts, philosophy, and government.</p> <p>The conquests of Alexander the Great built a new culture that mixed Greek and Asian ways.</p> <p>Rome's location helped it grow from a village into a powerful city.</p> <p>Rome's republic became very powerful, but its conquests created major problems.</p> <p>The Roman Empire was one of the world's most powerful empires.</p> <p>Christianity grew to become the official religion of the Roman Empire.</p> <p>Rome fell to invaders, but the Roman Empire continued in the East.</p>	<p>Social Studies: <i>The World</i> Chapter 9 Chapter 10</p> <p>Teacher prepared PowerPoint</p> <p>Worksheets</p> <p>Teachers Pay Teachers</p> <p>NEWSELA</p> <p>Collins 10% Summary</p> <p>Videos</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Questions and answers</p> <p>Activity Assessment</p> <p>Writing Assessment</p>	25 days

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	Vocabulary: Agora Plunder Myth Immortal Aristocracy Democracy Marathon Philosopher Reason Plague Mercenary Patrician Plebeian Republic Representative Senate Consul Dictator Tribune Patriotism Caesar Emperor Gladiator Catacomb Synagogue Disciple Persecute Auction Pope Pillage Vandal			
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PA Academic Standards: History

8.1. Historical analysis and skills development

8.1.6.A. Explain continuity and change over time using sequential order and context of events.

8.4. World History

8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history.

8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.6.C. Explain how continuity and change have impacted world history.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations

8.4.6.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.

PA Academic Standards: Civics and Government

5.1. Principles and documents of government

5.1.6.A. Explain the effect of the rule of law in protecting property rights, individual rights, and the common good.

5.1.6.C. Explain how the principles and ideals shape local, state, and national government.

- Liberty/Freedom
- Democracy
- Justice
- Equality

5.2. Rights and responsibilities of citizenship

5.2.6.B. Explain how citizens resolve conflicts in society and government.

5.2.6.D. Explain why participation in government and civic important.

PA Academic Standards: Geography

7.1. Basic geographic literacy

7.1.6.B. Describe and locate places and regions as defined by physical and human features

7.2. Physical characteristics of places and regions

7.2.6.A. Describe the characteristics of places and regions.

7.3. Human characteristics of places and regions

7.3.6.A. Describe the human characteristics of places and regions using the following criteria:

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- Population
- Culture
- Settlement
- Economic activities
- Political activities

7.4. Interactions between people and the environment

7.4.6.A. Describe and explain the effects of the physical systems on people within regions.

PA Academic Standards: Economics

6.1. Scarcity and choice

6.1.6.A. Explain how limited resources and unlimited wants cause scarcity.

6.1.6.B. Compare ways that people meet their needs with how they meet their wants.

PA Core Standards: Academic Standards for Reading in History and Social Studies, 6-12

8.5 Reading Informational Text

Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.

CC.8.5.6-8.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

PA Core Standards: Academic Standards for Writing in History and Social Studies, 6-12

8.6 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.8.6.6-8.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.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Medieval Europe	<p>The landforms and climate of Europe affect the way Europeans live.</p> <p>After a series of rulers and invaders, medieval government in Europe experienced change.</p> <p>The Church, feudalism, and manor life formed the foundation of European medieval life.</p> <p>Routes promoted trade, travel, and communication, as well as the Plague, between Europe, Africa, and Asia.</p> <p>Vocabulary: Monk Nun Monastery Convent Missionary Monarch Serf Knight Chivalry Guild Lady Epidemic</p>	<p>Social Studies: <i>The World</i> Chapter 15</p> <p>Teacher prepared PowerPoint</p> <p>Worksheets</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Questions and answers</p>	11 days

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PA Academic Standards: History

8.1. Historical analysis and skills development

8.1.6.A. Explain continuity and change over time using sequential order and context of events.

8.4. World History

8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history.

8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.6.C. Explain how continuity and change have impacted world history.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations

8.4.6.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.

PA Academic Standards: Civics and Government

5.1. Principles and documents of government

5.1.6.A. Explain the effect of the rule of law in protecting property rights, individual rights, and the common good.

5.2. Rights and responsibilities of citizenship

5.2.6.B. Explain how citizens resolve conflicts in society and government.

5.3. How government works

5.3.6.B. Define and compare the role and structure of local, state, and national governments.

PA Academic Standards: Geography

7.1. Basic geographic literacy

7.1.6.B. Describe and locate places and regions as defined by physical and human features

7.2. Physical characteristics of places and regions

7.2.6.A. Describe the characteristics of places and regions.

7.3. Human characteristics of places and regions

7.3.6.A. Describe the human characteristics of places and regions using the following criteria:

- Population
- Culture
- Settlement
- Economic activities

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- Political activities

7.4. Interactions between people and the environment

7.4.6.A. Describe and explain the effects of the physical systems on people within region

PA Academic Standards: Economics

6.1. Scarcity and choice

6.1.6.A. Explain how limited resources and unlimited wants cause scarcity.

6.1.6.B. Compare ways that people meet their needs with how they meet their wants.

PA Core Standards: Academic Standards for Reading in History and Social Studies, 6-12

8.5 Reading Informational Text

Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.

CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

PA Core Standards: Academic Standards for Writing in History and Social Studies, 6-12

8.6 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Discovery, Expansion, and Revolutions	<p>From the mid-1400s to the 1600s, Europeans had a renewed interest in art, literature, education, and the cultures of ancient Greece and Rome.</p> <p>European traders and rulers wanted additional trade routes and to increase their empires.</p> <p>As Europeans reached new lands, they spread their culture through settlement and colonization.</p> <p>New nations in the Americas break free of European rule.</p> <p>The path of revolution turned violent in France.</p> <p>The Industrial Revolution began in Great Britain and soon spread to other nations.</p> <p>While business owners gained more freedom from government controls, workers struggled to improve their working conditions.</p> <p>By the 1800s, many European nations were building empires by the conquering and colonizing other countries and territories.</p> <p>China and Japan experienced Western</p>	<p>Social Studies: <i>The World</i> Chapter 15 Chapter 16 Chapter 17</p> <p>Teacher prepared PowerPoint Worksheets</p> <p>NEWSELA Collins 10% Summary</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Questions and answers</p> <p>Writing Assessment</p>	35 days

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	<p>imperialism in different ways.</p> <p>Nationalism led to new nations in Europe and the British colonies.</p> <p>Vocabulary:</p> <p>Commerce</p> <p>Indulgence</p> <p>Excommunicate</p> <p>Circumnavigate</p> <p>Conquistador</p> <p>Colony</p> <p>Mercantilism</p> <p>Legislature</p> <p>Massacre</p> <p>Monarchy</p> <p>Textile</p> <p>Factory</p> <p>Tenement</p> <p>Corporation</p> <p>Reformer</p> <p>Strike</p> <p>Nationalism</p> <p>Imperialism</p> <p>Imperialist</p> <p>Treaty port</p> <p>Compound</p> <p>Modernization</p> <p>Dominion</p> <p>Parliament</p>			
<p>PA Academic Standards: History</p> <p>8.1. Historical analysis and skills development</p> <p>8.1.6.A. Explain continuity and change over time using sequential order and context of events.</p>				

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8.4. World History

8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history.

8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.6.C. Explain how continuity and change have impacted world history.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations

8.4.6.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.

PA Academic Standards: Civics and Government

5.1. Principles and documents of government

5.1.6.A. Explain the effect of the rule of law in protecting property rights, individual rights, and the common good.

5.1.6.C. Explain how the principles and ideals shape local, state, and national government.

- Liberty
- Democracy
- Justice
- Equality

5.2. Rights and responsibilities of citizenship

5.2.6.B. Explain how citizens resolve conflicts in society and government.

5.2.6.D. Explain why participation in government and civic life is important.

PA Academic Standards: Geography

7.1. Basic geographic literacy

7.1.6.B. Describe and locate places and regions as defined by physical and human features

7.2. Physical characteristics of places and regions

7.2.6.A. Describe the characteristics of places and regions.

7.3. Human characteristics of places and regions

7.3.6.A. Describe the human characteristics of places and regions using the following criteria:

- Population
- Culture
- Settlement

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- Economic activities
- Political activities

7.4. Interactions between people and the environment

7.4.6.A. Describe and explain the effects of the physical systems on people within regions

PA Academic Standards: Economics

6.1. Scarcity and choice

6.1.6.A. Explain how limited resources and unlimited wants cause scarcity.

6.1.6.B. Compare ways that people meet their needs with how they meet their wants.

6.3. Functions of government

6.3.6.C. Explain the cost and benefits of taxation.

6.3.6.D. Explain the benefits of international trade.

6.2. Markets and economic systems

6.2.6.D Describe how prices influence both buyers and sellers and explain why prices may vary for similar products.

6.4. Economic Interdependence

6.4.6.B. Explain how trade affects standards of living.

PA Core Standards: Academic Standards for Reading in History and Social Studies, 6-12

8.5 Reading Informational Text

Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.

CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

PA Core Standards: Academic Standards for Writing in History and Social Studies, 6-12

8.6 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.8.6.6-8.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.

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
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<p>A World in Opposition</p>	<p>Competition between nations pushes Europe toward a major war.</p> <p>Parallel time lines can compare events happening in different places at the same time.</p> <p>The Great War caused much destruction.</p> <p>The Great War changed a British woman's life.</p> <p>The Allies tried to make a peace treaty that would solve all of Europe's problems.</p> <p>Hard times set the stage for another world war.</p> <p>World War II caused millions of deaths and great destruction.</p> <p>Winston Churchill rallied the British people to defeat fascism.</p> <p>People the world over celebrated the end of World War II.</p> <p>The Allies formed the United Nations and helped shattered nations rebuild.</p> <p>Bar graphs are often used to compare numbers and amounts.</p>	<p>Social Studies: <i>The World</i> Chapter 18 Chapter 19 Chapter 20</p> <p>Teacher prepared PowerPoint</p> <p>Worksheets</p> <p>Teachers Pay Teachers</p> <p>NEWSELA</p> <p>Collin's 10% Summary</p> <p>Videos</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Questions and Answers</p> <p>Activity assessment</p> <p>Writing assessment</p>	<p>42 days</p>
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	<p>After 1945 the Soviet Union and the Allies broke off relations.</p> <p>Tenzing Norgay reached his goal of climbing to the top of Mt. Everest, but he never realized his feat would become a political issue.</p> <p>President Kennedy used a problem-solving strategy to deal with the Cuban missile crisis in 1962.</p> <p>In a century of revolution, communists took control of China.</p> <p>Born a peasant, as a child Mao Zedong developed the skills that would enable him one day to lead the Cultural Revolution in China.</p> <p>The Cold War become a “hot” war in Korea and Vietnam.</p> <p>U.S. involvement in the Vietnam War divided the nation as no other issue had since the Cold War.</p> <p>Vocabulary: Mobilization Neutral Casualty Trench warfare Armistice Holocaust</p>			
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	Reparation Inflation Nuclear Containment Proletarian Guerrilla Détente			
<p>PA Academic Standards: History</p> <p>8.1. Historical analysis and skills development</p> <p>8.1.6.A. Continuity and change over time using sequential order and context of events.</p> <p>8.3. United States History</p> <p>8.3.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to the United States history.</p> <p>8.3.6.D. Explain how conflict and cooperation among groups and organizations have impacted the history and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability <p>8.4. World History</p> <p>8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history.</p> <p>8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.6.C. Explain how continuity and change have impacted world history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.4.6.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world</p> <p>PA Academic Standards: Civics and Government</p> <p>5.1. Principles and documents of government</p> <p>5.1.6.A. Explain the effect of the rule of law in protecting property rights, individual rights, and the common good.</p>				

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5.1.6.C. Explain how the principles and ideals shape local, state, and national government.

- Liberty/Freedom
- Democracy
- Justice
- Equality

5.1.6.F. Describe how citizens and leaders use political symbols.

5.2. Rights and responsibilities

5.2.6.B. Explain how citizens resolve conflicts in society and government.

5.2.6.D. Explain why participation in government and civic life is important.

5.4. How international relationships function

5.4.6.A. Identify how countries have varying interests.

5.4.6.B. Explain the difference between allies and adversaries.

PA Academic Standards: Geography

7.1. Basic geographic literacy

7.1.6.B. Describe and locate places and regions as defined by physical and human features

7.2. Physical characteristics of places and regions

7.2.6.A. Describe the characteristics of places and regions.

7.3. Human characteristics of places and regions

7.3.6.A. Describe the human characteristics of places and regions using the following criteria:

- Population
- Culture
- Settlement
- Economic activities
- Political activities

7.4. Interactions between people and the environment

7.4.6.A. Describe and explain the effects of the physical systems on people within regions

PA Academic Standards: Economics

6.1. Scarcity and choice

6.1.6.A. Explain how limited resources and unlimited wants cause scarcity.

6.1.6.B. Compare ways that people meet their needs with how they meet their wants.

6.2. Market and economic systems

6.2.6.D. Describe how prices influence both buyers and sellers and explain why prices may vary for similar products.

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6.4. Economic interdependence

6.4.6.B. Explain how trade effects standards of living.

PA Core Standards: Academic Standards for Reading in History and Social Studies, 6-12

8.5 Reading Informational Text

Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.

CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

PA Core Standards: Academic Standards for Writing in History and Social Studies, 6-12

8.6 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.8.6.6-8.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.

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PA Core Standards:

PA Core Standards: Academic Standards for Reading in History and Social Studies, 6-12

8.5 Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Grades 6-8

Key Ideas and Details

CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.

CC.8.5.6-8.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CC.8.5.6-8.C. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CC.8.5.6-8.E. Describe how a text presents information (e.g., sequentially, comparatively, causally).

CC.8.5.6-8.F. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CC.8.5.6-8.H. Distinguish among fact, opinion, and reasoned judgment in a text.

CC.8.5.6-8.I. Analyze the relationship between a primary and secondary source on the same topic.

Range and Level of Complex Texts

CC.8.5.6-8.J. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

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Grades 9-10

Key Ideas and Details

CC.8.5.9-10.A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CC.8.5.9-10.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CC.8.5.9-10.C. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

CC.8.5.9-10.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CC.8.5.9-10.E. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CC.8.5.9-10.F. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

CC.8.5.9-10.G. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author's claims.

CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.

Range and Level of Complex Texts

CC.8.5.9-10.J. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Grades 11-12

Key Ideas and Details

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.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.

Craft and Structure

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

Integration of Knowledge and Ideas

CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

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.

Range and Level of Complex Texts

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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PA Core Standards:

Academic Standards for Writing in History and Social Studies, 6-12

8.6 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Grades 6-8

Text Types and Purposes

CC.8.6.6-8.A. Write arguments focused on discipline-specific content.

- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

CC.8.6.6-8.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style and objective tone.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.6-8.D. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

CC.8.6.6-8.F. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CC.8.6.6-8.G. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CC.8.6.6-8.H. Draw evidence from informational texts to support analysis reflection, and research.

Range of Writing

CC.8.6.6-8.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.

Grades 9-10

Text Types and Purposes

CC.8.6.9-10.A. Write arguments focused on discipline-specific content.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- Use words, phrases, and clauses 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.8.6.9-10.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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- Develop the topic with well-chosen, relevant, and sufficient 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 ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- 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 and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

CC.8.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.9-10.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.8.6.9-10.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

CC.8.6.9-10.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.8.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

CC.8.6.9-10.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.

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Grades 11-12

Text Types and Purposes

CC.8.6.11-12.A. 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.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).

Production and Distribution of Writing

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.

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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.

Research to Build and Present Knowledge

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.G. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

CC.8.6.11-12.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.

* Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

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Appendix: A			
IEP Enhancements			
General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Early Civilizations in Africa and Asia	<ul style="list-style-type: none"> • Preferential Seating • Use of Computer (When Available) • Interactive Online Videos • Visual Aids • Anchor Charts • Breaking tasks down into more manageable increments • Breaking down directions with one directive given at a time • Frequent breaks to maintain focus • Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined • Extra time to complete assignments • Additional textbook sent home • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Sample Problems provided • Directions read aloud • Colored overlay for reading • Guided Reading Strip • Larger Font • Access to computer to type written responses • Small group reteach • One-on-One Instruction • Larger lined paper for writing assignments • Graphic Organizer • Copy of notes provided • Audio recordings of text • Mark texts with highlighter • Extended Wait time after asking a question 		<p>Assessments:</p> <ul style="list-style-type: none"> • Testing in a small group setting • Tests orally read to students • Limit 4 to 3 choices • Chunk word banks and matching sections into more manageable units • Long tests will be given to a student one page at a time • Oral responses to open ended questions • Alternative tests • Study Guides for Assessments <p>Suggested Time: 34 days as specified in the curriculum and additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Early Civilizations in the Americas	<ul style="list-style-type: none"> • Preferential Seating • Use of Computer (When Available) • Interactive Online Videos • Visual Aids • Anchor Charts • Breaking tasks down into more manageable increments • Breaking down directions with one directive given at a time • Frequent breaks to maintain focus • Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined • Extra time to complete assignments • Additional textbook sent home • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Sample Problems provided • Directions read aloud • Colored overlay for reading • Guided Reading Strip • Larger Font • Access to computer to type written responses • Small group reteach • One-on-One Instruction • Larger lined paper for writing assignments • Graphic Organizer • Copy of notes provided • Audio recordings of text • Mark texts with highlighter • Extended Wait time after asking a question 		<p>Assessments:</p> <ul style="list-style-type: none"> • Testing in a small group setting • Tests orally read to students • Limit 4 to 3 choices • Chunk word banks and matching sections into more manageable units • Long tests will be given to a student one page at a time • Oral responses to open ended questions • Alternative tests • Study Guides for Assessments <p>Suggested Time: 33 days as specified in the curriculum and additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Mediterranean Empires	<ul style="list-style-type: none"> • Preferential Seating • Use of Computer (When Available) • Interactive Online Videos • Visual Aids • Anchor Charts • Breaking tasks down into more manageable increments • Breaking down directions with one directive given at a time • Frequent breaks to maintain focus • Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined • Extra time to complete assignments • Additional textbook sent home • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Sample Problems provided • Directions read aloud • Colored overlay for reading • Guided Reading Strip • Larger Font • Access to computer to type written responses • Small group reteach • One-on-One Instruction • Larger lined paper for writing assignments • Graphic Organizer • Copy of notes provided • Audio recordings of text • Mark texts with highlighter • Extended Wait time after asking a question 		<p>Assessments:</p> <ul style="list-style-type: none"> • Testing in a small group setting • Tests orally read to students • Limit 4 to 3 choices • Chunk word banks and matching sections into more manageable units • Long tests will be given to a student one page at a time • Oral responses to open ended questions • Alternative tests • Study Guides for Assessments <p>Suggested Time: 25 days as specified in the curriculum and additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Medieval Europe	<ul style="list-style-type: none"> • Preferential Seating • Use of Computer (When Available) • Interactive Online Videos • Visual Aids • Anchor Charts • Breaking tasks down into more manageable increments • Breaking down directions with one directive given at a time • Frequent breaks to maintain focus • Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined • Extra time to complete assignments • Additional textbook sent home • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Sample Problems provided • Directions read aloud • Colored overlay for reading • Guided Reading Strip • Larger Font • Access to computer to type written responses • Small group reteach • One-on-One Instruction • Larger lined paper for writing assignments • Graphic Organizer • Copy of notes provided • Audio recordings of text • Mark texts with highlighter • Extended Wait time after asking a question 		<p>Assessments:</p> <ul style="list-style-type: none"> • Testing in a small group setting • Tests orally read to students • Limit 4 to 3 choices • Chunk word banks and matching sections into more manageable units • Long tests will be given to a student one page at a time • Oral responses to open ended questions • Alternative tests • Study Guides for Assessments <p>Suggested Time: 11 days as specified in the curriculum and additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Discovery, Expansion and Revolutions	<ul style="list-style-type: none"> • Preferential Seating • Use of Computer (When Available) • Interactive Online Videos • Visual Aids • Anchor Charts • Breaking tasks down into more manageable increments • Breaking down directions with one directive given at a time • Frequent breaks to maintain focus • Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined • Extra time to complete assignments • Additional textbook sent home • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Sample Problems provided • Directions read aloud • Colored overlay for reading • Guided Reading Strip • Larger Font • Access to computer to type written responses • Small group reteach • One-on-One Instruction • Larger lined paper for writing assignments • Graphic Organizer • Copy of notes provided • Audio recordings of text • Mark texts with highlighter • Extended Wait time after asking a question 		<p>Assessments:</p> <ul style="list-style-type: none"> • Testing in a small group setting • Tests orally read to students • Limit 4 to 3 choices • Chunk word banks and matching sections into more manageable units • Long tests will be given to a student one page at a time • Oral responses to open ended questions • Alternative tests • Study Guides for Assessments <p>Suggested Time: 35 days as specified in the curriculum and additional time as needed per individual student</p>

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Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
A World in Opposition	<ul style="list-style-type: none"> • Preferential Seating • Use of Computer (When Available) • Interactive Online Videos • Visual Aids • Anchor Charts • Breaking tasks down into more manageable increments • Breaking down directions with one directive given at a time • Frequent breaks to maintain focus • Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined • Extra time to complete assignments • Additional textbook sent home • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Sample Problems provided • Directions read aloud • Colored overlay for reading • Guided Reading Strip • Larger Font • Access to computer to type written responses • Small group reteach • One-on-One Instruction • Larger lined paper for writing assignments • Graphic Organizer • Copy of notes provided • Audio recordings of text • Mark texts with highlighter • Extended Wait time after asking a question 		<p>Assessments:</p> <ul style="list-style-type: none"> • Testing in a small group setting • Tests orally read to students • Limit 4 to 3 choices • Chunk word banks and matching sections into more manageable units • Long tests will be given to a student one page at a time • Oral responses to open ended questions • Alternative tests • Study Guides for Assessments <p>Suggested Time: 42 days as specified in the curriculum and additional time as needed per individual student</p>