
American Cultures II Honors

Curriculum Guide

Dunmore School District

Dunmore, PA



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American Cultures II Honors

Prerequisite:

- Successful completion of Euro/American History

American Cultures II Honors is a continuation in introducing students to the American experience. The course spans from the end of Reconstruction to the election of John F. Kennedy. The course will focus on students gaining an understanding of the significance of American History and its impact in today's society while emphasizing the politics, geography, society, and cultural dynamics during this time period.

The class meets five times per week for forty-two minutes each day, and relies primarily on the developmental lesson, daily homework, quizzes, and multiple choice and essay assessments.

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Year-at-a-glance

Subject: American Cultures II Honors	Grade Level: 11	Date Completed: 2-21-18
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1st Quarter

Topic	Resources	Standards
The Passing of the Frontier	<p>Approved textbook <i>A History of the United States</i> Chapter 15</p> <p>Teacher-generated PowerPoints</p> <p>Suggested Video: "The Presidents"</p>	<p>8.1.U.A., 8.1.U.B, 8.2.U.A., 8.2.U.B., 8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C., 8.3.U.D., 5.1.U.A., 5.1.U.C., 5.1.U.D., 5.1.U.F., 5.2.U.B., 5.2.U.C., 5.2.U.D., 5.3.U.D., 7.3.U.A., 7.4.U.B, 5.1.U.A., 5.1.U.C., 5.1.U.D., 5.1.U.F., 5.2.U.B., 5.2.U.C., 5.2.U.D., 5.3.U.D., 8.5, 8.6.</p>
The Nation Transformed	<p>Approved textbook <i>A History of the United States</i> Chapter 16</p> <p>Teacher-generated PowerPoints</p> <p>Suggested Videos: "The Presidents" "The Men Who Made America" "America: The Story of Us"</p>	<p>8.1.U.A., 8.1.U.B, 8.2.U.A., 8.2.U.B., 8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C., 8.3.U.D., 5.1.U.A., 5.1.U.C., 5.1.U.D., 5.1.U.F., 5.2.U.B., 5.2.U.C., 5.2.U.D., 5.3.U.D., 7.3.U.A., 7.3.U.B., , 5.1.U.A., 5.1.U.C., 5.1.U.D., 5.1.U.F., 5.2.U.B., 5.2.U.C., 5.2.U.D., 5.3.U.D., 7.3.U.A., 7.4.U.B., 8.5, 8.6</p>

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<p>The Challenge of the Cities</p>	<p>Approved textbook <i>A History of the United States</i> Chapter 17</p> <p>Teacher-generated PowerPoints</p> <p>Suggested Video: "The Presidents"</p>	<p>8.1.U.A., 8.1.U.B, 8.2.U.A., 8.2.U.B., 8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C., 8.3.U.D., 5.1.U.A., 5.1.U.C., 5.1.U.D., 5.1.U.F., 5.2.U.A., , 5.2.U.B., 5.2.U.C., 5.2.U.D., 5.3.U.D., 7.3.U.A., 7.4.U.B., 6.1.U.B., 6.2.U.A., 6.2.U.F., 6.3.U.B., 6.4.U.C., 6.5.U.B., 6.5.U.E., 6.5.U.F., 8.5, 8.6</p>
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2nd Quarter

Topic	Resources	Standards
The U.S. and the World	<p>Approved textbook <i>A History of the United States</i> Chapter 19</p> <p>Teacher-generated PowerPoints</p> <p>Suggested Videos: "The Presidents" "The Roosevelts" "America: The Story of Us"</p>	<p>8.1.U.A., 8.1.U.B, 8.2.U.A., 8.2.U.B., 8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C., 8.3.U.D., 5.1.U.A., 5.1.U.C., 5.1.U.D., 5.1.U.F., 5.2.U.A., , 5.2.U.B., 5.2.U.C., 5.2.U.D., 5.3.U.D., 7.1.U.A., 7.3.U.A., 7.4.U.B., 6.1.U.B., 6.1.U.C., 8.5, 8.6</p>
The Progressive Era	<p>Approved textbook: <i>A History of the United States</i> Chapter 20</p> <p>Teacher-generated PowerPoints</p> <p>Suggested Videos: "The Presidents" "The Roosevelts"</p>	<p>8.1.U.A., 8.1.U.B, 8.2.U.A., 8.2.U.B., 8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C., 8.3.U.D., 5.1.U.A., 5.1.U.C., 5.1.U.D., 5.1.U.F., 5.2.U.B., 5.2.U.C., 5.2.U.D., 5.3.U.D., 5.4.U.A., 7.3.U.A., 6.1.U.B., 6.2.U.F., 6.3.U.B., 6.3.U.D., 6.4.U.C., 6.5.U.B., 8.5, 8.6</p>

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The U.S. and World War I	Approved textbook <i>A History of the United States</i> Chapter 21 Teacher-generated PowerPoints Suggested Videos: "World War I Video Quiz" "The First World War" "WWI, Prohibition, Roaring Twenties, Great Depression, & The Cold War"	8.1.U.A., 8.1.U.B, 8.2.U.A., 8.2.U.B., 8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C., 8.3.U.D., 5.1.U.A., 5.1.U.C., 5.1.U.D., 5.1.U.F., 5.2.U.B., 5.2.U.C., 5.2.U.D., 5.3.U.D., 5.4.U.A., 7.3.U.A., 6.1.U.B., 6.3.U.B., 8.5, 8.6
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3rd Quarter

Topic	Resources	Standards
The Coming of the Great Depression	<p>Approved textbook <i>A History of the United States</i> Chapter 23</p> <p>Teacher-generated PowerPoints</p> <p>Suggested Videos: "The Presidents" "The Roosevelts" "The Great Depression and the New Deal" "America: The Story of Us"</p>	<p>8.1.U.A., 8.1.U.B, 8.2.U.A., 8.2.U.B., 8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C., 8.3.U.D., 5.1.U.A., 5.1.U.C., 5.1.U.D., 5.1.U.F., 5.2.U.B., 5.2.U.C., 5.2.U.D., 5.3.U.D., 5.4.U.A., 7.3.U.A., 7.4.U.A., 6.1.U.B., 6.3.U.B., 8.5, 8.6</p>
F.D.R. and the New Deal	<p>Approved textbook <i>A History of the United States</i> Chapter 24</p> <p>Teacher-generated PowerPoints</p> <p>Suggested Video: "The Roosevelts"</p>	<p>8.1.U.A., 8.1.U.B, 8.2.U.A., 8.2.U.B., 8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C., 8.3.U.D., 5.1.U.A., 5.1.U.C., 5.1.U.D., 5.1.U.F., 5.2.U.B., 5.2.U.C., 5.2.U.D., 5.3.U.D., 7.3.U.A., 7.4.U.A., 6.1.U.B., 6.3.U.B., 8.5, 8.6</p>

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Clouds of War	Approved textbook <i>A History of the United States</i> Chapter 26 Teacher-generated PowerPoints Suggested Videos: "The Roosevelts" "Hitler" "Night and Fog" "A Journey into the Holocaust" "World Wars"	8.1.U.A., 8.1.U.B, 8.2.U.A., 8.2.U.B., 8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C., 8.3.U.D., 5.1.U.A., 5.1.U.C., 5.1.U.D., 5.1.U.F., 5.2.U.B., 5.2.U.C., 5.2.U.D., 5.3.U.D., 7.3.U.A., 7.4.U.A., 6.1.U.B., 6.3.U.B., 8.5, 8.6
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4th Quarter

Topic	Resources	Standards
A World Conflict	<p>Approved textbook <i>A History of the United States</i> Chapter 27</p> <p>Teacher-generated PowerPoints</p> <p>Suggested Videos: "The Roosevelts" "World Wars" "Hiroshima" "Schindler's List"</p>	<p>8.1.U.A., 8.1.U.B, 8.2.U.A., 8.2.U.B., 8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C., 8.3.U.D., 5.1.U.A., 5.1.U.C., 5.1.U.D., 5.1.U.F., 5.2.U.B., 5.2.U.C., 5.2.U.D., 5.3.U.D., 7.3.U.A., 7.4.U.A., 8.5, 8.6</p>
Truman: Neither War nor Peace	<p>Approved textbook <i>A History of the United States</i> Chapter 28</p> <p>Teacher-generated PowerPoints</p> <p>Suggested Videos: "The Presidents" "The Korean War"</p>	<p>8.1.U.A., 8.1.U.B, 8.2.U.A., 8.2.U.B., 8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C., 8.3.U.D., 5.1.U.A., 5.1.U.C., 5.1.U.D., 5.1.U.F., 5.2.U.B., 5.2.U.C., 5.2.U.D., 5.3.U.D., 7.1.U.A., 7.2.U.A., 7.3.U.A., 6.2.U.G., 6.3.U.D.</p>

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<p>Eisenhower, Moderate Republican</p>	<p>Approved textbook <i>A History of the United States</i> Chapter 29</p> <p>Teacher-generated PowerPoints Suggested Videos: "The Presidents" "America: The Story of Us"</p>	<p>8.1.U.A., 8.1.U.B, 8.2.U.A., 8.2.U.B., 8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C., 8.3.U.D., 5.1.U.A., 5.1.U.C., 5.1.U.D., 5.1.U.F., 5.2.U.B., 5.2.U.C., 5.2.U.D., 5.3.U.D., 7.3.U.A., 7.4.U.B., 6.1.U.C., 6.2.U.A., 6.2.U.D., 6.2.U.E., 6.3.U.B.</p>
<p>Review and Final Exam</p>		

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>The Passing of the Frontier</p> <p>Increasing numbers of Americans seek new opportunities in the American West during and after the Civil War.</p>	<p>Essential Knowledge/Skills:</p> <p>Indian Wars & Resettlement The Defeat of the Indians The Ghost Dance Sitting Bull Wounded Knee Decline of the Buffalo The Dawes Act Seeking Gold & Silver The Cattle Kingdom The Farmers Frontier Homestead Act</p> <p>Vocabulary: Frontier Reservation Territory</p>	<p>Approved textbook <i>A History of the United States</i> Chapter 15</p> <p>Teacher-generated PowerPoints</p> <p>Suggested Video: "The Presidents"</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>14 days</p>
<p>PA Academic Standards: History</p> <p>8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.</p> <p>8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.</p> <p>8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.</p> <p>8.2.U.C. Evaluate continuity and change in Pennsylvania are interrelated to the U.S.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government 				

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- Physical and human geography
- Social organizations

8.2.U.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.

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

8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.

8.3.U.C. Evaluate how continuity and change have impacted the United States.

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

8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.

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

PA Academic Standards: Civics and Government

5.1.U.A. Apply examples of the rule of law as related to individual rights and the common good.

5.1.U.C. Analyze the principles and ideals that shape United States government.

- Liberty / Freedom
- Democracy
- Justice
- Equality

5.1.U.D. Compare and contrast the basic principles and ideals found in significant documents:

- Declaration of Independence

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- United States Constitution
- Bill of Rights
- Pennsylvania Constitution

- 5.1.U.F. Analyze the role political symbols play in civil disobedience and patriotic activities.
- 5.2.U.B. Analyze strategies used to resolve conflicts in society and government.
- 5.2.U.C. Examine political leadership and public service in a republican form of government.
- 5.2.U.D. Evaluate and demonstrate what makes competent and responsible citizens.
- 5.3.U.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.

PA Academic Standards: Geography

7.3.U.A. Analyze the human characteristics of places and regions using the following criteria:

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

7.4.U.B. Analyze the effects of human activity on the physical systems.

PA Academic Standards: Economics

- 5.1.U.A. Apply examples of the rule of law as related to individual rights and the common good.
- 5.1.U.C. Analyze the principles and ideals that shape United States government.
- Liberty / Freedom
 - Democracy
 - Justice
 - Equality
- 5.1.U.D. Compare and contrast the basic principles and ideals found in significant documents:
- Declaration of Independence
 - United States Constitution
 - Bill of Rights
 - Pennsylvania Constitution
- 5.1.U.F. Analyze the role political symbols play in civil disobedience and patriotic activities.
- 5.2.U.B. Analyze strategies used to resolve conflicts in society and government.
- 5.2.U.C. Examine political leadership and public service in a republican form of government.

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5.2.U.D. Evaluate and demonstrate what makes competent and responsible citizens.

5.3.U.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.

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)
<p>The Nation Transformed</p> <p>The growth of railroads from 1865-1900 Led to a rapid growth of cities and towns.</p> <p>Poor working conditions lead to the rise of labor unions.</p>	<p>Essential Knowledge/Skills:</p> <p>The Rise of Railroads & Big Business J.P. Morgan Andrew Carnegie John D. Rockefeller George Bissell Montgomery Ward Richard Sears A.T. Stewart William Sellers Frederick Taylor Thomas Edison Organization of Labor Haymarket Square Massacre Knights of Labor</p> <p>Vocabulary: Trust Holding company Antitrust Labor union</p>	<p>Approved textbook <i>A History of the United States</i> Chapter 16</p> <p>Teacher-generated PowerPoints</p> <p>Suggested Videos: “The Presidents” “The Men Who Made America” “America: The Story of Us”</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>14 days</p>
<p>PA Academic Standards: History</p> <p>8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.</p> <p>8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.</p> <p>8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.</p> <p>8.2.U.C. Evaluate continuity and change in Pennsylvania are interrelated to the U.S.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology 				

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

8.2.U.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.

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

8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.

8.3.U.C. Evaluate how continuity and change have impacted the United States.

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

8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.

- Ethnicity and race
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PA Academic Standards: Civics and Government

5.1.U.A. Apply examples of the rule of law as related to individual rights and the common good.

5.1.U.C. Analyze the principles and ideals that shape United States government.

- Liberty / Freedom
- Democracy
- Justice
- Equality

5.1.U.D. Compare and contrast the basic principles and ideals found in significant documents:

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

- 5.1.U.F. Analyze the role political symbols play in civil disobedience and patriotic activities.
- 5.2.U.B. Analyze strategies used to resolve conflicts in society and government.
- 5.2.U.C. Examine political leadership and public service in a republican form of government.
- 5.2.U.D. Evaluate and demonstrate what makes competent and responsible citizens.
- 5.3.U.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.

PA Academic Standards: Geography

7.3.U.A. Analyze the human characteristics of places and regions using the following criteria:

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

7.4.U.B. Analyze the effects of human activity on the physical systems.

PA Academic Standards: Economics

- 5.1.U.A. Apply examples of the rule of law as related to individual rights and the common good.
- 5.1.U.C. Analyze the principles and ideals that shape United States government.
- Liberty / Freedom
 - Democracy
 - Justice
 - Equality
- 5.1.U.D. Compare and contrast the basic principles and ideals found in significant documents:
- Declaration of Independence
 - United States Constitution
 - Bill of Rights
 - Pennsylvania Constitution
- 5.1.U.F. Analyze the role political symbols play in civil disobedience and patriotic activities.
- 5.2.U.B. Analyze strategies used to resolve conflicts in society and government.
- 5.2.U.C. Examine political leadership and public service in a republican form of government.

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5.2.U.D. Evaluate and demonstrate what makes competent and responsible citizens.

5.3.U.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.

PA Academic Standards: Geography

7.3.U.A. Analyze the human characteristics of places and regions using the following criteria:

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

7.4.U.B. Analyze the effects of human activity on the physical systems.

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)
<p>The Challenge of the Cities</p> <p>Immigrants from across Europe pour into the United States</p> <p>The rise of new cities and the growth of older cities give the nation an increasingly urban character</p>	<p>Essential Knowledge/Skills:</p> <p>City slums City Governments Reformers and Self-helpers The Spread of Learning Colleges Education for African-Americans Booker T. Washington & W.E.B. DuBois Bridge Building Heroes Elevators and Skyscrapers Company Towns</p> <p>Vocabulary:</p> <p>Political machine Immigrant Literacy test Settlement house Land-grant colleges Company town</p>	<p>Approved textbook <i>A History of the United States</i> Chapter 17</p> <p>Teacher-generated PowerPoints</p> <p>Suggested Video: "The Presidents"</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>14 days</p>
<p>PA Academic Standards: History</p> <p>8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.</p> <p>8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.</p> <p>8.2.U.C. Evaluate continuity and change in Pennsylvania are interrelated to the U.S.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations 				

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8.2.U.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.

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

8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

8.3.U.C. Evaluate how continuity and change have impacted the United States.

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

8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.

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

PA Academic Standards: Civics and Government

5.1.U.A. Apply examples of the rule of law as related to individual rights and the common good.

5.1.U.C. Analyze the principles and ideals that shape United States government.

- Liberty / Freedom
- Democracy
- Justice
- Equality

5.1.U.D. Compare and contrast the basic principles and ideals found in significant documents:

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

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- 5.1.U.F. Analyze the role political symbols play in civil disobedience and patriotic activities
- 5.2.U.A. Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.
- 5.2.U.B. Analyze strategies used to resolve conflicts in society and government
- 5.2.U.C. Examine political leadership and public service in a republican form of government.
- 5.2.U.D. Evaluate and demonstrate what makes competent and responsible citizens.
- 5.3.U.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.

PA Academic Standards: Geography

- 7.3.U.A. Analyze the human characteristics of places and regions using the following criteria:
 - Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities
- 7.4.U.B. Analyze the effects of human activity on the physical systems.

PA Academic Standards: Economics

- 6.1.U.B. Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the United States
- 6.2.U.A. Analyze the flow of goods and services in the national economy.
- 6.2.U.F. Analyze the impact of private economic institutions on individuals and groups over time.
- 6.3.U.B. Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.
 - Ethnicity and Race
 - Working conditions
 - Immigration
 - Military conflict
 - Economic Stability (Reference History Standards 8.3.9.D.)
- 6.4.U.C. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. (Reference History Standards 8.3.9.A.)
- 6.5.U.B. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. (Reference History Standards 8.3.9.A.)
- 6.5.U.E. Define wealth and describe its distribution within and among the political divisions of the United States.
- 6.5.U.F. Examine leading entrepreneurs in the United States in terms of the risks they took and the rewards they received.

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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.

**Dunmore School District
Curriculum Guide**

Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>The U.S. and the World</p> <p>The United States begins to reach outward as a result of rapid industrialization.</p>	<p>Essential Knowledge/Skills:</p> <ul style="list-style-type: none"> Looking outward Trade with China Caleb Cushing Trade with Japan Matthew C. Perry and the Treaty of Kanagawa Alaska Napoleon III's Mexican empire Capt. Alfred Thayer Mahan and Expanding on the Seas Hawaii War with Spain Cuba Valeriano Weyler Yellow press USS Maine Jingoes Teddy Roosevelt and the Rough Riders Imperialism Open door in China Boxer Rebellion Election of 1900 <p>Vocabulary:</p> <ul style="list-style-type: none"> Annex Jingoes Imperialism Yellow journalism 	<p>Approved textbook <i>A History of the United States</i> Chapter 19</p> <p>Teacher-generated PowerPoints</p> <p>Suggested Videos: "The Presidents" "The Roosevelts" "America: The Story of Us"</p>	<p>Teacher prepared tests, quizzes, etc.</p>	<p>12 days</p>

**Dunmore School District
Curriculum Guide**

PA Academic Standards: History

- 8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.
- 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.
- 8.2.U.C. Evaluate continuity and change in Pennsylvania are interrelated to the U.S.
- Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 8.2.U.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.
- Ethnicity and race
 - Working conditions
 - Immigration
 - Military conflict
 - Economic stability
- 8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.U.C. Evaluate how continuity and change have impacted the United States.
- Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
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- 8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- Ethnicity and race
 - Working conditions
 - Immigration
 - Military conflict

**Dunmore School District
Curriculum Guide**

- Economic stability

PA Academic Standards: Civics and Government

5.1.U.A. Apply examples of the rule of law as related to individual rights and the common good.

5.1.U.C. Analyze the principles and ideals that shape United States government.

- Liberty / Freedom
- Democracy
- Justice
- Equality

5.1.U.D. Compare and contrast the basic principles and ideals found in significant documents:

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

5.1.U.F. Analyze the role political symbols play in civil disobedience and patriotic activities.

5.2.U.B. Analyze strategies used to resolve conflicts in society and government.

5.2.U.C. Examine political leadership and public service in a republican form of government.

5.2.U.D. Evaluate and demonstrate what makes competent and responsible citizens.

5.3.U.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.

PA Academic Standards: Geography

7.1.U.A. Use geographic tools to analyze information about the interaction between people, places, and the environment.

7.3.U.A. Analyze the human characteristics of places and regions using the following criteria:

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

PA Academic Standards: Economics

6.1.U.B. Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the United States.

6.1.U.C. Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.

**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)
<p>The Progressive Era</p> <p>The Progressive Era produces significant reforms in American business and government</p>	<p>Essential Knowledge/Skills:</p> <p>Teddy Roosevelt Square Deal McKinley assassination Leon Czolgosz Coal Strike of 1902 Election of 1904 Upton Sinclair’s <i>The Jungle</i> Reforms under T.R. Meat Inspection Act Pure Food & Drug Act Conservation Newlands Reclamation Act Reforestation Election of 1908 T.R. and New Nationalism Midterm Elections of 1910 Election of 1912 Progressive “Bull Moose” Party Woodrow Wilson Reforms under Wilson Federal Reserve Act Clayton Antitrust Act Federal Farm Loan Act Foreign Affairs under T.R., Taft, and Wilson Panama Canal Dollar Diplomacy Mexico</p> <p>Vocabulary: Anarchist</p>	<p>Approved textbook</p> <p><i>A History of the United States</i> Chapter 20</p> <p>Teacher-generated PowerPoints</p> <p>Suggested Videos: “The Presidents” “The Roosevelts”</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>13 days</p>

**Dunmore School District
Curriculum Guide**

	Conservation Progressive Corollary			
<p>PA Academic Standards: History</p> <p>8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.</p> <p>8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.</p> <p>8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.</p> <p>8.2.U.C. Evaluate continuity and change in Pennsylvania are interrelated to the U.S.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.2.U.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability <p>8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.</p> <p>8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.</p> <p>8.3.U.C. Evaluate how continuity and change have impacted the United States.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.</p>				

**Dunmore School District
Curriculum Guide**

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

PA Academic Standards: Civics and Government

5.1.U.A. Apply examples of the rule of law as related to individual rights and the common good.

5.1.U.C. Analyze the principles and ideals that shape United States government.

- Liberty / Freedom
- Democracy
- Justice
- Equality

5.1.U.D. Compare and contrast the basic principles and ideals found in significant documents:

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

5.1.U.F. Analyze the role political symbols play in civil disobedience and patriotic activities.

5.2.U.B. Analyze strategies used to resolve conflicts in society and government.

5.2.U.C. Examine political leadership and public service in a republican form of government.

5.2.U.D. Evaluate and demonstrate what makes competent and responsible citizens.

5.3.U.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.

5.4.U.A. Explain how United States foreign policy is developed.

PA Academic Standards: Geography

7.3.U.A. Analyze the human characteristics of places and regions using the following criteria:

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

PA Academic Standards: Economics

**Dunmore School District
Curriculum Guide**

6.1.U.B. Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the United States.

6.2.U.F. Analyze the impact of private economic institutions on individuals and groups over time

6.3.U.B. Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

- Ethnicity and Race
- Working conditions
- Immigration
- Military conflict
- Economic Stability

6.3.U.D. Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the US.

- Ethnicity and Race
- Working conditions
- Immigration
- Military conflict
- Economic Stability

6.4.U.C. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

6.5.U.B. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. (Reference History Standards)

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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**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>The U.S. and World War I</p> <p>World War I's impact on the U.S. and the World</p>	<p>Essential Knowledge/Skills:</p> <p>Assassination of Archduke Franz Ferdinand</p> <p>Alliances come into play</p> <p>Early battles</p> <p>Allies at start of WWI</p> <p>Central Powers</p> <p>Neutral nations of Europe</p> <p>Modern warfare</p> <p>Weapons</p> <p>German U-Boats</p> <p>Lusitania</p> <p>Arabic and Sussex</p> <p>Trade</p> <p>Election of 1916</p> <p>Wilson's efforts for peace</p> <p>Col. Edward House</p> <p>Zimmerman Telegram</p> <p>Russia exits the war</p> <p>Tsar Nicholas II</p> <p>Vladimir Lenin</p> <p>Communism</p> <p>U.S. enters the war</p> <p>Wilson's 14 Points</p> <p>AEF</p> <p>Gen. John J. Pershing</p> <p>Military segregation</p> <p>Harlem Hell Fighters</p> <p>Armistice</p> <p>The Home Front</p> <p>Mobilization of men and women</p>	<p>Approved textbook <i>A History of the United States</i> Chapter 21</p> <p>Teacher-generated PowerPoints</p> <p>Suggested Videos: "World War I Video Quiz" "The First World War" "WWI, Prohibition, Roaring Twenties, Great Depression, & The Cold War"</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>20 days</p>

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	Selective Service Act Mobilizing money Losing the peace Big 4 at Versailles Versailles Treaty Reparations League of Nations Election of 1920 Vocabulary: Neutrality Preparedness Fighting Front Communism Mobilization Armistice Reparations			
<p>PA Academic Standards: History</p> <p>8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.</p> <p>8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.</p> <p>8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.</p> <p>8.2.U.C. Evaluate continuity and change in Pennsylvania are interrelated to the U.S.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.2.U.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions 				

**Dunmore School District
Curriculum Guide**

- Immigration
- Military conflict
- Economic stability

8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.

8.3.U.C. Evaluate how continuity and change have impacted the United States.

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

8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.

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

PA Academic Standards: Civics and Government

5.1.U.A. Apply examples of the rule of law as related to individual rights and the common good.

5.1.U.C. Analyze the principles and ideals that shape United States government.

- Liberty / Freedom
- Democracy
- Justice
- Equality

5.1.U.D. Compare and contrast the basic principles and ideals found in significant documents:

- Declaration of Independence
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- Bill of Rights
- Pennsylvania Constitution

5.1.U.F. Analyze the role political symbols play in civil disobedience and patriotic activities.

5.2.U.B. Analyze strategies used to resolve conflicts in society and government.

5.2.U.C. Examine political leadership and public service in a republican form of government.

**Dunmore School District
Curriculum Guide**

5.2.U.D. Evaluate and demonstrate what makes competent and responsible citizens.

5.3.U.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.

PA Academic Standards: Civics and Government

5.4.U.A. Explain how United States foreign policy is developed.

PA Academic Standards: Geography

7.3.U.A. Analyze the human characteristics of places and regions using the following criteria:

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

7.4.U.A. Analyze the effects of changes in the physical systems

PA Academic Standards: Economics

6.1.U.B. Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the United States.

6.3.U.B. Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

- Ethnicity and Race
- Working conditions
- Immigration
- Military conflict
- Economic Stability

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**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>The Coming of the Great Depression</p> <p>The stock market crash of 1929 leads many Americans to grow disillusioned with the American economic system</p>	<p>Essential Knowledge/Skills:</p> <p>Election of 1928 Herbert Hoover Stock Market boom</p> <p>Margin loans The Big Crash Black Tuesday Hoover takes action Hoovervilles The Dust Bowl Aid for Business Hawley-Smoot Tariff Act Run on banks Bonus Army Hoover tries to help Foreign Affairs Kellogg-Briand Act Hoover and Latin America Japan ends the Peace Election of 1932</p> <p>Vocabulary: Stock Market Margin loans Moratorium</p>	<p>Approved textbook <i>A History of the United States</i> Chapter 23</p> <p>Teacher-generated PowerPoints</p> <p>Suggested Videos: "The Presidents" "The Roosevelts" "The Great Depression and the New Deal" "America: The Story of Us"</p>	<p>Teacher prepared tests, quizzes, etc.</p>	<p>12 days</p>
<p>PA Academic Standards: History</p> <p>8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.</p> <p>8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.</p> <p>8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.</p> <p>8.2.U.C. Evaluate continuity and change in Pennsylvania are interrelated to the U.S.</p>				

**Dunmore School District
Curriculum Guide**

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

8.2.U.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.

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

8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.

8.3.U.C. Evaluate how continuity and change have impacted the United States.

- Belief systems and religions
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PA Academic Standards: Civics and Government

5.1.U.A. Apply examples of the rule of law as related to individual rights and the common good.

5.1.U.C. Analyze the principles and ideals that shape United States government.

- Liberty / Freedom
- Democracy

**Dunmore School District
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- Justice
- Equality

5.1.U.D. Compare and contrast the basic principles and ideals found in significant documents:

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

5.1.U.F. Analyze the role political symbols play in civil disobedience and patriotic activities.

5.2.U.B. Analyze strategies used to resolve conflicts in society and government.

5.2.U.C. Examine political leadership and public service in a republican form of government.

5.2.U.D. Evaluate and demonstrate what makes competent and responsible citizens.

5.3.U.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.

5.4.U.A. Explain how United States foreign policy is developed.

PA Academic Standards: Geography

7.3.U.A. Analyze the human characteristics of places and regions using the following criteria:

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

7.4.U.A. Analyze the effects of changes in the physical systems

PA Academic Standards: Economics

6.1.U.B. Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the United States.

6.3.U.B. Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

- Ethnicity and Race
- Working conditions
- Immigration
- Military conflict
- Economic Stability

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

**Dunmore School District
Curriculum Guide**

8.5 Reading Informational Text

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

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

8.6 Writing

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**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>F.D.R. and the New Deal</p> <p>F.D.R.'s leadership and New Deal programs ease the impact of the Great Depression on poverty-stricken Americans</p>	<p>Essential Knowledge/Skills:</p> <p>Franklin Delano Roosevelt Brain Trust Banking laws Glass-Steagall Act FDIC Securities & Exchange Commission Keynesian Approach to Economics Conserving the land and people Civilian Conservation Corps Help for housing Home Owners Loan Corp. National Housing Act Work relief Public Works Admin. Federal Emergency Relief Act Saving Farms and Homes Agricultural Adjustment Admin. Tennessee Valley Authority Midterm Elections 1934 Works Progress Admin. National Youth Admin. Thunder from the right and left American Liberty League Se. Huey Long Father Charles Coughlin Schechter v. U.S. Second New Deal Social Security Election of 1936</p>	<p>Approved textbook <i>A History of the United States</i> Chapter 24</p> <p>Teacher-generated PowerPoints</p> <p>Suggested Video: "The Roosevelts"</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>14 days</p>

**Dunmore School District
Curriculum Guide**

	Vocabulary: Brain Trust Prohibition			
<p>PA Academic Standards: History</p> <p>8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.</p> <p>8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.</p> <p>8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.</p> <p>8.2.U.C. Evaluate continuity and change in Pennsylvania are interrelated to the U.S.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.2.U.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability <p>8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.</p> <p>8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.</p> <p>8.3.U.C. Evaluate how continuity and change have impacted the United States.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.</p>				

**Dunmore School District
Curriculum Guide**

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

PA Academic Standards: Civics and Government

- 5.1.U.A. Apply examples of the rule of law as related to individual rights and the common good.
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- 5.1.U.F. Analyze the role political symbols play in civil disobedience and patriotic activities.
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- 5.2.U.D. Evaluate and demonstrate what makes competent and responsible citizens.
- 5.3.U.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.

PA Academic Standards: Geography

- 7.3.U.A. Analyze the human characteristics of places and regions using the following criteria:
- Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities
- 7.4.U.A. Analyze the effects of changes in the physical systems

**Dunmore School District
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PA Academic Standards: Economics

6.1.U.B. Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the United States.

6.3.U.B. Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

- Ethnicity and Race
- Working conditions
- Immigration
- Military conflict
- Economic Stability

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.

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8.6 Writing

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**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Clouds of War</p> <p>The rise of dictators and fascism in Europe threatens the peace of the entire world.</p>	<p>Essential Knowledge/Skills:</p> <p>The Rise of Hitler Anti-Semitism Mein Kampf Third Reich Concentration camps Josef Stalin Benito Mussolini Emperor Hirohito Good Neighbor Policy Japanese-American Relations Hitler on the march Sudetenland War comes to Europe “Phony War” Maginot Line Billy Mitchell and U.S. air power U.S. prepares for war Battle of Britain Election of 1940 Lend-Lease Atlantic Charter Hitler invades Russia Trouble in the Pacific Gen. Hideki Tojo “Magic” Attack on Pearl Harbor</p> <p>Vocabulary: Anti-Semitism Scapegoating Dictatorship</p>	<p>Approved textbook <i>A History of the United States</i> Chapter 26</p> <p>Teacher-generated PowerPoints</p> <p>Suggested Videos: “The Roosevelts” “Hitler” “Night and Fog” “A Journey into the Holocaust” “World Wars”</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>18 days</p>

**Dunmore School District
Curriculum Guide**

	Fascism Concentration camps Isolationism Appeasement Blitzkrieg Militarism			
<p>PA Academic Standards: History</p> <p>8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.</p> <p>8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.</p> <p>8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.</p> <p>8.2.U.C. Evaluate continuity and change in Pennsylvania are interrelated to the U.S.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.2.U.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability <p>8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.</p> <p>8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.</p> <p>8.3.U.C. Evaluate how continuity and change have impacted the United States.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography 				

**Dunmore School District
Curriculum Guide**

- Social organizations

8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.

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

PA Academic Standards: Civics and Government

5.1.U.A. Apply examples of the rule of law as related to individual rights and the common good.

5.1.U.C. Analyze the principles and ideals that shape United States government.

- Liberty / Freedom
- Democracy
- Justice
- Equality

5.1.U.D. Compare and contrast the basic principles and ideals found in significant documents:

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

5.1.U.F. Analyze the role political symbols play in civil disobedience and patriotic activities.

5.2.U.B. Analyze strategies used to resolve conflicts in society and government.

5.2.U.C. Examine political leadership and public service in a republican form of government.

5.2.U.D. Evaluate and demonstrate what makes competent and responsible citizens.

5.3.U.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.

PA Academic Standards: Geography

7.3.U.A. Analyze the human characteristics of places and regions using the following criteria:

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

7.4.U.A. Analyze the effects of changes in the physical systems

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PA Academic Standards: Economics

6.1.U.B. Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the United States.

6.3.U.B. Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

- Ethnicity and Race
- Working conditions
- Immigration
- Military conflict
- Economic Stability

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)
<p>A World Conflict</p> <p>The allied Nations triumph in a world war on two fronts, but with victory comes a host of new fears and problems.</p>	<p>Essential Knowledge/Skills:</p> <p>Mobilizing for defense Role of Women in WWII WACS WAVES SPARS “Rosie the Riveter” African-Americans in WWII Dorie Miller Ledo Road Dr. Charles Drew Japanese-Americans are Interned Raising money The Battle of the Atlantic Wolf packs Success in North Africa Gen. Erwin Rommel Afrika Korps Victory in Europe D-Day in France Dwight D. Eisenhower Election of 1944 Battle of the Bulge Yalta Conference Death of FDR Germany surrenders V-E Day War in the Pacific Gen. James Doolittle Battle of Midway Adm. Chester Nimitz Battle of Guadalcanal</p>	<p>Approved textbook <i>A History of the United States</i> Chapter 27</p> <p>Teacher-generated PowerPoints</p> <p>Suggested Videos: “The Roosevelts” “World Wars” “Hiroshima” “Schindler’s List”</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>20 days</p>

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	<p>Return to the Philippines Ge. Douglas MacArthur Splitting the Atom Manhattan Project Robert Oppenheimer Hiroshima Nagasaki</p> <p>Vocabulary: Arsenal Ration Internment Allies Puppet government Unconditional surrender</p>			
<p>PA Academic Standards: History</p> <p>8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.</p> <p>8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.</p> <p>8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.</p> <p>8.2.U.C. Evaluate continuity and change in Pennsylvania are interrelated to the U.S.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.2.U.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict 				

**Dunmore School District
Curriculum Guide**

- Economic stability

8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.

8.3.U.C. Evaluate how continuity and change have impacted the United States.

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

8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.

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

PA Academic Standards: Civics and Government

5.1.U.A. Apply examples of the rule of law as related to individual rights and the common good.

5.1.U.C. Analyze the principles and ideals that shape United States government.

- Liberty / Freedom
- Democracy
- Justice
- Equality

5.1.U.D. Compare and contrast the basic principles and ideals found in significant documents:

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

5.1.U.F. Analyze the role political symbols play in civil disobedience and patriotic activities.

5.2.U.B. Analyze strategies used to resolve conflicts in society and government.

5.2.U.C. Examine political leadership and public service in a republican form of government.

5.2.U.D. Evaluate and demonstrate what makes competent and responsible citizens.

5.3.U.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.

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Curriculum Guide**

PA Academic Standards: Geography

7.3.U.A. Analyze the human characteristics of places and regions using the following criteria:

- Population
- Culture
- Settlement
- Economic activities
- Political activities
- 7.4.U.A. Analyze the effects of changes in the physical systems

PA Academic Standards: Economics

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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Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Truman: Neither War nor Peace</p> <p>Tensions between the United States and the Soviet Union, and the shadow of atomic weapons produce an era of “cold war.”</p>	<p>Essential Knowledge/Skills:</p> <p>Harry S. Truman Beginnings of Cold War United Nations Controlling the atom Bernard Baruch Post-war goals Cominform Greek Civil War Containment and the Truman Doctrine The Marshall Plan Demobilization Servicemen’s Readjustment Act Atomic Energy Act 80th Congress Taft-Hartley Act 22nd Amendment Presidential Succession Act Truman and Civil Rights Nuremburg Trials Berlin blockade NATO Warsaw Pact Election of 1948 Truman’s Fair Deal Red Scare Sen. Joseph McCarthy and HUAC Russia and the Atomic Bomb Klaus Fuchs Communist spies Alger Hiss Julius and Ethel Rosenberg</p>	<p>Approved textbook <i>A History of the United States</i> Chapter 28</p> <p>Teacher-generated PowerPoints</p> <p>Suggested Videos: “The Presidents” “The Korean War”</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>12 days</p>

**Dunmore School District
Curriculum Guide**

	<p>McCarran Internal Security Act McCarran-Walter Act Korea Syngman Rhee 38th Parallel Truman fires MacArthur</p> <p>Vocabulary: Iron curtain Satellite nations Coup d’etat Containment Closed shop Desegregation NATO Bipartisan Totalitarianism Parallel</p>			
<p>PA Academic Standards: History</p> <p>8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.</p> <p>8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.</p> <p>8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.</p> <p>8.2.U.C. Evaluate continuity and change in Pennsylvania are interrelated to the U.S.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.2.U.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.</p> <ul style="list-style-type: none"> • Ethnicity and race 				

**Dunmore School District
Curriculum Guide**

- Working conditions
- Immigration
- Military conflict
- Economic stability

8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.

8.3.U.C. Evaluate how continuity and change have impacted the United States.

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

8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.

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

PA Academic Standards: Civics and Government

5.1.U.A. Apply examples of the rule of law as related to individual rights and the common good.

5.1.U.C. Analyze the principles and ideals that shape United States government.

- Liberty / Freedom
- Democracy
- Justice
- Equality

5.1.U.D. Compare and contrast the basic principles and ideals found in significant documents:

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

5.1.U.F. Analyze the role political symbols play in civil disobedience and patriotic activities.

5.2.U.B. Analyze strategies used to resolve conflicts in society and government.

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- 5.2.U.C. Examine political leadership and public service in a republican form of government.
- 5.2.U.D. Evaluate and demonstrate what makes competent and responsible citizens.
- 5.3.U.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.

PA Academic Standards: Geography

- 7.1.U.A. Use geographic tools to analyze information about the interaction between people, places, and the environment.
- 7.2.U.A. Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.
- 7.3.U.A. Analyze the human characteristics of places and regions using the following criteria:
 - Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities

PA Academic Standards: Economics

- 6.2.U.G. Compare and contrast various economic systems.
- 6.3.U.D. Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the US.
 - Ethnicity and Race
 - Working conditions
 - Immigration
 - Military conflict
 - Economic Stability

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)
<p>Eisenhower, Moderate Republican</p> <p>Technological advances transform American ways of living, thinking, and doing during the Truman and Eisenhower years.</p>	<p>Essential Knowledge/Skills:</p> <p>Election of 1952 Dwight D. Eisenhower Achieving peace in Korea A new foreign policy John Foster Dulles War in Indochina Ho Chi Minh Bao Dai SEATO Paris Pact 1954 Death of Stalin Nikita Krushchev Summit in Geneva Model U-2 Domestic Affairs The Farm problem Overproduction Soil Bank Plan HEW and Oveta Culp Hobby The search for Communists Fall of McCarthy Election of 1956 The Fight for Equality Earl Warren Brown v Board of Education Thurgood Marshall Southern Manifesto Little Rock, Arkansas Martin Luther King Jr. Rosa Parks Montgomery bus boycott</p>	<p>Approved textbook <i>A History of the United States</i> Chapter 29</p> <p>Teacher-generated PowerPoints</p> <p>Suggested Videos: “The Presidents” “America: The Story of Us”</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>12 days</p>

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	Civil Rights Act Developing missiles Robert Goddard Operation Paperclip Race to space Sputnik Laika Explorer I National Defense Education Act NASA Relaxing the cold war Spirit of Camp David U-2 incident Cuba Fidel Castro Eisenhower leaves office Vocabulary: GOP Demilitarized zone Brinksmanship Summit conference Military-industrial complex			
<p>PA Academic Standards: History</p> <p>8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.</p> <p>8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.</p> <p>8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.</p> <p>8.2.U.C. Evaluate continuity and change in Pennsylvania are interrelated to the U.S.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government 				

**Dunmore School District
Curriculum Guide**

- Physical and human geography
- Social organizations

8.2.U.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.

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

8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.

8.3.U.C. Evaluate how continuity and change have impacted the United States.

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

8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.

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

PA Academic Standards: Civics and Government

5.1.U.A. Apply examples of the rule of law as related to individual rights and the common good.

5.1.U.C. Analyze the principles and ideals that shape United States government.

- Liberty / Freedom
- Democracy
- Justice
- Equality

5.1.U.D. Compare and contrast the basic principles and ideals found in significant documents:

- Declaration of Independence

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Curriculum Guide**

- United States Constitution
- Bill of Rights
- Pennsylvania Constitution

- 5.1.U.F. Analyze the role political symbols play in civil disobedience and patriotic activities.
- 5.2.U.B. Analyze strategies used to resolve conflicts in society and government.
- 5.2.U.C. Examine political leadership and public service in a republican form of government.
- 5.2.U.D. Evaluate and demonstrate what makes competent and responsible citizens.
- 5.3.U.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.

PA Academic Standards: Geography

7.3.U.A. Analyze the human characteristics of places and regions using the following criteria:

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

7.4.U.B. Analyze the effects of human activity on the physical systems.

PA Academic Standards: Economics

6.1.U.C. Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations

6.2.U.A. Analyze the flow of goods and services in the national economy.

6.2.U.D. Explain how the laws of supply and demand impacted individuals and groups behavior over time.

6.2.U.E. Analyze the impact of the business cycle on individual and group behavior over time.

Analyze the characteristics of economic expansion, recession, and depression.

6.3.U.B. Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

- Ethnicity and Race
- Working conditions
- Immigration
- Military conflict
- Economic Stability

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.

**Dunmore School District
Curriculum Guide**

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

8.6 Writing

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

**Dunmore School District
Curriculum Guide**

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

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Curriculum Guide**

PA Core Standards:

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

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

Grades 6-8

Key Ideas and Details

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

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

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

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

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

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

Range and Level of Complex Texts

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

Dunmore School District Curriculum Guide

Grades 9-10

Key Ideas and Details

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

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

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

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

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

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

Range and Level of Complex Texts

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

Grades 11-12

Key Ideas and Details

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

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Curriculum Guide**

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

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

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

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

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

Range and Level of Complex Texts

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

**Dunmore School District
Curriculum Guide**

PA Core Standards:

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

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

Grades 6-8

Text Types and Purposes

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

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

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

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

Production and Distribution of Writing

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

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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

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.

**Dunmore School District
Curriculum Guide**

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.
- 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.

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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.

- 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.

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- 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

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.