
Current Issues in US History and Civics Academic

Curriculum Guide

Dunmore School District

Dunmore, PA



**Dunmore School District
Curriculum Guide**

Current Issues in US History and Civics Academic

Prerequisite:

- Completion of 7th Grade

Course Description:

Current Issues in US History and Civics Academic is designed to help students understand the people, issues, and events that shape the United States. This class will review the recent current issues and events in our country. Along with learning about issues and events of US History and Civics, students will discuss and explore ideas and ways to solve various problems in our country. Due to the nature of this course, topics are subject to change in accordance with current issues and challenges faced by World Democracies.

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.

**Dunmore School District
Curriculum Guide**

Year-at-a-glance

Subject: Current Issues in US History and Civics Academic	Grade Level: 8	Date Completed: 4/11/2019
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1st Quarter

Topic	Resources	Standards
Unit 1-Terrorism 101- Introduction to Terrorism	<p>Approved textbook <i>Current Issues in American Democracy</i> by Antell and Harris</p> <p>Teacher Generated notes</p> <p>Teacher Generated Questions and Worksheets for Understanding</p> <p>Study Guide</p>	<p>History 8.1.6.A.,8.1.6.C., 8.1.7.A., 8.1.8.A.,8.1.8.B.,8.3.6.C., 8.3.7.A.,8.3.7.B.,8.3.7.C.,8.3.7.D., 8.3.8.D.,8.4.6.B.,8.4.6.C., 8.4.6.D., 8.4.7.B.,8.4.7.C.,8.4.7.D.</p> <p>Civics and Government 5.1.6.B.,5.1.7.B.,5.1.8.B., 5.4.6.A.5.4.6.B.,5.4.7.A.,5.4.7.B., 5.4.8.A.,5.4.8.B.,5.4.8.C.,5.4.8.D.</p> <p>Geography 7.3.8.A.</p> <p>Economics 6.3.8.A.,6.3.8.B.</p> <p>Reading 8.5</p> <p>Writing 8.6</p>

**Dunmore School District
Curriculum Guide**

<p>Unit 2-Terrorism (1979-2001-Pre 9/11)</p>	<p>Suggested Reading: The Atlantic, “The Soviet Invasion of Afghanistan 1979-1989”, August 4, 2014</p> <p>Notes (handout)Soviet War in Afghanistan</p> <p>Suggested Reading (handout): PBS Newshour, The Soviet Occupation of Afghanistan, October 10, 2006</p> <p>Suggested Video: Biography, “Osama bin Laden: In the Name of Allah”, August 2004</p> <p>Suggested Video: Soviet Afghan War Montage (guerilla warfare), military.com, May 2012</p> <p>Teacher Generated Notes</p> <p>Teacher Generated Questions and Worksheets for Understanding</p> <p>Study Guide</p>	<p>History 8.1.6.A.,8.1.6.B.,8.1.7.A.,8.1.7.B., 8.1.7.C.,8.1.8.A.,8.1.8.B.,8.3.7.A., 8.3.7.B., 8.3.7.D., 8.3.8.D., 8.4.6.A.,8.4.6.B., 8.4.6.C., 8.4.6.D.,8.4.7.A.,8.4.7.B.,8.4.7.C., 8.4.7.D.,</p> <p>Civics and Government 5.1.6.B.,5.1.7.B.,5.1.8.B., 5.4.6.A.,5.4.6.B.,5.4.7.A., 5.4.7.B.,5.4.7.D.,5.4.8.C.,5.4.8.D.</p> <p>Geography 7.1.6.B.,7.1.7.B.,7.1.8.B., 7.2.6.A.,7.2.7.A.,7.2.8.A.,</p> <p>Economics 6.1.8.B.</p> <p>Reading 8.5</p> <p>Writing 8.6</p>
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**Dunmore School District
Curriculum Guide**

Unit 3-9/11 and Its Effects	<p>Approved Textbook <i>The World Today</i>, 9th Edition</p> <p>Teacher Generated Notes Study Guide</p> <p>Suggested Reading: Brill, Steven, 15 Years After 9/11, Is America Any Safer? , The Atlantic, September, 2016</p> <p>Suggested Reading: Worland, Justin, Health Problems Linger for 9/11 First Responders, Time, April 2015</p> <p>Teacher Generated Questions and Worksheets for Understanding</p> <p>Suggested Video: Inside 9/11: The Day that never ends, CNN, September, 2011</p>	<p>History 8.1.6.A., 8.1.6.B., 8.1.6.C., 8.1.7.A., 8.1.7.B., 8.1.7.C., 8.1.8. A., 8.1.8.B., 8.3.6.D., 8.3.7.A., 8.3.7.B., 8.3.8.D., 8.4.6.A., 8.4.6.B., 8.4.6.C., 8.4.6.D., 8.4.7.A., 8.4.7.B., 8.4.7.C., 8.4.7.D.</p> <p>Civics and Government 5.1.6.B., 5.1.7.B., 5.1.7.D., 5.1.8.B., 5.4.6.A., 5.4.6.B., 5.4.7.A., 5.4.7.D., 5.4.8.A., 5.4.8.B., 5.4.8.C., 5.4.8.D.</p> <p>Geography 7.1.6. B</p> <p>Economics 6.1.8.C.</p> <p>Reading 8.5</p> <p>Writing 8.6</p>
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**Dunmore School District
Curriculum Guide**

2nd Quarter

Topic	Resources	Standards
Unit 4-Post 9/11	<p>Approved textbook The World Today, 9th Edition</p> <p>Teacher Generated Questions and Worksheets for Understanding</p> <p>Study Guide</p> <p>Suggested Reading: Bergen, Peter, The Account of How We Nearly Caught Osama bin Laden, December 2009</p> <p>Suggested Reading: Al Qaeda's Economic War Against the United States, Energy Security, January, 2005</p> <p>Suggested Reading: Schmidle, Nicholas, Getting bin Laden, The New Yorker, August, 2011</p> <p>Suggested Video: 60 Minutes, Tales of Tora Bora, CBS News, January 2002,</p>	<p>History 8.1.6.A.,8.1.6.B., 8.1.7.A., 8.1.7.B.,8.1.7.C., 8.1.8.A., 8.1.8.B.,8.1.8.C.,8.3.6.D., 8.3.7.A.,8.3.7.B.,8.3.7.D., 8.3.8.D.,8.4.6.A.,8.4.6.B.,8.4.6.C., 8.4.6.D.,8.4.7.A.,8.4.7.B., 8.4.7.C.,8.4.7.D.,</p> <p>Civics and Government 5.4.7.A.,5.4.7.B.,5.4.8.A.,5.4.8.B., 5.4.8.C.,5.4.8.D.</p> <p>Geography 7.1.8.A.,7.1.8.B.,7.2.8.A.</p> <p>Economics 6.2.8.D., 6.2.8.G.</p> <p>Reading 8.5</p> <p>Writing 8.6</p>

**Dunmore School District
Curriculum Guide**

<p>Unit 5-Al Qaeda, ISIS and other extremist groups</p>	<p>Approved Textbook The World Today, 9th Edition</p> <p>Suggested Article: What is Terrorism, and Is it Getting Worse?, The Conversation, June, 2017</p> <p>Suggested Article: Byman, Daniel, Comparing Al Qaeda and ISIS, Different goals, different targets, Brookings, April 2015</p> <p>Suggested Video: Al Qaeda, ISIS, 'Both' Pose Threat to U.S. Video ,ABC News, January, 2015</p> <p>Teacher generated notes</p> <p>Teacher Generated Questions and Worksheets for Understanding</p> <p>Study Guide</p>	<p>History 8.1.7.A. 8.1.7.B.,8.1.8.C., 8.3.7.B.,8.3.7.D., 8.3.8.B., 8.3.8.C., 8.3.8.D.,8.3.8.D.,8.4.6.A., 8.4.6.B.,8.4.6.C.,8.4.6.D., 8.4.7.A.,8.4.7.B.,8.4.7.C., 8.4.7.D.</p> <p>Civics and Government 5.4.7.A.5.4.7.B.,5.4.8.A., 5.4.8.B.,5.4.8.C.,5.4.8.D.</p> <p>Geography 7.1.8.A.,7.1.8.B.,7.2.8.A.</p> <p>Economics 6.3.8.A.</p> <p>Reading 8.5</p> <p>Writing 8.6</p>
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**Dunmore School District
Curriculum Guide**

Unit 6-Domestic Terrorism	<p><i>Approved Textbook</i> <i>The World Today</i>, 9th Edition</p> <p><i>Current Issues in American Democracy</i> by Antell and Harris</p> <p>Teacher generated notes</p> <p>Study Guide</p> <p>Suggested Movie: The Hunt for the Boston Bombers, National Geographic, 2014</p> <p>Suggested Reading: Eric Frien, trooper ambush killer, sentenced to death in Pennsylvania, cbs.com, April, 2017</p> <p>Suggested Reading: Dawson, Peter, Super Bowl LII: Here's what it takes to secure the biggest sporting event of the year, Star Telegram, February 2018</p> <p>Teacher Generated Questions and Worksheets for Understanding</p>	<p>History 8.1.7.A.,8.1.7.B.,8.1.8.C., 8.3.6.B.,8.3.6.C.,8.3.7.B., 8.3.7.C.,8.3.7.D., 8.3.8.D., 8.4.7.A.,8.4.8.A.,8.4.8.B., 8.4.8. D.</p> <p>Civics and Government 5.2.8.A.,5.2.8.C.,5.2.8.D., 5.3.8.C.,5.3.8.H.</p> <p>Geography 7.1.8.A.,7.1.8.B., 7.2.8.A., 7.3.8.A.</p> <p>Economics 6.3.8.A</p> <p>Reading 8.5</p> <p>Writing 8.6</p>
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**Dunmore School District
Curriculum Guide**

3rd Quarter

Topic	Resources	Standards
Unit 7-Democratic vs. Authoritarian Governments	<p>Approved textbook <i>Current Issues in American Democracy</i> by Antell and Harris</p> <p>Teacher generated notes</p> <p>Study Guide</p> <p>Suggested Reading: Choosing a President: How the Electoral College Works, National Archives, Fall 2012</p> <p>Suggested Article: What is the Electoral College? How it works and why it matters, Politics, November 2012</p> <p>Most recent Electoral College Map</p> <p>PA Voter Registration Form</p> <p>Suggested Reading: Vocabulary: Political Words</p>	<p>History 8.1.8.B., 8.2.8.B.,8.2.7.C., 8.3.7.A.,8.3.7.B., 8.3.7.C., 8.3.8.B.,8.3.8.C.,8.4.7.A., 8.4.7.B.</p> <p>Civics and Government 5.1.7.A., 5.1.7.D.,5.1.8.C., 5.1.8.E., 5.2.7.A., 5.2.7.B., 5.2.7.C., 5.2.7.D.,5.2.8.A., 5.2.8.B.,5.2.8.C., 5.2.8.D., 5.3.7.E., 5.3.7.J.,5.3.8.E., 5.3.8.J.,5.4.8.A.,5.4.8.B.</p> <p>Geography 7.3.7.A., 7.3.8.A</p> <p>Economics 6.3.8.A.</p> <p>Reading 8.5</p> <p>Writing 8.6</p>

**Dunmore School District
Curriculum Guide**

<p>Unit 8-Political Parties, and Liberals vs. Conservatives</p>	<p>Suggested Video: Liberals vs. Conservatives, Sunburst Visual Media, 2004</p> <p>Teacher generated notes</p> <p>Most recent Republican and Democratic Party Platform, Statements, or Philosophies</p> <p>Study Guide</p> <p>Suggested Article: Born This Way, The new weird science of hard wired political identity, New York News and Politics, April, 2012</p> <p>Teacher Generated Materials and Worksheets for Understanding</p>	<p>History 8.1.8.A.,8.2.7.D.,8.2.8.C., 8.3.7.A., 8.3.7.D.,8.3.8.A., 8.3.8.C.,8.3.8.D., 8.4.7.C 8.4.8.A.,8.4.8.C.,</p> <p>Civics and Government 5.1.8.A.,5.1.8.B., 5.1.8.D., 5.1.8.E.,5.1.8.F.,5.2.8.A., 5.2.8.B., 5.2.8.C.,5.2.8.D. 5.3.8.G.,5.3.8.H.</p> <p>Geography 7.1.8.A., 7.3.8.A.</p> <p>Economics 6.3.8.D</p> <p>Reading 8.5</p> <p>Writing 8.6</p>
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**Dunmore School District
Curriculum Guide**

Unit 9-Drug Abuse	<p>Approved textbook Approved textbook The World Today, 9th Edition</p> <p>Teacher Generated Notes</p> <p>Teacher Generated Power Point Presentation</p> <p>Study Guide</p> <p><i>Current Issues in American Democracy</i> by Antell and Harris</p> <p>Suggested Video: 30 for 30-Without Bias (Len Bias), ESPN, 2009</p> <p>Suggested Reading: The Manda Spitler Story, www.mandasstory.com</p> <p>Suggested Reading: New York area gangs are becoming increasingly organized, entrenched and dominant in many eastern Pennsylvania drug markers, US Department of Justice, 2011</p> <p>Class Debate and Discussion</p>	<p>History 8.1.7.A.,8.1.8.A., 8.2.7.D., 8.2.8.A.,</p> <p>Civics and Government 5.1.7.B.,5.1.8.F.,5.3.7.H., 5.3.8.H.</p> <p>Geography 7.2.8.A.</p> <p>Economics 6.2.8.A.</p> <p>Reading 8.5</p> <p>Writing 8.6</p>
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**Dunmore School District
Curriculum Guide**

Unit 10-Immigration	<p>Approved textbook <i>Current Issues in American Democracy</i> by Antell and Harris</p> <p>Notes</p> <p>Teacher Generated Power Point Presentation</p> <p>Study Guide</p> <p>Suggested Video: Shadow of Hate:, Biography, 1995</p> <p>Teacher Generated Classroom Debate and Discussion Questions</p> <p>Teacher Generated Materials and Worksheets for Understanding</p>	<p>History 8.1.7.A.,8.1.7.B.,8.1.8.A., 8.1.8.B.,8.2.7.D.,8.2.8.A., 8.2.8.B.,8.2.8.C.,8.2.8.D., 8.3.7.A.,8.3.7.B.,8.3.7.C., 8.3.7.D.,8.3.8.A.,8.3.8.B., 8.3.8.C., 8.3.8.D.,8.4.7.A., 8.4.7.B., 8.4.7.C., 8.4.7.D., 8.4.8.A., 8.4.8.B., 8.4.8.C., 8.4.8.D.</p> <p>Civics and Government 5.1.7.D.5.1.8.B.,5.1.8.C., 5.1.8.D., 5.1.8.F., 5.2.8.A., 5.2.8.D.</p> <p>Geography 7.2.8.A.</p> <p>Economics 6.4.8.B.,6.5.8.A., 6.5.8.B., 6.1.8.C.</p> <p>Reading 8.5</p> <p>Writing 8.6</p>
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**Dunmore School District
Curriculum Guide**

4th Quarter

Topic	Resources	Standards
Unit 11-Crime in the United States	<p>Approved textbook <i>Current Issues in American Democracy</i> by Antell and Harris</p> <p><i>The World Today</i>, 9th Edition</p> <p>Teacher Generated Notes</p> <p>Study Guide</p> <p>Suggested Reading: ShotSpotter Gunshot ‘Listening’ Technology Comes To Chicago Police Force, Huffinton Post, October 2012</p> <p>Teacher Generated Materials and Worksheets for Understanding</p>	<p>History 8.1.8.A.,8.2.8.C., 8.3.7.B, 8.3.8.A., 8.3.8.B.,</p> <p>Civics and Government 5.1.8.A., 5.1.8.D.,5.2.8.A., 5.2.8.D.,5.3.8.A., 5.3.8.D.</p> <p>Geography 7.3.8.A.</p> <p>Economics 6.3.8.A.,6.3.8.B. 6.3.8.B.</p> <p>Reading 8.5</p> <p>Writing 8.6</p>

**Dunmore School District
Curriculum Guide**

Unit 12-The Police	<p>Approved textbook <i>Current Issues in American Democracy</i> by Antell and Harris</p> <p>Teacher Generated Notes</p> <p>Primary Source (2nd, 4th, 5th, 6th Amendment)</p> <p>Suggested Video: Gun Control: The Right to Bear Arms in the 20th Century, History Channel,</p> <p>Handout-Frequently Asked Questions About PA Firearm Laws</p> <p>Suggested Video: The Viral Video That Set a City on Fire (Rodney King), April, 2017</p> <p>Suggested Video: The Anatomy of a Riot, ABC News</p> <p>Suggested Reading: Sastri, Anjuli, When LA Erupted in Anger: A Look Back at the Rodney King Riots, April 2017</p> <p>Guest Speaker-Dunmore School District School Resource Officer</p>	<p>History 8.1.8.A., 8.1.8.B., 8.3.8.A., 8.3.8.B., 8.3.8.C., 8.4.8.D.</p> <p>Civics and Government 5.1.8.B., 5.1.8.D., 5.1.8.F., 5.2.8.A., 5.2.8.B., 5.2.8.C., 5.3.8.C., 5.3.8.D., 5.3.8.H., 5.3.8.I., 5.3.8.J.</p> <p>Geography 7.2.8.A.</p> <p>Economics 6.3.8.A., 6.3.8.B.</p> <p>Reading 8.5</p> <p>Writing 8.6</p>
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**Dunmore School District
Curriculum Guide**

Unit 13-The Court System	<p>Approved textbook <i>Current Issues in American Democracy</i> by Antell and Harris</p> <p>Teacher Generated Notes</p> <p>Study Guide</p> <p>Suggested Video: Kids for Cash, www.kidsforcashthemovie.com, 2013</p> <p>Suggested Video: The OJ Trial-Shock of the Century, CNN, 2014</p> <p>Suggested Reading: Price, Lydia, A White For Bronco? Too Tight Gloves? The OJ Simpson Trial in case you missed the 90s, February 2016</p> <p>Teacher Generated Materials and Worksheets for Understanding</p>	<p>History 8.1.8.A.,8.1.8.B.,8.3.8.B., 8.3.8.C.,8.3.8.D., 8.4.8.B.</p> <p>Civics and Government 5.1.8.B., 5.1.8.C., 5.1.8.D., 5.1.8.F.,5.2.8.A., 5.2.8.C., 5.3.8.A., 5.3.8.C., 5.3.8.D., 5.3.8.F., 5.3.8.I.</p> <p>Geography 7.3.8.A</p> <p>Economics 6.3.8.A.,6.3.8.B.</p> <p>Reading 8.5</p> <p>Writing 8.6</p>
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**Dunmore School District
Curriculum Guide**

Unit 14-The Prison System	<p>Approved textbook <i>Current Issues in American Democracy</i> by Antell and Harris</p> <p>Teacher Generated Notes</p> <p>Teacher Generated Critical Thinking Skills Essay-Recidivism</p> <p>Study Guide</p> <p>Teacher Generated Activity-Inmate Intake Packet, Hiring Correctional Officers and Designing an Inmate Daily Schedule</p> <p>Teacher Generated Materials and Worksheets for Understanding</p>	<p>History 8.1.8.A.,8.1.8.B.,8.3.8.A., 8.3.8.B.,8.3.8.C.,8.4.8.D.</p> <p>Civics and Government 5.1.8.B., 5.1.8.D., 5.1.8.F., 5.2.8.A., 5.2.8.B., 5.2.8.C., 5.3.8.C., 5.3.8.D., 5.3.8.H., 5.3.8.I., 5.3.8.J.</p> <p>Geography 7.2.8.A.</p> <p>Economics 6.3.8.A.,6.3.8.B.</p>
Review and Final Exam		

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Unit 1-Terrorism 101- Introduction to Terrorism	Essential Knowledge/Skills: What is Terrorism? Terrorism Vocabulary and Terms Who are the Terrorists? What are the best Anti- Terrorist Measures? Terrorism and the Media Brief History of Terrorism in the United States Suggested Vocabulary: Anarchist Cell Cyberterrorism Domestic terrorism Fanatical Hijack Idealist Infiltration Martyr Nationalist Commando Revolutionary Concession Counterterrorism Extradite Hard line	Approved textbook <i>Current Issues in American Democracy</i> by Antell and Harris Teacher Generated notes Teacher Generated Questions and Worksheets for Understanding Study Guide	Teacher prepared tests, quizzes, etc. KWL Chart Brainstorming Socratic Method of Questioning Self-assessment	12 Days

**Dunmore School District
Curriculum Guide**

	Passive preemption			
<p>PA Academic Standards: History</p> <p>8.1.6.A. Explain continuity and change over time using sequential order and context of events.</p> <p>8.1.6.C. Identify a thesis statement using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)</p> <p>8.1.7.A. Demonstrate continuity and change over time using sequential order and context of events.</p> <p>8.1.8.A. Compare and contrast events over time and how continuity and change over time influenced those events.</p> <p>8.1.8.B. Compare and contrast a historical event, using multiple points of view from primary and secondary sources.</p> <p>8.3.7.A. Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.</p> <p>8.3.7.B. Examine the importance of significant historical documents, artifacts, and places critical to United States history.</p> <p>8.3.7.C. Compare how continuity and change have impacted U.S. 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>8.3.7.D. Examine conflict and cooperation among groups and organizations in U.S. history.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability <p>8.3.8.D. Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race 				

**Dunmore School District
Curriculum Guide**

- Working conditions
- Immigration
- Military conflict
- Economic stability

8.4.7.B. Explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.7.C. Differentiate 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

8.4.7.D. Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

PA Academic Standards: Civics and Government

5.1.7.B. Identify the different types of government and the processes they use in making laws.

5.1.8.B. Outline how different systems of government function.

5.4.7.A. Identify how countries have varying interests.

5.4.7.B. Describe how countries coexist in the world community.

5.4.8.A. Describe how national interests lead to agreements and conflicts between and among countries.

5.4.8.B. Describe the foreign policy tools of diplomacy, economic aid, military aid, sanctions, and treaties.

5.4.8.C. Explain how common problems (e.g., natural disasters, ethnic conflict, environmental concerns) are addressed by organizations and governments.

5.4.8.D. Describe how mass media influences our view of international events.

PA Academic Standards: Geography

7.3.8.A. Explain the human characteristics of places and regions using the following criteria:

- Population
- Culture

**Dunmore School District
Curriculum Guide**

- Settlement
- Economic Activities
- Political Activities

PA Academic Standards: Economics

6.3.8.A. Assess the value of public goods and services.

6.3.8.B. Predict how changes to government involvement at the state and national levels may affect the economy.

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.

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.

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Unit 2-Terrorism (1979-2001-Pre 9/11)	<p>Essential Knowledge/Skills:</p> <p>Soviet Afghan War</p> <p>Vocabulary and Terms</p> <p>Guerilla Warfare</p> <p>The CIA and Operation Cyclone</p> <p>The Mujahedeen, Osama bin Laden and Al Qaeda</p> <p>Suggested Vocabulary:</p> <p>Mujahedeen</p> <p>Jihad</p> <p>Guerilla warfare</p> <p>Blowback</p> <p>Islamic Fundamentalism</p> <p>Islamists</p> <p>Caliphate</p> <p>Sharia</p> <p>Who, What, When, Where:</p> <p>Saudi Arabia (Holy Land)</p> <p>1993 World Trade Center Bombing</p> <p>Ramsi Yousef</p> <p>Black Hawk Down (Mogadishu)</p> <p>Oklahoma City Bombing</p> <p>Timothy McVeigh</p> <p>1998 Embassy Bombings</p>	<p>Suggested Reading: The Atlantic, “The Soviet Invasion of Afghanistan 1979-1989”, August 4, 2014</p> <p>Notes (handout)Soviet War in Afghanistan</p> <p>Suggested Reading (handout): PBS Newshour, The Soviet Occupation of Afghanistan, October 10, 2006</p> <p>Suggested Video: Biography, “Osama bin Laden: In the Name of Allah”, August 2004</p> <p>Suggested Video: Soviet Afghan War Montage(guerilla warfare), military.com, May 2012</p> <p>Teacher Generated Notes</p> <p>Teacher Generated Questions and Worksheets for Understanding</p> <p>Study Guide</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Brainstorming</p> <p>Socratic Method of Questioning</p>	12 days

**Dunmore School District
Curriculum Guide**

	USS Cole			
<p>PA Academic Standards: History</p> <p>8.1.6.A. Explain continuity and change over time using sequential order and context of events.</p> <p>8.1.6.B. Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.</p> <p>8.1.7.A. Demonstrate continuity and change over time using sequential order and context of events.</p> <p>8.1.7.B. Identify and use primary and secondary sources to analyze multiple points of view for historical events.</p> <p>8.1.7.C. Form a thesis statement on an assigned topic using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)</p> <p>8.1.8.A. Compare and contrast events over time and how continuity and change over time influenced those events.</p> <p>8.1.8.B. Compare and contrast a historical event, using multiple points of view from primary and secondary sources.</p> <p>8.3.7.A. Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.</p> <p>8.3.7.B. Examine the importance of significant historical documents, artifacts, and places critical to United States history.</p> <p>8.3.7.D. Examine conflict and cooperation among groups and organizations in U.S. history.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability <p>8.3.8.D. Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability <p>8.4.6.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 				

**Dunmore School District
Curriculum Guide**

- 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.

8.4.7.A. Summarize the **social**, **political**, cultural, and **economic** contributions of individuals and groups in world history.

8.4.7.B. Explain the importance of historical **documents**, **artifacts**, and sites which are critical to world history.

8.4.7.C. Differentiate 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

8.4.7.D. Explain how **conflict** and cooperation among groups and organizations have impacted the history of the world.

PA Academic Standards: Civics and Government

5.1.6.B. Compare and contrast a direct **democracy** with a **republican form of government**.

5.1.7.B. Identify the different types of government and the processes they use in making laws.

5.1.8.B. Outline how different systems of government function.

5.4.6.A. Identify how countries have varying interests.

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

5.4.7.A. Identify how countries have varying interests.

5.4.7.B. Describe the foreign policy tools of diplomacy, economic aid, military aid, **sanctions**, and treaties.

5.4.7.D. Identify **mass media** sources and how they report world events.

5.4.8.C. Explain how common problems (e.g., natural disasters, ethnic conflict, environmental concerns) are addressed by organizations and governments.

5.4.8.D. Describe how **mass media** influences our view of international events.

**Dunmore School District
Curriculum Guide**

PA Academic Standards: Geography

- 7.1.6.B. Describe and locate places and regions as defined by physical and human features.
- 7.1.7.B. Explain and locate places and regions as defined by physical and human features.
- 7.1.8.B. Explain and locate places and regions as defined by physical and human features.
- 7.2.6.A. Describe the characteristics of places and regions.
- 7.2.7.A. Explain the characteristics of places and regions.
- 7.2.8.A. Explain the characteristics of places and regions.

PA Academic Standards: Economics

- 6.1.8.B. Compare the decisions made because of limited resources and unlimited wants. Analyze the resources that are combined to create goods and services.

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.

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.

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Unit 3-Terrorism- (9/11 and Its Effects)	Essential Knowledge/Skills: Timeline of 9/11 Recovery Efforts and Tragedy Economic Effects of 9/11 Department of Homeland Security Common Islamic Views vs. US Who, What, When, Where Al Qaeda World Trade Center Pentagon Shanksville, PA NYFD and NYPD President George W. Bush Tom Ridge	Approved Textbook <i>The World Today</i> , 9 th Edition Teacher Generated Notes Study Guide Suggested Reading: Brill, Steven, 15 Years After 9/11, Is America Any Safer? , The Atlantic, September, 2016 Suggested Reading: Worland, Justin, Health Problems Linger for 9/11 First Responders, Time, April 2015 Teacher Generated Questions and Worksheets for Understanding Suggested Video: Inside 9/11: The Day that never ends, CNN, September, 2011	Teacher prepared tests, quizzes, etc. KWL Chart Brainstorming Socratic Method of Questions Discussion/Debate	14 Days
PA Academic Standards: History 8.1.6.A. Explain continuity and change over time using sequential order and context of events . 8.1.6.B. Differentiate between fact and opinion , multiple points of view, and primary and secondary sources to explain historical events. 8.1.6.C. Identify a thesis statement using appropriate primary and secondary sources . (Reference RWSL Standard 1.8.5 Research) 8.1.7.A. Demonstrate continuity and change over time using sequential order and context of events . 8.1.7.B. Identify and use primary and secondary sources to analyze multiple points of view for historical events. 8.1.7.C. Form a thesis statement on an assigned topic using appropriate primary and secondary sources . (Reference RWSL Standard 1.8.5 Research) 8.1.8.A. Compare and contrast events over time and how continuity and change over time influenced those events.				

**Dunmore School District
Curriculum Guide**

8.1.8.B. Compare and contrast a historical event, using multiple points of view from **primary and secondary sources**.

8.3.6.D. Explain how **conflict** and cooperation among groups and organizations have impacted the history and development of the U.S.

- **Ethnicity** and race
- Working conditions
- Immigration
- Military **conflict**
- **Economic** stability

8.3.7.A. Classify the **social, political**, cultural, and **economic** contributions of individuals and groups throughout United States history.

8.3.7.B. Examine the importance of significant historical **documents, artifacts**, and places critical to United States history.

8.3.8.D. Examine how **conflict** and cooperation among groups and organizations have impacted the growth and development of the U.S.

- **Ethnicity** and race
- Working conditions
- Immigration
- Military **conflict**
- **Economic** stability

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. Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.

**Dunmore School District
Curriculum Guide**

8.4.7.A. Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.

8.4.7.B. Explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.7.C. Differentiate 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

8.4.7.D. Explain how **conflict** and cooperation among groups and organizations have impacted the history of the world.

PA Academic Standards: Civics and Government

5.1.6.B. Compare and contrast a direct democracy with a republican form of government.

5.1.7.B. Identify the different types of government and the processes they use in making laws.

5.1.7.D. Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents:

- Declaration of Independence
- United States Constitution
- Bill of Rights • Pennsylvania Constitution

5.1.8.B. Outline how different systems of government function.

5.4.6.A. Identify how countries have varying interests.

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

5.4.7.A. Identify how countries have varying interests.

5.4.7.D. Identify mass media sources and how they report world events.

5.4.8.A. Describe how national interests lead to agreements and conflicts between and among countries.

5.4.8.B. Describe the foreign policy tools of diplomacy, economic aid, military aid, sanctions, and treaties.

5.4.8.C. Explain how common problems (e.g., natural disasters, ethnic conflict, environmental concerns) are addressed by organizations and governments.

5.4.8.D. Describe how mass media influences our view of international events.

**Dunmore School District
Curriculum Guide**

PA Academic Standards: Geography

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

PA Academic Standards: Economics

6.1.8.C. Compare choices to determine the best action.

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.

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.

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Unit 4-Terrorism- (Post 9/11)	Essential Knowledge/Skills: War in Afghanistan The Battle of Tora Bora The War Against Al Qaeda and the Hunt for Osama bin Laden The Kill/Capture Mission of Osama bin Laden Who, What, When, Where Disinformation campaign Ayman-al Zawahiri Tora Bora	Approved textbook The World Today, 9 th Edition Suggested Reading: Bergen, Peter, The Account of How We Nearly Caught Osama bin Laden, December 2009 Suggested Reading: Al Qaeda's Economic War Against the United States, Energy Security, January, 2005 Suggested Reading: Schmidle, Nicholas, Getting bin Laden, The New Yorker, August, 2011 Suggested Video: 60 Minutes, Tales of Tora Bora, CBS News, January 2002, Teacher Generated Questions and Worksheets for Understanding Study Guide	Teacher prepared tests, quizzes, etc. Brainstorming Socratic Method of Questions Discussion Debate	12 Days
PA Academic Standards: History 8.1.6.A. Explain continuity and change over time using sequential order and context of events . 8.1.6.B. Differentiate between fact and opinion , multiple points of view, and primary and secondary sources to explain historical events. 8.1.7.A. Demonstrate continuity and change over time using sequential order and context of events . 8.1.7.B. Identify and use primary and secondary sources to analyze multiple points of view for historical events. 8.1.7.C. Form a thesis statement on an assigned topic using appropriate primary and secondary sources . (Reference RWSL Standard 1.8.5 Research)				

**Dunmore School District
Curriculum Guide**

- 8.1.8.A. Compare and contrast events over time and how continuity and change over time influenced those events.
- 8.1.8.B. Compare and contrast a historical event, using multiple points of view from **primary and secondary sources**.
- 8.1.8.C. Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)
- 8.3.6.D. Explain how **conflict** and cooperation among groups and organizations have impacted the history and development of the U.S.
- **Ethnicity** and race
 - Working conditions
 - Immigration
 - Military **conflict**
 - **Economic** stability
- 8.3.7.A. Classify the **social, political**, cultural, and **economic** contributions of individuals and groups throughout United States history.
- 8.3.7.B. Examine the importance of significant historical **documents, artifacts**, and places critical to United States history.
- 8.3.7.D. Examine **conflict** and cooperation among groups and organizations in U.S. history.
- **Ethnicity** and race
 - Working conditions
 - Immigration
 - Military **conflict**
 - **Economic** stability
- 8.3.8.D. Examine how **conflict** and cooperation among groups and organizations have impacted the growth and development of the U.S.
- **Ethnicity** and race
 - Working conditions
 - Immigration
 - Military **conflict**
 - **Economic** stability
- 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.

**Dunmore School District
Curriculum Guide**

- 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.

8.4.7.A. Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.

8.4.7.B. Explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.7.C. Differentiate 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

8.4.7.D. Explain how **conflict** and cooperation among groups and organizations have impacted the history of the world.

PA Academic Standards: Civics and Government

5.4.7.A. Identify how countries have varying interests.

5.4.7.B. Describe how countries coexist in the world community.

5.4.8.A. Describe how national interests lead to agreements and conflicts between and among countries.

5.4.8.B. Describe the foreign policy tools of diplomacy, economic aid, military aid, sanctions, and treaties.

5.4.8.C. Explain how common problems (e.g., natural disasters, ethnic conflict, environmental concerns) are addressed by organizations and governments.

5.4.8.D. Describe how mass media influences our view of international events.

PA Academic Standards: Geography

7.1.8.A. Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.

7.1.8.B. Explain and locate places and regions as defined by physical and human features.

**Dunmore School District
Curriculum Guide**

7.2.8.A. Explain the characteristics of places and regions.

PA Academic Standards: Economics

6.2.8.D. Explain the effects that changes in price have on buyers and sellers.

6.2.8.G. Examine how various economic systems address the three basic questions.

- What to produce?
- How?
- For whom?

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.

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.

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Unit 5- Terrorism(The Current Status of Al Qaeda, ISIS and other extremist groups)	Essential Knowledge/Skills: Timeline and History of Al Qaeda and ISIS The difference between Al Qaeda and ISIS Examples of other extremist groups Who, What, When, Where Ayman Al Zawahiri Abu Bakr al-Baghdadi Lone Wolf Known Wolf	The World Today, 9 th Edition Suggested Article: What is Terrorism, and Is it Getting Worse? The Conversation, June, 2017 Suggested Article: Byman, Daniel ,Comparing Al Qaeda and ISIS, Different goals, different targets, Brooking, April 2015 Teacher generated notes Study Guide Suggested Video: Al Qaeda, ISIS, 'Both' Pose Threat to U.S. Video ,ABC News, January, 2015 Teacher Generated Questions and Worksheets for Understanding	Teacher prepared tests, quizzes, etc. Brainstorming Socratic Method of Questions	8 Days
PA Academic Standards: History 8.1.7.A. Demonstrate continuity and change over time using sequential order and context of events. B 8.1.8.C. Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research) 8.3.7.B. Examine the importance of significant historical documents, artifacts, and places critical to United States history. 8.3.7.D. Examine conflict and cooperation among groups and organizations in U.S. history. <ul style="list-style-type: none"> Ethnicity and race 				

**Dunmore School District
Curriculum Guide**

- Working conditions
 - Immigration
 - Military **conflict**
 - **Economic** stability
- 8.3.8.B. Evaluate the importance of historical documents, artifacts and places critical to United States history.
- 8.3.8.C. Summarize how continuity and change have impacted U.S. history.
- **Belief systems** and religions
 - Commerce and industry
 - Technology
 - **Politics** and government
 - Physical and **human geography**
 - **Social** organizations
- 8.3.8.D. Examine how **conflict** and cooperation among groups and organizations have impacted the growth and development of the U.S.
- **Ethnicity** and race
 - Working conditions
 - Immigration
 - Military **conflict**
 - **Economic** stability
- 8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history.
- 8.4.6.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.
- 8.4.7.A. Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.
- 8.4.7.C. Differentiate how continuity and change have impacted world history.
- Belief systems and religions
 - Commerce and industry
 - Technology

**Dunmore School District
Curriculum Guide**

- Politics and government
- Physical and human geography
- Social organizations

8.4.7.D. Explain how **conflict** and cooperation among groups and organizations have impacted the history of the world.

8.4.8.A. Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

8.4.8.B. Illustrate how historical documents, artifacts, and sites are critical to world history.

8.4.8.C. Illustrate 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

8.4.8.D. Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.

PA Academic Standards: Civics and Government

5.1.8.A. Identify the sources of the rule of law.

5.1.8.B. Outline how different systems of government function.

5.1.8.F. Analyze how political symbols are used by the media and leaders to influence public opinion.

5.3.8.H. Describe the influence of mass media on government.

5.3.8.J. Describe various types of projects and services provided through local, state, and national taxes.

5.4.8.A. Describe how national interests lead to agreements and conflicts between and among countries.

5.4.8.B. Describe the foreign policy tools of diplomacy, economic aid, military aid, sanctions, and treaties.

5.4.8.D. Describe how mass media influences our view of international events.

PA Academic Standards: Geography

7.1.8.A. Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.

7.1.8.B. Explain and locate places and regions as defined by physical and human features.

7.2.8.A. Explain the characteristics of places and regions.

**Dunmore School District
Curriculum Guide**

7.3.8.A. Explain the human characteristics of places and regions using the following criteria:

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

PA Academic Standards: Economics

6.3.8.A. Assess the value of public goods and services.

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.

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.

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Unit 6-Terrorism (Domestic Terrorism)	<p>Essential Knowledge/Skills: What is Domestic Terrorism?</p> <p>The 1995 Oklahoma City Bombing</p> <p>The Boston Marathon Bombing</p> <p>The shooting of Pennsylvania State Policeman Bryon Dickson</p> <p>Domestic Terrorism Threats</p> <p>Planning and Managing Security at High Level Events</p> <p>Suggested Vocabulary: Man hunt Pressure cooker Anarchists Shrapnel Survivalist Soft targets</p> <p>Who, What, When, Where, Terry Nichols Timothy McVeigh Tsarnaev brothers Eric Frein The Poconos</p>	<p><i>The World Today</i>, 9th Edition</p> <p><i>Current Issues in American Democracy</i> by Antell and Harris</p> <p>Teacher generated notes</p> <p>Study Guide</p> <p>Suggested Movie: The Hunt for the Boston Bombers, National Geographic, 2014</p> <p>Suggested Reading: Eric Frien, trooper ambush killer, sentenced to death in Pennsylvania, cbs.com, April, 2017</p> <p>Suggested Reading: Dawson, Peter, Super Bowl LII: Here's what it takes to secure the biggest sporting event of the year, Star Telegram, February 2018</p> <p>Teacher Generated Questions and Worksheets for Understanding</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>KWL Chart</p> <p>Brainstorming</p> <p>Socratic Method of Questions</p> <p>Discussion/Debate</p>	12 Days

**Dunmore School District
Curriculum Guide**

PA Academic Standards: History

8.1.7.A. Demonstrate continuity and change over time using sequential order and **context of events**.

8.1.7.B. Identify and use **primary and secondary sources** to analyze multiple points of view for historical events.

8.1.8.C. Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)

8.3.6.B. Explain the importance of significant historical documents, artifacts, and places critical to United States history.

8.3.6.C. Explain how continuity and change have impacted U.S. history.

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

8.3.7.B. Examine the importance of significant historical **documents, artifacts**, and places critical to United States history.

8.3.7.C. Compare how continuity and change have impacted U.S. history.

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

8.3.7.D. Examine conflict and cooperation among groups and organizations in U.S. history.

- Ethnicity and race
- Working conditions
- Immigration

**Dunmore School District
Curriculum Guide**

- Military conflict
 - Economic stability
- 8.3.8. D. Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.
- Ethnicity and race
 - Working conditions
 - Immigration
 - Military conflict
 - **Economic** stability
- 8.4.7.A. Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.
- 8.4.8.A. Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.8.B. Illustrate how historical documents, artifacts, and sites are critical to world history.
- 8.4.8.D. Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.

PA Academic Standards: Civics and Government

- 5.2.8.A. Summarize the role of citizens in terms of right and responsibilities in different government systems.
- 5.2.8.C. Describe the role of political leadership and public service.
- 5.2.8.D. Describe the citizen's role in the political process.
- 5.3.8.C. Describe how local, state, and national governments provide services.
- 5.3.8.H. Describe the influence of mass media on government.

PA Academic Standards: Geography

- 7.1.8.A. Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.
- 7.1.8.B. Explain and locate places and regions as defined by physical and human features.
- 7.2.8.A. Explain the characteristics of places and regions.
- 7.3.8.A. Explain the human characteristics of places and regions using the following criteria:
- Population
 - Culture
 - Settlement
 - Economic activities

**Dunmore School District
Curriculum Guide**

- Political activities

PA Academic Standards: Economics

6.3.8.A. Assess the value of public goods and services.

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.

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.

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Unit 7-Democratic vs. Authoritarian Governments	<p>Essential Knowledge/Skills:</p> <p>What are the major differences between a democracy and an authoritarian government?</p> <p>The essential ingredients in a democracy</p> <p>Registering to Vote in the U.S.</p> <p>Primary and General Election in the United States</p> <p>Suggested Vocabulary:</p> <p>Affiliation Democracy Independent status Primary election Voter registration Authoritarian Dictatorship Direct democracy Representative democracy Society Totalitarian government Absolute Equality Liberty Red States Blue States Swing States</p>	<p>Approved textbook <i>Current Issues in American Democracy</i> by Antell and Harris</p> <p>Suggested Reading: Choosing a President: How the Electoral College Works, National Archives, Fall 2012</p> <p>Suggested Article: What is the Electoral College? How it works and why it matters, Politics, November 2012</p> <p>Most recent Electoral College Map</p> <p>PA Voter Registration Form</p> <p>Suggested Reading-Vocabulary: Political Words</p> <p>Teacher Generated Notes</p> <p>Study Guide</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>KWL</p> <p>Brainstorming activity</p> <p>Socratic Method of Questions</p>	17 Days

**Dunmore School District
Curriculum Guide**

PA Academic Standards: History

8.1.8.B. Compare and contrast a historical event, using multiple points of view from primary and secondary sources.

8.2.8.B. Compare and contrast the importance of significant historical documents, artifacts, and places critical to Pennsylvania history.

8.2.7.C. Explain how continuity and change have impacted Pennsylvania history as related to local communities.

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

Social organizations

8.3.7.A. Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.

8.3.7.B. Examine the importance of significant historical documents, artifacts, and places critical to United States history.

8.3.7.C. Compare how continuity and change have impacted U.S. history.

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

8.3.8.B. Evaluate the importance of historical documents, artifacts and places critical to United States history.

8.3.8.C. Summarize how continuity and change have impacted U.S. history.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government

**Dunmore School District
Curriculum Guide**

- Physical and human geography
- Social organizations

8.4.7.A. Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.

8.4.7.B. Explain the importance of historical documents, artifacts, and sites which are critical to world history.

PA Academic Standards: Civics and Government

5.1.7.A.B.C.

5.1.7.D. Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents:

- Declaration of Independence
- United States Constitution
- Bill of Rights • Pennsylvania Constitution

5.1.8.C. Analyze the principles and ideas that shaped local, Pennsylvania, and national governments.

- Liberty / Freedom
- Democracy
- Justice
- Equality

5.1.8.E. Compare and contrast the individual rights guaranteed by the PA Constitution versus the U.S. Constitution.

5.2.7.A. Compare and contrast rights and responsibilities of citizenship in the community, state, and nation.

5.2.7.B. Compare the methods citizens use to resolve conflicts in society and government.

5.2.7.C. Describe the role of political leadership and public service.

5.2.7.D. Describe the citizen's role in the political process.

5.2.8.A. Summarize the role of citizens in terms of right and responsibilities in different government systems.

5.2.8.B. Describe how citizens resolve conflicts in society and government.

5.2.8.C. Describe the role of political leadership and public service.

5.2.8.D. Describe the citizen's role in the political process.

5.3.7.E. Describe the closed primary voting process in Pennsylvania.

5.3.7.J. Identify types of local, state, and national taxes.

5.3.8.E. Describe the closed primary voting process in Pennsylvania.

5.3.8.J. Describe various types of projects and services provided through local, state, and national taxes.

**Dunmore School District
Curriculum Guide**

5.4.8.A. Describe how national interests lead to agreements and conflicts between and among countries.

5.4.8.B. Describe the foreign policy tools of diplomacy, economic aid, military aid, sanctions, and treaties.

PA Academic Standards: Geography

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

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

7.3.8.A. Explain the human characteristics of places and regions using the following criteria:

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

PA Academic Standards: Economics

6.3.8.A. Assess the value of public goods and services.

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.

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.

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Unit 8-Political Parties and Liberalism vs. Conservatism	<p>Essential Knowledge/Skills: What does it mean to be a liberal or conservative?</p> <p>Democrats, Republicans and other political parties</p> <p>Suggested Vocabulary: Political spectrum Liberal Conservative Reactionary Mainstream Moderate Radicals Fascism moratorium</p> <p>Who, What, When, Where Affirmative Action Military Spending 2nd Amendment Abortion Taxes Universal Health Care Immigration Capital Punishment Environment (Global Warming) Homosexual Marriage Medical Marijuana The NRA/BCPGV</p>	<p>Suggested Video: Liberals vs. Conservatives Teacher generated notes</p> <p>Most recent Republican and Democratic Party Platform, Statements, or Philosophies</p> <p>Suggested Article: -Born This Way, The new weird science of hard wired political identity, New York News and Politics, April, 2012</p> <p>Teacher Generated Materials and Worksheets for Understanding</p> <p>Study Guide</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>KWL Chart</p> <p>Socratic Method of Questions</p> <p>Self-Assessment</p> <p>Discussion/Debate</p>	<p>12 Days</p>

**Dunmore School District
Curriculum Guide**

PA Academic Standards: History

8.1.8.A. Compare and contrast events over time and how continuity and change over time influenced those events.

8.2.7.D. Identify local connections and examples of conflict and cooperation among groups and organizations and how this impacted the history and development of Pennsylvania.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

8.2.8.C. Compare and contrast the ways continuity and change have impacted Pennsylvania history.

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

8.3.7.A. Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.

8.3.7.D. Examine conflict and cooperation among groups and organizations in U.S. history.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

8.3.8.A. Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

8.3.8.C. Summarize how continuity and change have impacted U.S. history.

- Belief systems and religions
- Commerce and industry

**Dunmore School District
Curriculum Guide**

- Technology
- Politics and government
- Physical and human geography
- Social organizations

8.3.8.D. Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

8.4.7.C. Differentiate 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

8.4.8.A. Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

8.4.8.C. Illustrate how continuity and change have impacted world history.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government

**Dunmore School District
Curriculum Guide**

- Physical and human geography
- Social organizations

PA Academic Standards: Civics and Government

5.1.8.A. Identify the sources of the rule of law.

5.1.8.B. Outline how different systems of government function.

5.1.8.D. Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents:

- Declaration of Independence
- United States Constitution
- Bill of Rights
- Pennsylvania Constitution

5.1.8.E. Compare and contrast the individual rights guaranteed by the PA Constitution versus the U.S. Constitution.

5.1.8.F. Analyze how political symbols are used by the media and leaders to influence public opinion.

5.2.8.A. Summarize the role of citizens in terms of right and responsibilities in different government systems.

5.2.8.B. Describe how citizens resolve conflicts in society and government.

5.2.8.C. Describe the role of political leadership and public service.

5.2.8.D. Describe the citizen's role in the political process.

5.3.8.G. Explain the role of interest groups in the federal government process.

5.3.8.H. Describe the influence of mass media on government.

PA Academic Standards: Geography

7.1.8.A. Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.

7.3.8.A. Explain the human characteristics of places and regions using the following criteria:

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

**Dunmore School District
Curriculum Guide**

PA Academic Standards: Economics

6.3.8.D. Explain how government actions may affect international trade.

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.

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

8.6 Writing

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**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Unit 9-Drug Abuse	Essential Knowledge/Skills: What are drugs? Where do drugs come from? Stimulants Depressants Narcotics Depressants Steroids Bath salts Ecstasy GHB The behavioral patterns of crack and heroin addicts (Reducing) the Supply of Drug (Reducing) the Demand of Drugs What can be done to decrease the amount of opiates being used nation-wide?	Approved textbook Approved textbook The World Today, 9 th Edition Notes Teacher Generated Power Point Presentation Study Guide <i>Current Issues in American Democracy</i> by Antell and Harris Suggested Video: 30 for 30-Without Bias (Len Bias), ESPN, 2009 Suggested Reading: The Manda Spitler Story, www.mandasstory.com Suggested Reading: New York area gangs are becoming increasingly organized, entrenched and dominant in many eastern Pennsylvania drug markets, US Department of Justice, 2011 Class Debate and Discussion	Teacher prepared tests, quizzes, etc. KWL Socratic Method of Questions Discussion/Debate	17 days

**Dunmore School District
Curriculum Guide**

	Suggested Vocabulary: Addict Addictive Alcoholism Amphetamine Barbiturate Caffeine Cocaine Codeine Crack Depressant Drug Frequency Hallucinogen Hashish Heroin LSD Marijuana Mescaline Morphine Narcotic Nicotine Opium overdose peyote pot snorting stimulant tranquilizer withdrawal symptoms antagonist drug halfway house methadone peer pressure			
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**Dunmore School District
Curriculum Guide**

	psychotherapy rehabilitation therapeutic community			
<p>PA Academic Standards: History</p> <p>8.1.7.A. Demonstrate continuity and change over time using sequential order and context of events.</p> <p>8.1.8.A. Compare and contrast events over time and how continuity and change over time influenced those events.</p> <p>8.2.7.D. Identify local connections and examples of conflict and cooperation among groups and organizations and how this impacted the history and development of Pennsylvania.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability <p>8.2.8.A Compare and contrast the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania.</p> <p>PA Academic Standards: Civics and Government</p> <p>5.1.7.B. Identify the different types of government and the processes they use in making laws.</p> <p>5.1.8.F. Analyze how political symbols are used by the media and leaders to influence public opinion.</p> <p>5.3.7.H. Describe the influence of mass media on society.</p> <p>5.3.8.H. Describe the influence of mass media on government.</p> <p>PA Academic Standards: Geography</p> <p>7.2.8.A. Explain the characteristics of places and regions.</p> <p>PA Academic Standards: Economics</p> <p>6.2.8.A. Describe the interaction of consumers and producers of goods and services in the state and national economy.</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 focus on textual evidence.</p> <p>PA Core Standards: Academic Standards for Writing in History and Social Studies, 6-12</p>				

**Dunmore School District
Curriculum Guide**

8.6 Writing

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**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Unit 10- Immigration	<p>Essential Knowledge/Skills:</p> <p>Melting Pot vs. Salad Bowl</p> <p>Brief History of Immigration to U.S.</p> <p>Why do people immigrate to the United States?</p> <p>Immigrant Contributions</p> <p>Immigration Difficulties-Prejudice, Discrimination, Prejudice, Stereotyping</p> <p>Should we build a wall?</p> <p>Suggested Vocabulary:</p> <p>Magnate Melting pot Salad bowl Anti-Semitism Assimilated Discriminate Illegal Immigrant Pogrom Prejudice Refugee Religious Discrimination Resentment 2nd Generation American Segregate Stereotype</p>	<p>Approved textbook <i>Current Issues in American Democracy</i> by Antell and Harris</p> <p>Notes</p> <p>Teacher Generated Power Point Presentation</p> <p>Study Guide</p> <p>Suggested Video: Shadow of Hate:, Biography, 1995</p> <p>Teacher Generated Classroom Debate and Discussion Questions</p> <p>Teacher Generated Materials and Worksheets for Understanding</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>KWL Chart</p> <p>Socratic Method of Questions</p> <p>Discussion/Debate</p>	10 Days

**Dunmore School District
Curriculum Guide**

PA Academic Standards: History

8.1.7.A. Demonstrate continuity and change over time using sequential order and **context of events**.

8.1.7.B. Identify and use **primary and secondary sources** to analyze multiple points of view for historical events.

8.1.8.A. Compare and contrast events over time and how continuity and change over time influenced those events.

8.1.8.B. Compare and contrast a historical event, using multiple points of view from **primary and secondary sources**.

8.2.7.D Identify local connections and examples of **conflict** and cooperation among groups and organizations and how this impacted the history and development of Pennsylvania.

- **Ethnicity** and race
- Working conditions
- Immigration
- Military **conflict**
- **Economic** stability

8.2.8.A. Compare and contrast the **social, political**, cultural, and **economic** contributions of specific individuals and groups from Pennsylvania.

8.2.8.B. Compare and contrast the importance of significant historical documents, artifacts, and places critical to Pennsylvania history.

8.2.8.C. Compare and contrast the ways continuity and change have impacted Pennsylvania history.

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

8.2.8.D. Compare and contrast examples of how conflict and cooperation among groups and organizations impacted the history and development of Pennsylvania.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict

**Dunmore School District
Curriculum Guide**

- Economic stability
- 8.3.7.A. Classify the **social**, **political**, cultural, and **economic** contributions of individuals and groups throughout United States history.
- 8.3.7.B. Examine the importance of significant historical **documents**, **artifacts**, and places critical to United States history.
- 8.3.7.C. Compare how continuity and change have impacted U.S. history.
- Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 8.3.7.D. Examine conflict and cooperation among groups and organizations in U.S. history.
- Ethnicity and race
 - Working conditions
 - Immigration
 - Military conflict
 - Economic stability
- 8.3.8.A. Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.
- 8.3.8.B. Evaluate the importance of historical documents, artifacts and places critical to United States history.
- 8.3.8.C. Summarize how continuity and change have impacted U.S. history.
- Belief systems and religions
 - Commerce and industry
 - Technology
 - **Politics** and government
 - Physical and **human geography**
 - **Social** organizations

**Dunmore School District
Curriculum Guide**

8.3.8.D. Examine how **conflict** and cooperation among groups and organizations have impacted the growth and development of the U.S.

- **Ethnicity** and race
- Working conditions
- Immigration
- Military **conflict**
- **Economic** stability

8.4.7.A. Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.

8.4.7.B. Explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.7.C. Differentiate 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

8.4.7.D. Explain how **conflict** and cooperation among groups and organizations have impacted the history of the world.

8.4.8.A. Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

8.4.8.B. Illustrate how historical documents, artifacts, and sites are critical to world history.

8.4.8.C. Illustrate 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

**Dunmore School District
Curriculum Guide**

8.4.8.D. Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.

PA Academic Standards: Civics and Government

5.1.7.D. Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents:

- Declaration of Independence
- United States Constitution
- Bill of Rights • Pennsylvania Constitution

5.1.8.B. Outline how different systems of government function.

5.1.8.C. Analyze the principles and ideas that shaped local, Pennsylvania, and national governments.

- Liberty / Freedom
- Democracy
- Justice
- Equality

5.1.8.D. Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents:

- Declaration of Independence
- United States Constitution
- Bill of Rights
- Pennsylvania Constitution

5.1.8.F. Analyze how political symbols are used by the media and leaders to influence public opinion.

5.2.8.A. Summarize the role of citizens in terms of right and responsibilities in different government systems.

5.2.8.D. Describe the citizen's role in the political process.

PA Academic Standards: Geography

7.2.8.A. Explain the characteristics of places and regions.

PA Academic Standards: Economics

6.4.8.B. Compare the standard of living in different times and places.

6.5.8.A. Examine the compensation of workers who produce different goods and provide different services.

6.5.8.B. Compare the characteristics of productive workers with less productive workers.

6.1.8.C. Compare the choices to determine the best action.

**Dunmore School District
Curriculum Guide**

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.

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.

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Unit 11-Crime in the U.S.	<p>Essential Knowledge/Skills:</p> <p>What are the major causes of crime in the United States?</p> <p>What can we do to make our homes, communities, and schools safer?</p> <p>Reducing crimes in large cities</p> <p>Using technology to decrease crime</p> <p>Providing security at large scale events</p> <p>Suggested Vocabulary:</p> <p>Crime</p> <p>Crime Rate</p> <p>Criminologist</p> <p>Mug</p> <p>Property Crime</p> <p>Serious Crime</p> <p>Violent Crime</p> <p>Convict</p> <p>Offender</p> <p>Revolving Door System of Justice</p> <p>Sentence</p> <p>Try</p> <p>Arson</p> <p>Assassination</p> <p>Assault</p> <p>Bribery</p> <p>Burglary</p> <p>Embezzlement</p>	<p>Approved textbook</p> <p><i>Current Issues in American Democracy</i> by Antell and Harris</p> <p><i>The World Today</i>, 9th Edition</p> <p>Teacher Generated Notes</p> <p>Study Guide</p> <p>Suggested Reading: ShotSpotter Gunshot 'Listening' Technology Comes To Chicago Police Force, Huffinton Post, October 2012</p> <p>Teacher Generated Materials and Worksheets for Understanding</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>KWL Chart</p> <p>Socratic Method of Questions</p> <p>Discussion/Debate</p>	12 Days

**Dunmore School District
Curriculum Guide**

	Forgery Fraud Sentence Try			
<p>PA Academic Standards: History</p> <p>8.1.8.A. Compare and contrast events over time and how continuity and change over time influenced those events.</p> <p>8.2.8.C. Compare and contrast the ways continuity and change have impacted Pennsylvania 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>8.3.8.A. Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.</p> <p>8.3.8.B. Evaluate the importance of historical documents, artifacts and places critical to United States history.</p> <p>8.3.7.B. Examine the importance of significant historical documents, artifacts, and places critical to United States history.</p> <p>PA Academic Standards: Civics and Government</p> <p>5.1.8.A. Identify the sources of the rule of law.</p> <p>5.1.8.D. Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents:</p> <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution <p>5.2.8.A. Summarize the role of citizens in terms of right and responsibilities in different government systems.</p> <p>5.2.8.D. Describe the citizen's role in the political process.</p> <p>5.3.8.A. Compare and contrast the responsibilities and powers of the three branches of government between Pennsylvania and the Federal government.</p> <p>5.3.8.D. Identify leadership positions and the role of political party affiliation at the local, state, and national levels.</p>				

**Dunmore School District
Curriculum Guide**

PA Academic Standards: Geography

7.2.8.A. Explain the characteristics of places and regions.

PA Academic Standards: Economics

6.3.8.A. Assess the value of public goods and services.

6.3.8.B. Predict how changes to government involvement at the state and national levels may affect the economy.

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.

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

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**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Unit 12-The Police	Essential Knowledge/Skills: What are the duties of the police? Limits that are placed on the police 2 nd , 4 th , 5 th , 6 th Amendment Miranda Warning Attitudes Towards the Police The LA Riots (ABCS NEWS) Suggested Vocabulary: Deterrent Exclusionary rule Log Miranda Warning Perp Probable Cause Citizens' Advisory Committee Accomplice Affidavit Arrest Ballistics Coroner counterfeit Credit theft Criminal justice system Domestic Fatality	Approved textbook <i>Current Issues in American Democracy</i> by Antell and Harris Teacher Generated Notes Study Guide Primary Source (2 nd , 4 th , 5 th , 6 th Amendment) Suggested Video: Gun Control: The Right to Bear Arms in the 20 th Century, History Channel, Handout-Frequently Asked Questions About PA Firearm Laws Suggested Video: -The Viral Video That Set a City on Fire (Rodney King), April, 2017 Suggested Video: The Anatomy of a Riot, ABC News Suggested Reading: Sastri, Anjuli, When LA Erupted in Anger: A Look Back at the Rodney King Riots, April 2017 Guest Speaker-Dunmore School District School Resource Officer	Teacher prepared tests, quizzes, etc. KWL Chart Socratic Method of Questions Discussion/Debate	12 Days

**Dunmore School District
Curriculum Guide**

	Harassment Intelligence Interrogate Lie detector Negligent Patrol Probable cause Restraining order Statute of limitation	Teacher Generated Materials and Worksheets for Understanding		
<p>PA Academic Standards: History</p> <p>8.1.8.A. Compare and contrast events over time and how continuity and change over time influenced those events.</p> <p>8.1.8.B. Compare and contrast a historical event, using multiple points of view from primary and secondary sources.</p> <p>8.3.8.A. Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.</p> <p>8.3.8.B. Evaluate the importance of historical documents, artifacts and places critical to United States history.</p> <p>8.3.8.C. Summarize how continuity and change have impacted U.S. 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>8.4.8.D. Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.</p> <p>PA Academic Standards: Civics and Government</p> <p>5.1.8.B. Outline how different systems of government function.</p> <p>5.1.8.D. Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents:</p> <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution 				

**Dunmore School District
Curriculum Guide**

- Bill of Rights
 - Pennsylvania Constitution
- 5.1.8.F. Analyze how political symbols are used by the media and leaders to influence public opinion.
- 5.2.8.A. Summarize the role of citizens in terms of right and responsibilities in different government systems.
- 5.2.8.B. Describe how citizens resolve conflicts in society and government.
- 5.2.8.C. Describe the role of political leadership and public service.
- 5.3.8.C. Describe how local, state, and national governments provide services.
- 5.3.8.D. Identify leadership positions and the role of political party affiliation at the local, state, and national levels.
- 5.3.8.H. Describe the influence of mass media on government.
- 5.3.8.I. Describe various types of projects and services provided through local, state, and national taxes.
- 5.3.8.J. Compare democracy to totalitarianism.

PA Academic Standards: Geography

- 7.2.8.A. Explain the characteristics of places and regions.

PA Academic Standards: Economics

- 6.3.8.A. Assess the value of public goods and services.
- 6.3.8.B. Predict how changed to government involvement at the state and national levels may affect the economy.

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.

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

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

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Unit 13-The Court System	Essential Knowledge/Skills: The State Court System The Federal Court System Before the Trial During the Trial Plea Bargaining Sentencing Capital Punishment Kids for Cash Documentary OJ Simpson Murder Trial Suggested Vocabulary: Accomplice Affidavit Alibi Arbitrarily Arraignment Bailiff Bench trial Bench warrant Beyond a reasonable doubt Defendant Criminal insanity Civil Actions Cross Examination Deposition	Approved textbook <i>Current Issues in American Democracy</i> by Antell and Harris Teacher Generated Notes Study Guide Suggested Video: -Kids for Cash, www.kidsforcashthemovie.com , 2013 Suggested Video: The OJ Trial- Shock of the Century, CNN, 2014 Suggested Reading: Price, Lydia, A White Ford Bronco? Too Tight Gloves? The OJ Simpson Trial in case you missed the 90s, February 2016 Teacher Generated Materials and Worksheets for Understanding	Teacher prepared tests, quizzes, etc. KWL Chart Socratic Method of Questions Discussion/Debate	17 Days

**Dunmore School District
Curriculum Guide**

	Double jeopardy Extortion Grand jury Hung jury Immunity Incarcerate Inadmissible Indictment Jury Legal aid Magistrate Murder Mistrial Negligence Perjury Plaintiff Plea probable cause Probation Prosecutor Reasonable doubt Restraining order Search warrant Self-incrimination Summons Testimony			
PA Academic Standards: History 8.1.8.A. Compare and contrast events over time and how continuity and change over time influenced those events. 8.1.8.B. Compare and contrast a historical event, using multiple points of view from primary and secondary sources. 8.3.8.B. Evaluate the importance of historical documents, artifacts and places critical to United States history. 8.3.8.C. Summarize how continuity and change have impacted U.S. history. <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry 				

**Dunmore School District
Curriculum Guide**

- Technology
- Politics and government
- Physical and human geography
- Social organizations

8.3.8.D. Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

8.4.8.B. Illustrate how historical documents, artifacts, and sites are critical to world history.

PA Academic Standards: Civics and Government

5.1.8.B. Outline how different systems of government function.

5.1.8.C. Analyze the principles and ideas that shaped local, Pennsylvania, and national governments.

- Liberty / Freedom
- Democracy
- Justice
- Equality

5.1.8.D. Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents:

- Declaration of Independence
- United States Constitution
- Bill of Right
- Pennsylvania Constitution

5.1.8.F. Analyze how political symbols are used by the media and leaders to influence public opinion.

5.2.8.A. Summarize the role of citizens in terms of right and responsibilities in different government systems.

**Dunmore School District
Curriculum Guide**

5.2.8.C. Describe the role of political leadership and public service

5.3.8.A. Compare and contrast the responsibilities and powers of the three branches of government between Pennsylvania and the Federal government.

5.3.8.C. Describe how local, state, and national governments provide services.

5.3.8.D. Identify leadership positions and the role of political party affiliation at the local, state, and national levels.

5.3.8.F. Explain the various judicial levels of the U.S. and state.

5.3.8.I. Describe various types of projects and services provided through local, state, and national taxes.

PA Academic Standards: Geography

7.3.8.A. Explain the human characteristics of places and regions using the following criteria:

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

PA Academic Standards: Economics

6.3.8.A. Assess the value of public goods and services.

6.3.8.B. Predict how changes to government involvement at the state and national levels may affect the economy.

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.

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.

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Unit 14-The Correctional System	<p>Essential Knowledge/Skills: Brief History of Prisons or Penitentiaries in the U.S.</p> <p>The U.S. Prison System</p> <p>Solitary Confinement</p> <p>Death Row</p> <p>The Lackawanna County Juvenile Detention Center</p> <p>The Revolving Door System of Justice/Recidivism</p> <p>Is our prison system successful?</p> <p>Probation/Parole</p> <p>Prison Reform-What can we do to improve recidivism rates and save taxpayer dollars?</p> <p>Suggested Vocabulary: Community Service Community corrections Custody Deterrence furlough Halfway house Incarcerated population</p>	<p>Approved textbook <i>Current Issues in American Democracy</i> by Antell and Harris</p> <p>Teacher Generated Notes</p> <p>Study Guide</p> <p>Teacher Generated Critical Thinking Skills Essay-Recidivism</p> <p>Teacher Generated Activity-Inmate Intake Packet, Hiring Correctional Officers and Designing an Inmate Daily Schedule</p> <p>Teacher Generated Materials and Worksheets for Understanding</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Socratic Method of Questions</p> <p>Discussion/Debate</p>	8 days

**Dunmore School District
Curriculum Guide**

	Rehabilitate Penitent Penitentiary Probation officer Solitary confinement Work Release Program Suspended sentence			
<p>PA Academic Standards: History</p> <p>8.1.8.A. Compare and contrast events over time and how continuity and change over time influenced those events.</p> <p>8.3.7.B. Examine the importance of significant historical documents, artifacts, and places critical to United States history.</p> <p>8.3.8.A. Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.</p> <p>8.3.8.C. Summarize how continuity and change have impacted U.S. 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>8.3.8.D. Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability <p>PA Academic Standards: Civics and Government</p> <p>5.1.8.E. Compare and contrast the individual rights guaranteed by the PA Constitution versus the U.S. Constitution.</p>				

**Dunmore School District
Curriculum Guide**

- 5.2.8.B. Describe how citizens resolve conflicts in society and government.
- 5.2.8.C. Describe the role of political leadership and public service.
- 5.3.8.C. Describe how local, state, and national governments provide services.
- 5.3.8.D. Identify leadership positions and the role of political party affiliation at the local, state, and national levels.
- 5.3.8.J. Compare democracy to totalitarianism.

PA Academic Standards: Geography

7.3.8.A. Explain the human characteristics of places and regions using the following criteria:

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

PA Academic Standards: Economics

- 6.3.8.A. Assess the value of public goods and services.
- 6.3.8.B. Predict how changes to government involvement at the state and national levels may affect the economy.

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.

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.

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Review and Final Exam				5 days

**Dunmore School District
Curriculum Guide**

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.

**Dunmore School District
Curriculum Guide**

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.

**Dunmore School District
Curriculum Guide**

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.

**Dunmore School District
Curriculum Guide**

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.

**Dunmore School District
Curriculum Guide**

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.

**Dunmore School District
Curriculum Guide**

- 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.

Grades 11-12

**Dunmore School District
Curriculum Guide**

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.

**Dunmore School District
Curriculum Guide**

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.

**Dunmore School District
Curriculum Guide**

Appendix: A			
IEP Enhancements			
General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Unit 1-Terrorism 101- Introduction to Terrorism	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Extra time to complete assignments • Review vocabulary prior to history lessons • Use visual displays such as outlines, webs, and charts to introduce and highlight key ideas • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Model use of learning strategies such as verbal rehearsal and previewing key concepts in chapters to help students read, organize, and memorize history content • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Integrate varied methods and activities, such as visual demonstrations, PowerPoint, videos, and technology simulations into history lessons based on student learning styles • Graphic Organizers • K-W-L strategies • Pre-teaching concepts/vocabulary • Breaking down multi-steps assignments into more manageable steps • Extra book sent home 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted in accordance to the student's IEP • Extended time to complete all assignments and assessments • Elimination of 1-2 answers for multiple choice • Provide Study Guides <p>Suggested Time: 12 days as specified in the curriculum and additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Unit 2-Terrorism (1979-2001-Pre 9/11)	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Extra time to complete assignments • Review vocabulary prior to history lessons • Use visual displays such as outlines, webs, and charts to introduce and highlight key ideas • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Model use of learning strategies such as verbal rehearsal and previewing key concepts in chapters to help students read, organize, and memorize history content • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Integrate varied methods and activities, such as visual demonstrations, PowerPoint, videos, and technology simulations into history lessons based on student learning styles • Graphic Organizers • K-W-L strategies • Pre-teaching concepts/vocabulary • Breaking down multi-steps assignments into more manageable steps • Extra book sent home 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted in accordance to the student's IEP • Extended time to complete all assignments and assessments • Elimination of 1-2 answers for multiple choice • Provide Study Guides <p>Suggested Time: 12 days as specified in the curriculum and additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Unit 3-Terrorism- (9/11 and Its Effects)	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Extra time to complete assignments • Review vocabulary prior to history lessons • Use visual displays such as outlines, webs, and charts to introduce and highlight key ideas • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Model use of learning strategies such as verbal rehearsal and previewing key concepts in chapters to help students read, organize, and memorize history content • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Integrate varied methods and activities, such as visual demonstrations, PowerPoint, videos, and technology simulations into history lessons based on student learning styles • Graphic Organizers • K-W-L strategies • Pre-teaching concepts/vocabulary • Breaking down multi-steps assignments into more manageable steps • Extra book sent home 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted in accordance to the student's IEP • Extended time to complete all assignments and assessments • Elimination of 1-2 answers for multiple choice • Provide Study Guides <p>Suggested Time: 7 days as specified in the curriculum and additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Unit 4-Terrorism- (Post 9/11)	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Extra time to complete assignments • Review vocabulary prior to history lessons • Use visual displays such as outlines, webs, and charts to introduce and highlight key ideas • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Model use of learning strategies such as verbal rehearsal and previewing key concepts in chapters to help students read, organize, and memorize history content • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Integrate varied methods and activities, such as visual demonstrations, PowerPoint, videos, and technology simulations into history lessons based on student learning styles • Graphic Organizers • K-W-L strategies • Pre-teaching concepts/vocabulary • Breaking down multi-steps assignments into more manageable steps • Extra book sent home 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted in accordance to the student's IEP • Extended time to complete all assignments and assessments • Elimination of 1-2 answers for multiple choice • Provide Study Guides <p>Suggested Time: 12 days as specified in the curriculum and additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Unit 5- Terrorism(The Current Status of Al Qaeda, ISIS and other extremist groups)	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Extra time to complete assignments • Review vocabulary prior to history lessons • Use visual displays such as outlines, webs, and charts to introduce and highlight key ideas • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Model use of learning strategies such as verbal rehearsal and previewing key concepts in chapters to help students read, organize, and memorize history content • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Integrate varied methods and activities, such as visual demonstrations, PowerPoint, videos, and technology simulations into history lessons based on student learning styles • Graphic Organizers • K-W-L strategies • Pre-teaching concepts/vocabulary • Breaking down multi-steps assignments into more manageable steps • Extra book sent home 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted in accordance to the student's IEP • Extended time to complete all assignments and assessments • Elimination of 1-2 answers for multiple choice • Provide Study Guides <p>Suggested Time: 8 days as specified in the curriculum and additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Unit 6-Terrorism (Domestic Terrorism)	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Extra time to complete assignments • Review vocabulary prior to history lessons • Use visual displays such as outlines, webs, and charts to introduce and highlight key ideas • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Model use of learning strategies such as verbal rehearsal and previewing key concepts in chapters to help students read, organize, and memorize history content • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Integrate varied methods and activities, such as visual demonstrations, PowerPoint, videos, and technology simulations into history lessons based on student learning styles • Graphic organizers • K-W-L strategies • Pre-teaching concepts/vocabulary • Breaking down multi-steps assignments into more manageable steps • Extra book sent home 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted in accordance to the student's IEP • Extended time to complete all assignments and assessments • Elimination of 1-2 answers for multiple choice • Provide Study Guides <p>Suggested Time: 12 days as specified in the curriculum and additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Unit 7-Democratic vs. Authoritarian Governments	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Extra time to complete assignments • Review vocabulary prior to history lessons • Use visual displays such as outlines, webs, and charts to introduce and highlight key ideas • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Model use of learning strategies such as verbal rehearsal and previewing key concepts in chapters to help students read, organize, and memorize history content • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Integrate varied methods and activities, such as visual demonstrations, PowerPoint, videos, and technology simulations into history lessons based on student learning styles • Graphic Organizers • K-W-L strategies • Pre-teaching concepts/vocabulary • Breaking down multi-steps assignments into more manageable steps • Extra book sent home 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted in accordance to the student's IEP • Extended time to complete all assignments and assessments • Elimination of 1-2 answers for multiple choice • Provide Study Guides <p>Suggested Time: 17 days as specified in the curriculum and additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Unit 8-Political Parties and Liberalism vs. Conservatism	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Extra time to complete assignments • Review vocabulary prior to history lessons • Use visual displays such as outlines, webs, and charts to introduce and highlight key ideas • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Model use of learning strategies such as verbal rehearsal and previewing key concepts in chapters to help students read, organize, and memorize history content • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Integrate varied methods and activities, such as visual demonstrations, PowerPoint, videos, and technology simulations into history lessons based on student learning styles • Graphic Organizers • K-W-L strategies • Pre-teaching concepts/vocabulary • Breaking down multi-steps assignments into more manageable steps • Extra book sent home 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted in accordance to the student's IEP • Extended time to complete all assignments and assessments • Elimination of 1-2 answers for multiple choice • Provide Study Guides <p>Suggested Time: 12 days as specified in the curriculum and additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Unit 9-Drug Abuse	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Extra time to complete assignments • Review vocabulary prior to history lessons • Use visual displays such as outlines, webs, and charts to introduce and highlight key ideas • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Model use of learning strategies such as verbal rehearsal and previewing key concepts in chapters to help students read, organize, and memorize history content • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Integrate varied methods and activities, such as visual demonstrations, PowerPoint, videos, and technology simulations into history lessons based on student learning styles • Graphic Organizers • K-W-L strategies • Pre-teaching concepts/vocabulary • Breaking down multi-steps assignments into more manageable steps • Extra book sent home 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted in accordance to the student's IEP • Extended time to complete all assignments and assessments • Elimination of 1-2 answers for multiple choice • Provide Study Guides <p>Suggested Time: 17 days as specified in the curriculum and additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Unit 10- Immigration	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Extra time to complete assignments • Review vocabulary prior to history lessons • Use visual displays such as outlines, webs, and charts to introduce and highlight key ideas • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Model use of learning strategies such as verbal rehearsal and previewing key concepts in chapters to help students read, organize, and memorize history content • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Integrate varied methods and activities, such as visual demonstrations, PowerPoint, videos, and technology simulations into history lessons based on student learning styles • Graphic Organizers • K-W-L strategies • Pre-teaching concepts/vocabulary • Breaking down multi-steps assignments into more manageable steps • Extra book sent home 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted in accordance to the student's IEP • Extended time to complete all assignments and assessments • Elimination of 1-2 answers for multiple choice • Provide Study Guides <p>Suggested Time: 10 days as specified in the curriculum and additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Unit 11-Crime in the U.S.	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Extra time to complete assignments • Review vocabulary prior to history lessons • Use visual displays such as outlines, webs, and charts to introduce and highlight key ideas • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Model use of learning strategies such as verbal rehearsal and previewing key concepts in chapters to help students read, organize, and memorize history content • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Integrate varied methods and activities, such as visual demonstrations, PowerPoint, videos, and technology simulations into history lessons based on student learning styles • Graphic Organizers • K-W-L strategies • Pre-teaching concepts/vocabulary • Breaking down multi-steps assignments into more manageable steps • Extra book sent home 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted in accordance to the student's IEP • Extended time to complete all assignments and assessments • Elimination of 1-2 answers for multiple choice • Provide Study Guides <p>Suggested Time: 12 days as specified in the curriculum and additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Unit 12-The Police	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Extra time to complete assignments • Review vocabulary prior to history lessons • Use visual displays such as outlines, webs, and charts to introduce and highlight key ideas • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Model use of learning strategies such as verbal rehearsal and previewing key concepts in chapters to help students read, organize, and memorize history content • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Integrate varied methods and activities, such as visual demonstrations, PowerPoint, videos, and technology simulations into history lessons based on student learning styles • Graphic Organizers • K-W-L strategies • Pre-teaching concepts/vocabulary • Breaking down multi-steps assignments into more manageable steps • Extra book sent home 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted in accordance to the student's IEP • Extended time to complete all assignments and assessments • Elimination of 1-2 answers for multiple choice • Provide Study Guides <p>Suggested Time: 12 days as specified in the curriculum and additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Unit 13-The Court System	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Extra time to complete assignments • Review vocabulary prior to history lessons • Use visual displays such as outlines, webs, and charts to introduce and highlight key ideas • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Model use of learning strategies such as verbal rehearsal and previewing key concepts in chapters to help students read, organize, and memorize history content • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Integrate varied methods and activities, such as visual demonstrations, PowerPoint, videos, and technology simulations into history lessons based on student learning styles • Graphic Organizers • K-W-L strategies • Pre-teaching concepts/vocabulary • Breaking down multi-steps assignments into more manageable steps • Extra book sent home 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted in accordance to the student's IEP • Extended time to complete all assignments and assessments • Elimination of 1-2 answers for multiple choice • Provide Study Guides <p>Suggested Time: 17 days as specified in the curriculum and additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Unit 14-The Correctional System	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Extra time to complete assignments • Review vocabulary prior to history lessons • Use visual displays such as outlines, webs, and charts to introduce and highlight key ideas • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Model use of learning strategies such as verbal rehearsal and previewing key concepts in chapters to help students read, organize, and memorize history content • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Integrate varied methods and activities, such as visual demonstrations, PowerPoint, videos, and technology simulations into history lessons based on student learning styles • Graphic Organizers • K-W-L strategies • Pre-teaching concepts/vocabulary • Breaking down multi-steps assignments into more manageable steps • Extra book sent home 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted in accordance to the student's IEP • Extended time to complete all assignments and assessments • Elimination of 1-2 answers for multiple choice • Provide Study Guides <p>Suggested Time: 8 days as specified in the curriculum and additional time as needed per individual student</p>
Review and Final Exam	As listed above		