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# **World History 7 Academic**

**Curriculum Guide**

**Dunmore School District**

**Dunmore, PA**



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**World History 7 Academic**

**Prerequisite:**

- Completion of Sixth Grade

**Course Description:**

In World History 7 Academic, students in the course will examine critical events and issues from the founding of the American Colonies to intense escalations of the Cold War of the 1960's, students will identify and explore a wide variety of topics throughout the school year. From the physical, intellectual and political revolutions of Europe and Latin America, the cultural traditions and customs of Africa and Asia as well as the devastating world wars of the 20<sup>th</sup> century, students will study these topics and their effects on the world politically, economically and culturally.

**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

<b>Subject: World History Academic</b>	<b>Grade Level: 7</b>	<b>Date Completed: 4/11/2019</b>
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**1<sup>st</sup> Quarter**

<b>Topic</b>	<b>Resources</b>	<b>Standards</b>
Founding of the American Colonies	<p><b>Teacher generated PowerPoint Presentation</b></p> <p><b>Primary Source Document Suggestion:</b> Mayflower Compact</p> <p><b>Worksheets Suggestions:</b> After the Mayflower worksheet French and Indian War worksheet Test Review</p> <p><b>Supplemental Reading</b> Suggestion: Alexie, Sherman. I Hate Tonto (Still Do). Los Angeles, June 28, 1998. Junior Scholastic. Are Native American Mascots Racist?, September 1, 2014</p> <p><b>Videos Suggested:</b> American Experience: We Shall Remain: Episode 1 After the Mayflower. PBS Savages, Pocahontas, Disney 1992</p> <p><b>Current Events Suggestion:</b> Junior Scholastic Magazine</p>	<p><b>History</b> 8.3.7.A 8.3.7.B 8.3.7.D 8.4.7.A</p> <p><b>Civics and Government</b> 5.1.7.B 5.1.7.D</p> <p><b>Geography</b> 7.3.7.A</p> <p><b>Economic</b> 6.1.7.B</p> <p><b>Reading</b> 8.5</p> <p><b>Writing</b> 8.6</p>

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American Revolution	<p><b>Teacher generated PowerPoint Presentation</b></p> <p><b>Primary Source Document Suggestions:</b> Declaration of Independence excerpt</p> <p><b>Worksheets Suggestions:</b> Declaration of Independence Scavenger Hunt Timeline of events of the American Revolution Test Review</p> <p><b>Supplemental Reading Suggestions:</b> American Revolution Mini Quiz: Battle of Saratoga The Boston Tea Party, A Play What Stuck? Activity</p> <p><b>Videos Suggestion:</b> Hamilton Soundtrack, My Shot and What Comes Next American Revolution, History Channel The Story of US</p> <p><b>Current Events Suggestion:</b> Junior Scholastic Magazine</p>	<p><b>History</b> 8.3.7.A 8.3.7.B 8.3.7.C 8.3.7.D</p> <p><b>Civics ad Government</b> 5.1.7.A 5.1.7.C 5.1.7.D</p> <p><b>Geography</b> 7.3.7.A</p> <p><b>Economics</b> 6.3.7.B 6.3.7.C 6.4.7.D</p> <p><b>Reading</b> 8.5</p> <p><b>Writing</b> 8.6</p>
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The French Revolution	<p><b>Teacher generated PowerPoint presentation</b></p> <p><b>Primary Source Document Suggestion:</b> Royal Family in Prison, Memoirs of the Captivity, 1892.</p> <p><b>Worksheets Suggestions:</b> John Locke worksheet Maximillian Robespierre Storming the Bastille Test Review</p> <p><b>Supplemental Reading Suggestions:</b> French Revolution Introduction French Revolution Play</p> <p><b>Video Suggestion:</b> French Revolution - Estates General, Tennis Court Oath and National Assembly, History Channel</p> <p><b>Current Events Suggestion:</b> Junior Scholastic Magazine</p>	<p><b>History</b> 8.4.7.A 8.4.7.B 8.4.7.C <b>Geography</b> 7.1.7.A 7.1.7.B <b>Civics and Government</b> 5.1.7.A 5.1.7.B 5.1.7.C 5.1.7.D <b>Economics</b> 6.2.7.D <b>Reading</b> 8.5 <b>Writing</b> 8.6</p>
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**2<sup>nd</sup> Quarter**

Topic	Resources	Standards
Napoleon Bonaparte	<p><b>Teacher generated PowerPoint Presentation</b></p> <p><b>Worksheets Suggestions:</b>  Napoleon: Defeat and Demise packet  Rosetta Stone and Hieroglyphics  Test Review</p> <p><b>Supplemental Reading Suggestions:</b>  Napoleon Introduction  Napoleon and the French Empire Play  Too Tell the Truth Activity</p> <p><b>Videos Suggestion:</b>  Napoleon, Biography Channel</p> <p><b>Current Events Suggestion:</b>  Junior Scholastic Magazine</p>	<p><b>History</b>  8.4.7.A  8.4.7.B  8.4.7.D  <b>Geography</b>  7.3.7.A  7.3.8.A  <b>Civics and Government</b>  5.2.7.C  5.4.7.A  <b>Economics</b>  6.2.7.D  <b>Reading</b>  8.5  <b>Writing</b>  8.6</p>

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The Industrial Revolution	<p><b>Teacher generated PowerPoint presentation</b></p> <p><b>Primary Source Document Suggestion:</b> Apprenticeship Contract, Silk Mill Rules for German Foundry Worker</p> <p><b>Worksheets Suggestions:</b> Inventions of the Industrial Revolution packet Industrial Revolution writing Assignment Test Review</p> <p><b>Supplemental Reading Suggestion:</b> Landowner Play</p> <p><b>Video Suggestions:</b> The Men Who Built America, History Channel, 2012</p> <p><b>Current Events Suggestion:</b> Junior Scholastic Magazine</p>	<p><b>History</b> 8.3.7.A 8.3.7.C 8.4.7.A 8.4.7.C</p> <p><b>Geography</b> 7.1.7.A 7.3.7.A</p> <p><b>Economic</b> 6.1.7.A 6.1.7.B 6.2.7.A 6.4.7.B</p> <p><b>Civics and Government</b> 5.2.7.B</p> <p><b>Reading</b> 8.5</p> <p><b>Writing</b> 8.6</p>
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<p>Latin American Wars of Independence</p>	<p><b>Teacher generated PowerPoint presentation</b></p> <p><b>Primary Sources Suggestion:</b> Why did Latin Americans Want Independence?</p> <p><b>Worksheets Suggestions:</b> Simon Bolivar packet Toussaint L'Overture: The Slave Who Defeated Napoleon Test Review</p> <p><b>Supplemental Reading Suggestion:</b> Miguel Hidalgo y Costilla Biography Activity</p> <p><b>Video Suggestion:</b> Crash Course World History #31: Latin American Revolutions</p> <p><b>Current Events Suggestion:</b> Junior Scholastic Magazine</p>	<p><b>History</b> 8.4.7.A 8.4.7.C <b>Geography</b> 7.1.7.A 7.3.7.A <b>Economic</b> 6.1.7.A <b>Civics and Government</b> 5.2.7.B <b>Reading</b> 8.5 <b>Writing</b> 8.6</p>
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**3<sup>rd</sup> Quarter**

Topic	Resources	Standards
The New Imperialism Part I	<p><b>Teacher generated PowerPoint Presentation</b></p> <p><b>Primary Source Document</b> Rabodndranath Tagore</p> <p><b>Worksheets</b> Black Hole of Calcutta: Who's Responsible Caste System of India Mohandas Ghandi: 1869-1948 Test Review</p> <p><b>Supplemental Reading Suggestions:</b> Roberty Clive Play Sepoy Rebellion Thai Folk Tale(Ta-in an Ta-on)</p> <p><b>Video Suggestion:</b> Mohandas Ghandi Mini Bio, A&amp;E Channel</p> <p><b>Current Events Suggestion:</b> Junior Scholastic Magazine</p>	<p><b>History</b> 8.4.7.A 8.4.7.D <b>Geography</b> 7.2.7.A 7.3.7.A <b>Economic</b> 6.1.7.A <b>Civics and Government</b> 5.2.7.B <b>Reading</b> 8.5 <b>Writing</b> 8.6</p>

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<p>New Imperialism Part II</p>	<p><b>Teacher generated PowerPoint Presentation</b></p> <p><b>Primary Source Document Suggestion:</b> Two View of Imperialism in Africa</p> <p><b>Worksheets Suggestions:</b> Imperial Politicians Imperialism and America North Africa West Africa Test Review</p> <p><b>Supplemental Reading Suggestion:</b> Zulu Language Exercise</p> <p><b>Video Suggestion:</b> Battle of Isanwanda clip Crash Course World History # 35</p> <p><b>Current Events Suggestion:</b> Junior Scholastic Magazine</p>	<p><b>History</b> 8.4.7.A 8.4.7.D <b>Geography</b> 7.2.7.A 7.3.7.A <b>Economic</b> 6.1.7.A <b>Civics and Government</b> 5.2.7.B <b>Reading</b> 8.5 <b>Writing</b> 8.6</p>
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World War I Part I	<p><b>Teacher generated PowerPoint Presentation</b></p> <p><b>Primary Source Document Suggestion:</b> Primary Sources of Daily Life of a Soldier on the Western Front</p> <p><b>Worksheets Suggestions:</b> Major Battles of World War I:</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> Battle of Marne</li> <li>• Battle of Tannenberg</li> <li>• Battle of Verdun</li> <li>• Battle of Somme</li> </ul> <p>WWI Recruitment Posters Test Review</p> <p><b>Supplemental Reading Suggestion:</b> World War I: War Technology Timeline of Major Events of World War I</p> <p><b>Video Suggestion:</b> Apocalypse: World War I, American Heroes Channel</p> <p><b>Current Events Suggestion:</b> Junior Scholastic Magazine</p>	<p><b>History</b> 8.3.7.A 8.4.7.A 8.4.7.C 8.4.7.D</p> <p><b>Geography</b> 7.1.7.A 7.3.7.A</p> <p><b>Economic</b> 6.1.7.A</p> <p><b>Civics and Government</b> 5.2.7.B</p> <p><b>Reading</b> 8.5</p> <p><b>Writing</b> 8.6</p>
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**4<sup>th</sup> Quarter**

Topic	Resources	Standards
World War I Brings Change	<p><b>Teacher generated PowerPoint Presentation</b></p> <p><b>Primary Source Document Suggestion:</b> Manfred, Baron von Richtofen (1892-1918)</p> <p><b>Worksheets Suggestions:</b> Communism in the USSR Reaction of the Treaty of Versailles Source Based Questions on the Benefits of Communism The Arabian Peninsula The End of the First World War Test Review</p> <p><b>Supplemental Reading Suggestions:</b> How Did Communism Change Russia? Lenin and Trotsky Classroom Play</p> <p><b>Video Suggestion:</b> Apocalypse: World War I, American Heroes Channel The Oil Kingdom, 60 Minutes</p> <p><b>Current Events Suggestion:</b> Junior Scholastic Magazine</p>	<p><b>History</b> 8.3.7.A 8.3.7.B 8.4.7.A 8.4.7.B 8.4.7.C 8.4.7.D</p> <p><b>Geography</b> 7.1.7.A 7.3.7.A</p> <p><b>Economic</b> 6.1.7.A</p> <p><b>Civics and Government</b> 5.2.7.B</p> <p><b>Reading</b> 8.5</p> <p><b>Writing</b> 8.6</p>

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The Rise of the Dictators	<p><b>Teacher generated PowerPoint Presentation</b></p> <p><b>Primary Source Document Suggestion:</b> Growing Up in Stalin's Russia, Yevtushenko's Reader.</p> <p><b>Worksheets Suggestions:</b> Then and Now: Prices Adolf Hitler, Was a Passionate Lunatic? packet</p> <p><b>Supplemental Reading Suggestions:</b> Analyzing Photographs Critical Thinking Hitler Classroom Play</p> <p><b>Video Suggestion:</b> The Dust Bowl, The American Experience, PBS Mini Biographies:</p> <ul style="list-style-type: none"> <li>• Adolf Hitler</li> <li>• Benito Mussolini</li> <li>• Josef Stalin</li> <li>• Emperor Hirohito</li> </ul> <p><b>Current Events Suggestion:</b> Junior Scholastic Magazine</p>	<p><b>History</b> 8.3.7.A 8.3.7.D 8.4.7.A 8.4.7.C 8.4.7.D</p> <p><b>Geography</b> 7.1.7.A 7.3.7.A</p> <p><b>Economic</b> 6.2.7.G</p> <p><b>Civics and Government</b> 5.1.7.B 5.3.7.J 5.4.7.A 5.4.7.B</p> <p><b>Reading</b> 8.5</p> <p><b>Writing</b> 8.6</p>
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World War II Part I	<p><b>Teacher generated PowerPoint Presentation</b></p> <p><b>Primary Source Document Suggestion:</b> Hitler's Propaganda Machine</p> <p><b>Worksheets Suggestions:</b> Appeasement Lesson Plan D-Day: The Lost Evidence Test Review</p> <p><b>Supplemental Reading Suggestion:</b> Winston Churchill Classroom Play</p> <p><b>Video Suggestions:</b> Enemy at the Gates Clips. World War II, History Channel Clips</p> <p><b>Current Events Suggestion:</b> Junior Scholastic Magazine</p>	<p><b>History</b> 8.3.7.A 8.3.7.C 8.3.7.D 8.4.7.A 8.4.7.C 8.4.7.D <b>Geography</b> 7.1.7.A 7.3.7.A <b>Economic</b> 6.2.7.G <b>Civics and Government</b> 5.4.7.A 5.4.7.B <b>Reading</b> 8.5 <b>Writing</b> 8.6</p>
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World War II Part II	<p><b>Teacher generated PowerPoint Presentation</b></p> <p><b>Primary Source Document Suggestion:</b> After the Battle of Kwajalein, YANK Army Weekly.</p> <p><b>Worksheets Suggestions:</b> Atomic Bomb Lesson Plan Hitler Word Scramble The Last Japanese Soldier to Surrender</p> <p><b>Supplemental Reading Suggestions:</b> Prisoners of War in Europe and Asia Making Decisions Critical Thinking</p> <p><b>Video Suggestions:</b> World War II, History Channel Clips Crash Course World History #38</p> <p><b>Current Events Suggestion:</b> Junior Scholastic Magazine</p>	<p><b>History</b> 8.3.7.A 8.3.7.C 8.3.7.D 8.4.7.A 8.4.7.C 8.4.7.D</p> <p><b>Geography</b> 7.1.7.A 7.3.7.A</p> <p><b>Economic</b> 6.2.7.G</p> <p><b>Civics and Government</b> 5.4.7.A 5.4.7.B</p> <p><b>Reading</b> 8.5</p> <p><b>Writing</b> 8.6</p>
Review and Final Exam		

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<b>General Topic</b>	<b>Essential Knowledge, Skills &amp; Vocabulary</b>	<b>Resources &amp; Activities</b>	<b>Assessments</b>	<b>Suggested Time (In Days)</b>
<b>Founding of the American Colonies</b>	<p>Founding of the American Colonies Jamestown Plymouth Plantation Wampanoag</p> <p>Self-Government in the American Colonies Representative Government House of Burgess</p> <p>Road to Revolt Act of Union</p> <p>The Seven Years War aka The French and Indian War</p> <p>Both the British and French push to settle the Ohio River Valley. King George III of Great Britain George Washington British General James “Bulldog” Braddock Lake Champlain Battle of Quebec Treaty of Paris</p> <p><b>Vocabulary:</b> Persecution Pilgrim Wampanoag Representative Government guerrilla warfare</p>	<p><b>Teacher generated PowerPoint Presentation</b></p> <p><b>Primary Source Document Suggestion:</b> Mayflower Compact</p> <p><b>Worksheets Suggestions:</b> After the Mayflower worksheet French and Indian War worksheet Test Review</p> <p><b>Supplemental Reading</b> Suggestion: Alexie, Sherman. I Hate Tonto (Still Do). Los Angeles, June 28, 1998. Junior Scholastic. Are Native American Mascots Racist?, September 1, 2014</p> <p><b>Videos Suggested:</b> American Experience: We Shall Remain Episode 1 After the Mayflower. PBS Savages, Pocahontas, Disney 1992</p> <p><b>Current Events Suggestion:</b> Junior Scholastic Magazine</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Document examination</p> <p>Open-ended questions</p> <p>Brainstorming</p> <p>Self-Assessment</p> <p>Questioning</p>	<b>16 Days</b>



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	Boycotts Constitutions			
<p><b>PA Academic Standards: History</b></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 the conflict and cooperation among groups and organizations in US history.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigrations</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul> <p>8.4.7.A Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.</p> <p><b>PA Academic Standards: Civics and Government</b></p> <p>5.1.7.B Identify the different types of government and the processes they use in making laws.</p> <p>5.1.7.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"> <li>• Declaration of Independence</li> <li>• United States Constitution</li> <li>• Bill of Rights</li> <li>• Pennsylvania Constitution</li> </ul> <p><b>PA Academic Standards: Geography</b></p> <p>7.3.7.A Describe the human characteristics of places and regions using the criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul> <p><b>PA Academic Standards: Economics</b></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>				

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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**

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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<b>General Topic</b>	<b>Essential Knowledge, Skills &amp; Vocabulary</b>	<b>Resources &amp; Activities</b>	<b>Assessments</b>	<b>Suggested Time (In Days)</b>
<b>American Revolution</b>	<b>Essential Knowledge/Skills:</b> American Revolution After the Seven Years' War Stamp Act Townshend Act Boston Massacre Tea Act Intolerable Act 1st Continental Congress Unrest in Massachusetts Loyalist Boston Tea Party African Americans in the American Revolutionary War Crispus Attucks Peter Salem Prince Hall War of Independence 2nd Continental Congress Declaration of Independence Major Battles of the American Revolutionary War Fort Ticonderoga Bunker Hill Saratoga Yorktown Treaty of Paris Why did the British Lose? Distance from America to Great Britain Time Distance	<b>Teacher generated PowerPoint Presentation</b>  <b>Primary Source Document Suggestions:</b> Declaration of Independence excerpt  <b>Worksheets Suggestions:</b> Declaration of Independence Scavenger Hunt Timeline of events of the American Revolution Test Review  <b>Supplemental Reading Suggestions:</b> American Revolution Mini Quiz: Battle of Saratoga The Boston Tea Party, A Play What Stuck? Activity  <b>Videos Suggestion:</b> Hamilton Soundtrack, My Shot and What Comes Next American Revolution, History Channel The Story of US  <b>Current Events Suggestion:</b> Junior Scholastic Magazine	<b>Teacher prepared tests, quizzes, etc.</b>  <b>Document examination</b>  <b>Open-ended questions</b>  <b>Brainstorming</b>  <b>Self-Assessment</b>  <b>Questioning</b>	<b>15 Days</b>

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	<p style="text-align: center;">Allies</p> <p><b>Vocabulary:</b>  Stamp Act  Boycott  Militia  Minutemen  Loyalist  Limited government  Document  Federal</p>			
<p><b>PA Academic Standards: History</b></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"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p>8.3.7.D Examine the conflict and cooperation among groups and organizations in US history.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigrations</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul> <p><b>PA Academic Standards: Civics and Government</b></p> <p>5.1.7.A Cite functional example of how the rule of law protects property rights, individual rights, and the common good.</p> <p>5.1.7.C Explain how the principles and ideals shape local, state, and national government.</p> <ul style="list-style-type: none"> <li>• Liberty/Freedom</li> <li>• Democracy</li> </ul>				

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- Justice
- Equality

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

**PA Academic Standards: Geography**

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

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

**PA Academic Standards: Economics**

6.3.7.B Describe the impact of government involvement in state and national economic activities

6.3.7.C Explain the cost and benefits of taxation.

6.4.7.D Identify how governments limit or promote 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

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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<b>General Topic</b>	<b>Essential Knowledge, Skills &amp; Vocabulary</b>	<b>Resources &amp; Activities</b>	<b>Assessments</b>	<b>Suggested Time (In Days)</b>
<b>French Revolution</b>	<p><b>Essential Knowledge/Skills:</b>  Causes of the French Revolution  Absolute Power  Influence of John Locke  The Estates System  Estate  1<sup>st</sup> Estate  2<sup>nd</sup> Estate  3<sup>rd</sup> Estate  The National Assembly  King Louis XVI of France  Estate General  Storming the Bastille  Declaration of the Rights of Man and Citizens  Constitutional monarch  French Republic  National Convention  Guillotine  Jacobins  The Reign of Terror  Committee of Public Safety  Maximillian Robespierre  Republic</p> <p><b>Vocabulary:</b>  estate  Bourgeoisie  radical  widespread  overseas</p>	<p><b>Teacher generated PowerPoint presentation</b></p> <p><b>Primary Source Document Suggestion:</b>  Royal Family in Prison, Memoirs of the Captivity, 1892.</p> <p><b>Worksheets Suggestions:</b>  John Locke worksheet  Maximillian Robespierre  Storming the Bastille  Test Review</p> <p><b>Supplemental Reading Suggestions:</b>  French Revolution Introduction  French Revolution Play</p> <p><b>Video Suggestion:</b>  French Revolution - Estates General, Tennis Court Oath and National Assembly, History Channel</p> <p><b>Current Events Suggestion:</b>  Junior Scholastic Magazine</p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p> <p><b>Document examination</b></p> <p><b>Open-ended questions</b></p> <p><b>Brainstorming</b></p> <p><b>Self-Assessment</b></p> <p><b>Questioning</b></p>	<b>14 Days</b>

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**PA Academic Standards: History**

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 religion
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organization

**PA Academic Standards: Civics and Government**

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

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

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

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

**PA Academic Standards: Geography**

5.1.7.A Cite functional examples of how the rule of law protects property rights, individual rights, and the common good.

5.1.7.B Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

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

- Liberty/Freedom
- Democracy
- Justice
- Equality

**PA Academic Standards: Economics**

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

**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)
<b>Napoleon Bonaparte</b>	<p><b>Essential Knowledge/Skills:</b>  Napoleon Bonaparte Gains Power in France  The Directory  Napoleon in Egypt  Reasons Napoleon was sent to Egypt  Mamelukes  Positives of Napoleon in Egypt  Negatives of Napoleon in Egypt  Rosetta Stone  Coup d'état  Napoleonic Code  The Creation of Empire  Crowned Emperor of France  Nationalism  Napoleon Meets Defeat  Battle of Trafalgar  Continental System  The Grand Army  Exile  Waterloo, Belgium  Congress of Vienna  Results</p> <p><b>Vocabulary:</b>  The Directory  coup d'état  Mamelukes  Napoleonic Code  Nationalism  Found</p>	<p><b>Teacher generated PowerPoint Presentation</b></p> <p><b>Worksheets Suggestions:</b>  Napoleon: Defeat and Demise packet  Rosetta Stone and Hieroglyphics  Test Review</p> <p><b>Supplemental Reading Suggestions:</b>  Napoleon Introduction  Napoleon and the French Empire  Play  Too Tell the Truth Activity</p> <p><b>Videos Suggestion:</b>  Napoleon, Biography Channel</p> <p><b>Current Events Suggestion:</b>  Junior Scholastic Magazine</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Document examination</p> <p>Open-ended questions</p> <p>Brainstorming</p> <p>Self-Assessment</p> <p>Questioning</p>	<b>14 Days</b>

**Dunmore School District  
Curriculum Guide**

	Eventual			
<p><b>PA Academic Standards: History</b></p> <p>8.4.7.A Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.</p> <p>8.4.7.B Explain the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.7.C Differentiate how continuity and change have impacted world history.</p> <ul style="list-style-type: none"> <li>• Belief systems and religion</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organization</li> </ul> <p>8.4.7.D Explain how conflict and cooperation among groups and organizations have impacted the history of the world.</p> <p><b>PA Academic Standards: Civics and Government</b></p> <p>7.3.7.A Describe the human characteristics of places and regions using the criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul> <p>5.2.7.C Describe the role of political leadership and public service.</p> <p>5.4.7.A Identify how countries have varying interests.</p> <p><b>PA Academic Standards: Geography</b></p> <p>5.1.7.A Cite functional examples of how the rule of law protects property rights, individual rights, and the common good.</p> <p>5.1.7.B Explain how conflict and cooperation among groups and organizations have impacted the history of the world.</p> <p>5.1.7.C Explain how the principles and ideals shape local, state, and national government.</p> <ul style="list-style-type: none"> <li>• Liberty/Freedom</li> <li>• Democracy</li> <li>• Justice</li> <li>• Equality</li> </ul> <p><b>PA Academic Standards: Economics</b></p>				

**Dunmore School District  
Curriculum Guide**

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

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

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**Dunmore School District  
Curriculum Guide**

<b>General Topic</b>	<b>Essential Knowledge, Skills &amp; Vocabulary</b>	<b>Resources &amp; Activities</b>	<b>Assessments</b>	<b>Suggested Time (In Days)</b>
<b>The Industrial Revolution</b>	<p>The Birth of Industry</p> <ul style="list-style-type: none"> <li>Industrialism</li> <li>Enclosure Laws</li> <li>Capital</li> <li>Increase in population</li> </ul> <p>The Inventors</p> <ul style="list-style-type: none"> <li>James Hargreaves</li> <li>James Watts</li> <li>Henry Bessemer</li> <li>Eli Whitney</li> <li>Robert Fulton</li> </ul> <p>Growth of Industry</p> <ul style="list-style-type: none"> <li>Why factories developed</li> <li>New Scientific Advances</li> <li>Samuel Morse</li> <li>Alexander Graham Bell</li> <li>Guglielmo Marconi</li> <li>Thomas Edison</li> </ul> <p>Child Labor</p> <ul style="list-style-type: none"> <li>Wages and Hours</li> <li>Treatment</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Industrialism</li> <li>Corporation</li> <li>Urbanization</li> <li>Labor Union</li> <li>Design</li> <li>Cooperate</li> <li>Symbol</li> </ul>	<p><b>Teacher generated PowerPoint presentation</b></p> <p><b>Primary Source Document Suggestion:</b> Apprenticeship Contract, Silk Mill Rules for German Foundry Worker</p> <p><b>Worksheets Suggestions:</b> Inventions of the Industrial Revolution packet Industrial Revolution writing Assignment Test Review</p> <p><b>Supplemental Reading Suggestion:</b> Landowner Play</p> <p><b>Video Suggestions:</b> The Men Who Built America, History Channel, 2012</p> <p><b>Current Events Suggestion:</b> Junior Scholastic Magazine</p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p> <p><b>Document examination</b></p> <p><b>Open-ended questions</b></p> <p><b>Brainstorming</b></p> <p><b>Self-Assessment</b></p> <p><b>Questioning</b></p>	<b>9 Days</b>

**Dunmore School District  
Curriculum Guide**

**PA Academic Standards: History**

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

8.4.7.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 religion
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organization

**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.

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

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

**PA Academic Standards: Economics**

6.1.7.A Explain how limited resources and unlimited wants and scarcity.

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.

6.2.7.A Describe the interaction of consumers and producers of goods and services in the state and national economy.

6.4.7.B Analyze how changes in trade effect standards of living.

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

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

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**Dunmore School District  
Curriculum Guide**

<b>General Topic</b>	<b>Essential Knowledge, Skills &amp; Vocabulary</b>	<b>Resources &amp; Activities</b>	<b>Assessments</b>	<b>Suggested Time (In Days)</b>
<b>Latin American Wars of Independence</b>	<p>Haiti</p> <ul style="list-style-type: none"> <li>Social Structure</li> <li>Sugar</li> <li>Toussaint L'Overture</li> <li>Jean-Jacques Dessalines</li> <li>Renewed Struggle</li> <li>Yellow Fever</li> <li>Truce</li> </ul> <p>A Call to Freedom in Mexico</p> <ul style="list-style-type: none"> <li>Father Hidalgo and El Grito de Dolores</li> <li>Jose Morales</li> <li>Liberal</li> <li>Augustine de Iturbide</li> </ul> <p>Revolutions in South America</p> <ul style="list-style-type: none"> <li>Tupac Amaru</li> <li>Jose de San Martin</li> <li>Simon Bolivar</li> </ul> <p>Challenges to Growth</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Pennisulares</li> <li>Creoles</li> <li>Mezitos</li> <li>Mulattoes</li> <li>Trans-Atlantic Slave Trade</li> <li>Middle Passage</li> </ul>	<p><b>Teacher generated PowerPoint presentation</b></p> <p><b>Primary Sources Suggestion:</b> Why did Latin Americans Want Independence?</p> <p><b>Worksheets Suggestions:</b> Simon Bolivar packet Toussaint L'Overture: The Slave Who Defeated Napoleon Test Review</p> <p><b>Supplemental Reading Suggestion:</b> Miguel Hidalgo y Costilla Biography Activity</p> <p><b>Video Suggestion:</b> Crash Course World History #31: Latin American Revolutions</p> <p><b>Current Events Suggestion:</b> Junior Scholastic Magazine</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p><b>Document examination</b></p> <p><b>Open-ended questions</b></p> <p><b>Brainstorming</b></p> <p><b>Self-Assessment</b></p> <p><b>Questioning</b></p>	<b>14 Days</b>

**Dunmore School District  
Curriculum Guide**

**PA Academic Standards: History**

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8.4.7.C Differentiate how continuity and change have impacted world history.

- Belief systems and religion
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organization

**PA Academic Standards: Civics and Government**

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

**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.

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

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

**PA Academic Standards: Economics**

6.1.7.A Explain how limited resources and unlimited wants and scarcity.

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

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**Dunmore School District  
Curriculum Guide**

<b>General Topic</b>	<b>Essential Knowledge, Skills &amp; Vocabulary</b>	<b>Resources &amp; Activities</b>	<b>Assessments</b>	<b>Suggested Time (In Days)</b>
<b>New Imperialism Part I</b>	3 Factors for Europeans to Colonize Asia and Africa Age of Imperialism Imperialism Protectorate Sphere of Influence Europeans in Southeast Asia Singapore and Thailand Raw Materials British in India Struggle for India Hindus vs Muslims British East India Company Robert Clive The Sepoy Rebellion The British Raj Viceroy The Hardships of British Rule in India India Indian National Congress  <b>Vocabulary:</b> Imperialism Protectorate Sphere of Influence Strategy Construct Decline Reluctance	<b>Teacher generated PowerPoint Presentation</b>  <b>Primary Source Document</b> Rabodndranath Tagore  <b>Worksheets</b> Black Hole of Calcutta: Who's Responsible Caste System of India Mohandas Ghandi: 1869-1948 Test Review  <b>Supplemental Reading Suggestions:</b> Roberty Clive Play Sepoy Rebellion Thai Folk Tale(Ta-in an Ta-on)  <b>Video Suggestion:</b> Mohandas Ghandi Mini Bio, A&E Channel  <b>Current Events Suggestion:</b> Junior Scholastic Magazine	<b>Teacher prepared tests, quizzes, etc.</b>  <b>Document examination</b>  <b>Open-ended questions</b>  <b>Brainstorming</b>  <b>Self-Assessment</b>  <b>Questioning</b>	<b>13 Days</b>

**Dunmore School District  
Curriculum Guide**

**PA Academic Standards: History**

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

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

**PA Academic Standards: Geography**

- 7.2.7.A Explain the characteristics of places and regions.  
7.3.7.A Describe the human characteristics of places and regions using the criteria:
- Population
  - Culture
  - Settlement
  - Economic activities
  - Political activities

**PA Academic Standards: Economics**

- 6.1.7.A Explain how limited resources and unlimited wants and scarcity.

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**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>New Imperialism part II</b>	<p>European Rule in Africa</p> <p>North Africa</p> <p style="padding-left: 20px;">Prestige</p> <p style="padding-left: 20px;">Strategic Position</p> <p style="padding-left: 20px;">Resources</p> <p style="padding-left: 20px;">Suez Canal</p> <p>West Africa</p> <p style="padding-left: 20px;">Slavery</p> <p style="padding-left: 20px;">Native tribes of West Africa</p> <p style="padding-left: 20px;">Liberia</p> <p>Central and East Africa</p> <p style="padding-left: 20px;">Rubber plantations of the Congo</p> <p style="padding-left: 20px;">Ethiopia</p> <p style="padding-left: 20px;">Hallie Selassie</p> <p>South Africa and the Boer Wars</p> <p style="padding-left: 20px;">Cape Colony</p> <p style="padding-left: 20px;">Boer</p> <p style="padding-left: 20px;">Great Trek</p> <p style="padding-left: 20px;">Orange Free State and the Transvaal</p> <p style="padding-left: 20px;">Cecil Rhodes</p> <p style="padding-left: 20px;">Zulu Language</p> <p style="padding-left: 20px;">Apartheid</p> <p style="padding-left: 20px;">Nelson Mandela</p> <p>How did Imperialism affect Africa</p> <p><b>Vocabulary:</b></p> <p>Extraterritoriality</p>	<p><b>Teacher generated PowerPoint Presentation</b></p> <p><b>Primary Source Document Suggestion:</b></p> <p>Two View of Imperialism in Africa</p> <p><b>Worksheets Suggestions:</b></p> <p>Imperial Politicians</p> <p>Imperialism and America</p> <p>North Africa</p> <p>West Africa</p> <p>Test Review</p> <p><b>Supplemental Reading Suggestion:</b></p> <p>Zulu Language Exercise</p> <p><b>Video Suggestion:</b></p> <p>Battle of Isanwanda clip</p> <p>Crash Course World History # 35</p> <p><b>Current Events Suggestion:</b></p> <p>Junior Scholastic Magazine</p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p> <p><b>Document examination</b></p> <p><b>Open-ended questions</b></p> <p><b>Brainstorming</b></p> <p><b>Self-Assessment</b></p> <p><b>Questioning</b></p>	<b>13 Days</b>
<p><b>PA Academic Standards: History</b></p> <p>8.4.7.A Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.</p> <p>8.4.7.D Explain how conflict and cooperation among groups and organizations have impacted the history of the world.</p>				

**Dunmore School District  
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**PA Academic Standards: Civics and Government**

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

**PA Academic Standards: Geography**

7.2.7.A Explain the characteristics of places and regions.

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

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- Settlement
- Economic activities
- Political activities

**PA Academic Standards: Economics**

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

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**Dunmore School District  
Curriculum Guide**

<b>General Topic</b>	<b>Essential Knowledge, Skills &amp; Vocabulary</b>	<b>Resources &amp; Activities</b>	<b>Assessments</b>	<b>Suggested Time (In Days)</b>
<b>World War I Part I</b>	<b>Essential Knowledge/Skills:</b> Causes of the conflict Nationalism Empire Building Military Increases Military Alliances Trouble in the Balkans War Breaks Out in Europe The Conflict Spreads Mobilization Western Front September 1914 Trench Warfare War and Technology A Global War Eastern Front America Supports the Allies Zimmerman Telegraph  <b>Vocabulary:</b> Militarism Conscription Entente Mobilization Propaganda Blockade Dominate Neutral	<b>Teacher generated PowerPoint Presentation</b>  <b>Primary Source Document Suggestion:</b> Primary Sources of Daily Life of a Soldier on the Western Front  <b>Worksheets Suggestions:</b> Major Battles of World War I: <ul style="list-style-type: none"> <li>• 1<sup>st</sup> Battle of Marne</li> <li>• Battle of Tannenberg</li> <li>• Battle of Verdun</li> <li>• Battle of Somme</li> </ul> WWI Recruitment Posters Test Review  <b>Supplemental Reading Suggestion:</b> World War I: War Technology Timeline of Major Events of World War I  <b>Video Suggestion:</b> Apocalypse: World War I, American Heroes Channel  <b>Current Events Suggestion:</b> Junior Scholastic Magazine	<b>Teacher prepared tests, quizzes, etc.</b>  <b>Document examination</b>  <b>Open-ended questions</b>  <b>Brainstorming</b>  <b>Self-Assessment</b>  <b>Questioning</b>	<b>16 Days</b>

**Dunmore School District  
Curriculum Guide**

**PA Academic Standards: History**

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.

8.4.7.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 religion
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organization

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**

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

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

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- Economic activities
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8.6 Writing

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Curriculum Guide**

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**Dunmore School District  
Curriculum Guide**

<b>General Topic</b>	<b>Essential Knowledge, Skills &amp; Vocabulary</b>	<b>Resources &amp; Activities</b>	<b>Assessments</b>	<b>Suggested Time (In Days)</b>
<b>World War I Brings Change</b>	Peace at Last Armistice Effects of the War Peace Talks January 1919 Major Figures in the Peace Process League of Nations Treaty of Versailles The Ottoman Breakup Ataurk Women's rights in Turkey People of the Middle East Turks Arabs Persians Semites Revolution in Russia Russo-Japanese War Failure in World War I Rasputin Fall of the Czar Who is Lenin? Russian Civil War  <b>Vocabulary:</b> Armistice Genocide Reparations Mandate Soviet Collapse Radical	<b>Teacher generated PowerPoint Presentation</b>  <b>Primary Source Document Suggestion:</b> Manfred, Baron von Richtofen (1892-1918)  <b>Worksheets Suggestions:</b> Communism in the USSR Reaction of the Treaty of Versailles Source Based Questions on the Benefits of Communism The Arabian Peninsula The End of the First World War Test Review  <b>Supplemental Reading Suggestions:</b> How Did Communism Change Russia? Lenin and Trotsky Classroom Play  <b>Video Suggestion:</b> Apocalypse: World War I, American Heroes Channel The Oil Kingdom, 60 Minutes  <b>Current Events Suggestion:</b> Junior Scholastic Magazine	<b>Teacher prepared tests, quizzes, etc.</b>  <b>Document examination</b>  <b>Open-ended questions</b>  <b>Brainstorming</b>  <b>Self-Assessment</b>  <b>Questioning</b>	<b>16 Days</b>



**Dunmore School District  
Curriculum Guide**

**PA Academic Standards: History**

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<b>General Topic</b>	<b>Essential Knowledge, Skills &amp; Vocabulary</b>	<b>Resources &amp; Activities</b>	<b>Assessments</b>	<b>Suggested Time (In Days)</b>
<b>The Rise of the Dictators</b>	<p>Economic Troubles</p> <p>Postwar Germany</p> <p>Reparations</p> <p>Ruhr, Germany</p> <p>Hyperinflation</p> <p>Causes of the Great Depression</p> <p>Depression</p> <p>October 29, 1929 Black Tuesday</p> <p>The Depression Worsens Roosevelt's New Deal</p> <p>Social Security</p> <p>Public Works Program</p> <p>Unemployment Insurance</p> <p>Dictators in Italy and Germany</p> <p>Definition of a Dictator</p> <p>Totalitarian State</p> <p>Mussolini's Italy</p> <p>Fascism</p> <p>The Black Shirts</p> <p>Hitler in Germany</p> <p>National Socialist (Nazi) party</p> <p>Anti-Semitism</p> <p>Nazi control the Reichstag</p> <p>Nuremberg Laws</p> <p>The Soviet Union under Stalin</p> <p>Stalin elected General Secretary of the Communist Party</p> <p>Five Year Plan</p> <p>Collectivization</p> <p>The Purges</p> <p>NKVD</p> <p>Effects of the Purges</p>	<p><b>Teacher generated PowerPoint Presentation</b></p> <p><b>Primary Source Document Suggestion:</b> Growing Up in Stalin's Russia, Yevtushenko's Reader.</p> <p><b>Worksheets Suggestions:</b> Then and Now: Prices Adolf Hitler Was a Passionate Lunatic? packet</p> <p><b>Supplemental Reading Suggestions:</b> Analyzing Photographs Critical Thinking Hitler Classroom Play</p> <p><b>Video Suggestion:</b> The Dust Bowl, The American Experience, PBS Mini Biographies:</p> <ul style="list-style-type: none"> <li>• Adolf Hitler</li> <li>• Benito Mussolini</li> <li>• Josef Stalin</li> <li>• Emperor Hirohito</li> </ul> <p><b>Current Events Suggestion:</b> Junior Scholastic Magazine</p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p> <p><b>Document examination</b></p> <p><b>Open-ended questions</b></p> <p><b>Brainstorming</b></p> <p><b>Self-Assessment</b></p> <p><b>Questioning</b></p>	<b>15 Days</b>

**Dunmore School District  
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	<p>Military Rule in Japan Emperor Hirohito military expansion</p> <p><b>Vocabulary:</b> Depression Totalitarian State Collectivization Ensure Restore</p>			
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**PA Academic Standards: History**

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 the conflict and cooperation among groups and organizations in US history.

- Ethnicity and race
- Working conditions
- Immigrations
- 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.C Differentiate how continuity and change have impacted world history.

- Belief systems and religion
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organization

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

**Civics and Government**

5.1.7.B Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

5.3.7.J Identify various types of governments.

5.4.7.A Identify how countries have varying interests.

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

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**PA Academic Standards: Civics and Government**

- 5.1.7.B Explain how conflict and cooperation among groups and organizations have impacted the history of the world.
- 5.3.7.J Identify various types of governments.
- 5.4.7.A Identify how countries have varying interests.
- 5.4.7.B Describe how countries coexist in the world community.

**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.
- 7.3.7.A Describe the human characteristics of places and regions using the criteria:
  - Population
  - Culture
  - Settlement
  - Economic activities
  - Political activities

**PA Academic Standards: Economics**

- 6.2.7.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.

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<b>General Topic</b>	<b>Essential Knowledge, Skills &amp; Vocabulary</b>	<b>Resources &amp; Activities</b>	<b>Assessments</b>	<b>Suggested Time (In Days)</b>
<b>World War II</b>	<p>The Path to War</p> <ul style="list-style-type: none"> <li>Treaty of Versailles</li> <li>Appeasement</li> <li>Hitler and Mussolini</li> <li>German Anschluss</li> <li>The Sudetenland</li> <li>Italian takeover of Ethiopia</li> <li>The Munich Conference</li> </ul> <p>Germany on the Attack</p> <ul style="list-style-type: none"> <li>September 1, 1939</li> <li>June 14, 1940</li> <li>The Battle of Britain</li> <li>Luftwaffe</li> <li>October 1940</li> </ul> <p>The United States Remains Neutral</p> <ul style="list-style-type: none"> <li>Lend-Lease Act</li> <li>Invasion of Soviet Union</li> <li>scorched-earth policy</li> </ul> <p>Pearl Harbor</p> <p>Leadership of World War II</p> <p>War in Africa and Europe</p> <ul style="list-style-type: none"> <li>Europe First Policy</li> <li>The Tehran Conference</li> <li>The Holocaust</li> <li>Kristallnacht</li> <li>The Ghettos</li> <li>The Death Camps</li> <li>D-Day June 6 1944 aka Operation Overlord</li> </ul> <p>War in the Pacific</p> <ul style="list-style-type: none"> <li>The Atomic Age</li> <li>The Manhattan Project</li> </ul>	<p><b>Teacher generated PowerPoint Presentation</b></p> <p><b>Primary Source Document Suggestion:</b> Hitler's Propaganda Machine</p> <p><b>Worksheets Suggestions:</b> Appeasement Lesson Plan D-Day: The Lost Evidence Test Review</p> <p><b>Supplemental Reading Suggestion:</b> Winston Churchill Classroom Play</p> <p><b>Video Suggestions:</b> Enemy at the Gates Clips. World War II, History Channel Clips</p> <p><b>Current Events Suggestion:</b> Junior Scholastic Magazine</p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p> <p><b>Document examination</b></p> <p><b>Open-ended questions</b></p> <p><b>Brainstorming</b></p> <p><b>Self-Assessment</b></p> <p><b>Questioning</b></p>	<b>15 Days</b>

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	<b>Vocabulary:</b> Appeasement D-Day Intervene Respond Neutral Focus Convene Consequence Transport			
<p><b>PA Academic Standards: History</b></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.C Compare how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p>8.3.7.D Examine the conflict and cooperation among groups and organizations in US history.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigrations</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul> <p>8.4.7.A Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.</p> <p>8.4.7.C Differentiate how continuity and change have impacted world history.</p> <ul style="list-style-type: none"> <li>• Belief systems and religion</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organization</li> </ul>				

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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.

**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.

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

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

**PA Academic Standards: Economics**

6.2.7.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.



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<b>General Topic</b>	<b>Essential Knowledge, Skills &amp; Vocabulary</b>	<b>Resources &amp; Activities</b>	<b>Assessments</b>	<b>Suggested Time (In Days)</b>
<b>Review and Final Exam</b>				<b>10 Days</b>

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**PA Core Standards:**

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

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

**Grades 6-8**

**Key Ideas and Details**

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

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

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

**Craft and Structure**

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

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

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

**Integration of Knowledge and Ideas**

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

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

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

**Range and Level of Complex Texts**

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

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**Grades 9-10**

**Key Ideas and Details**

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

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

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

**Craft and Structure**

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

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

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

**Integration of Knowledge and Ideas**

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

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

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

**Range and Level of Complex Texts**

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

**Grades 11-12**

**Key Ideas and Details**

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

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

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

**Craft and Structure**

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

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

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

**Integration of Knowledge and Ideas**

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

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

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

**Range and Level of Complex Texts**

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

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**PA Core Standards:**

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

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

**Grades 6-8**

**Text Types and Purposes**

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

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

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

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

**Production and Distribution of Writing**

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

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

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

**Research to Build and Present Knowledge**

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

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

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

**Range of Writing**

CC.8.6.6-8.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Grades 9-10**

**Text Types and Purposes**

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

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.

CC.8.6.9-10.B.\* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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

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- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**Production and Distribution of Writing**

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

CC.8.6.9-10.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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

**Research to Build and Present Knowledge**

CC.8.6.9-10.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

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

**Range of Writing**

CC.8.6.9-10.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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**Grades 11-12**

**Text Types and Purposes**

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

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

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

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

**Production and Distribution of Writing**

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

CC.8.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.



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CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Research to Build and Present Knowledge**

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

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

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

**Range of Writing**

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

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

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

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

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

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

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

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