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# Psychology/Sociology

Curriculum Guide

Dunmore School District

Dunmore, PA



**Dunmore School District  
Curriculum Guide**

**Psychology/Sociology**

**Prerequisite:**

- This course is intended for students in Grade 12

**Psychology** – Students will study psychology as a system of scientific inquiry into the nature and behavior of humans. Presents major concepts, principles and processes concerned with human functioning in individuals and social settings

**Sociology** – Students will study the basic concepts, theories and perspectives in sociology. This will include the study of the influence of groups, institutions and cultures upon individuals. The extent to which race, gender, class, religion and education affect the behavior and opportunities of individuals will be examined.

**Dunmore School District  
Curriculum Guide**

Year-at-a-glance

<b>Subject: Psychology/Sociology</b>	<b>Grade Level: 12</b>	<b>Date Completed: 4/24/2018</b>
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**1<sup>st</sup> Quarter**

Topic	Resources	Psychology Standards
Introducing Psychology	<p><b>Approved textbook</b> <i>Understanding Psychology</i> <b>Chapter 1</b></p> <p><b>Teacher-generated PowerPoints</b></p> <p><b>Suggested Videos:</b> "Brain Games" "The Released" "Secrets of Body Language" "What are Dreams?"</p>	<p>Perspectives in Psychological Science 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3 Content Standard 1: Classical conditioning 1.1, 1.2, 1.3 Content Standard 3: Observational and cognitive learning 3.1, 3.2 Content Standard 1: Basic elements comprising thought 1.1, 1.2 Content Standard 1: Perspectives on intelligence 1.1, 1.2, 1.3 Content Standard 1: Career options 1.1, 1.2 Content Standard 2: Educational requirements 2.1, 2.2</p> <p>8.5, 8.6</p>

**Dunmore School District  
Curriculum Guide**

<p>Infancy and Childhood</p>	<p><b>Approved textbook</b> <i>Understanding Psychology</i> <b>Chapter 3</b></p> <p><b>Teacher-generated PowerPoints</b></p> <p><b>Suggested Videos:</b> “9 Months that Made You” “Child Development: The First Two Years” “The Human Baby: Geniuses in Diapers” 60 Minutes Segment: “The Smartest Dog in the World”</p>	<p>Content Standard 1: Methods and issues in life span development 1.1, 1.2, 1.3, 1.4</p> <p>Content Standard 2: Theories of life span development 2.1, 2.2, 2.3</p> <p>Content Standard 3: Prenatal development and the newborn 3.1, 3.2</p> <p>Content Standard 4: Infancy (i.e., the first two years of life) 4.1, 4.2, 4.3, 4.4</p> <p>Content Standard 1: Structural features of language 1.1, 1.2</p> <p>Content Standard 2: Theories and developmental stages of language acquisition 2.1, 2.2, 2.3</p> <p>8.5, 8.6</p>
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**Dunmore School District  
Curriculum Guide**

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

Topic	Resources	Psychology Standards
Adolescence	<p><b>Approved textbook</b> <i>Understanding Psychology</i> <b>Chapter 4</b></p> <p><b>Teacher-generated PowerPoints</b></p> <p><b>Suggested Videos:</b> "Unguarded" "Supersize Me"</p>	<p>Content Standard 1: Methods and issues in life span development 1.1, 1.2, 1.3, 1.4</p> <p>Content Standard 2: Theories of life span development 2.1, 2.2, 2.3</p> <p>Content Standard 5: Childhood 5.1, 5.2, 5.3</p> <p>Content Standard 6: Adolescence 6.1, 6.2, 6.3, 6.4</p> <p>Content Standard 1: Basic elements comprising thought 1.1, 1.2</p> <p>Content Standard 2: Domains of motivated behavior in humans and non-human animals 2.1, 2.2, 2.3, 2.4</p> <p>Content Standard 1: Perspectives on emotion 1.1, 1.2</p> <p>Content Standard 3: Issues in personality 3.1, 3.2, 3.3, 3.4, 3.5</p> <p>Content Standard 1: Perspectives on abnormal behavior 1.1, 1.2, 1.3, 1.4, 1.5</p> <p>Content Standard 2: Categories</p>

Dunmore School District  
Curriculum Guide

		<p>of psychological disorders 2.1, 2.2, 2.3, 2.4 Content Standard 1: Stress and coping 1.1, 1.2, 1.3, 1.4 Content Standard 2: Behaviors and attitudes that promote health 2.1, 2.2, 2.3  8.5, 8.6</p>
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**Dunmore School District  
Curriculum Guide**

<p>Adulthood and Old Age</p>	<p><b>Approved textbook</b> <i>Understanding Psychology</i> <b>Chapter 5</b></p> <p><b>Teacher-generated PowerPoints</b></p> <p><b>Suggested Videos:</b> "Alzheimer's Disease: Facing the Facts" "The Alzheimer's Project" "Tuesday's with Morrie"</p>	<p>Content Standard 1: Methods and issues in life span development 1.1, 1.2, 1.3, 1.4, 1.5</p> <p>Content Standard 2: Theories of life span development 2.1, 2.2, 2.3</p> <p>Content Standard 7: Adulthood and aging 7.1, 7.2, 7.3</p> <p>Content Standard 2: Storage of memory 2.3</p> <p>Content Standard 1: Basic elements comprising thought 1.1, 1.2</p> <p>Content Standard 1: Perspectives on abnormal behavior 1.1, 1.2, 1.3, 1.4, 1.5</p> <p>Content Standard 2: Categories of psychological disorders 2.1, 2.2, 2.3, 2.4</p> <p>Content Standard 1: Stress and coping 1.1, 1.2, 1.3, 1.4</p> <p>Content Standard 2: Behaviors and attitudes that promote health 2.1, 2.2, 2.3</p> <p>8.5, 8.6</p>
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**Dunmore School District  
Curriculum Guide**

**3<sup>rd</sup> Quarter**

Topic	Resources	Sociology Standards
The Sociological Perspective	<p><b>Approved textbook</b> <i>Sociology: A Down-To-Earth Approach</i> <b>Chapter 1</b></p> <p><b>Teacher-generated PowerPoints</b></p> <p><b>Suggested Videos:</b> "Sociology Super Pack" "A Class Divided"</p>	<p>1.1, 1.2, 1.3, 4.1, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.2, 4.2.1, 4.2.2, 4.2.3, 4.3, 4.3.1, 4.3.2, 4.4, 4.4.1, 4.4.2, 4.4.3 8.5, 8.6</p>
Culture	<p><b>Approved textbook</b> <i>Sociology: A Down-To-Earth Approach</i> <b>Chapter 2</b></p> <p><b>Teacher-generated PowerPoints</b></p> <p><b>Suggested Videos:</b> "Sociology Super Pack" "Cults: Dangerous Devotion"</p>	<p>2.1, 2.1.1, 2.1.2, 2.1.3, 2.2, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3, 2.3.1, 2.3.2, 2.4, 2.4.1, 2.4.2, 2.4.3 8.5, 8.6</p>



**Dunmore School District  
Curriculum Guide**

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

Topic	Resources	Sociology Standards
Social Structure and Social Interaction	<p><b>Approved textbook</b> <i>Sociology: A Down-To-Earth Approach</i> <b>Chapter 4</b></p> <p><b>Teacher-generated PowerPoints</b></p> <p><b>Suggested Videos:</b> "Sociology Super Pack" "Happy"</p>	<p>1.4, 1.4.1, 1.4.2, 1.4.3, 2.1, 2.2, 4.1, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.2, 4.2.1, 4.2.2, 4.2.3, 4.3, 4.3.1, 4.3.2, 4.4, 4.4.1, 4.4.2, 4.4.3 8.5, 8.6</p>
Societies to Social Networks	<p><b>Approved textbook</b> <i>Sociology: A Down-To-Earth Approach</i> <b>Chapter 6</b></p> <p><b>Teacher-generated PowerPoints</b></p> <p><b>Suggested Videos:</b> "Living with the Kombai Tribe" "Ancient Culture: People" "Child Warriors"</p>	<p>1.2, 1.2.1, 2.1, 2.2, 2.3, 2.3.1, 2.3.2, 2.4, 2.4.1, 2.4.2, 2.4.3, 3.3, 3.3.1, 3.3.2, 3.3.3 8.5, 8.6</p>
Review and Final Exam		

**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Introducing Psychology</b>	<b>Essential Knowledge/Skills:</b> What is psychology? Why study psychology? Four goals of psychology Hypothesis vs theory The scientific basis of psychology Scientific method A brief history of psychology Marmaduke Sampson Phrenology Historical approaches to psychology Structuralism Wilhelm Wundt Introspection Functionalism William James Inheritable traits Sir Francis Galton Gestalt psychology Contemporary approaches to psychology Psychoanalytic psychology Sigmund Freud Behavioral psychology Ivan Pavlov John B. Watson B.F. Skinner Reinforcement Humanistic psychology Cognitive psychology	<b>Approved textbook</b> <i>Understanding Psychology</i> <b>Chapter 1</b>  <b>Teacher-generated PowerPoints</b>  <b>Suggested Videos:</b> "Brain Games" "The Released" "Secrets of Body Language" "What are Dreams?"	<b>Teacher prepared tests, quizzes, etc.</b>  <b>Teacher-generated discussion</b>  <b>Student-generated discussion</b>  <b>Series available assessments online. (Optional)</b>	<b>20 days</b>

**Dunmore School District  
Curriculum Guide**

	<p>Biological psychology Sociocultural psychology Psychology as a profession Psychologist vs Psychiatrist Clinical psychologist Counseling psychologist Developmental psychologist Educational psychologist Community/Organizational psychologist Experimental psychologist</p> <p><b>Vocabulary:</b> Psychology Cognitive Hypothesis Theory Basic science Applied science Introspection Psychiatry</p>			
<p><b>National High School Standards: Psychology</b>  <b>Perspectives in Psychological Science</b>  1.1 Define psychology as a discipline and identify its goals as a science  1.2 Describe the emergence of psychology as a scientific discipline  1.3 Describe perspectives employed to understand behavior and mental processes  1.4 Explain how psychology evolved as a scientific discipline  2.1 Discuss the value of both basic and applied psychological research with human and non-human animals  2.2 Describe the major subfields of psychology  2.3 Identify the important role psychology plays in benefiting society and improving people’s lives</p> <p><b>Content Standard 1: Classical conditioning</b></p>				

**Dunmore School District  
Curriculum Guide**

- 1.1 Describe the principles of classical conditioning
- 1.2 Describe clinical and experimental examples of classical conditioning
- 1.3 Apply classical conditioning to everyday life

**Content Standard 3: Observational and cognitive learning**

- 3.1 Describe the principles of observational and cognitive learning
- 3.2 Apply observational and cognitive learning to everyday life

**Content Standard 1: Basic elements comprising thought**

- 1.1 Define cognitive processes involved in understanding information
- 1.2 Define processes involved in problem solving and decision making

**Content Standard 1: Perspectives on intelligence**

- 1.1 Discuss intelligence as a general factor
- 1.2 Discuss alternative conceptualizations of intelligence
- 1.3 Describe the extremes of intelligence

**Content Standard 1: Career options**

- 1.1 Identify careers in psychological science and practice
- 1.2 Identify careers related to psychology

**Content Standard 2: Educational requirements**

- 2.1 Identify degree requirements for psychologists and psychology-related careers
- 2.2 Identify resources to help select psychology programs for further study

**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>Infancy and Childhood</b>	<b>Essential Knowledge/Skills:</b> Developmental psychology Nature vs Nurture Newborns Grasping reflex Rooting reflex Physical development Maturation Perceptual development Robert Fantz Development of language Telegraphic speech Cognitive development Jean Piaget Schema Assimilation Accommodation Object permanence Representational thought Conservation Egocentrism Piaget’s stages of cognitive development Emotional development Experiments with animals Konrad Lorenz Imprinting Critical Period Harry Harlow Human infants	<b>Approved textbook</b> <i>Understanding Psychology</i> <b>Chapter 3</b>  <b>Teacher-generated PowerPoints</b>  <b>Suggested Videos:</b> “9 Months that Made You” “Child Development: The First Two Years” “The Human Baby: Geniuses in Diapers” 60 Minutes Segment: “The Smartest Dog in the World”	<b>Teacher prepared tests, quizzes, etc.</b>  <b>Quarterly essay (Teacher-suggested topics)</b>  <b>Teacher-generated discussion</b>  <b>Student-generated discussion</b>  <b>Series available assessments online. (Optional)</b>	<b>25 days</b>

**Dunmore School District  
Curriculum Guide**

	Parenting styles Effects of parenting styles Child abuse Social development Socialization  <b>Vocabulary:</b> Maturation Reflexes Schema Assimilation Accommodation Conservation Egocentric Imprinting Authoritarian Authoritative Laissez-faire Socialization			
<p><b>National High School Standards: Psychology</b></p> <p><b>Content Standard 1: Methods and issues in life span development</b></p> <p>1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development</p> <p>1.2 Explain issues of continuity/discontinuity and stability/ change</p> <p>1.3 Distinguish methods used to study development</p> <p>1.4 Describe the role of sensitive and critical periods in development</p> <p><b>Content Standard 2: Theories of life span development</b></p> <p>2.1 Discuss theories of cognitive development</p> <p>2.2 Discuss theories of moral development</p> <p>2.3 Discuss theories of social development</p> <p><b>Content Standard 3: Prenatal development and the newborn</b></p> <p>3.1 Describe physical development from conception through birth and identify influences on prenatal development</p> <p>3.2 Describe newborns’ reflexes, temperament, and abilities</p>				

**Dunmore School District  
Curriculum Guide**

**Content Standard 4: Infancy (i.e., the first two years of life)**

- 4.1 Describe physical and motor development
- 4.2 Describe how infant perceptual abilities and intelligence develop
- 4.3 Describe the development of attachment and the role of the caregiver
- 4.4 Describe the development of communication and language

**Content Standard 1: Structural features of language**

- 1.1 Describe the structure and function of language
- 1.2 Discuss the relationship between language and thought

**Content Standard 2: Theories and developmental stages of language acquisition**

- 2.1 Explain the process of language acquisition
- 2.2 Discuss how acquisition of a second language can affect language development and possibly other cognitive processes
- 2.3 Evaluate the theories of language acquisition

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

8.5 Reading Informational Text

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

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**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>Adolescence</b></p>	<p><b>Essential Knowledge/Skills:</b>            Initiation rites            Physical development            Reactions to growth            Personal development            Cognitive development            Dr. David Elkind            Identity development            Erik Erikson’s theory of identity crisis            James Marcia            Social learning view            Albert Bandura            Margaret Mead            Social development            The role of peers            Judith Rich Harris            Difficulties during adolescence            Juvenile delinquency            Teenage depression and suicide            Kathleen McCoy            Eating disorders            Gender roles and differences            Sandra Bem</p> <p><b>Vocabulary:</b>            Initiation rites            Puberty            Menarche            Spermarche            Asynchrony            Rationalization            Clique</p>	<p><b>Approved textbook</b>  <i>Understanding Psychology</i>  <b>Chapter 4</b></p> <p><b>Teacher-generated PowerPoints</b></p> <p><b>Suggested Videos:</b>            “Unguarded”            “Supersize Me”</p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p> <p><b>Teacher-generated discussion</b></p> <p><b>Student-generated discussion</b></p> <p><b>Series available assessments online. (Optional)</b></p>	<p><b>20 days</b></p>



**Dunmore School District  
Curriculum Guide**

	Conformity Anorexia nervosa Bulimia nervosa Gender identity Gender role Gender stereotype Androgynous Gender schema			
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**National High School Standards: Psychology**

Content Standard 1: Methods and issues in life span development

- 1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development
- 1.2 Explain issues of continuity/discontinuity and stability/ change
- 1.3 Distinguish methods used to study development
- 1.4 Describe the role of sensitive and critical periods in development

**Content Standard 2: Theories of life span development**

- 2.1 Discuss theories of cognitive development
- 2.2 Discuss theories of moral development
- 2.3 Discuss theories of social development

**Content Standard 5: Childhood**

- 5.1 Describe physical and motor development
- 5.2 Describe how memory and thinking ability develops
- 5.3 Describe social, cultural, and emotional development through childhood

**Content Standard 6: Adolescence**

- 6.1 Identify major physical changes
- 6.2 Describe the development of reasoning and morality
- 6.3 Describe identity formation
- 6.4 Discuss the role of family and peers in adolescent development

**Content Standard 1: Basic elements comprising thought**

**Dunmore School District  
Curriculum Guide**

- 1.1 Define cognitive processes involved in understanding information
- 1.2 Define processes involved in problem solving and decision making

**Content Standard 2: Domains of motivated behavior in humans and non-human animals**

- 2.1 Discuss eating behavior
- 2.2 Discuss sexual behavior and orientation
- 2.3 Discuss achievement motivation
- 2.4 Discuss other ways in which humans and non-human animals are motivated

**Content Standard 1: Perspectives on emotion**

- 1.1 Explain the biological and cognitive components of emotion
- 1.2 Discuss psychological research on basic human emotions

**Content Standard 3: Issues in personality**

- 3.1 Discuss biological and situational influences
- 3.2 Discuss stability and change
- 3.3 Discuss connections to health and work
- 3.4 Discuss self-concept
- 3.5 Analyze how individualistic and collectivistic cultural perspectives relate to personality

**Content Standard 1: Perspectives on abnormal behavior**

- 1.1 Define psychologically abnormal behavior
- 1.2 Describe historical and cross-cultural views of abnormality
- 1.3 Describe major models of abnormality
- 1.4 Discuss how stigma relates to abnormal behavior
- 1.5 Discuss the impact of psychological disorders on the individual, family, and society

**Content Standard 2: Categories of psychological disorders**

- 2.1 Describe the classification of psychological disorders
- 2.2 Discuss the challenges associated with diagnosis
- 2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)
- 2.4 Evaluate how different factors influence an individual's experience of psychological disorders

**Dunmore School District  
Curriculum Guide**

**Content Standard 1: Stress and coping**

- 1.1 Define stress as a psychophysiological reaction
- 1.2 Identify and explain potential sources of stress
- 1.3 Explain physiological and psychological consequences for health
- 1.4 Identify and explain physiological, cognitive, and behavioral strategies to deal with stress

**Content Standard 2: Behaviors and attitudes that promote health**

- 2.1 Identify ways to promote mental health and physical fitness
- 2.2 Describe the characteristics of and factors that promote resilience and optimism
- 2.3 Distinguish between effective and ineffective means of dealing with stressors and other health issues

**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>Adulthood and Old Age</b>	<p><b>Essential Knowledge/Skills:</b>            Adulthood            Physical changes            Health problems            Menopause            Climacteric            Social and personality development            Daniel Levinson’s theory of male development            Generativity            Stagnation            Female development            Empty nest syndrome            Depression in midlife            Old age            Attitudes toward aging            Decremental model of aging            Ageism            Changes in health            Changes in life situation            Adjusting to old age            Senile dementia            Alzheimer’s Disease            Dying and death            Thanatology            Elisabeth Kubler Ross            Hospice</p> <p><b>Vocabulary:</b>            Menopause            Generativity            Stagnation</p>	<p><b>Approved textbook</b>  <i>Understanding Psychology</i>  <b>Chapter 5</b></p> <p><b>Teacher-generated PowerPoints</b></p> <p><b>Suggested Videos:</b>            “Alzheimer’s Disease: Facing the Facts”            “The Alzheimer’s Project”            “Tuesday’s with Morrie”</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Quarterly essay (Teacher-suggested topics)</p> <p>Teacher-generated discussion</p> <p>Student-generated discussion</p> <p>Series available assessments online. (Optional)</p>	<p>25 days</p>

**Dunmore School District  
Curriculum Guide**

	Ageism Thanatology Hospice			
<p><b>National High School Standards: Psychology</b></p> <p><b>Content Standard 1: Methods and issues in life span development</b></p> <p>1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development</p> <p>1.2 Explain issues of continuity/discontinuity and stability/ change</p> <p>1.3 Distinguish methods used to study development</p> <p>1.4 Describe the role of sensitive and critical periods in development</p> <p>1.5 Discuss issues related to the end of life</p> <p><b>Content Standard 2: Theories of life span development</b></p> <p>2.1 Discuss theories of cognitive development</p> <p>2.2 Discuss theories of moral development</p> <p>2.3 Discuss theories of social development</p> <p><b>Content Standard 7: Adulthood and aging</b></p> <p>7.1 Identify major physical changes associated with adulthood and aging</p> <p>7.2 Describe cognitive changes in adulthood and aging</p> <p>7.3 Discuss social, cultural, and emotional issues in aging</p> <p><b>Content Standard 2: Storage of memory</b></p> <p>2.3 Discuss types of memory and memory disorders (e.g., amnesias, dementias)</p> <p><b>Content Standard 1: Basic elements comprising thought</b></p> <p>1.1 Define cognitive processes involved in understanding information</p> <p>1.2 Define processes involved in problem solving and decision making</p> <p><b>Content Standard 1: Perspectives on abnormal behavior</b></p> <p>1.1 Define psychologically abnormal behavior</p> <p>1.2 Describe historical and cross-cultural views of abnormality</p> <p>1.3 Describe major models of abnormality</p> <p>1.4 Discuss how stigma relates to abnormal behavior</p> <p>1.5 Discuss the impact of psychological disorders on the individual, family, and society</p>				

**Dunmore School District  
Curriculum Guide**

**Content Standard 2: Categories of psychological disorders**

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- 2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)
- 2.4 Evaluate how different factors influence an individual's experience of psychological disorders

**Content Standard 1: Stress and coping**

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

8.5 Reading Informational Text

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

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**Dunmore School District  
Curriculum Guide**

<b>General Topic</b>	<b>Essential Knowledge, Skills &amp; Vocabulary</b>	<b>Resources &amp; Activities</b>	<b>Assessments</b>	<b>Suggested Time (In Days)</b>
<b>The Sociological Perspective</b>	<b>Essential Knowledge/Skills:</b> Sociological perspective Society Social location C. Wright Mills The growing global context Sociology and the other social sciences Sociology Anthropology Economics Political science Psychology History geography Origins of sociology Auguste Comte and positivism Herbert Spencer and Social Darwinism Karl Marx and class conflict Emile Durkheim and social integration Max Weber and the Protestant ethic Verstehen and social facts Sociology in North America University of Kansas Albion Small Jane Addams W.E.B. DuBois and race relations NAACP Theory vs reform Robert Park and Ernest Burgess C. Wright Mills and the Power Elite Continuing tension and the rise of applied sociology Trends shaping the future of sociology	<b>Approved textbook:</b> <i>Sociology: A Down-to-Earth Approach</i> <b>Chapter 1</b>  <b>Teacher-generated PowerPoints</b>  <b>Suggested Videos:</b> "Sociology Super Pack" "A Class Divided"	<b>Teacher prepared tests, quizzes, etc.</b>  <b>Teacher-generated discussion</b>  <b>Student-generated discussion</b>  <b>Series available assessments online. (Optional)</b>	<b>24 days</b>

**Dunmore School District  
Curriculum Guide**

**National High School Standards: Sociology**

- 1.1 Students will identify sociology as a scientific field of inquiry.
- 1.2 Students will compare and contrast the sociological perspective and how it differs from other social sciences.
- 1.3 Students will identify, differentiate among, and apply a variety of sociological theories.
- 4.1 Students will identify common patterns of social inequality.
  - 4.1.1 Privilege
  - 4.1.2 Power
  - 4.1.3 Racial and ethnic inequality
  - 4.1.4 Class inequality
  - 4.1.5 Gender inequality
- 4.2 Students will analyze the effects of social inequality on groups and individuals.
  - 4.2.1 Life chances
  - 4.2.2 Social problems
  - 4.2.3 Inter- and intra-group conflict
- 4.3 Students will explain the relationship between social institutions and inequality.
  - 4.3.1 Distribution of power through social institutions
  - 4.3.2 Potential of institutions to produce, reinforce, or challenge inequality
- 4.4 Students will assess responses to social inequality.
  - 4.4.1 Individual responses to inequality
  - 4.4.2 Group responses to inequality such as social movements
  - 4.4.3 Social policy responses to inequality

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

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

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**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Culture</b>	<b>Essential Knowledge/Skills:</b> Culture Material culture Nonmaterial (symbolic) culture Culture shock Ethnocentrism Cultural relativism Robert Edgerton Components of symbolic culture Language Sapir-Whorf Hypothesis Values Norms, Sanctions Folkways Mores Taboo Subculture Counterculture Values in American society Robin Williams Ideal culture Real culture Cultural universals Technology in the global village Technology New technology William Ogburn Culture lag Cultural leveling	<b>Approved textbook</b> <i>Sociology: A Down-to-Earth Approach</i> <b>Chapter 2</b>  <b>Teacher-generated PowerPoints</b>  <b>Suggested Videos:</b> "Sociology Super Pack" "Cults: Dangerous Devotion"	<b>Teacher prepared tests, quizzes, etc.</b>  <b>Teacher-generated discussion</b>  <b>Student-generated discussion</b>  <b>Series available assessments online. (Optional)</b>	<b>20 days</b>

**Dunmore School District  
Curriculum Guide**

**National High School Standards: Sociology**

- 2.1 Students will describe the components of culture.
  - 2.1.1 Nonmaterial culture, including norms and values
  - 2.1.2 Material culture
  - 2.1.3 Subcultures
- 2.2 Students will analyze how culture influences individuals, including themselves.
  - 2.2.1 Ethnocentrism
  - 2.2.2 Cultural relativity
  - 2.2.3 Culture shock
  - 2.2.4 American values
- 2.3 Students will evaluate important social institutions and how they respond to social needs.
  - 2.3.1 Social institutions such as: family, education, religion, economy, and government
  - 2.3.2 Social statuses and roles
- 2.4 Students will assess how social institutions and cultures change and evolve.
  - 2.4.1 Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age
  - 2.4.2 Countercultures
  - 2.4.3 Social movements

**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>Social Structure and Social Interaction</b>	<b>Essential Knowledge/Skills:</b> Interaction Macrosociology Microsociology Social interaction The macrosociological perspective Culture Social class Status Status set Ascribed status Achieved status Status symbols Master status Status inconsistency Roles Role exit Group Social institutions Comparing functionalist and conflict perspectives Functional requisites Changes in social structure What holds a society together? Social cohesion Mechanical solidarity Division of labor Organic solidarity Gemeinschaft and gesellschaft Ferdinand Tonnies The microsociological perspective Stereotypes Mark Snyder	<b>Approved textbook</b> <i>Sociology: A Down-to-Earth Approach</i> <b>Chapter 4</b>  <b>Teacher-generated PowerPoints</b>  <b>Suggested Videos:</b> “Sociology Super Pack” “Happy”	<b>Teacher prepared tests, quizzes, etc.</b>  <b>Teacher-generated discussion</b>  <b>Student-generated discussion</b>  <b>Series available assessments online. (Optional)</b>	<b>23 days</b>

**Dunmore School District  
Curriculum Guide**

	Edward Hall Dramaturgy Erving Goffman Impression management Front stage Back stage Role performance Role conflict Role strain Sign vehicles Social setting Team work Face-saving behavior Ethnomethodology Harold Garfinkel			
<p><b>National High School Standards: Sociology</b></p> <p>1.4 Students will identify, differentiate among, and apply a variety of sociological theories.</p> <p>1.4.1 Functionalist perspective</p> <p>1.4.2 Conflict theory</p> <p>1.4.3 Symbolic interaction</p> <p>2.1 Students will describe the components of culture.</p> <p>2.2 Students will analyze how culture influences individuals, including themselves.</p> <p>4.1 Students will identify common patterns of social inequality.</p> <p>4.1.1 Privilege</p> <p>4.1.2 Power</p> <p>4.1.3 Racial and ethnic inequality</p> <p>4.1.4 Class inequality</p> <p>4.1.5 Gender inequality</p> <p>4.2 Students will analyze the effects of social inequality on groups and individuals.</p> <p>4.2.1 Life chances</p> <p>4.2.2 Social problems</p> <p>4.2.3 Inter- and intra-group conflict</p>				

**Dunmore School District  
Curriculum Guide**

4.3 Students will explain the relationship between social institutions and inequality.

4.3.1 Distribution of power through social institutions

4.3.2 Potential of institutions to produce, reinforce, or challenge inequality

4.4 Students will assess responses to social inequality.

4.4.1 Individual responses to inequality

4.4.2 Group responses to inequality such as social movements

4.4.3 Social policy responses to inequality

**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>Societies to Social Networks</b>	<b>Essential Knowledge/Skills:</b> Groups Society The transformation of societies Hunting and gathering societies Pastoral societies Horticultural societies Agricultural societies Industrial societies Industrial Revolution Postindustrial (Information) societies Bioeconomic societies Groups within a society Emile Durkheim Primary groups Secondary groups In-groups Out-groups  <b>Vocabulary:</b> Nomads Shaman Anomie Aggregate Category	<b>Approved textbook</b> <i>Sociology: A Down-to-Earth Approach</i> <b>Chapter 6</b>  <b>Teacher-generated PowerPoints</b>  <b>Suggested Videos:</b> “Living with the Kumbai Tribe” “Ancient Culture: People” “Child Warriors”	<b>Teacher prepared tests, quizzes, etc.</b>  <b>Quarterly essay (Teacher-suggested topics)</b>  <b>Teacher-generated discussion</b>  <b>Student-generated discussion</b>  <b>Series available assessments online. (Optional)</b>	<b>18 days</b>
<b>National High School Standards: Sociology</b> 1.2 Students will compare and contrast the sociological perspective and how it differs from other social sciences. 1.2.1 Impact of social context on human behavior 2.1 Students will describe the components of culture. 2.2 Students will analyze how culture influences individuals, including themselves. 2.3 Students will evaluate important social institutions and how they respond to social needs.				

**Dunmore School District  
Curriculum Guide**

2.3.1 Social institutions such as: family, education, religion, economy, and government

2.3.2 Social statuses and roles

2.4 Students will assess how social institutions and cultures change and evolve.

2.4.1 Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age

2.4.2 Countercultures

2.4.3 Social movements

3.3 Students will examine the social construction of groups and their impact on the life chances of individuals.

3.3.1 Reference groups

3.3.2 Primary and secondary groups

3.3.3 In-groups and out-groups

**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>5 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.

## Dunmore School District Curriculum Guide

### Grades 9-10

#### Key Ideas and Details

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

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

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

#### Craft and Structure

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

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

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

#### Integration of Knowledge and Ideas

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

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

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

#### Range and Level of Complex Texts

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

### Grades 11-12

#### Key Ideas and Details

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

**Dunmore School District  
Curriculum Guide**

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

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

**Craft and Structure**

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

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

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

**Integration of Knowledge and Ideas**

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

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

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

**Range and Level of Complex Texts**

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

**Dunmore School District  
Curriculum Guide**

**PA Core Standards:**

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

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

**Grades 6-8**

**Text Types and Purposes**

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

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

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

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

**Production and Distribution of Writing**

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

**Dunmore School District  
Curriculum Guide**

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

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

**Research to Build and Present Knowledge**

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

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

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

**Range of Writing**

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

**Grades 9-10**

**Text Types and Purposes**

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

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

**Dunmore School District  
Curriculum Guide**

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

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

**Production and Distribution of Writing**

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

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

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

**Research to Build and Present Knowledge**

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

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

**Dunmore School District  
Curriculum Guide**

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.

**Dunmore School District  
Curriculum Guide**

- 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.