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# **Euro/American History Honors**

**Curriculum Guide**

**Dunmore School District**

**Dunmore, PA**



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Curriculum Guide**

**Euro/American History Honors**

**Prerequisite:**

- Successful completion of Civics

Euro/American History Honors Introduces students to the American experience. The course spans from early colonization to Reconstruction. 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

<b>Subject: Euro/American History Honors</b>	<b>Grade Level: 10</b>	<b>Date Completed: 5/8/2018</b>
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**1<sup>st</sup> Quarter**

Topic	Resources	Standards
13 Colonies The Creation, History, and Development	<p><b>Approved textbook</b></p> <p><i>A History of the United States: Chapter 2</i></p> <p><b>Teacher Generated PowerPoint</b></p> <p><b>Worksheets:</b>            Graphic Organizers, Questions, Debates,            Reflections, Video Reviews, Compare and            Contrast, Secondary Source</p> <p><b>Suggested Videos:</b>            “How the States Got Their Shapes”</p>	8.1.W.A., 8.1.W.B., 8.2.12.A., 8.3.9.A., 8.3.C.A., 8.3.9.B., 8.3.9.C., 8.3.9.D., 8.4.W.A., 8.4.W.B., 8.4.W.C., 8.4.W.D., 8.4.C.D., 5.1.W.B., 5.3.9.B., 5.1.12.F., 7.1.W.A., 7.2.W.A., 7.3.W.A., 6.1.W.A., 6.1.9.D.

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<p>Colonial Life New Ways in a New World</p>	<p><b>Approved textbook</b></p> <p><i>A History of the United States</i> Chapter 3</p> <p><b>Teacher-generated PowerPoint</b></p> <p><b>Suggested Videos:</b> “How the States Got Their Shapes”</p>	<p>8.1.W.A., 8.1.W.B., 8.3.9.A., 8.3.C.A., 8.3.9.C., 8.3.9.D., 8.4.W.A., 8.4.W.B., 8.4.W.C., 8.4.W.D., 8.4.C.D., 5.1.W.B., 5.1.12.F., 5.2.W.B.,5.3.9.B., 5.3.9.H., 7.1.W.A., 7.2.W.A., 7.3.W.A., 6.1.W.A., 6.1.9.D., 6.2.W.A.,6.3.W.B.</p>
<p>The Road to the American Revolution and Victory</p>	<p><b>Approved textbook</b></p> <p><i>A History of the United States</i> Chapter 4</p> <p><b>Teacher-generated PowerPoint</b></p> <p><b>Suggested Videos:</b> “Founding Fathers”</p>	<p>8.1.W.A., 8.1.W.B., 8.3.9.A., 8.3.C.A., 8.3.9.B., 8.3.9.C., 8.3.9.D., 8.4.W.A., 8.4.W.B., 8.4.W.C., 8.4.W.D., 8.4.C.D. 5.1.W.B., 5.1.9.D., 5.1.12.F., 5.2.W.B., 5.3.9.B., 7.1.W.A., 7.2.W.A., 7.3.W.A., 6.1.W.A., 6.1.9.D., 6.2.W.A., 6.3.W.B., 6.3.W.D.</p>

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**2<sup>nd</sup> Quarter**

Topic	Resources	Standards
George Washington Administration	<p><b>Approved textbook</b> <i>A History of the United States</i> Chapter 5 (section 2) Chapter 6 (section 1, 2).</p> <p><b>Teacher-generated PowerPoint</b></p> <p><b>Suggested Videos:</b> "The Presidents"</p>	<p>8.1.W.A., 8.1.W.B., 8.3.9.A., 8.3.C.A., 8.3.9.B., 8.3.9.C., 8.3.9.D., 8.4.W.A., 8.4.W.B., 8.4.W.C., 8.4.W.D., 8.4.C.D., 5.1.W.B., 5.1.9.D., 5.1.12.F., 5.2.W.B., 5.3.9.B., 7.1.W.A., 7.2.W.A., 7.3.W.A., 6.1.W.A., 6.1.9.D., 6.2.W.A., 6.3.W.B., 6.3.W.D.</p>
John Adams Administration	<p><b>Approved textbook</b> <i>A History of the United States</i> Chapter 6 (section 4).</p> <p><b>Teacher-generated PowerPoint</b></p> <p><b>Suggested Videos:</b> "The Presidents"</p>	<p>8.1.W.A., 8.1.W.B., 8.3.9.A., 8.3.C.A., 8.3.9.B., 8.3.9.C., 8.3.9.D., 8.4.W.A., 8.4.W.B., 8.4.W.C., 8.4.W.D., 8.4.C.D., 5.1.W.B., 5.1.9.D., 5.1.12.F., 5.2.W.B., 5.3.9.B., 5.3.9.F, 5.4.9.B., 7.1.W.A., 7.2.W.A., 7.3.W.A., 6.1.W.A., 6.1.9.D., 6.2.W.A., 6.3.W.B., 6.3.W.D.</p>
Thomas Jefferson Administration	<p><b>Approved textbook</b> <i>A History of the United States</i> Chapter 7</p> <p><b>Teacher-generated PowerPoint</b></p>	<p>8.1.W.A., 8.1.W.B., 8.3.9.A., 8.3.C.A., 8.3.9.B., 8.3.9.C., 8.3.9.D., 8.4.W.A., 8.4.W.B., 8.4.W.C., 8.4.W.D., 8.4.C.D., 5.1.W.B., 5.1.9.D., 5.1.12.F., 5.2.W.B., 5.3.9.A, 5.3.9.B., 5.4.9.B., 7.1.W.A., 7.2.W.A., 7.3.W.A., 7.4.W.A.,</p>

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	<b>Suggested Videos:</b> "The Presidents" "The Louisiana Purchase"	7.4.W.B., 6.1.W.A., 6.1.9.D., 6.2.W.A., 6.3.W.B., 6.3.W.D.
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**3<sup>rd</sup> Quarter**

Topic	Resources	Standards
James Madison Administration	<p><b>Approved textbook</b></p> <p><i>A History of the United States</i> Chapter 7</p> <p><b>Teacher-generated PowerPoint</b></p> <p><b>Suggested Videos:</b> "The Presidents"</p>	<p>8.1.W.A., 8.1.W.B., 8.3.9.A., 8.3.C.A., 8.3.9.B., 8.3.9.C., 8.3.9.D., 8.4.W.A., 8.4.W.B., 8.4.W.C., 8.4.W.D., 8.4.C.D., 5.1.W.B., 5.1.9.D., 5.1.12.F., 5.2.W.B., 5.3.9.A., 5.3.9.B., 5.4.9.B., 7.1.W.A., 7.2.W.A., 7.3.W.A., 7.4.W.A. 7.4.W.B., 6.1.W.A., 6.1.9.D., 6.2.W.A., 6.3.W.B., 6.3.W.D.</p>
James Monroe Administration	<p><b>Approved textbook</b></p> <p><i>A History of the United States</i> Chapter 8 211-220</p> <p><b>Teacher-generated PowerPoint</b></p> <p><b>Suggested Videos:</b> "The Presidents"</p>	<p>8.1.W.A., 8.1.W.B., 8.3.9.A., 8.3.C.A., 8.3.9.B., 8.3.9.C., 8.3.9.D., 8.4.W.A., 8.4.W.B., 8.4.W.C., 8.4.W.D., 8.4.C.D., 5.1.W.B., 5.1.9.D., 5.1.12.F., 5.2.W.B., 5.3.9.A., 5.3.9.B., 5.4.9.B., 7.1.W.A., 7.3.W.A., 7.4.W.A., 7.4.W.B., 6.1.W.A., 6.1.9.D., 6.2.W.A., 6.3.W.B., 6.3.W.D.</p>
John Quincy Adams and Andrew Jackson Administrations	<p><b>Approved textbook</b></p> <p><i>A History of the United States</i> Chapter 9</p> <p><b>Teacher-generated PowerPoint</b></p>	<p>8.1.W.A. Evaluate patterns of continuity and change over time, applying context of events. 8.1.W.B., 8.3.9.A., 8.3.C.A., 8.3.9.B., 8.3.9.C., 8.3.9.D., 8.4.W.A., 8.4.W.B., 8.4.W.C.,</p>

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	<p><b>Suggested Videos:</b>          “The Presidents”          “Andrew Jackson: Good, Evil, and the Presidency”</p>	<p>8.4.W.D., 8.4.C.D., 5.1.W.B.,          5.1.9.D., 5.1.12.F., 5.2.W.B.,          5.3.9.A., 5.3.9.B., 5.4.9.B.,          7.1.W.A., 7.3.W.A., 7.4.W.A.,          7.4.W.B., 6.2.W.A., 6.3.W.B.,          6.3.W.D.</p>
<p>Martin Van Buren, William Henry Harrison, and John Tyler Administrations</p>	<p><b>Approved textbook</b>   <i>A History of the United States</i>          242-244, 288-297</p> <p><b>Teacher-generated PowerPoint</b></p> <p><b>Suggested Video:</b>          “The Presidents”</p>	<p>8.1.W.A., 8.1.W.B., 8.3.9.A.,          8.3.C.A., 8.3.9.B.,          8.3.9.C., 8.3.9.D., 8.4.W.A.,          8.4.W.B., 8.4.W.C., 8.4.W.D.,          8.4.C.D., 5.1.W.B., 5.1.9.D.,          5.1.12.F., 5.2.W.B., 5.3.9.A.,          5.3.9.B., 5.4.9.B., 7.1.W.A.,          7.3.W.A., 7.4.W.A., 7.4.W.B.,          6.2.W.A., 6.3.W.B., 6.3.W.D.</p>



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**4<sup>th</sup> Quarter**

Topic	Resources	Standards
James K. Polk, Zachary Taylor, and Millard Fillmore Administrations	<p><b>Approved textbook</b></p> <p><i>A History of the United States</i> 297-307</p> <p><b>Teacher-generated PowerPoint</b></p> <p><b>Suggested Videos:</b> "The Presidents" "The Mexican-American War"</p>	8.1.W.A., 8.1.W.B., 8.3.9.A., 8.3.C.A., 8.3.9.B., 8.3.9.C., 8.3.9.D., 8.4.W.A., 8.4.W.B., 8.4.W.C., 8.4.W.D., 8.4.C.D., 5.1.W.B., 5.1.9.D., 5.1.12.F., 5.2.W.B., 5.3.9.A., 5.3.9.B., 5.4.9.B., 7.1.W.A., 7.3.W.A., 7.4.W.A., 7.4.W.B., 6.2.W.A., 6.3.W.B., 6.3.W.D.
Antebellum	<p><b>Approved textbook</b></p> <p><i>A History of the United States</i> 312-324</p> <p><b>Teacher-generated PowerPoint</b></p> <p><b>Suggested Videos:</b> "The Presidents" "Underground Railroad" "Slave Catchers, Slave Resisters"</p>	8.1.U.A., 8.1.U.B., 8.2.U.A., 8.3.U.A., 8.3.U.B., 8.3.U.C., 8.3.U.D., 8.4.9.A., 8.4.9.B., 8.4.9.C., 8.4.C.D., 8.4.12.D., 5.1.W.B. 5.1.C.B., 5.1.U.D., 5.1.U.F., 5.2.U.B., 5.3.9.A., 5.3.9.B., 5.4.9.B., 7.1.U.A., 7.3.U.A., 7.4.U.A., 7.4.U.B., 6.2.U.A., 6.3.U.B., 6.3.U.D.
The Civil War	<p><b>Approved textbook</b></p> <p><i>A History of the United States</i> Chapter 13</p>	8.1.U.A., 8.1.U.B., 8.2.U.A., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C., 8.3.U.D., 8.4.9.A., 8.4.9.B., 8.4.9.C., 8.4.C.D.,

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	<p><b>Teacher-generated PowerPoint</b></p> <p><b>Suggested Videos:</b>          “The Civil War: Battle of First Bull Run”          “The Civil War: A Concise History”          “Gettysburg”</p>	<p>8.4.12.D., 5.1.W.B.,          5.1.C.B., 5.1.U.D., 5.1.U.F.,          5.2.U.B., 5.3.9.A., 5.3.9.B.,          5.4.9.B., 7.1.U.A., 7.3.U.A.,          7.4.U.A., 7.4.U.B., 6.2.U.A.,          6.3.U.B., 6.3.U.D.</p>
Reconstruction after the Civil War	<p><b>Approved textbook</b></p> <p><i>A History of the United States</i>          Chapter 14</p> <p><b>Teacher-generated PowerPoint</b></p> <p><b>Suggested Video:</b>          “The Presidents”</p>	<p>8.1.U.A., 8.1.U.B., 8.2.U.A.,          8.2.U.D., 8.3.U.A., 8.3.U.B.,          8.3.U.C., 8.3.U.D., 8.4.9.A.,          8.4.9.B., 8.4.9.C., 8.4.C.D.,          8.4.12.D., 5.1.W.B., 5.1.C.B.,          5.1.U.D., 5.1.U.F., 5.2.U.B.,          5.3.9.A., 5.3.9.B., 5.4.9.B.,          7.1.U.A., 7.3.U.A., 7.4.U.A.,          7.4.U.B., 6.2.U.A., 6.3.U.B.,          6.3.U.D.</p>
Review and Final Exam		

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>13 Colonies The Creation, History, and Development</b>	<p><b>Essential Knowledge/Skills:</b>            The Planting of Virginia                Advertising America                Selling Jamestown                Captain John Smith                John Rolfe            Puritans in New England                Mayflower Compact                Massachusetts Bay Colony                Rhode Island                Connecticut                New Hampshire            Other Europeans in North America                New Sweden            Proprietary Colony                Maryland                North Carolina                South Carolina                Pennsylvania Georgia</p> <p><b>Vocabulary:</b>            Starving Time            Puritans            Proprietary Colony            Quaker</p>	<p><b>Approved textbook</b>   <i>A History of the United States:</i>            Chapter 2</p> <p><b>Teacher-generated PowerPoint</b></p> <p><b>Suggested Video:</b>            “How the States Got Their Shapes”</p>	<p><b>Teacher prepared tests, quizzes</b></p> <p><b>Quarter Project</b></p>	<p><b>12 days</b></p>
<p><b>PA Academic Standards: History</b>            8.1.W.A. Evaluate patterns of continuity and change over time, applying context of events.            8.1.W.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.            8.2.12.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the US</p>				

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and the world.

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

8.3.C.A. Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.

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

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

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

8.4.W.A. Evaluate the role groups and individuals played in the social, political, cultural. And economic development throughout world history.

8.4.W.B. Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.W.C. Evaluate how continuity and change have impacted the world today.

8.4.W.D. Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.

8.4.C.D. Analyze strategies used to resolve conflicts in society and government.

**PA Academic Standards: Civics and Government**

5.1.W.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

5.3.9.B. Analyze the major arguments advanced for different systems of government.

5.1.12.F. Evaluate the role of nationalism in uniting and dividing citizens.

**PA Academic Standards: Geography**

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

7.2.W.A. Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.

7.3.W.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.W.A. Analyze how choices are made because of scarcity.

6.1.9.D. Explain how incentives cause people to change their behavior in predictable ways.

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

8.5 Reading Informational Text

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

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

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**8.6 Writing**

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

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Colonial Life New Ways in a New World</b>	<p><b>Essential Knowledge/Skills:</b>            Many Kinds of Americans                Indentured Servants                Slavery            Colonies Were Tied to England                Escaping England                Triangular Trade            Family Life                Education                Higher Education                Journalism            Self-Government                Colonial Developments                Smugglers and Pirates                Problems of Governing            Britain against France                Albany Plan                French and Indian War                Fall of Quebec                Peace of Paris</p> <p><b>Vocabulary:</b>            Indentured Servant            Triangular Trade            Freedom of the Press            Privateers</p>	<p><b>Approved textbook</b>   <i>A History of the United States</i>            Chapter 3</p> <p><b>Teacher-generated PowerPoint</b></p> <p><b>Suggested Video:</b>            “How the States Got Their            Shapes”</p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p>	<p><b>13 days</b></p>
<p><b>PA Academic Standards: History</b>            8.1.W.A. Evaluate patterns of continuity and change over time, applying context of events.            8.1.W.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.            8.3.9.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.</p>				

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- 8.3.C.A. Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.
- 8.3.9.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.9.C. Evaluate how continuity and change have impacted the United States.
- 8.3.9.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- 8.4.W.A. Evaluate the role groups and individuals played in the social, political, cultural. And economic development throughout world history.
- 8.4.W.B. Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.W.C. Evaluate how continuity and change have impacted the world today.
- 8.4.W.D. Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.
- 8.4.C.D. Analyze strategies used to resolve conflicts in society and government.

**PA Academic Standards: Civics and Government**

- 5.1.W.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.
- 5.1.12.F. Evaluate the role of nationalism in uniting and dividing citizens.
- 5.2.W.B. Analyze strategies used to resolve conflicts in society and government.
- 5.3.9.B. Analyze the major arguments advanced for different systems of government.
- 5.3.9.H. Evaluate the importance of freedom of the press and the political influence of mass media.

**PA Academic Standards: Geography**

- 7.1.W.A. Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.
- 7.2.W.A. Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.
- 7.3.W.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.W.A. Analyze how choices are made because of scarcity.
- 6.1.9.D. Explain how incentives cause people to change their behavior in predictable ways.
- 6.2.W.A. Evaluate the flow of goods and services in an international economy.
- 6.3.W.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

**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

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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)
<b>The Road to the American Revolution and Victory</b>	<b>Essential Knowledge/Skills:</b> Pre-Revolution and Governments Sugar Act Stamp Act Declaratory Act Townshend Acts The British Take a Collision Course Boston Massacre Boston Tea Party Intolerable Acts First Continental Congress Lexington and Concord Minutemen Fort Ticonderoga Second Continental Congress Bunker Hill King George III Common Sense French Aid Declaration of Independence What Favored a British Victory What Favored an American Victory War Begins Trenton Princeton Saratoga French Aid Monmouth The South Yorktown Treaty of Paris	<b>Approved textbook</b>  <i>A History of the United States</i> Chapter 4  <b>Teacher-generated PowerPoint</b>  <b>Suggested Video:</b> "Founding Fathers"	<b>Teacher prepared tests, quizzes, etc.</b>	<b>15 days</b>

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	<p><b>Vocabulary:</b>  Molasses Act  Sugar Act  Stamp Act  Declaratory Act  Townshend Act  Boycott  Intolerable Act  Red Coats  Minute Men  Hessians  Olive Branch Petition  Preble</p>			
<p><b>PA Academic Standards: History</b></p> <p>8.1.W.A. Evaluate patterns of continuity and change over time, applying context of events.</p> <p>8.1.W.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>8.3.9.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.</p> <p>8.3.C.A. Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.</p> <p>8.3.9.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.</p> <p>8.3.9.C. Evaluate how continuity and change have impacted the United States.</p> <p>8.3.9.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.</p> <p>8.4.W.A. Evaluate the role groups and individuals played in the social, political, cultural. And economic development throughout world history.</p> <p>8.4.W.B. Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.W.C. Evaluate how continuity and change have impacted the world today.</p> <p>8.4.W.D. Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p> <p>8.4.C.D. Analyze strategies used to resolve conflicts in society and government.</p> <p><b>PA Academic Standards: Civics and Government</b></p> <p>5.1.W.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.</p> <p>5.1.9.D. Compare and contrast the basic principles and ideals found in significant documents</p> <p>5.1.12.F. Evaluate the role of nationalism in uniting and dividing citizens.</p> <p>5.2.W.B. Analyze strategies used to resolve conflicts in society and government.</p>				

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5.3.9.B. Analyze the major arguments advanced for different systems of government.

**PA Academic Standards: Geography**

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

7.2.W.A. Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.

7.3.W.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.W.A. Analyze how choices are made because of scarcity.

6.1.9.D. Explain how incentives cause people to change their behavior in predictable ways.

6.2.W.A. Evaluate the flow of goods and services in an international economy.

6.3.W.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

6.3.W.D. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

**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><b>George Washington Administration</b></p>	<p><b>Essential Knowledge/Skills:</b>            Life of George Washington            Election of 1789            1<sup>st</sup> Administration            Cabinet            First Congress            Hamilton’s Financial Program            US Bank            Election of 1793            2<sup>nd</sup> Administration            Whiskey Rebellion            Northwest Indian Problem            French Revolution            Foreign Affairs            Jay Treaty            Pinckney Treaty</p> <p><b>Vocabulary:</b>            Cabinet            Judiciary Act of 1789            Log Rolling            Tariff            Tonnage Act            Excise Tax            Girondists            Jacobins</p>	<p><b>Approved textbook</b></p> <p><i>A History of the United States</i>            Chapter 5 (section 2) Chapter 6 (section 1, 2).</p> <p><b>Teacher-generated PowerPoint</b></p> <p><b>Suggested Video:</b>            “The Presidents”</p>	<p>Teacher prepared tests, quizzes, etc.</p>	<p>9 days</p>
<p><b>PA Academic Standards: History</b></p> <p>8.1.W.A. Evaluate patterns of continuity and change over time, applying context of events.</p> <p>8.1.W.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>8.3.9.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.</p>				

**Dunmore School District  
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- 8.3.C.A. Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.
- 8.3.9.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.9.C. Evaluate how continuity and change have impacted the United States.
- 8.3.9.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- 8.4.W.A. Evaluate the role groups and individuals played in the social, political, cultural. And economic development throughout world history.
- 8.4.W.B. Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.W.C. Evaluate how continuity and change have impacted the world today.
- 8.4.W.D. Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.
- 8.4.C.D. Analyze strategies used to resolve conflicts in society and government.

**PA Academic Standards: Civics and Government**

- 5.1.W.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.
- 5.1.9.D. Compare and contrast the basic principles and ideals found in significant documents
- 5.1.12.F. Evaluate the role of nationalism in uniting and dividing citizens.
- 5.2.W.B. Analyze strategies used to resolve conflicts in society and government.
- 5.3.9.B. Analyze the major arguments advanced for different systems of government

**PA Academic Standards: Geography**

- 7.1.W.A. Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.
- 7.2.W.A. Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.
- 7.3.W.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.W.A. Analyze how choices are made because of scarcity.
- 6.1.9.D. Explain how incentives cause people to change their behavior in predictable ways.
- 6.2.W.A. Evaluate the flow of goods and services in an international economy.
- 6.3.W.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.
- 6.3.W.D. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

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

- 8.5 Reading Informational Text

**Dunmore School District  
Curriculum Guide**

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

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

**8.6 Writing**

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

**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>John Adams Administration</b>	<p><b>Essential Knowledge/Skills:</b>            Life of John Adams            Election of 1796            Adams Administration                XYZ Affair                Convention of 1800                Naturalization Act                Alien Act                Sedition Act                Kentucky and Virginia Resolutions            Election of 1800                Adams Midnight Appointments</p> <p><b>Vocabulary:</b>            Naturalization            Alien            Sedition            12<sup>th</sup> Amendment</p>	<p><b>Approved textbook</b></p> <p><i>A History of the United States</i>            Chapter 6 (section 4).</p> <p><b>Teacher-generated PowerPoint</b></p> <p><b>Suggested Videos:</b>            “The Presidents”            “Great American Monuments: The White House”</p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p>	<p><b>9 days</b></p>

**PA Academic Standards: History**

- 8.1.W.A. Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.W.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.3.9.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.C.A. Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.
- 8.3.9.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.9.C. Evaluate how continuity and change have impacted the United States.
- 8.3.9.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- 8.4.W.A. Evaluate the role groups and individuals played in the social, political, cultural. And economic development throughout world history.
- 8.4.W.B. Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.

**Dunmore School District  
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8.4.W.C. Evaluate how continuity and change have impacted the world today.

8.4.W.D. Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.

8.4.C.D. Analyze strategies used to resolve conflicts in society and government.

**PA Academic Standards: Civics and Government**

5.1.W.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

5.1.9.D. Compare and contrast the basic principles and ideals found in significant documents

5.1.12.F. Evaluate the role of nationalism in uniting and dividing citizens.

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

5.3.9.B. Analyze the major arguments advanced for different systems of government.

5.3.9.F Explain the Supreme Court's role in interpreting the US Constitution.

5.4.9.B. Explain why and how different foreign policy tools are used to advance a nation's self-interest.

**PA Academic Standards: Geography**

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

7.2.W.A. Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.

7.3.W.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.W.A. Analyze how choices are made because of scarcity.

6.1.9.D. Explain how incentives cause people to change their behavior in predictable ways.

6.2.W.A. Evaluate the flow of goods and services in an international economy.

6.3.W.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

6.3.W.D. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

**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**



**Dunmore School District  
Curriculum Guide**

**8.6 Writing**

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

**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Thomas Jefferson Administration</b>	<p><b>Essential Knowledge/Skills:</b>            Life of Thomas Jefferson                Political Life            Election of 1800                Cabinet                Foreign Affairs                Changes            Land Expansion                Louisiana Purchase                Lewis and Clark Expedition                Zebulon Pike            Problems                Essex Junto                Hamilton-Burr Duel                Burr Conspiracy            Federal Courts                Marbury v. Madison                Impeachment            Election of 1804            New Territories            Troubles at Sea            Nonintercourse Act            Sally Hemmings</p> <p><b>Vocabulary:</b>            Barbary States            Laissez-faire government            Sacajawea            Judicial Review            Impressment</p>	<p><b>Approved textbook</b>   <i>A History of the United States</i>            Chapter 7</p> <p><b>Teacher-generated PowerPoint</b></p> <p><b>Suggested Videos:</b>            “The Presidents”            “The Louisiana Purchase”</p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p>	<p><b>14 days</b></p>

**Dunmore School District  
Curriculum Guide**

**PA Academic Standards: History**

- 8.1.W.A. Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.W.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.3.9.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.C.A. Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.
- 8.3.9.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.9.C. Evaluate how continuity and change have impacted the United States.
- 8.3.9.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- 8.4.W.A. Evaluate the role groups and individuals played in the social, political, cultural. And economic development throughout world history.
- 8.4.W.B. Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.W.C. Evaluate how continuity and change have impacted the world today.
- 8.4.W.D. Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.
- 8.4.C.D. Analyze strategies used to resolve conflicts in society and government.

**PA Academic Standards: Civics and Government**

- 5.1.W.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.
- 5.1.9.D. Compare and contrast the basic principles and ideals found in significant documents
- 5.1.12.F. Evaluate the role of nationalism in uniting and dividing citizens.
- 5.2.W.B. Analyze strategies used to resolve conflicts in society and government.
- 5.3.9.A. Examine the process of checks and balances among the three branches of government, including the creation of law.
- 5.3.9.B. Analyze the major arguments advanced for different systems of government.
- 5.4.9.B. Explain why and how different foreign policy tools are used to advance a nation's self-interest.

**PA Academic Standards: Geography**

- 7.1.W.A. Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.
- 7.2.W.A. Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.
- 7.3.W.A. Analyze the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic Activities, Political Activities.
- 7.4.W.A. Analyze the effects of changes in the physical systems.
- 7.4.W.B. Analyze the effects of human activity on the physical systems.

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Curriculum Guide**

**PA Academic Standards: Economics**

6.1.W.A. Analyze how choices are made because of scarcity.

6.1.9.D. Explain how incentives cause people to change their behavior in predictable ways.

6.2.W.A. Evaluate the flow of goods and services in an international economy.

6.3.W.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

6.3.W.D. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

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

8.5 Reading Informational Text

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

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

8.6 Writing

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

**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>James Madison Administration</b>	<p><b>Essential Knowledge/Skills:</b>            Life of James Madison            Election of 1808            Election of 1812            Pre-War                War Hawks            Indian Relations                Indian Confederation                Battle of Tippecanoe            Declaring War            War of 1812                Invasion of Canada                Battle of Lake Erie                Battle of the Thames                Battle of Horseshoe Bend                British take the Offensive                Invasion of Chesapeake Bay                Hartford Convention                Treaty of Ghent                Battle of New Orleans</p> <p><b>Vocabulary:</b>            Macon’s Bill #2            War Hawks            Hartford Convention</p>	<p><b>Approved textbook</b>   <i>A History of the United States</i>            Chapter 7</p> <p><b>Teacher-generated PowerPoint</b></p> <p><b>Suggested Videos:</b>            “The Presidents”            “War of 1812”</p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p>	<p><b>12 days</b></p>
<p><b>PA Academic Standards: History</b>            8.1.W.A. Evaluate patterns of continuity and change over time, applying context of events.            8.1.W.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.            8.3.9.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.            8.3.C.A. Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.</p>				

**Dunmore School District  
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- 8.3.9.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.9.C. Evaluate how continuity and change have impacted the United States.
- 8.3.9.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- 8.4.W.A. Evaluate the role groups and individuals played in the social, political, cultural. And economic development throughout world history.
- 8.4.W.B. Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.W.C. Evaluate how continuity and change have impacted the world today.
- 8.4.W.D. Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.
- 8.4.C.D. Analyze strategies used to resolve conflicts in society and government.

**PA Academic Standards: Civics and Government**

- 5.1.W.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.
- 5.1.9.D. Compare and contrast the basic principles and ideals found in significant documents
- 5.1.12.F. Evaluate the role of nationalism in uniting and dividing citizens.
- 5.2.W.B. Analyze strategies used to resolve conflicts in society and government.
- 5.3.9.A Examine the process of checks and balances among the three branches of government, including the creation of law.
- 5.3.9.B. Analyze the major arguments advanced for different systems of government.
- 5.4.9.B. Explain why and how different foreign policy tools are used to advance a nation's self-interest.

**PA Academic Standards: Geography**

- 7.1.W.A. Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.
- 7.2.W.A. Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.
- 7.3.W.A. Analyze the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic Activities, Political Activities.
- 7.4.W.A. Analyze the effects of changes in the physical systems.
- 7.4.W.B. Analyze the effects of human activity on the physical systems.

**PA Academic Standards: Economics**

- 6.1.W.A. Analyze how choices are made because of scarcity.
- 6.1.9.D. Explain how incentives cause people to change their behavior in predictable ways.
- 6.2.W.A. Evaluate the flow of goods and services in an international economy.
- 6.3.W.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.
- 6.3.W.D. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

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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**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>James Monroe Administration</b>	<p><b>Essential Knowledge/Skills:</b>            Life of James Monroe            Election of 1816            Election of 1820            Monroe’s 1<sup>st</sup> Administration            Era of Good Feeling            Domestic Plan            Erie Canal            Foreign Affairs                Rush-Bagot Agreement                Convention of 1818                British Treaty 181                Adams-Onis Treaty 1819                Monroe Doctrine            Monroe’s 2<sup>nd</sup> Administration            Industrial Revolution            Causes of sectional conflicts            Missouri Compromise</p> <p><b>Vocabulary:</b>            Era of Good Feeling            Cumberland Road            Sectionalism            Cotton Gin            Industrial Capitalists            Industrial Laborers            Missouri Compromise</p>	<p><b>Approved textbook</b>   <i>A History of the United States</i>            Chapter 8 211-220</p> <p><b>Teacher-generated PowerPoint</b></p> <p><b>Suggested Video:</b>            “The Presidents”</p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p>	<p><b>9 days</b></p>
<p><b>PA Academic Standards: History</b>            8.1.W.A. Evaluate patterns of continuity and change over time, applying context of events.            8.1.W.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p>				



**Dunmore School District  
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- 8.3.9.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.C.A. Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.
- 8.3.9.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.9.C. Evaluate how continuity and change have impacted the United States.
- 8.3.9.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- 8.4.W.A. Evaluate the role groups and individuals played in the social, political, cultural. And economic development throughout world history.
- 8.4.W.B. Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.W.C. Evaluate how continuity and change have impacted the world today.
- 8.4.W.D. Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.
- 8.4.C.D. Analyze strategies used to resolve conflicts in society and government.

**PA Academic Standards: Civics and Government**

- 5.1.W.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.
- 5.1.9.D. Compare and contrast the basic principles and ideals found in significant documents
- 5.1.12.F. Evaluate the role of nationalism in uniting and dividing citizens.
- 5.2.W.B. Analyze strategies used to resolve conflicts in society and government.
- 5.3.9.A. Examine the process of checks and balances among the three branches of government, including the creation of law.
- 5.3.9.B. Analyze the major arguments advanced for different systems of government.
- 5.4.9.B. Explain why and how different foreign policy tools are used to advance a nation's self-interest.

**PA Academic Standards: Geography**

- 7.1.W.A. Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.
- 7.3.W.A. Analyze the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic Activities, Political Activities.
- 7.4.W.A. Analyze the effects of changes in the physical systems.
- 7.4.W.B. Analyze the effects of human activity on the physical systems.

**PA Academic Standards: Economics**

- 6.1.W.A. Analyze how choices are made because of scarcity.
- 6.1.9.D. Explain how incentives cause people to change their behavior in predictable ways.
- 6.2.W.A. Evaluate the flow of goods and services in an international economy.
- 6.3.W.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.
- 6.3.W.D. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

**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><b>John Quincy Adams and Andrew Jackson Administrations</b></p>	<p><b>Essential Knowledge/Skills:</b>            Life of J.Q. Adams            Election of 1824                National Republicans                Democratic-Republicans                Administration Proposals            Election of 1828            Life of Andrew Jackson                Firsts during Jackson’s Admin.                Jackson’s 1<sup>st</sup> Administration                Domestic Affairs                Nullification                Webster-Hayne Debate                Compromise of 1833            Election of 1832            Jackson’s 2<sup>nd</sup> Administration                Panic 1837            Jackson’s Accomplishments</p> <p><b>Vocabulary:</b>            Corrupt Bargaining            National University            Mudslinging            Kitchen Cabinet            Spoils System            Veto            Tariff of 1828            Nullification            Force Bill            Jacksonian Democracy            Whig Party</p>	<p><b>Approved textbook</b>   <i>A History of the United States</i>            Chapter 9</p> <p><b>Teacher-generated PowerPoint</b></p> <p><b>Suggested Video:</b>            “The Presidents”            “Andrew Jackson: Good, Evil, and the Presidency”</p>	<p>Teacher prepared tests, quizzes, etc.</p>	<p>15 days</p>

**Dunmore School District  
Curriculum Guide**

**PA Academic Standards: History**

- 8.1.W.A. Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.W.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.3.9.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.C.A. Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.
- 8.3.9.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.9.C. Evaluate how continuity and change have impacted the United States.
- 8.3.9.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- 8.4.W.A. Evaluate the role groups and individuals played in the social, political, cultural. And economic development throughout world history.
- 8.4.W.B. Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.W.C. Evaluate how continuity and change have impacted the world today.
- 8.4.W.D. Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.
- 8.4.C.D. Analyze strategies used to resolve conflicts in society and government.

**PA Academic Standards: Civics and Government**

- 5.1.W.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.
- 5.1.9.D. Compare and contrast the basic principles and ideals found in significant documents
- 5.1.12.F. Evaluate the role of nationalism in uniting and dividing citizens.
- 5.2.W.B. Analyze strategies used to resolve conflicts in society and government.
- 5.3.9.A. Examine the process of checks and balances among the three branches of government, including the creation of law.
- 5.3.9.B. Analyze the major arguments advanced for different systems of government.
- 5.4.9.B. Explain why and how different foreign policy tools are used to advance a nation's self-interest.

**PA Academic Standards: Geography**

- 7.1.W.A. Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.
- 7.3.W.A. Analyze the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic Activities, Political Activities.
- 7.4.W.A. Analyze the effects of changes in the physical systems.
- 7.4.W.B. Analyze the effects of human activity on the physical systems.

**PA Academic Standards: Economics**

- 6.2.W.A. Evaluate the flow of goods and services in an international economy.
- 6.3.W.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

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Curriculum Guide**

6.3.W.D. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

**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><b>Martin Van Buren, William Henry Harrison, and John Tyler Administrations</b></p>	<p><b>Essential Knowledge/Skills:</b>            Life of Van Buren            Election of 1836                Van Buren’s Administration                The Specie Circular            Life of William Henry Harrison                Election of 1840            Life of John Tyler            Amistad Case            Problems with Whigs            US Great Britain Tensions                Aroostook War                Caroline Affair                Creole Incident            Webster/Ashburton Treaty            The Texas Issue                The Alamo                Goliad Massacre                Battle of Texas</p> <p><b>Vocabulary:</b>            Specie Circular            State’s Rights            Impeachment            The Alamo</p>	<p><b>Approved textbook</b></p> <p><i>A History of the United States</i>            242-244, 288-297</p> <p><b>Teacher-generated PowerPoint</b></p> <p><b>Suggested Video:</b>            “The Presidents”</p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p>	<p><b>11 days</b></p>
<p><b>PA Academic Standards: History</b></p> <p>8.1.W.A. Evaluate patterns of continuity and change over time, applying context of events.</p> <p>8.1.W.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>8.3.9.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.</p> <p>8.3.C.A. Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.</p> <p>8.3.9.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.</p>				

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- 8.3.9.C. Evaluate how continuity and change have impacted the United States.
- 8.3.9.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- 8.4.W.A. Evaluate the role groups and individuals played in the social, political, cultural. And economic development throughout world history.
- 8.4.W.B. Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.W.C. Evaluate how continuity and change have impacted the world today.
- 8.4.W.D. Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.
- 8.4.C.D. Analyze strategies used to resolve conflicts in society and government.

**PA Academic Standards: Civics and Government**

- 5.1.W.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.
- 5.1.9.D. Compare and contrast the basic principles and ideals found in significant documents
- 5.1.12.F. Evaluate the role of nationalism in uniting and dividing citizens.
- 5.2.W.B. Analyze strategies used to resolve conflicts in society and government.
- 5.3.9.A Examine the process of checks and balances among the three branches of government, including the creation of law.
- 5.3.9.B. Analyze the major arguments advanced for different systems of government.
- 5.4.9.B. Explain why and how different foreign policy tools are used to advance a nation’s self-interest.

**PA Academic Standards: Geography**

- 7.1.W.A. Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.
- 7.3.W.A. Analyze the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic Activities, Political Activities.
- 7.4.W.A. Analyze the effects of changes in the physical systems.
- 7.4.W.B. Analyze the effects of human activity on the physical systems.

**PA Academic Standards: Economics**

- 6.2.W.A. Evaluate the flow of goods and services in an international economy.
- 6.3.W.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.
- 6.3.W.D. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

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

8.6 Writing

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



**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>James K. Polk, Zachary Taylor, and Millard Fillmore Administrations</b></p>	<p><b>Essential Knowledge/Skills:</b>            Life of James K Polk            Election of 1844                Manifest Destiny                Oregon Issue            War with Mexico                Jackson, Tyler, Polk                War with Texas                The Spot Resolution                Battles                Treated of Guadalupe Hidalgo            Advantages of the Mexican Cession and California            Life of Zachary Taylor            Election of 1848            Life of Millard Fillmore            California                49'ers                Land Routes                Water Routes                Life in California</p> <p><b>Vocabulary:</b>            Platform            Plank            Dark Horse            54 40' Fight!            Manifest Destiny            Mexican Cession            49'ers            Claim Jumping            Vigilantes</p>	<p><b>Approved textbook</b></p> <p><i>A History of the United States</i> 297-307</p> <p><b>Teacher-generated PowerPoint</b></p> <p><b>Suggested Videos:</b>            "The Presidents"            "The Mexican-American War"</p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p> <p><b>Series available assessments online. (Optional)</b></p>	<p><b>10 days</b></p>

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**PA Academic Standards: History**

- 8.1.W.A. Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.W.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.3.9.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.C.A. Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.
- 8.3.9.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.9.C. Evaluate how continuity and change have impacted the United States.
- 8.3.9.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- 8.4.W.A. Evaluate the role groups and individuals played in the social, political, cultural. And economic development throughout world history.
- 8.4.W.B. Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.W.C. Evaluate how continuity and change have impacted the world today.
- 8.4.W.D. Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.
- 8.4.C.D. Analyze strategies used to resolve conflicts in society and government.

**PA Academic Standards: Civics and Government**

- 5.1.W.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.
- 5.1.9.D. Compare and contrast the basic principles and ideals found in significant documents
- 5.1.12.F. Evaluate the role of nationalism in uniting and dividing citizens.
- 5.2.W.B. Analyze strategies used to resolve conflicts in society and government.
- 5.3.9.A. Examine the process of checks and balances among the three branches of government, including the creation of law.
- 5.3.9.B. Analyze the major arguments advanced for different systems of government.
- 5.4.9.B. Explain why and how different foreign policy tools are used to advance a nation's self-interest.

**PA Academic Standards: Geography**

- 7.1.W.A. Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.
- 7.3.W.A. Analyze the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic Activities, Political Activities.
- 7.4.W.A. Analyze the effects of changes in the physical systems.
- 7.4.W.B. Analyze the effects of human activity on the physical systems.

**PA Academic Standards: Economics**

- 6.2.W.A. Evaluate the flow of goods and services in an international economy.

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6.3.W.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

6.3.W.D. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

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

8.5 Reading Informational Text

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

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

8.6 Writing

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

**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Antebellum</b>	<p><b>Essential Knowledge/Skills:</b>            Life of Franklin Pierce            Election of 1852                Pierce and Young America                Territorial Expansion                Gadsden Purchase                Ostend Manifesto                Economic Growth            Decline of the Two Party System                Whigs                Know-Nothing Party            Continuing Sources of Tension                Strengthening Fugitive Slave Laws                Kansas-Nebraska Act                Republican Party                Bleeding Kansas                Dred Scott v. Sanford            Life of James Buchanan            Election of 1856            John Brown’s Raid            Life of Abraham Lincoln            Election of 1860            Election of 1864</p> <p><b>Vocabulary:</b>            Doughface            Elias Howe            Isaac Singer            King Cotton            Cyrus McCormick            Bleeding Kansas</p>	<p><b>Approved textbook</b>   <i>A History of the United States</i>            312-324</p> <p><b>Teacher-generated PowerPoint</b></p> <p><b>Suggested Videos:</b>            “The Presidents”            “Underground Railroad”            “Slave Catchers, Slave Resisters”</p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p>	<p><b>13 days</b></p>

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**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 of groups and individuals from Pennsylvania played in social, political, cultural, and economic development of the U.S.
- 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.
- 8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- 8.4.9.A. Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.9.B. Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.9.C. Analyze how continuity and change have impacted the world history.
- 8.4.C.D. Analyze strategies used to resolve conflicts in society and government.
- 8.4.12.D. Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.

**PA Academic Standards: Civics and Government**

- 5.1.W.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.
- 5.1.C.B. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.
- 5.1.U.D. Compare and contrast the basic principles and ideals found in significant documents.
- 5.1.U.F. Evaluate the role of nationalism in uniting and dividing citizens.
- 5.2.U.B. Analyze strategies used to resolve conflicts in society and government.
- 5.3.9.A. Examine the process of checks and balances among the three branches of government, including the creation of law.
- 5.3.9.B. Analyze the major arguments advanced for different systems of government.
- 5.4.9.B. Explain why and how different foreign policy tools are used to advance a nation's self-interest.

**PA Academic Standards: Geography**

- 7.1.U.A. Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.
- 7.3.U.A. Analyze the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic Activities,

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Political Activities.

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

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

PA Academic Standards: Economics

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

6.3.U.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the US. 6.3.U.D.

Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the US.

**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><b>The Civil War</b></p>	<p><b>Essential Knowledge/Skills:</b>            Causes of the Civil War            Strengths of the Union            Strengths of the South            1<sup>st</sup> Battle of the War (Bull Run)            Effects of the Civil War            Locations of the Civil War            The Trent Affair            Major Events            Shiloh            New Orleans            Monitor vs. Merrimac            Peninsular Campaign            2<sup>nd</sup> Battle of Bull Run            Antietam            Battle of Fredericksburg            Major Events in the Civil War            Battle of Gettysburg            March to the Sea            Surrender at Appomattox</p> <p><b>Vocabulary:</b>            Union            Confederacy            Emancipation            Manassas            Anaconda Plan            Ironclad            Appomattox Courthouse</p>	<p><b>Approved textbook</b></p> <p><i>A History of the United States</i>            Chapter 13</p> <p><b>Teacher-generated PowerPoint</b></p> <p><b>Suggested Videos:</b>            “The Civil War: Battle of First Bull Run”            “The Civil War: A Concise History”            “Gettysburg”</p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p>	<p><b>15 days</b></p>

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**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 of groups and individuals from Pennsylvania played in social, political, cultural, and economic development of the U.S.
- 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.
- 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.
- 8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- 8.4.9.A. Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.9.B. Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.9.C. Analyze how continuity and change have impacted the world history.
- 8.4.C.D. Analyze strategies used to resolve conflicts in society and government.
- 8.4.12.D. Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.

**PA Academic Standards: Civics and Government**

- 5.1.W.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.
- 5.1.C.B. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.
- 5.1.U.D. Compare and contrast the basic principles and ideals found in significant documents.
- 5.1.U.F. Evaluate the role of nationalism in uniting and dividing citizens.
- 5.2.U.B. Analyze strategies used to resolve conflicts in society and government.
- 5.3.9.A. Examine the process of checks and balances among the three branches of government, including the creation of law.
- 5.3.9.B. Analyze the major arguments advanced for different systems of government.
- 5.4.9.B. Explain why and how different foreign policy tools are used to advance a nation's self-interest.

**PA Academic Standards: Geography**

- 7.1.U.A. Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.
- 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.
- 7.4.U.B. Analyze the effects of human activity on the physical systems.



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**PA Academic Standards: Economics**

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

6.3.U.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the US. 6.3.U.D. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the US.

**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)
<b>Reconstruction after the Civil War</b>	Essential Knowledge/Skills: The South Radical Republicans Lincoln’s Plan for Reunion Wade-Davis Plan Assassination of Lincoln Andrew Johnson Black Codes Freedmen’s Bureau Civil Rights Bill Added Amendments 13 <sup>th</sup> Amendment 14 <sup>th</sup> Amendment 15 <sup>th</sup> Amendment Impeachment of Andrew Johnson Election 1868 Southern State Conventions Reconstruction Governments didn’t last long Election of 1872 Scandals During the Grant Credit Mobilier Scandal Salary Grab Whisky Frauds Administration Election of 1876 Compromise of 1877 The Divided South  <b>Vocabulary:</b> War of the Rebellion War between the States	<b>Approved textbook</b>  <i>A History of the United States</i> Chapter 14  <b>Teacher-generated PowerPoint</b>  <b>Suggested Video:</b> “The Presidents”	<b>Teacher prepared tests, quizzes, etc.</b>	<b>15 days</b>

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	Radical Republicans 10% Plan Ironclad Oath Pocket Veto Black Codes Vagrant Tenure of Office Act Scalawags Carpet-baggers Ku Klux Klan Grandfather Act Commission of 15 Plessy v. Ferguson Jim Crow Laws			
<p><b>PA Academic Standards: History</b></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 of groups and individuals from Pennsylvania played in social, political, cultural, and economic development of the U.S.</p> <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> <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> <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> <p>8.4.9.A. Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.9.B. Contrast the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.9.C. Analyze how continuity and change have impacted the world history.</p> <p>8.4.C.D. Analyze strategies used to resolve conflicts in society and government.</p> <p>8.4.12.D. Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p> <p><b>PA Academic Standards: Civics and Government</b></p> <p>5.1.W.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.</p>				

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- 5.1.C.B. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.
- 5.1.U.D. Compare and contrast the basic principles and ideals found in significant documents.
- 5.1.U.F. Evaluate the role of nationalism in uniting and dividing citizens.
- 5.2.U.B. Analyze strategies used to resolve conflicts in society and government.
- 5.3.9.A Examine the process of checks and balances among the three branches of government, including the creation of law.
- 5.3.9.B. Analyze the major arguments advanced for different systems of government.
- 5.4.9.B. Explain why and how different foreign policy tools are used to advance a nation's self-interest.

**PA Academic Standards: Geography**

- 7.1.U.A. Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.
- 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.
- 7.4.U.B. Analyze the effects of human activity on the physical systems.

**PA Academic Standards: Economics**

- 6.2.U.A. Analyze the flow of goods and services in an international economy.
- 6.3.U.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the US. 6.3.U.D. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the US.

**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**

<b>General Topic</b>	<b>Essential Knowledge, Skills &amp; Vocabulary</b>	<b>Resources &amp; Activities</b>	<b>Assessments</b>	<b>Suggested Time (In Days)</b>
<b>Review and Final Exam</b>				<b>8 days</b>

**Dunmore School District  
Curriculum Guide**

**PA Core Standards:**

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

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

**Grades 6-8**

**Key Ideas and Details**

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

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

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

**Craft and Structure**

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

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

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

**Integration of Knowledge and Ideas**

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

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

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

**Range and Level of Complex Texts**

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

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### Grades 9-10

#### Key Ideas and Details

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

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

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

#### Craft and Structure

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

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

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

#### Integration of Knowledge and Ideas

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

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

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

#### Range and Level of Complex Texts

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

### Grades 11-12

#### Key Ideas and Details

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

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

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

**Craft and Structure**

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

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

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

**Integration of Knowledge and Ideas**

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

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

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

**Range and Level of Complex Texts**

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



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**PA Core Standards:**

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

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

**Grades 6-8**

**Text Types and Purposes**

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

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

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

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

**Production and Distribution of Writing**

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

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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.

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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.