
Geography Academic

Curriculum Guide

Dunmore School District

Dunmore, PA



**Dunmore School District
Curriculum Guide**

Geography Academic

Prerequisite:

- Successful completion of Sixth Grade Social Studies

Course Description:

Students in Geography Academic explore and discover the processes that shape the earth, the relationships between people and the environment, and the links between people and places in order to build a global perspective to understand the connections between global, national, and local events.

Special Education:

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

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

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Year-at-a-glance

Subject: Geography Academic	Grade Level: 7	Date Completed: 4/11/19
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1st Quarter

Topic	Resources	Standards
All Fifty: US States and Capitals	<i>Study Page:</i> Know Your United States I <i>Study Page:</i> Know Your United States II Blank USA Maps Wall and Desk Maps of USA	7.1.7. B. 7.2.7. A. 7.3.7. A.
Map Parts/ Latitude and Longitude	<i>Teacher PowerPoint Notes:</i> Map Parts/Types of Maps Map Parts Analysis Worksheet Make a Map Project Map Parts Quiz Teacher PowerPoint Notes: Latitude and Longitude Notes – The Global Grid Latitude and Longitude Quiz Latitude and Longitude Pre-Test and study Guide Map Parts/Latitude and Longitude Test	7.1.7.A 7.2.7.B 7.3.7.A 7.4.7.A
Oceans, Continents, and Seas	Teacher PowerPoint Notes: The Seas Oceans and Seas Reading and Questions Gazetteer Entries Labeled Map of Oceans, Continents and Seas Practice Map Tests 1-3 Map Quiz – Oceans, Continents and Seas	7.1.7.B 7.2.7.A 7.2.7.B 7.4.7.A

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The Five Themes of Geography	Teacher PowerPoint Notes: Five Themes Notes and Outline Five Themes Sentence Review Five Themes Review Five Themes Test	7.1.7.A 7.1.7.B 7.2.7.A 7.2.7.B 7.3.7.A 7.4.7.A 7.4.7.B
Geography Terms	Teacher PowerPoint Notes: Geography Terms– Landforms and Bodies of Water Geo Terms Matching Review Topo Quest Landforms Quiz Bodies of Water Quiz Geo Terms Test	7.1.7.A 7.1.7.B 7.2.7.A 7.2.7.B 7.3.7.A 7.4.7.A 7.4.7.B

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2nd Quarter

Topic	Resources	Standards
The Continents: Facts and Stats	Teacher PowerPoint Notes: The Continents: Facts and Stats Notes <i>Readworks 900 Earth Science Pangea</i> - Reading and Questions Pangea Maps Continental Drift Maps The Continents: Facts and Stats Cloze Notes, The Continents: Facts and Stats Test Practice <i>Readworks North America 910 The Continent of North America</i> - Reading and Questions Teacher PowerPoint Notes: Antarctica.	7.1.7.A 7.1.7.B 7.2.7.A 7.2.7.B 7.3.7.A 7.4.7.A 7.4.7.B
Our Area: Physical and Human Features of Northeast PA	ABC's of Our Area intro – Teacher PowerPoint Notes: Our Area Our Area Review and Study Guide Our Area Test Our Area Map Project	7.1.7.A 7.1.7.B 7.2.7.A 7.2.7.B 7.3.7.A 7.4.7.A 7.4.7.B
Using and Reading the Atlases	<i>Dorling Kindersly Atlas (DK Atlas)</i> Information Study Page <i>DK Atlas</i> Study Pages 6-13 Questions <i>DK Atlas</i> Study Pages 16 – 24 Questions <i>Student Atlas</i> Study Page Questions	7.1.7.A

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Atlas: Europe	Europe Pretest and Terms Europe Political Features Study Page Europe Physical Features Study Page Europe Locating Features by Direction and Distance Study Page Russia and Northern Asia Study Page Europe Review, Europe Test Europe Map Practice 1 Europe Map Practice 2 Europe Map Practice 3 Europe Map Practice 4 – Quiz Europe Capitals Matching Quiz	7.1.7.A 7.1.7.B 7.2.7.A 7.2.7.B 7.3.7.A 7.4.7.A 7.4.7.B
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3rd Quarter

Topic	Resources	Standards
Population	Population Key Terms World Population Clock World Vital Events by Time Unit Teacher PowerPoint Notes: Population Notes Population Review Population Test	7.1.7.A 7.1.7.B 7.2.7.A 7.2.7.B 7.3.7.A 7.4.7.A 7.4.7.B
Atlas: Asia	Asia Pretest and Terms Asia Political Features Study Page Asia Physical Features Study Page Asia Locating Features by Direction and Distance Study Page Asia Review Study Page Asia Terms Analysis Page Asia Jeopardy PowerPoint Asia Test	7.1.7.A 7.1.7.B 7.2.7.A 7.2.7.B 7.3.7.A 7.4.7.A 7.4.7.B
World Religions: Christianity, Judaism, Islam, Buddhism, Hinduism	Suggested Video: <i>Respecting Beliefs</i> . Comparison of World Religions Matrix Summary and Study Pages: <i>The Fertile Crescent, Christianity, Islam, Judaism, Buddhism, and Hinduism</i> World Religions Review World Religions Test National Geographic Video – <i>Jerusalem: Mosaic of Faith</i>	7.1.7.B 7.2.7.A 7.3.7.A

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Atlas: Southwest Asia and North Africa/ The Middle East	<p>Middle East Pretest and Terms</p> <p>Teacher PowerPoint Notes: The Middle East; The Middle East: <i>Many Things in Common</i> - Reading and Questions; The Middle East: <i>The Ottoman Empire</i> - Reading and Questions Middle East Political Feature and Puzzle; Middle East Physical Features and Puzzle; Middle East Locating Features by Direction and Distance Middle East Review Middle East Test</p>	<p>7.1.7.A 7.1.7.B 7.2.7.A 7.2.7.B 7.3.7.A 7.4.7.A 7.4.7.B</p>
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4th Quarter

Topic	Resources	Standards
Economics and Development	Teacher PowerPoint Notes: Economics and Development Economics and Development Cloze Notes Development Indicators and Notes Review, Economics and Development Test	7.1.7.A 7.1.7.B 7.2.7.A 7.2.7.B 7.3.7.A
Atlas: South America and The Caribbean	Teacher PowerPoint Notes: South America and The Caribbean South America and The Caribbean Pretest and Terms South America and The Caribbean Political Features Study Page South America and The Caribbean Physical Features Study Page South America and The Caribbean Locating Features by Direction and Distance Study Page South America and The Caribbean Review Study Page South America and The Caribbean Terms Analysis South America and The Caribbean Test	7.1.7.A 7.1.7.B 7.2.7.A 7.2.7.B 7.3.7.A 7.4.7.A 7.4.7.B

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Atlas: North America	Teacher PowerPoint Notes: North America North America Pretest and Terms North America Political Features Study Page North America Physical Features Study Page North America Locating Features by Direction and Distance Study Page North America Review Study Page North America Terms Analysis Page North America Test	7.1.7.A 7.1.7.B 7.2.7.A 7.2.7.B 7.3.7.A 7.4.7.A 7.4.7.B
Final Exam Review	Teacher Generated Review of World Political and Physical Features by Continent	7.1.7.A 7.1.7.B 7.2.7.A 7.2.7.B 7.3.7.A 7.4.7.A 7.4.7.B

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
All Fifty: US States and Capitals	Essential Knowledge/Skills: Directions, Ocean and Water Boundaries, Bordering countries. US Regions – New England, Mid Atlantic Coastal South, Deep South, Great Lake, Mississippi Valley, Great Plains, Mountain West, Four Corners, Pacific State Shapes and Sizes – panhandles, boot heels, small colonial vs. huge western and why Interstate Highway System – even East/West, odd North/South, three digit = connectors	Approved textbook <i>Study Page:</i> Know Your United States I <i>Study Page:</i> Know Your United States II Blank USA Maps Wall and Desk Maps of USA	Teacher prepared tests, quizzes, etc. Teacher Prepared Test: All Fifty US States and Capitals	10 Days
<p>PA Academic Standards: Geography</p> <p>7.1.7.B. Explain and locate places and regions as defined by physical and human features.</p> <p>7.2.7. A. Explain the characteristics of places and regions.</p> <p>7.3.7.A. Describe the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities <p>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>				

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

8.6 Writing

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

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Map Parts/ Latitude and Longitude	<p>Essential Knowledge/Skills: Map Parts: Title, Legend or Key, Date, Compass Rose, Grid System, Scale. Types of Maps – Political Maps, Physical Maps, Special Use Maps Lines of Latitude and Longitude</p> <p>Vocabulary: Title, Legend or Key, Compass Rose, Grid System – Latitude/Longitude or Coordinate System, Map Scale, Political Maps, Physical Maps, Map Relief, Road maps, climate maps, population density maps, vegetation maps, natural resource maps, weather maps, historical maps, topographic maps Prime Meridian International Date Line Equator Tropic of Cancer Tropic of Capricorn Arctic Circle Antarctic Circle North Pole, South Pole Time and Longitude</p>	<p>Approved textbook Teacher PowerPoint Notes: Map Parts/Types of Maps</p> <p>Suggested Map Parts Analysis Worksheet Make a Map Project</p> <p>Teacher PowerPoint Notes: Latitude and Longitude Notes – Maps and Latitude and Longitude Pre-Test and study Guide</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Map Parts Quiz The Global Grid Latitude and Longitude Quiz Maps and Latitude and Longitude Test</p>	14 Days
<p>PA Academic Standards: Geography 7.1.7.A. Explain how common geographic tools are used to organize and interpret information about people, places, and environment. 7.2.7. B. Describe the physical processes that shape patterns on Earth’s surface. 7.4.7. A. Describe and explain the effects of the physical systems on people within regions.</p> <p>PA Core Standards: Academic Standards for Reading in History and Social Studies, 6-12</p>				

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8.5 Reading Informational Text

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

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Oceans, Continents, and Seas	<p>Essential Knowledge/Skills: One World Body of Water and four Oceans. Four big land masses and Seven Continents; why our definition is historic and cultural and not just physical.</p> <p>Vocabulary: 9 Seas to Learn: Arabian, Caribbean, Mediterranean, North, Bering, South China, Black, Caspian, Red</p>	<p>Approved textbook Teacher PowerPoint Notes: The Seas</p> <p>Suggested Oceans and Seas Reading and Questions Gazetteer Entries for each of the 9 seas Labeled Map of Oceans, Continents and Seas Practice Map Tests 1-3</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Teacher prepared Map Quiz – Oceans, Continents and Seas.</p>	7 Days
<p>PA Academic Standards: Geography 7.1.7.B. Explain and locate places and regions as defined by physical and human features. 7.2.7. A. Explain the characteristics of places and regions. 7.2.7. B. Describe the physical processes that shape patterns on Earth’s surface. 7.4.7. A. Describe and explain the effects of the physical systems on people within regions.</p> <p>PA Core Standards: Academic Standards for Reading in History and Social Studies, 6-12 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.</p> <p>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.</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
The Five Themes of Geography	<p>Essential Knowledge/Skills: Five Themes of Geography: 1. Location – Absolute, Relative. 2. Place – Physical and Human Characteristics. 3. Region – Formal, Functional, Perceptual. 4. Movement – effects on populations, places, regions. 5. Human Environment Interaction – How we adapt and change our environment and the consequences.</p> <p>Vocabulary: Absolute Location, Relative Location Physical Characteristics – Landforms, Climate, Ecosystems Human Characteristics – Language, Religion, Customs, Formal Region Functional Region Perceptual Region Perception Movement – People, goods, ideas Human Environment Interaction</p>	<p>Approved textbook</p> <p>Teacher PowerPoint Notes: Five Themes Notes and Outline Five Themes Sentence Review Five Themes Review</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Teacher prepared Five Themes of Geography Test.</p>	7 Days
<p>PA Academic Standards: Geography 7.1.7.A. Explain how common geographic tools are used to organize and interpret information about people, places, and environment. 7.1.7.B. Explain and locate places and regions as defined by physical and human features. 7.2.7.A. Explain the characteristics of places and regions. 7.2.7.B. Describe the physical processes that shape patterns on Earth’s surface. 7.3.7.A. Describe the human characteristics of places and regions using the following criteria:</p>				

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

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

7.4.7.B. Describe and explain the effects of people on the physical systems within regions.

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

8.5 Reading Informational Text

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

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Geography Terms	Vocabulary: Landforms: Archipelago, Atoll, Cape, Plain, Desert, Delta, Plateau, Peninsula, Tundra, Summit, Isthmus, Valley, Levee. Bodies of Water: Bay, Gulf, Canal, Confluence, Harbor, Lake, River, Source, Strait, Swamp, Tributary, Estuary,	Approved textbook Teacher PowerPoint Notes: Geography Terms–Landforms and Bodies of Water Geo Terms Matching Review Topo Quest	Teacher prepared tests, quizzes, etc. Landforms Quiz Bodies of Water Quiz Teacher prepared Geography Terms Test	7 Days
<p>PA Academic Standards: Geography</p> <p>7.1.7.A. Explain how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.7.B. Explain and locate places and regions as defined by physical and human features.</p> <p>7.2.7.A. Explain the characteristics of places and regions.</p> <p>7.2.7.B. Describe the physical processes that shape patterns on Earth’s surface.</p> <p>7.3.7.A. Describe the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities <p>7.4.7.A. Describe and explain the effects of the physical systems on people within regions.</p> <p>7.4.7.B. Describe and explain the effects of people on the physical systems within regions.</p> <p>PA Core Standards: Academic Standards for Reading in History and Social Studies, 6-12</p> <p>8.5 Reading Informational Text</p> <p>Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p>PA Core Standards: Academic Standards for Writing in History and Social Studies, 6-12</p> <p>8.6 Writing</p> <p>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
The Continents: Facts and Stats	<p>Essential Knowledge/Skills: CONTINENT: the large landmasses that are found on the earth. There are seven continents – Asia, Australia, Africa, Europe, North America, South America, and Antarctica. Countries are different than continents. Most continents have many countries on them. Australia has only one country. Antarctica has no countries.</p> <p>The definition of continent is based on historical and cultural factors and not just physical factors. This is why Europe and Asia are considered two continents by some geographers, and one continent, Eurasia, by others.</p> <p>Asia</p> <ul style="list-style-type: none"> • Asia is the largest continent of the World – (44,900,000 sq. mi.) • Asia is made up of 48 countries. • Asia has the highest point on Earth - the Mount Everest, and the lowest point on earth – The Dead Sea. • The two most populous countries of the World - China and India are in Asia. • The origin of all the main religions of the world is in Asia. These include 	<p>Teacher PowerPoint Notes: The Continents: Facts and Stats Notes, <i>Readworks 900 Earth Science Pangea</i> - Reading and Questions Pangea Maps Continental Drift Maps The Continents: Facts and Stats Cloze Notes The Continents: Facts and Stats Test Practice <i>Readworks North America 910 The Continent of North America</i> - Reading and Questions</p> <p>Teacher PowerPoint Notes: Antarctica.</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>The Continents: Facts and Stats Test</p>	<p>10 Days</p>

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	<p>Christianity, Hinduism, Islam, Judaism, and Buddhism.</p> <ul style="list-style-type: none"> • Asia has more people than any other continent. In fact, 2 out of every 3 people on Earth live in Asia. • Asia is bounded to the north by the Arctic Ocean, to the East by the Pacific Ocean, to the south by the Indian Ocean, and to the West by Europe and the Mediterranean. • A continent of contrasts and extremes, the enormous diversity of Asia's physical and cultural landscape is unparalleled anywhere in the world. <p>Australia</p> <ul style="list-style-type: none"> • Australia is the smallest continent in the world – (7,682,000 sq. mi.) • Australia is the only continent that is its own country. • Many geographers consider the islands of the South Pacific, or Oceania, to be a part of Australia • The native people of Australia are called Aborigines. • Australia is surrounded by the Indian and Pacific Oceans. • Australia's location in the Southern Hemisphere and relative isolation has rendered it with a unique variety of plant and animal life found nowhere else on Earth. 			
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	<p>Africa</p> <ul style="list-style-type: none"> • Africa is the second largest continent – (30,300,000 sq. mi.) • Africa is home to 53 countries. • The largest warm desert in the World, the Sahara Desert, is in Africa. • Africa has the longest river in the world, the Nile. • Africa is bounded to the north by the Mediterranean Sea, to the west by the Atlantic Ocean, to the east by the Indian Ocean and the Red Sea, and to the south by the juncture between the Atlantic and the Indian oceans. • Africa is a continent immensely rich in mineral and natural resources • Africa is also blessed with a rich variety of wildlife and biological resources whose preservation continues to be a challenge for conservationists from across the world. • Africa is also home to some of the world's poorest populations and many of its countries are still undergoing the process of nation building and integration with the rest of the world. <p>Europe</p> <ul style="list-style-type: none"> • Europe is the sixth largest continent – 9,900,000 sq. mi. • Europe is home to 46 countries. • With cities like London and Paris, 			
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	<p>Europe is the most popular tourist destination of the World.</p> <ul style="list-style-type: none"> • The Alps are the largest mountain range in Europe. • Major rivers include the Danube, Volga, and Rhine • Europe is bounded to the north by the Arctic Ocean, to the west by the Atlantic Ocean, to the south by the Mediterranean Sea, the Black Sea, and the Caspian Sea, and to the east by the Ural Mountains. • Despite its internal diversities of culture, language etc, Europe has come to represent a unique civilization and value-system which had a tremendous influence on the rest of the world at different times of history. • Europe is also a continent of great physical and cultural diversity that have rendered it with some of the world's most spectacular landscapes and places of scenic beauty. <p>North America</p> <ul style="list-style-type: none"> • North America is the third largest – 24,700,000 sq. mi. • North America is made up of three large countries - Canada, Mexico and the United States, and the countries of Central America and the Caribbean Islands. • The continent of North America is 			
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	<p>bounded to the north by the Arctic Ocean, to the east by the Atlantic Ocean, to the west by the Pacific Ocean, and on the south by the Caribbean Sea. It is connected to the continent of South America by the narrow Isthmus of Panama.</p> <ul style="list-style-type: none"> • The Rocky Mountains are largest mountain range in North America. • Comprising of some of the world's oldest rocks North America is also very rich in mineral and other natural resources and its various national parks contain some of the most spectacular and grand natural scenery in the world. • The United States and Canada are two of the most economically highly developed countries in the world. <p>South America</p> <ul style="list-style-type: none"> • South America is the fourth largest – 17,800.000 sq. mi. • South America is home to 13 countries. • South America is connected to North America by the Isthmus of Panama • São Paulo, Brazil, whose population is nearly 10,000,000, is the largest city of South America. • South America has the greatest north-south extension and apart from Antarctica, is the continent with the farthest extension to the south. • South America is bounded to the north 			
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	<p>by the Caribbean Sea, to the East by the Atlantic Ocean, to the west by the Pacific Ocean, and to the south by the icy continent of Antarctica.</p> <ul style="list-style-type: none"> • South America has varied climatic and natural regions ranging from the high Andes Mountains to the Amazon rainforests and the arid Patagonian and Atacama deserts to the sub-arctic climes of its southernmost areas. <p>Antarctica</p> <ul style="list-style-type: none"> • Antarctica is located at the South Pole. • Antarctica is the fifth largest continent – 14,000,000 sq. mi. • Antarctica has no countries. • The southernmost and the most remote continent, Antarctica is permanently covered under ice. • The lowest temperature ever recorded -128.6 degrees Fahrenheit was recorded at Vostok station. • The only residents are scientific teams from various countries who have set up exploration stations at various locations. 			
<p>PA Academic Standards: Geography</p> <p>7.1.7.A. Explain how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.7.B. Explain and locate places and regions as defined by physical and human features.</p> <p>7.2.7.A. Explain the characteristics of places and regions.</p> <p>7.2.7.B. Describe the physical processes that shape patterns on Earth’s surface.</p> <p>7.3.7.A. Describe the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population 				

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- Culture
- Settlement
- Economic activities
- Political activities

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

7.4.7.B. Describe and explain the effects of people on the physical systems within regions.

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

8.5 Reading Informational Text

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Our Area: Physical and Human Features of Northeast PA	<p>Essential Knowledge/Skills: The Physical Characteristics of Northeast Pennsylvania</p> <p>Mountains</p> <ul style="list-style-type: none"> • Our area lies within two physical regions of Pennsylvania: The <i>Ridge and Valley</i>, and <i>The Allegheny Plateau</i> • Forested mountain ridges with fertile valleys in between are the dominant physical feature. • The mountains are all part of the Appalachian Mountain System. • Regional names for the Appalachians in PA include The Pocono Mountains, Endless Mountains, and Allegheny Mountains. • The mountains tops are generally about 2300 ft. with the valley floors averaging between 600 to 1500 ft. • Elk Mt. at 2680 ft. is the highest point in northeast Pa. • Moosic Mountain tops off at 2323ft in Archbald, the highest point in Lackawanna County. 	<p>ABC's of Our Area introductory activity –</p> <p>Teacher PowerPoint Notes: Our Area</p> <p>Our Area Review and Study Guide</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Our Area: Physical and Human Features of Northeast PA Test</p> <p>Our Area Map Project.</p>	<p>15 Days</p>

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	<p>Valleys</p> <ul style="list-style-type: none"> • The Lackawanna and Wyoming Valley is one of the dominant physical features of the Pennsylvania Northeast. • The entire valley is sixty miles long, averages six miles across, and runs in a southwest to northeast direction. • The valley floor has hills and ridges and contains most of the population centers in Northeast PA • The eastern boundary of the valley is called the Moosic Mountains with the Lackawanna Range making up the western boundary. • The Lackawanna River flows through the valley • The entire valley from Forest City in the north to Shickshinny and Mocanaqua in the south is underlain with layers of anthracite coal called the Northern Anthracite Field. • Mining and transporting this resource has played a large role in the history of the region • Other valleys in the region include the Lehigh, Delaware and Susquehanna 			
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	<p>valleys.</p> <p>Rivers</p> <ul style="list-style-type: none"> • The 63 mile long Lackawanna rises in glacial bogs and ponds in Wayne and Susquehanna Counties. • Large tributaries include Roaring Brook, Legget's Creek, and Spring Brook. • It drains a 350 sq. mi. watershed and joins the Susquehanna at Pittston. • The 444 mile long Susquehanna River starts in Cooperstown, NY and empties into Chesapeake Bay. • Its 27,000 sq. mi. watershed has a population of more than 4 million. • Like most PA rivers, the Susquehanna is swift and shallow making it difficult to navigate. • At 280 miles long, The Delaware forms in the Catskill mountains of eastern NY and empties into Delaware Bay south of Philadelphia. • The Delaware is the border between PA and New Jersey. • The Lehigh and Schuylkill rivers are tributaries of the Delaware. 			
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	<p>Climate</p> <ul style="list-style-type: none">• Pennsylvania has a humid continental climate.• Summers are pleasant with warm daytime temps in the 70's and 80's and cool nights in the 50's and 60's.• Winters are cloudy and cold with daytime temps averaging in the 20's and nighttime in the teens.• Late spring and early summer are the wettest times. Average rainfall is around 37 inches per year.• Heavy rain from thunderstorms, hurricanes, or tropical storms occasionally result in flooding to low lying areas along streams and rivers.• Winter precipitation is light but frequent with about 45 inches of snow falling, but that varies widely with elevation.• We average about 50 days per year with an inch or more of snow on the ground. <p>Plants and Animals</p> <ul style="list-style-type: none">• The Lackawanna Valley is rich in bio-diversity and is home to a wide			
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	<p>variety of plants and animals.</p> <ul style="list-style-type: none"> • Eastern hemlock, Mountain Laurel, Oak, and Maple are found throughout the valley. The ridge tops contain scrub oak and pine, huckleberry, and other heath grasses. • Large mammals include black bear, deer, foxes, bobcats, and coyotes. <p>Vocabulary: Watershed County Seat</p>			
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PA Academic Standards: Geography

7.1.7.A. Explain how common geographic tools are used to organize and interpret information about people, places, and environment.

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

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

7.2.7.B. Describe the physical processes that shape patterns on Earth's surface.

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

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

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

7.4.7.B. Describe and explain the effects of people on the physical systems within regions.

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

8.5 Reading Informational Text

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

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

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8.6 Writing

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

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Using and Reading the Atlases	Essential Knowledge/Skills: The students become familiar with the features of the atlases that will be used in class.	Approved textbook <i>Dorling Kindersly Atlas (DK Atlas)</i> Information Study Page <i>Suggested DK Atlas</i> Study Pages 6-13 Questions <i>Suggested DK Atlas</i> Study Pages 16 – 24 Questions <i>Suggested Student Atlas</i> Study Page Questions	Student Self-Check on Study pages	5 Days
<p>PA Academic Standards: Geography 7.1.7.A. Explain how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>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.</p> <p>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.</p>				

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Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Atlas: Europe	<p>Atlas: Europe</p> <p>Political Features: Western Europe, Northern Europe, Central Europe, Mediterranean Countries, Baltic Sea Countries, Black Sea Countries, Balkan Countries, Capitals and Major Cities</p> <p>Physical Features: Seas or Straits: North, Baltic, Kattegat Strait, Skagerrak Strait, Norwegian, Barents, White, Irish, English Channel, Bay of Biscay, Tyrrhenian, Adriatic, Ionian, Aegean, Dardanelles Strait, Sea of Marmara, Bosphorus Strait</p> <p>Rivers: Rhine, Rhone, Danube, Volga, Seine, Po</p> <p>Mountains: Alps, Carpathian, Urals, Apennines, Pyrenees</p> <p>Peninsulas: Iberian, Balkan, Jutland, Scandinavian, Kola, Peloponnesian, Crimean</p>	<p><i>The European Landscape</i> – Suggested Reading and Questions</p> <p>Europe Pretest and Terms</p> <p>Europe Political Features Study Page</p> <p>Europe Physical Features Study Page</p> <p>Europe Locating Features by Direction and Distance Study Page</p> <p>Russia and Northern Asia Study Page</p> <p>Europe Review, Europe Map Practice 1</p> <p>Europe Map Practice 2</p> <p>Europe Map Practice 3</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Atlas: Europe Test</p> <p>Practice 4 - Europe Map Quiz</p> <p>Europe Capitals Matching Quiz</p>	15 Days

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PA Academic Standards: Geography

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

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

7.2.7.B. Describe the physical processes that shape patterns on Earth's surface.

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

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

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

7.4.7.B. Describe and explain the effects of people on the physical systems within regions.

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

8.5 Reading Informational Text

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

8.6 Writing

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Population	Essential Knowledge/Skills: Key Terms: <ul style="list-style-type: none"> • Demography – The study of populations. • Birthrate – The average number of births per 1000 people. • Death Rate – the average number of deaths per 1000 people. • Life expectancy – the average number of years that a population is expected to live. • Emigrant - A person who leaves a country to live elsewhere. • Immigrant – A person who moves into a country. • Refugees – Persons who flee to another country to escape war, political unrest, or natural disaster. • Population Density – The average number of people in a square mile or kilometer. A place can be <i>sparsely</i>, <i>moderately</i>, or <i>densely</i> populated. • Population Distribution – Where people live. • Urban – Having to do with the city. • Suburban – The residential areas near a city. • Rural – Having to do with the countryside. • Urbanization – The growth of city populations. 	Population Key Terms US Census World Population Clock; US Census World Vital Events by Time Unit Teacher PowerPoint Notes: Population Notes Population Review	Teacher prepared tests, quizzes, etc. Population Test.	10 Days

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	<ul style="list-style-type: none"> • Urban Sprawl – the continued outward expansion of cities and their suburbs into rural areas. • Metropolitan Area – A city and all of the surrounding towns and suburbs. • Megalopolis - Megacity – The spread of metropolitan areas into each other. 			
<p>PA Academic Standards: Geography</p> <p>7.1.7.A. Explain how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.7.B. Explain and locate places and regions as defined by physical and human features.</p> <p>7.2.7.A. Explain the characteristics of places and regions.</p> <p>7.2.7.B. Describe the physical processes that shape patterns on Earth’s surface.</p> <p>7.3.7.A. Describe the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities <p>7.4.7.A. Describe and explain the effects of the physical systems on people within regions.</p> <p>7.4.7.B. Describe and explain the effects of people on the physical systems within regions.</p> <p>PA Core Standards: Academic Standards for Reading in History and Social Studies, 6-12</p> <p>8.5 Reading Informational Text</p> <p>Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p>PA Core Standards: Academic Standards for Writing in History and Social Studies, 6-12</p> <p>8.6 Writing</p> <p>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Atlas: Asia	<p>Atlas: Asia</p> <p>Political Features: East Asian Countries, Southeast Asia Countries, Central Asia Countries, South Asia Countries. Capitals and Major Cities.</p> <p>Physical Features: Seas and water; Pacific Ocean, South China, East China, Yellow, Sea of Japan, Bering Sea, Sea of Okhotsk, Bay of Bengal, Indian Ocean, Arabian Sea</p> <p>Mountains; Himalayas, Ural, Tien Chan</p> <p>Deserts: Gobi, Taklimakan</p> <p>Other Water: Lake Baikal, Indus, Yangtze, Huang He, Ganges, Mekong, Irrawaddy</p> <p>Environmental Features: Animals, Ecosystems</p> <p>Human Features – People, Religion, Culture, Architecture, Famous Sites, Foods</p>	<p>Asia Pretest and Terms</p> <p>Asia Political Features Study Page</p> <p>Asia Physical Features Study Page</p> <p>Asia Locating Features by Direction and Distance Study Page</p> <p>Asia Review Study Page</p> <p>Asia Terms Analysis Page</p> <p>Asia Jeopardy PowerPoint</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Teacher Prepared Atlas: Asia Test.</p>	15 Days
<p>PA Academic Standards: Geography</p> <p>7.1.7.A. Explain how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.7.B. Explain and locate places and regions as defined by physical and human features.</p> <p>7.2.7.A. Explain the characteristics of places and regions.</p> <p>7.2.7.B. Describe the physical processes that shape patterns on Earth’s surface.</p> <p>7.3.7.A. Describe the human characteristics of places and regions using the following criteria:</p>				

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

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

7.4.7.B. Describe and explain the effects of people on the physical systems within regions.

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

8.5 Reading Informational Text

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

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

8.6 Writing

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

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
World Religions: Christianity, Judaism, Islam, Buddhism, Hinduism	<p>Essential Knowledge/Skills: The Story of Abraham and the connection between Judaism, Christianity, and Islam. Monotheism, Polytheism, Animism, Reincarnation Followers, Symbols, Founders, Sacred Texts, Clergy, Holy Days or Festivals, Houses of Worship, Names for Creator, Beliefs, Main Location</p> <p>Vocabulary: Mosque Guru Yom Kippur Submit to Allah's will North Africa, Southern, Western Asia Attain Nirvana Vishnu Minister Synagogue Europe, North and South America Imam Star of David Diwali Yahweh Vedas India, U.K., U.S.A. Monk or Lama Ramadan New Testament Reincarnation Mohammed</p>	<p>Approved textbook</p> <p>Suggested Video: <i>Respecting Beliefs</i>. Comparison of World Religions Matrix; Suggested Summary and Study Pages - <i>The Fertile Crescent, Christianity, Islam, Judaism, Buddhism, Hinduism</i> World Religions Review National Geographic Video – <i>Jerusalem: Mosaic of Faith</i></p>	<p>Teacher Prepared World Religions Test</p>	<p>10 Days</p>

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Church			
China, Japan, Southeast Asia			
Abraham			
Rabbi			
Cross			
Jesus			
Rosh Hashanah			
Eid Al Fitr			
Lent			
Meditation Hall			
Brahma			
Home Shrine			
Torah			
God			
Tripateka			
The Enlightened One			
Koran			
Mahashivarati			
Passover			
Cathedral			
Siddhartha Guatama			
Holy Spirit			
Sage			
Old Testament			
No Single Founder			
The Wheel			
Allah			
Bible			
Know, Love, and Serve God			
Shiva			
Star and Crescent			
Israel			
Chapel			
Synagogue			

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	Priest Pali Canon Obey God's Commandments Om Advent Holi Hannukah			
<p>PA Academic Standards: Geography.</p> <p>7.1.7.B. Explain and locate places and regions as defined by physical and human features.</p> <p>7.2.7.A. Explain the characteristics of places and regions.</p> <p>7.3.7.A. Describe the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities. <p>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> <p>8.6 Writing</p> <p>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Atlas: Southwest Asia and North Africa – The Middle East	<p>Atlas: Southwest Asia and North Africa/ The Middle East</p> <p>Political Features: The Name Game – what to call the region? Multi-Continental crossroad. Historical Background – Ancient/Biblical, Greek, Roman, Ottoman, Modern. Countries, Capitals and Major Cities.</p> <p>Physical Features: Seas and Water; Mediterranean Sea, Aegean Sea, Dardanelles Strait, Sea of Marmara, Bosphorus Strait, Black Sea, Caspian Sea, Persian Gulf, Strait of Hormuz, Gulf of Oman, Arabian Sea, Gulf of Aden, Bab-el-Mandeb Strait, Red Sea, Gulf of Suez, Suez Canal, Dead Sea, Jordan River, Dead Sea, Tigris River, Euphrates River, Shatt-al-Arab, Nile River, Strait of Gibraltar</p> <p>Deserts: Sahara, Libyan, Arabian, Rub-al-Khali (Empty Quarter)</p> <p>Peninsulas: Arabian, Sinai, Anatolian, Somali, Qatari</p> <p>Mountains: Caucasus, Elburz, Taurus. Mt. Ararat, Mt. Sinai</p> <p>Human Features: Peoples – Arabs, Turks,</p>	<p>Middle East Pretest and Terms</p> <p>Teacher PowerPoint Notes: The Middle East</p> <p><i>The Middle East: Many Things in Common</i> - Suggested Reading and Questions</p> <p>The Middle East: <i>The Ottoman Empire</i> – Suggested Reading and Questions</p> <p>Middle East Political Feature and Puzzle</p> <p>Middle East Physical Features and Puzzle</p> <p>Middle East Locating Features by Direction and Distance</p> <p>Middle East Review</p>	Atlas: Middle East Test – Teacher Prepared	10 Days

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	Kurds, Persians; Religions – Muslims, Jews, Christians. Conflict –Ottoman Empire, World War I, Sykes/Picot Agreement Israeli/Palestinian Conflict, Iraq War, Al Qaeda, ISIS, Arab Spring, Syrian Civil War			
<p>PA Academic Standards: Geography</p> <p>7.1.7.A. Explain how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.7.B. Explain and locate places and regions as defined by physical and human features.</p> <p>7.2.7.A. Explain the characteristics of places and regions.</p> <p>7.2.7.B. Describe the physical processes that shape patterns on Earth’s surface.</p> <p>7.3.7.A. Describe the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities <p>7.4.7.A. Describe and explain the effects of the physical systems on people within regions.</p> <p>7.4.7. B. Describe and explain the effects of people on the physical systems within regions.</p> <p>PA Core Standards: Academic Standards for Reading in History and Social Studies, 6-12</p> <p>8.5 Reading Informational Text</p> <p>Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p>PA Core Standards: Academic Standards for Writing in History and Social Studies, 6-12</p> <p>8.6 Writing</p> <p>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Economics and Development	Economics and Development: Consumers, Services, Goods, Intermediate Goods, Durable Goods, Gross Domestic Product, Per Capita GDP, Primary Economic Sector, Secondary Economic Sector, Tertiary Economic Sector, Quaternary Economic Sector Economic Development, Development Indicators, Low Income Countries (less than \$2000), Middle Income Countries, (\$2000 – \$20,000) High Income Countries, (over \$20,000)	Teacher PowerPoint Notes: Economics and Development Economics and Development Cloze Notes Development Indicators and Notes Review	Economics and Development Test – Teacher prepared	15 Days
<p>PA Academic Standards: Geography</p> <p>7.1.7.A. Explain how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.7.B. Explain and locate places and regions as defined by physical and human features.</p> <p>7.2.7.A. Explain the characteristics of places and regions.</p> <p>7.2.7.B. Describe the physical processes that shape patterns on Earth’s surface.</p> <p>7.3.7.A. Describe the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities <p>PA Academic Standards: Economics</p> <p>6.1.7.B Compare decisions made because of limited resources and unlimited wants. Describe how resources are combined to produce different goods and services.</p> <p>6.2.7.A. Describe the interaction of consumers and producers of goods and services in the state and national economy.</p>				

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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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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Atlas: South America and The Caribbean	<p>Atlas: South America and The Caribbean</p> <p>Political Features; Countries, Capitals, Major Cities</p> <p>Physical Features: Sea and Water – Amazon River, Rio Paraguay, Rio Uruguay, Rio De La Plata, Rio Colorado, Atlantic Ocean, Pacific Ocean, Gulf of Mexico, Caribbean Sea, Strait of Magellan, Lake Titicaca, Lake Poopo, Lake Maracaibo, Florida Strait, Yucatan Strait, Windward Passage, Leeward Passage, Mona Passage, Angel Falls</p> <p>Mountains and other landforms: Andes, Mt. Aconcagua, Mt. Misti, Isthmus of Panama</p> <p>Human Features: People – Inca, Mestizos, Spanish, Portuguese, African, French, British, US</p>	<p>Teacher PowerPoint Notes: South America and The Caribbean</p> <p>South America and The Caribbean Pretest and Terms</p> <p>South America and The Caribbean Political Features Study Page</p> <p>South America and The Caribbean Physical Features Study Page</p> <p>South America and The Caribbean Locating Features by Direction and Distance Study Page</p> <p>South America and The Caribbean Review Study Page</p> <p>South America and The Caribbean Terms Analysis</p>	South America and The Caribbean Test – teacher prepared.	15 Days
<p>PA Academic Standards: Geography</p> <p>7.1.7.A. Explain how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.7.B. Explain and locate places and regions as defined by physical and human features.</p> <p>7.2.7.A. Explain the characteristics of places and regions.</p> <p>7.2.7.B. Describe the physical processes that shape patterns on Earth’s surface.</p> <p>7.3.7.A. Describe the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement 				

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- Economic activities
- Political activities

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

7.4.7. B. Describe and explain the effects of people on the physical systems within regions.

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

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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)
Atlas: North America	<p>Atlas: North America</p> <p>Political Feature: Countries, National Capitals, State and Provincial Capitals, Major Cities</p> <p>Physical Features: Mountains - Rockies, Appalachians, Sierra Madre Oriental and Occidental, Sierra Nevada</p> <p>Water - Chesapeake Bay, Hudson Bay, Bering Strait, Mississippi, Missouri, Ohio, Hudson, Susquehanna, Potomac, Rio Grande, Columbia, Colorado, Great Lakes, Great Bear Lake, Great Slave Lake</p> <p>Peninsulas – Upper Michigan, Delmarva, Florida, Alaska. Baja</p> <p>Human Feature: People - English, French, and Spanish Colonial, Immigration Waves</p>	<p>Teacher PowerPoint Notes: North America</p> <p>North America Pretest and Terms</p> <p>North America Political Features Study Page</p> <p>North America Physical Features Study Page;</p> <p>North America Locating Features by Direction and Distance Study Page;</p> <p>North America Review Study Page;</p> <p>North America Terms Analysis Page;</p>	North America Test – teacher prepared	10 Days
<p>PA Academic Standards: Geography</p> <p>7.1.7.A. Explain how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.7.B. Explain and locate places and regions as defined by physical and human features.</p> <p>7.2.7.A. Explain the characteristics of places and regions.</p> <p>7.2.7.B. Describe the physical processes that shape patterns on Earth’s surface.</p> <p>7.3.7.A. Describe the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities 				

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- Political activities

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

7.4.7. B. Describe and explain the effects of people on the physical systems within regions.

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

8.5 Reading Informational Text

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Final Exam Review	Students review physical and political features of the world	Atlas Europe Review Atlas Asia Review Atlas Middle East Review Atlas Africa Review Atlas Americas and the Caribbean Review Northeast PA Physical Features Review	Teacher Prepared Final Exam	5 Days

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PA Core Standards:

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

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

Grades 6-8

Key Ideas and Details

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

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

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

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

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

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

Range and Level of Complex Texts

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

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Grades 9-10

Key Ideas and Details

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

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

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

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

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

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

Range and Level of Complex Texts

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

Grades 11-12

Key Ideas and Details

CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

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CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

CC.8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CC.8.5.11-12.E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence

Integration of Knowledge and Ideas

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

CC.8.5.11-12.H. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CC.8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range and Level of Complex Texts

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

PA Core Standards:

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

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

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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.

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

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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.
- 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.

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- 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

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.

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- 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.

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

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CC.8.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.8.6.11-12.G. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

Range of Writing

CC.8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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Appendix: A			
IEP Enhancements			
General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Founding of the American Colonies	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Additional textbook sent home • Extra time to complete assignments • Additional textbook sent home if used • Enlarged Text • Use of Closed Caption • Manipulatives • Visual Aids • Notes provided • Class review before tests and quizzes • Use of Computer • Modified assignments (examples but not limited to: reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Adapted assessments in accordance with student's IEP <p>Suggested Time: 16 days as specified in the curriculum and additional time as needed per individual student</p>
American Revolution	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Additional textbook sent home • Extra time to complete assignments • Additional textbook sent home if used • Enlarged Text • Use of Closed Caption • Manipulatives • Visual Aids • Notes provided • Class review before tests and quizzes • Use of Computer • Modified assignments (examples but not limited to: reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Adapted assessments in accordance with student's IEP <p>Suggested Time: 15 days as specified in the curriculum and additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
French Revolution	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Additional textbook sent home • Extra time to complete assignments • Additional textbook sent home if used • Enlarged Text • Use of Closed Caption • Manipulatives • Visual Aids • Notes provided • Class review before tests and quizzes • Use of Computer • Modified assignments (examples but not limited to: reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Adapted assessments in accordance with student's IEP <p>Suggested Time: 14 days as specified in the curriculum and additional time as needed per individual student</p>
Napoleon Bonaparte	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Additional textbook sent home • Extra time to complete assignments • Additional textbook sent home if used • Enlarged Text • Use of Closed Caption • Manipulatives • Visual Aids • Notes provided • Class review before tests and quizzes • Use of Computer • Modified assignments (examples but not limited to: reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Adapted assessments in accordance with student's IEP <p>Suggested Time: 14 days as specified in the curriculum and additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
The Industrial Revolution	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Additional textbook sent home • Extra time to complete assignments • Additional textbook sent home if used • Enlarged Text • Use of Closed Caption • Manipulatives • Visual Aids • Notes provided • Class review before tests and quizzes • Use of Computer • Modified assignments (examples but not limited to: reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Adapted assessments in accordance with student's IEP <p>Suggested Time: 9 days as specified in the curriculum and additional time as needed per individual student</p>
Latin American Wars of Independence	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Additional textbook sent home • Extra time to complete assignments • Additional textbook sent home if used • Enlarged Text • Use of Closed Caption • Manipulatives • Visual Aids • Notes provided • Class review before tests and quizzes • Use of Computer • Modified assignments (examples but not limited to: reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Adapted assessments in accordance with student's IEP <p>Suggested Time: 14 days as specified in the curriculum and additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
New Imperialism Part 1	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Additional textbook sent home • Extra time to complete assignments • Additional textbook sent home if used • Enlarged Text • Use of Closed Caption • Manipulatives • Visual Aids • Notes provided • Class review before tests and quizzes • Use of Computer • Modified assignments (examples but not limited to: reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Adapted assessments in accordance with student's IEP <p>Suggested Time: 13 days as specified in the curriculum and additional time as needed per individual student</p>
New Imperialism Part II	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Additional textbook sent home • Extra time to complete assignments • Additional textbook sent home if used • Enlarged Text • Use of Closed Caption • Manipulatives • Visual Aids • Notes provided • Class review before tests and quizzes • Use of Computer • Modified assignments (examples but not limited to: reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Adapted assessments in accordance with student's IEP <p>Suggested Time: 13 days as specified in the curriculum and additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
World War I Part 1	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Additional textbook sent home • Extra time to complete assignments • Additional textbook sent home if used • Enlarged Text • Use of Closed Caption • Manipulatives • Visual Aids • Notes provided • Class review before tests and quizzes • Use of Computer • Modified assignments (examples but not limited to: reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Adapted assessments in accordance with student's IEP <p>Suggested Time: 16 days as specified in the curriculum and additional time as needed per individual student</p>
World War I Brings Change	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Additional textbook sent home • Extra time to complete assignments • Additional textbook sent home if used • Enlarged Text • Use of Closed Caption • Manipulatives • Visual Aids • Notes provided • Class review before tests and quizzes • Use of Computer • Modified assignments (examples but not limited to: reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Adapted assessments in accordance with student's IEP <p>Suggested Time: 16 days as specified in the curriculum and additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
The Rise of the Dictators	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Additional textbook sent home • Extra time to complete assignments • Additional textbook sent home if used • Enlarged Text • Use of Closed Caption • Manipulatives • Visual Aids • Notes provided • Class review before tests and quizzes • Use of Computer • Modified assignments (examples but not limited to: reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Adapted assessments in accordance with student's IEP <p>Suggested Time: 15 days as specified in the curriculum and additional time as needed per individual student</p>
World War II	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Additional textbook sent home • Extra time to complete assignments • Additional textbook sent home if used • Enlarged Text • Use of Closed Caption • Manipulatives • Visual Aids • Notes provided • Class review before tests and quizzes • Use of Computer • Modified assignments (examples but not limited to: reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Adapted assessments in accordance with student's IEP <p>Suggested Time: 15 days as specified in the curriculum and additional time as needed per individual student</p>
Review and Final Exam	As listed above		