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# American Cultures II Academic

Curriculum Guide

Dunmore School District

Dunmore, PA



**Dunmore School District  
Curriculum Guide**

**American Cultures II Academic**

**Prerequisite:**

- Successful completion of Euro/American History

**Course Description:**

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

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

**Special Education:**

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

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

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Year-at-a-glance

<b>Subject: American Cultures II Academic</b>	<b>Grade Level: 11</b>	<b>Date Completed: 4/16/2019</b>
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**1<sup>st</sup> Quarter**

Topic	Resources	Standards
The Passing of the Frontier	<p><b>Approved textbook</b> <i>A History of the United States</i> Chapter 15</p> <p>Teacher-generated PowerPoints</p> <p><b>Worksheets</b> Graphic Organizers, Questions, Debates, Reflections, Video Reviews, Compare and Contrast, Secondary Source</p> <p><b>Videos</b> <b>Suggested:</b> Great Indian Leaders</p> <p><b>Review for test</b> Teacher generated questions and materials for understanding</p>	<p>8.1.U.A., 8.1.U.B, 8.2.U.A., 8.2.U.B., 8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C., 8.3.U.D., 5.1.U.A., 5.1.U.C., 5.1.U.D., 5.1.U.F., 5.2.U.B., 5.2.U.C., 5.2.U.D., 5.3.U.D., 7.3.U.A., 7.4.U.B, 5.1.U.A., 5.1.U.C., 5.1.U.D., 5.1.U.F., 5.2.U.B., 5.2.U.C., 5.2.U.D., 5.3.U.D., 8.5, 8.6.</p>

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<p>The Nation Transformed</p>	<p><b>Approved textbook</b>  <i>A History of the United States</i>            Chapter 16</p> <p>Teacher-generated PowerPoints</p> <p>Worksheets            Graphic Organizers, Questions, Debates,            Reflections, Video Reviews, Compare and            Contrast, Secondary Source</p> <p><b>Videos</b>  <b>Suggested:</b>            Biography: J.P. Morgan</p> <p>Review for test            Teacher generated questions and materials for            understanding</p>	<p>8.1.U.A., 8.1.U.B, 8.2.U.A.,            8.2.U.B., 8.2.U.C., 8.2.U.D.,            8.3.U.A., 8.3.U.B., 8.3.U.C.,            8.3.U.D., 5.1.U.A., 5.1.U.C.,            5.1.U.D., 5.1.U.F., 5.2.U.B.,            5.2.U.C., 5.2.U.D., 5.3.U.D.,            7.3.U.A., 7.3.U.B., , 5.1.U.A.,            5.1.U.C., 5.1.U.D., 5.1.U.F.,            5.2.U.B., 5.2.U.C., 5.2.U.D.,            5.3.U.D., 7.3.U.A., 7.4.U.B., 8.5,            8.6</p>
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<p>The Challenge of the Cities</p>	<p><b>Approved textbook</b>  <i>A History of the United States</i>            Chapter 17</p> <p>Teacher-generated PowerPoints</p> <p><b>Worksheets</b>            Graphic Organizers, Questions, Debates, Reflections, Video Reviews, Compare and Contrast, Secondary Source</p> <p><b>Videos</b>  <b>Suggested:</b>            Immigration and Cultural Change</p> <p><b>Review for test</b>            Teacher generated questions and materials for understanding</p>	<p>8.1.U.A., 8.1.U.B, 8.2.U.A., 8.2.U.B., 8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C., 8.3.U.D., 5.1.U.A., 5.1.U.C., 5.1.U.D., 5.1.U.F., 5.2.U.A., ., 5.2.U.B., 5.2.U.C., 5.2.U.D., 5.3.U.D., 7.3.U.A., 7.4.U.B., 6.1.U.B., 6.2.U.A., 6.2.U.F., 6.3.U.B., 6.4.U.C., 6.5.U.B., 6.5.U.E., 6.5.U.F., 8.5, 8.6</p>
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**2<sup>nd</sup> Quarter**

Topic	Resources	Standards
The U.S. and the World	<p><b>Approved textbook</b>  <i>A History of the United States</i>            Chapter 19</p> <p>Teacher-generated PowerPoints</p> <p><b>Worksheets</b>            Graphic Organizers, Questions, Debates, Reflections, Video Reviews, Compare and Contrast, Secondary Source</p> <p><b>Videos</b>  <b>Suggested:</b>            Spanish American War</p> <p><b>Review for test</b>            Teacher generated questions and materials for understanding</p>	<p>8.1.U.A., 8.1.U.B, 8.2.U.A.,            8.2.U.B., 8.2.U.C., 8.2.U.D.,            8.3.U.A., 8.3.U.B., 8.3.U.C.,            8.3.U.D., 5.1.U.A., 5.1.U.C.,            5.1.U.D., 5.1.U.F., 5.2.U.A., ,            5.2.U.B., 5.2.U.C., 5.2.U.D.,            5.3.U.D., 7.1.U.A., 7.3.U.A.,            7.4.U.B., 6.1.U.B., 6.1.U.C., 8.5,            8.6</p>

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<p>The Progressive Era</p>	<p><b>Approved textbook:</b> <i>A History of the United States</i> Chapter 20</p> <p>Teacher-generated PowerPoints</p> <p><b>Worksheets</b> Graphic Organizers, Questions, Debates, Reflections, Video Reviews, Compare and Contrast, Secondary Source</p> <p><b>Videos:</b> <b>Suggested:</b> The Presidents: T.R., Taft, Wilson The Panama Canal</p> <p><b>Review for test</b> Teacher generated questions and materials for understanding</p>	<p>8.1.U.A., 8.1.U.B, 8.2.U.A., 8.2.U.B., 8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C., 8.3.U.D., 5.1.U.A., 5.1.U.C., 5.1.U.D., 5.1.U.F., 5.2.U.B., 5.2.U.C., 5.2.U.D., 5.3.U.D., 5.4.U.A., 7.3.U.A., 6.1.U.B., 6.2.U.F., 6.3.U.B., 6.3.U.D., 6.4.U.C., 6.5.U.B., 8.5, 8.6</p>
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<p>The U.S. and World War I</p>	<p><b>Approved textbook</b>  <i>A History of the United States</i>            Chapter 21</p> <p>Teacher-generated PowerPoints</p> <p><b>Worksheets</b>            Graphic Organizers, Questions, Debates, Reflections, Video Reviews, Compare and Contrast, Secondary Source</p> <p><b>Videos</b>  <b>Suggested:</b>            The Roaring Twenties            Century of War: WWI</p> <p><b>Review for test</b>            Teacher generated questions and materials for understanding</p>	<p>8.1.U.A., 8.1.U.B, 8.2.U.A., 8.2.U.B., 8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C., 8.3.U.D., 5.1.U.A., 5.1.U.C., 5.1.U.D., 5.1.U.F., 5.2.U.B., 5.2.U.C., 5.2.U.D., 5.3.U.D., 5.4.U.A., 7.3.U.A., 6.1.U.B., 6.3.U.B., 8.5, 8.6</p>
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**3<sup>rd</sup> Quarter**

Topic	Resources	Standards
The Coming of the Great Depression	<p><b>Approved textbook</b>  <i>A History of the United States</i>            Chapter 23</p> <p>Teacher-generated PowerPoints</p> <p><b>Worksheets</b>            Graphic Organizers, Questions, Debates, Reflections, Video Reviews, Compare and Contrast, Secondary Source</p> <p>Begin reading Unbroken by Laura Hillenbrand with teacher generated questions continue into 4<sup>th</sup> quarter if needed.</p> <p><b>Videos</b>  <b>Suggestions:</b>            American Experience: The Dust Bowl            The Great Depression</p>	<p>8.1.U.A., 8.1.U.B, 8.2.U.A.,            8.2.U.B., 8.2.U.C., 8.2.U.D.,            8.3.U.A., 8.3.U.B., 8.3.U.C.,            8.3.U.D., 5.1.U.A., 5.1.U.C.,            5.1.U.D., 5.1.U.F., 5.2.U.B.,            5.2.U.C., 5.2.U.D., 5.3.U.D.,            5.4.U.A., 7.3.U.A., 7.4.U.A.,            6.1.U.B., 6.3.U.B., 8.5, 8.6</p>

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<p>F.D.R. and the New Deal</p>	<p><b>Approved textbook</b>  <i>A History of the United States</i>            Chapter 24</p> <p>Teacher-generated PowerPoints</p> <p><b>Worksheets</b>            Graphic Organizers, Questions, Debates, Reflections, Video Reviews, Compare and Contrast, Secondary Source</p> <p><b>Videos</b>  <b>Suggestions:</b>            The Presidents: FDR</p> <p><b>Review for test</b>            Teacher generated questions and materials for understanding</p>	<p>8.1.U.A., 8.1.U.B, 8.2.U.A., 8.2.U.B., 8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C., 8.3.U.D., 5.1.U.A., 5.1.U.C., 5.1.U.D., 5.1.U.F., 5.2.U.B., 5.2.U.C., 5.2.U.D., 5.3.U.D., 7.3.U.A., 7.4.U.A., 6.1.U.B., 6.3.U.B., 8.5, 8.6</p>
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Clouds of War	<p><b>Approved textbook</b>  <i>A History of the United States</i>            Chapter 26</p> <p>Teacher-generated PowerPoints</p> <p><b>Worksheets</b>            Graphic Organizers, Questions, Debates, Reflections, Video Reviews, Compare and Contrast, Secondary Source</p> <p><b>Videos</b>  <b>Suggestions:</b>            Greatest Speeches: Adolf Hitler</p> <p><b>Review for test</b>            Teacher generated questions and materials for understanding</p>	<p>8.1.U.A., 8.1.U.B, 8.2.U.A.,            8.2.U.B., 8.2.U.C., 8.2.U.D.,            8.3.U.A., 8.3.U.B., 8.3.U.C.,            8.3.U.D., 5.1.U.A., 5.1.U.C.,            5.1.U.D., 5.1.U.F., 5.2.U.B.,            5.2.U.C., 5.2.U.D., 5.3.U.D.,            7.3.U.A., 7.4.U.A., 6.1.U.B.,            6.3.U.B., 8.5, 8.6</p>
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**4<sup>th</sup> Quarter**

Topic	Resources	Standards
A World Conflict	<p><b>Approved textbook</b>  <i>A History of the United States</i>            Chapter 27</p> <p>Teacher-generated PowerPoints</p> <p><b>Worksheets</b>            Graphic Organizers, Questions, Debates, Reflections, Video Reviews, Compare and Contrast, Secondary Source</p> <p><b>Videos</b>  <b>Suggestions:</b>            A Century of War: WWII            24 Hours after Hiroshima</p> <p><b>Review for test</b>            Teacher generated questions and materials for understanding</p>	8.1.U.A., 8.1.U.B, 8.2.U.A., 8.2.U.B., 8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C., 8.3.U.D., 5.1.U.A., 5.1.U.C., 5.1.U.D., 5.1.U.F., 5.2.U.B., 5.2.U.C., 5.2.U.D., 5.3.U.D., 7.3.U.A., 7.4.U.A., 8.5, 8.6

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<p>Truman: Neither War nor Peace</p>	<p><b>Approved textbook</b> A History of the United States Chapter 28</p> <p>Teacher-generated PowerPoints</p> <p><b>Worksheets</b> Graphic Organizers, Questions, Debates, Reflections, Video Reviews, Compare and Contrast, Secondary Source</p> <p><b>Videos</b> <b>Suggestions:</b> The Presidents: Harry Truman Unbroken</p> <p><b>Review for test</b> Teacher generated questions and materials for understanding</p>	<p>8.1.U.A., 8.1.U.B, 8.2.U.A., 8.2.U.B., 8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C., 8.3.U.D., 5.1.U.A., 5.1.U.C., 5.1.U.D., 5.1.U.F., 5.2.U.B., 5.2.U.C., 5.2.U.D., 5.3.U.D., 7.1.U.A., 7.2.U.A., 7.3.U.A., 6.2.U.G., 6.3.U.D.</p>
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<p>Eisenhower, Moderate Republican</p>	<p><b>Approved textbook</b>  <i>A History of the United States</i>            Chapter 29</p> <p>Teacher-generated PowerPoints</p> <p><b>Worksheets</b>            Graphic Organizers, Questions, Debates, Reflections, Video Reviews, Compare and Contrast, Secondary Source</p> <p><b>Videos</b>  <b>Suggestions:</b>            The Presidents: Eisenhower            The Forgotten War: Korea</p> <p><b>Review for test</b>            Teacher generated questions and materials for understanding</p>	<p>8.1.U.A., 8.1.U.B, 8.2.U.A., 8.2.U.B., 8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C., 8.3.U.D., 5.1.U.A., 5.1.U.C., 5.1.U.D., 5.1.U.F., 5.2.U.B., 5.2.U.C., 5.2.U.D., 5.3.U.D., 7.3.U.A., 7.4.U.B., 6.1.U.C., 6.2.U.A., 6.2.U.D., 6.2.U.E., 6.3.U.B.</p>
<p>Review and Final Exam</p>		

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>The Passing of the Frontier</b></p> <p><b>Increasing numbers of Americans seek new opportunities in the American West during and after the Civil War.</b></p>	<p><b>Essential Knowledge/Skills:</b>            Indian Wars &amp; Resettlement            The Defeat of the Indians            The Ghost Dance            Sitting Bull            Wounded Knee            Decline of the Buffalo            The Dawes Act            Seeking Gold &amp; Silver            The Cattle Kingdom            The Farmers Frontier            Homestead Act</p> <p><b>Vocabulary:</b>            Frontier            Reservation            Territory</p>	<p><b>Approved textbook</b>  <i>A History of the United States</i>            Chapter 15</p> <p>Teacher-generated PowerPoints</p> <p><b>Worksheets</b>            Graphic Organizers,            Questions, Debates,            Reflections, Video            Reviews, Compare and            Contrast, Secondary            Source</p> <p><b>Videos</b>  <b>Suggested:</b>            Great Indian Leaders</p> <p><b>Review for test</b>            Teacher generated questions and            materials for understanding</p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p>	<p><b>14 days</b></p>

**PA Academic Standards: History**

- 8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.
- 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.
- 8.2.U.C. Evaluate continuity and change in Pennsylvania are interrelated to the U.S.
  - Belief systems and religions
  - Commerce and industry
  - Technology

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

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

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

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

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

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

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

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

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

**PA Academic Standards: Civics and Government**

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

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

- Liberty / Freedom
- Democracy
- Justice
- Equality

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

- Declaration of Independence



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- United States Constitution
- Bill of Rights
- Pennsylvania Constitution

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

**PA Academic Standards: Geography**

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

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

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

**PA Academic Standards: Economics**

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

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

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

8.5 Reading Informational Text

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

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

8.6 Writing

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

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>The Nation Transformed</b></p> <p><b>The growth of railroads from 1865-1900 Led to a rapid growth of cities and towns.</b></p> <p><b>Poor working conditions lead to the rise of labor unions.</b></p>	<p><b>Essential Knowledge/Skills:</b>            The Rise of Railroads &amp; Big Business            J.P. Morgan            Andrew Carnegie            John D. Rockefeller            George Bissell            Montgomery Ward            Richard Sears            A.T. Stewart            William Sellers            Frederick Taylor            Thomas Edison            Organization of Labor            Haymarket Square Massacre            Knights of Labor</p> <p><b>Vocabulary:</b>            Trust            Holding company            Antitrust            Labor union</p>	<p><b>Approved textbook</b>  <i>A History of the United States</i>            Chapter 16</p> <p>Teacher-generated PowerPoints</p> <p><b>Worksheets</b>            Graphic Organizers,            Questions, Debates,            Reflections, Video            Reviews, Compare and            Contrast, Secondary            Source</p> <p><b>Videos</b>  <b>Suggested:</b>            Biography: J.P. Morgan</p> <p><b>Review for test</b>            Teacher generated questions and materials for understanding</p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p>	<p><b>14 days</b></p>

**PA Academic Standards: History**

- 8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.
- 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.
- 8.2.U.C. Evaluate continuity and change in Pennsylvania are interrelated to the U.S.
  - Belief systems and religions
  - Commerce and industry
  - Technology

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

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

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

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

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

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

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

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

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

**PA Academic Standards: Civics and Government**

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

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

- Liberty / Freedom
- Democracy
- Justice
- Equality

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

- Declaration of Independence

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- United States Constitution
- Bill of Rights
- Pennsylvania Constitution

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

**PA Academic Standards: Geography**

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

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

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

**PA Academic Standards: Economics**

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

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

**PA Academic Standards: Geography**

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

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

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

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

8.5 Reading Informational Text

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 Challenge of the Cities</b></p> <p><b>Immigrants from across Europe pour into the United States</b></p> <p><b>The rise of new cities and the growth of older cities give the nation an increasingly urban character</b></p>	<p><b>Essential Knowledge/Skills:</b>            City slums            City Governments            Reformers and Self-helpers            The Spread of Learning            Colleges            Education for African-Americans            Booker T. Washington &amp; W.E.B. DuBois            Bridge Building Heroes            Elevators and Skyscrapers            Company Towns</p> <p><b>Vocabulary:</b>            Political machine            Immigrant            Literacy test            Settlement house            Land-grant colleges            Company town</p>	<p><b>Approved textbook</b>  <i>A History of the United States</i>            Chapter 17</p> <p>Teacher-generated PowerPoints</p> <p><b>Worksheets</b>            Graphic Organizers,            Questions, Debates,            Reflections, Video            Reviews, Compare and Contrast, Secondary Source</p> <p><b>Videos</b>  <b>Suggested:</b>            Immigration and Cultural Change</p> <p><b>Review for test</b>            Teacher generated questions and materials for understanding</p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p>	<p><b>14 days</b></p>

**PA Academic Standards: History**

- 8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.
- 8.2.U.C. Evaluate continuity and change in Pennsylvania are interrelated to the U.S.
  - Belief systems and religions
  - Commerce and industry
  - Technology

**Dunmore School District  
Curriculum Guide**

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

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

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

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

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

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

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

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

**PA Academic Standards: Civics and Government**

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

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

- Liberty / Freedom
- Democracy
- Justice
- Equality

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

- Declaration of Independence
- United States Constitution



**Dunmore School District  
Curriculum Guide**

- Bill of Rights
- Pennsylvania Constitution

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

5.2.U.A. Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.

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

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

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

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

**PA Academic Standards: Geography**

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

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

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

**PA Academic Standards: Economics**

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

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

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

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

- Ethnicity and Race
- Working conditions
- Immigration
- Military conflict
- Economic Stability (Reference History Standards 8.3.9.D.)

6.4.U.C. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. (Reference History Standards 8.3.9.A.)

6.5.U.B. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. (Reference History Standards 8.3.9.A.)

6.5.U.E. Define wealth and describe its distribution within and among the political divisions of the United States.

6.5.U.F. Examine leading entrepreneurs in the United States in terms of the risks they took and the rewards they received.

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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**

Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>The U.S. and the World</b></p> <p><b>The United States begins to reach outward as a result of rapid industrialization.</b></p>	<p><b>Essential Knowledge/Skills:</b>            Looking outward            Trade with China            Caleb Cushing            Trade with Japan            Matthew C. Perry and the Treaty of Kanagawa            Alaska            Napoleon III’s Mexican empire            Capt. Alfred Thayer Mahan and Expanding on the Seas            Hawaii            War with Spain            Cuba            Valeriano Weyler            Yellow press            USS Maine            Jingoism            Teddy Roosevelt and the Rough Riders            Imperialism            Open door in China            Boxer Rebellion            Election of 1900</p> <p><b>Vocabulary:</b>            Annex            Jingoism            Imperialism            Yellow journalism</p>	<p><b>Approved textbook</b>  <i>A History of the United States</i>            Chapter 19</p> <p>Teacher-generated PowerPoints</p> <p><b>Worksheets</b>            Graphic Organizers,            Questions, Debates,            Reflections, Video            Reviews, Compare and Contrast, Secondary Source</p> <p><b>Videos</b>  <b>Suggested:</b>            Spanish American War</p> <p><b>Review for test</b>            Teacher generated questions and materials for understanding</p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p>	<p><b>12 days</b></p>

**Dunmore School District  
Curriculum Guide**

**PA Academic Standards: History**

8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.

8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.

8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.

8.2.U.C. Evaluate continuity and change in Pennsylvania are interrelated to the U.S.

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

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

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

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

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

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

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

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

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

**Dunmore School District  
Curriculum Guide**

**PA Academic Standards: Civics and Government**

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

**PA Academic Standards: Geography**

- 7.1.U.A. Use geographic tools to analyze information about the interaction between people, places, and the environment.
- 7.3.U.A. Analyze the human characteristics of places and regions using the following criteria:
- Population
  - Culture
  - Settlement
  - Economic activities
  - Political activities

**PA Academic Standards: Economics**

- 6.1.U.B. Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the United States.
- 6.1.U.C. Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.

**Dunmore School District  
Curriculum Guide**

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

8.5 Reading Informational Text

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

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

8.6 Writing

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

**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>The Progressive Era produces significant reforms in American business and government</b></p>	<p><b>Essential Knowledge/Skills:</b>            Teddy Roosevelt            Square Deal            McKinley assassination            Leon Czolgosz            Coal Strike of 1902            Election of 1904            Upton Sinclair’s The Jungle            Reforms under T.R.            Meat Inspection Act            Pure Food &amp; Drug Act            Conservation            Newlands Reclamation Act            Reforesting            Election of 1908            T.R. and New Nationalism            Midterm Elections of 1910            Election of 1912            Progressive “Bull Moose” Party            Woodrow Wilson            Reforms under Wilson            Federal Reserve Act            Clayton Antitrust Act            Federal Farm Loan Act            Foreign Affairs under T.R., Taft, and Wilson            Panama Canal            Dollar Diplomacy            Mexico</p> <p><b>Vocabulary:</b>            Anarchist</p>	<p><b>Approved textbook:</b>  <i>A History of the United States</i>            Chapter 20</p> <p>Teacher-generated PowerPoints</p> <p><b>Worksheets</b>            Graphic Organizers,            Questions, Debates,            Reflections, Video            Reviews, Compare and            Contrast, Secondary            Source</p> <p><b>Videos:</b>  <b>Suggested:</b>            The Presidents: T.R., Taft,            Wilson            The Panama Canal</p> <p><b>Review for test</b>            Teacher generated questions and            materials for understanding</p>	<p>Teacher prepared tests,            quizzes, etc.</p>	<p>13 days</p>

**Dunmore School District  
Curriculum Guide**

	Conservation Progressive Corollary			
<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 groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.</p> <p>8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.</p> <p>8.2.U.C. Evaluate continuity and change in Pennsylvania are interrelated to the U.S.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p>8.2.U.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul> <p>8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.</p> <p>8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.</p> <p>8.3.U.C. Evaluate how continuity and change have impacted the United States.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p>8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> </ul>				



**Dunmore School District  
Curriculum Guide**

- Working conditions
- Immigration
- Military conflict
- Economic stability

**PA Academic Standards: Civics and Government**

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

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

- Liberty / Freedom
- Democracy
- Justice
- Equality

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

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

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

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

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

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

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

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

**PA Academic Standards: Geography**

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

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

**PA Academic Standards: Economics**

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

**Dunmore School District  
Curriculum Guide**

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

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

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

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

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

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

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

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

8.5 Reading Informational Text

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 U.S. and World War I</b></p> <p><b>World War I's impact on the U.S. and the World</b></p>	<p><b>Essential Knowledge/Skills:</b>            Assassination of Archduke Franz Ferdinand            Alliances come into play            Early battles            Allies at start of WWI            Central Powers            Neutral nations of Europe            Modern warfare            Weapons            German U-Boats            Lusitania            Arabic and Sussex            Trade            Election of 1916            Wilson's efforts for peace            Col. Edward House            Zimmerman Telegram            Russia exits the war            Tsar Nicholas II            Vladimir Lenin            Communism            U.S. enters the war            Wilson's 14 Points            AEF            Gen. John J. Pershing            Military segregation            Harlem Hell Fighters            Armistice            The Home Front            Mobilization of men and women            Selective Service Act</p>	<p><b>Approved textbook</b>  <i>A History of the United States</i>            Chapter 21</p> <p>Teacher-generated PowerPoints</p> <p><b>Worksheets</b>            Graphic Organizers,            Questions, Debates,            Reflections, Video            Reviews, Compare and Contrast, Secondary Source</p> <p><b>Videos</b>  <b>Suggested:</b>            The Roaring Twenties            Century of War: WWI</p> <p><b>Review for test</b>            Teacher generated questions and materials for understanding</p>	<p>Teacher prepared tests, quizzes, etc.</p>	<p>20 days</p>

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	Mobilizing money Losing the peace Big 4 at Versailles Versailles Treaty Reparations League of Nations Election of 1920  <b>Vocabulary:</b> Neutrality Preparedness Fighting Front Communism Mobilization Armistice Reparations			
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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 groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.
- 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.
- 8.2.U.C. Evaluate continuity and change in Pennsylvania are interrelated to the U.S.
  - Belief systems and religions
  - Commerce and industry
  - Technology
  - Politics and government
  - Physical and human geography
  - Social organizations
- 8.2.U.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.
  - Ethnicity and race
  - Working conditions
  - Immigration

**Dunmore School District  
Curriculum Guide**

- Military conflict
- Economic stability

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

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

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

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

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

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

**PA Academic Standards: Civics and Government**

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

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

- Liberty / Freedom
- Democracy
- Justice
- Equality

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

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

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

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

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

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

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

**PA Academic Standards: Civics and Government**

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

**PA Academic Standards: Geography**

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

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

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

**PA Academic Standards: Economics**

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

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

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

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

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 Coming of the Great Depression</b></p> <p><b>The stock market crash of 1929 leads many Americans to grow disillusioned with the American economic system</b></p>	<p><b>Essential Knowledge/Skills:</b>            Election of 1928            Herbert Hoover            Stock Market boom            Margin loans            The Big Crash            Black Tuesday            Hoover takes action            Hoovervilles            The Dust Bowl            Aid for Business            Hawley-Smoot Tariff Act            Run on banks            Bonus Army            Hoover tries to help            Foreign Affairs            Kellogg-Briand Act            Hoover and Latin America            Japan ends the Peace            Election of 1932</p> <p><b>Vocabulary:</b>            Stock Market            Margin loans            Moratorium</p>	<p><b>Approved textbook</b>  <i>A History of the United States</i>            Chapter 23</p> <p>Teacher-generated PowerPoints</p> <p><b>Worksheets</b>            Graphic Organizers,            Questions, Debates,            Reflections, Video            Reviews, Compare and            Contrast, Secondary            Source</p> <p>Begin reading Unbroken by Laura Hillenbrand with teacher generated questions continue into 4<sup>th</sup> quarter if needed.</p> <p><b>Videos</b>  <b>Suggestions:</b>            American Experience: The            Dust Bowl            The Great Depression</p>	<p>Teacher prepared tests, quizzes, etc.</p>	<p>12 days</p>
<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 groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.</p> <p>8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.</p>				

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Curriculum Guide**

8.2.U.C. Evaluate continuity and change in Pennsylvania are interrelated to the U.S.

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

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

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

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

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

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

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

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

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

**PA Academic Standards: Civics and Government**

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

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

- Liberty / Freedom
- Democracy



**Dunmore School District  
Curriculum Guide**

- Justice
- Equality

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

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

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

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

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

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

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

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

**PA Academic Standards: Geography**

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

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

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

**PA Academic Standards: Economics**

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

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

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

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

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)
<p><b>F.D.R. and the New Deal</b></p> <p><b>F.D.R.'s leadership and New Deal programs ease the impact of the Great Depression on poverty-stricken Americans</b></p>	<p><b>Essential Knowledge/Skills:</b>            Franklin Delano Roosevelt            Brain Trust            Banking laws            Glass-Steagall Act            FDIC            Securities &amp; Exchange Commission            Keynesian Approach to Economics            Conserving the land and people            Civilian Conservation Corps            Help for housing            Home Owners Loan Corp.            National Housing Act            Work relief            Public Works Admin.            Federal Emergency Relief Act            Saving Farms and Homes            Agricultural Adjustment Admin.            Tennessee Valley Authority            Midterm Elections 1934            Works Progress Admin.            National Youth Admin.            Thunder from the right and left            American Liberty League            Se. Huey Long            Father Charles Coughlin            Schecter v. U.S.            Second New Deal            Social Security            Election of 1936</p>	<p><b>Approved textbook</b>  <i>A History of the United States</i>            Chapter 24</p> <p>Teacher-generated PowerPoints</p> <p><b>Worksheets</b>            Graphic Organizers,            Questions, Debates,            Reflections, Video            Reviews, Compare and            Contrast, Secondary            Source</p> <p><b>Videos</b>  <b>Suggestions:</b>            The Presidents: FDR</p> <p><b>Review for test</b>            Teacher generated questions and materials for understanding</p>	<p>Teacher prepared tests, quizzes, etc.</p>	<p>14 days</p>

**Dunmore School District  
Curriculum Guide**

	<b>Vocabulary:</b> Brain Trust Prohibition			
<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 groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.</p> <p>8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.</p> <p>8.2.U.C. Evaluate continuity and change in Pennsylvania are interrelated to the U.S.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p>8.2.U.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul> <p>8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.</p> <p>8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.</p> <p>8.3.U.C. Evaluate how continuity and change have impacted the United States.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p>8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> </ul>				

**Dunmore School District  
Curriculum Guide**

- Working conditions
- Immigration
- Military conflict
- Economic stability

**PA Academic Standards: Civics and Government**

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

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

- Liberty / Freedom
- Democracy
- Justice
- Equality

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

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

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

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

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

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

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

**PA Academic Standards: Geography**

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

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

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

**Dunmore School District  
Curriculum Guide**

**PA Academic Standards: Economics**

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

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

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

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

8.5 Reading Informational Text

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

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

8.6 Writing

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

**Dunmore School District  
Curriculum Guide**

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

**Dunmore School District  
Curriculum Guide**

	Concentration camps Isolationism Appeasement Blitzkrieg Militarism			
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**PA Academic Standards: History**

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8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.

8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.

8.2.U.C. Evaluate continuity and change in Pennsylvania are interrelated to the U.S.

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

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

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

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

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

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

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



**Dunmore School District  
Curriculum Guide**

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

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

**PA Academic Standards: Civics and Government**

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

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

- Liberty / Freedom
- Democracy
- Justice
- Equality

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

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- Bill of Rights
- Pennsylvania Constitution

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

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

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

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

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

**PA Academic Standards: Geography**

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

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

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

**Dunmore School District  
Curriculum Guide**

**PA Academic Standards: Economics**

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

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

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

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

8.5 Reading Informational Text

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

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

8.6 Writing

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**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>A World Conflict</b></p> <p><b>The allied Nations triumph in a world war on two fronts, but with victory comes a host of new fears and problems.</b></p>	<p><b>Essential Knowledge/Skills:</b>            Mobilizing for defense            Role of Women in WWII            WACS            WAVES            SPARS            “Rosie the Riveter”            African-Americans in WWII            Dorie Miller            Ledo Road            Dr. Charles Drew            Japanese-Americans are Interned            Raising money            The Battle of the Atlantic            Wolf packs            Success in North Africa            Gen. Erwin Rommel            Afrika Korps            Victory in Europe            D-Day in France            Dwight D. Eisenhower            Election of 1944            Battle of the Bulge            Yalta Conference            Death of FDR            Germany surrenders            V-E Day            War in the Pacific            Gen. James Doolittle            Battle of Midway            Adm. Chester Nimitz            Battle of Guadalcanal</p>	<p><b>Approved textbook</b>  <i>A History of the United States</i>            Chapter 27</p> <p>Teacher-generated PowerPoints</p> <p><b>Worksheets</b>  <b>Graphic Organizers, Questions, Debates, Reflections, Video Reviews, Compare and Contrast, Secondary Source</b></p> <p><b>Videos</b>  <b>Suggestions:</b>            A Century of War: WWII            24 Hours after Hiroshima</p> <p><b>Review for test</b>            Teacher generated questions and materials for understanding</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p><b>Series available assessments online. (Optional)</b></p>	<p><b>20 days</b></p>

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Curriculum Guide**

	<p>Return to the Philippines Ge. Douglas MacArthur Splitting the Atom Manhattan Project Robert Oppenheimer Hiroshima Nagasaki</p> <p><b>Vocabulary:</b> Arsenal Ration Internment Allies Puppet government Unconditional surrender</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.
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- 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.
- 8.2.U.C. Evaluate continuity and change in Pennsylvania are interrelated to the U.S.
  - Belief systems and religions
  - Commerce and industry
  - Technology
  - Politics and government
  - Physical and human geography
  - Social organizations
- 8.2.U.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.
  - Ethnicity and race
  - Working conditions
  - Immigration

**Dunmore School District  
Curriculum Guide**

- Military conflict
- Economic stability

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

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

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

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

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- Economic stability

**PA Academic Standards: Civics and Government**

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

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

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- Democracy
- Justice
- Equality

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

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

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

**Dunmore School District  
Curriculum Guide**

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

**PA Academic Standards: Geography**

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

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

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**Dunmore School District  
Curriculum Guide**

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

**Dunmore School District  
Curriculum Guide**

	McCarran Internal Security Act McCarran-Walter Act Korea Syngman Rhee 38 <sup>th</sup> Parallel Truman fires MacArthur  <b>Vocabulary:</b> Iron curtain Satellite nations Coup d’etat Containment Closed shop Desegregation NATO Bipartisan Totalitarianism Parallel			
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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 groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.
- 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.
- 8.2.U.C. Evaluate continuity and change in Pennsylvania are interrelated to the U.S.
  - Belief systems and religions
  - Commerce and industry
  - Technology
  - Politics and government
  - Physical and human geography
  - Social organizations
- 8.2.U.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.
  - Ethnicity and race



**Dunmore School District  
Curriculum Guide**

- Working conditions
  - Immigration
  - Military conflict
  - Economic stability
- 8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.U.C. Evaluate how continuity and change have impacted the United States.
- Belief systems and religions
  - Commerce and industry
  - Technology
  - Politics and government
  - Physical and human geography
  - Social organizations
- 8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- Ethnicity and race
  - Working conditions
  - Immigration
  - Military conflict
  - Economic stability

**PA Academic Standards: Civics and Government**

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

**Dunmore School District  
Curriculum Guide**

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

**PA Academic Standards: Geography**

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

**PA Academic Standards: Economics**

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

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

8.5 Reading Informational Text

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

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**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>Eisenhower, Moderate Republican</b></p> <p><b>Technological advances transform American ways of living, thinking, and doing during the Truman and Eisenhower years.</b></p>	<p><b>Essential Knowledge/Skills:</b>            Election of 1952            Dwight D. Eisenhower            Achieving peace in Korea            A new foreign policy            John Foster Dulles            War in Indochina            Ho Chi Minh            Bao Dai            SEATO            Paris Pact 1954            Death of Stalin            Nikita Krushchev            Summit in Geneva            Model U-2            Domestic Affairs            The Farm problem            Overproduction            Soil Bank Plan            HEW and Oveta Culp Hobby            The search for Communists            Fall of McCarthy            Election of 1956            The Fight for Equality            Earl Warren            Brown v Board of Education            Thurgood Marshall            Southern Manifesto            Little Rock, Arkansas            Martin Luther King Jr.            Rosa Parks            Montgomery bus boycott            Civil Rights Act</p>	<p><b>Approved textbook</b>  <i>A History of the United States</i>            Chapter 29</p> <p>Teacher-generated PowerPoints</p> <p><b>Worksheets</b>            Graphic Organizers,            Questions, Debates,            Reflections, Video            Reviews, Compare and Contrast, Secondary Source</p> <p><b>Videos</b>  <b>Suggestions:</b>            The Presidents:            Eisenhower            The Forgotten War: Korea</p> <p><b>Review for test</b>            Teacher generated questions and materials for understanding</p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p>	<p><b>12 days</b></p>

**Dunmore School District  
Curriculum Guide**

	Developing missiles Robert Goddard Operation Paperclip Race to space Sputnik Laika Explorer I National Defense Education Act NASA Relaxing the cold war Spirit of Camp David U-2 incident Cuba Fidel Castro Eisenhower leaves office  <b>Vocabulary:</b> GOP Demilitarized zone Brinksmanship Summit conference Military-industrial complex			
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**PA Academic Standards: History**

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  - Belief systems and religions
  - Commerce and industry
  - Technology
  - Politics and government

**Dunmore School District  
Curriculum Guide**

- Physical and human geography
- Social organizations

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

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

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

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

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

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
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- Ethnicity and race
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- Immigration
- Military conflict
- Economic stability

**PA Academic Standards: Civics and Government**

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

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- United States Constitution

**Dunmore School District  
Curriculum Guide**

- Bill of Rights
- Pennsylvania Constitution

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

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

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

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**PA Academic Standards: Geography**

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

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

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

**PA Academic Standards: Economics**

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

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

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

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

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

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

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

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Curriculum Guide**

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**Dunmore School District  
Curriculum Guide**

<b>General Topic</b>	<b>Essential Knowledge, Skills &amp; Vocabulary</b>	<b>Resources &amp; Activities</b>	<b>Assessments</b>	<b>Suggested Time (In Days)</b>
<b>Review and Final Exam</b>				<b>5 days</b>



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**PA Core Standards:**

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

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

**Grades 6-8**

**Key Ideas and Details**

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

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

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

**Craft and Structure**

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

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

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

**Integration of Knowledge and Ideas**

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

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

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

**Range and Level of Complex Texts**

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

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**Grades 9-10**

**Key Ideas and Details**

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

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

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

**Craft and Structure**

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

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

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

**Integration of Knowledge and Ideas**

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

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

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

**Range and Level of Complex Texts**

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

**Grades 11-12**

**Key Ideas and Details**

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

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

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

**Craft and Structure**

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

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

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

**Integration of Knowledge and Ideas**

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

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

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

**Range and Level of Complex Texts**

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

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**PA Core Standards:**

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

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

**Grades 6-8**

**Text Types and Purposes**

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

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

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

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

**Production and Distribution of Writing**

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

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

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

**Research to Build and Present Knowledge**

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

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

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

**Range of Writing**

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

**Grades 9-10**

**Text Types and Purposes**

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

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

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

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

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

### **Production and Distribution of Writing**

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

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

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

### **Research to Build and Present Knowledge**

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

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

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

### **Range of Writing**

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

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**Grades 11-12**

**Text Types and Purposes**

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

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

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

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

**Production and Distribution of Writing**

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

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

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

**Research to Build and Present Knowledge**

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

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

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

**Range of Writing**

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

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



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<b>Appendix: A</b>			
<b>IEP Enhancements</b>			
<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
<p><b>The Passing of the Frontier</b></p> <p>Increasing numbers of Americans seek new opportunities in the American West during and after the Civil War</p>	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Pre teaching concepts/vocabulary</li> <li>• Breaking down tasks to more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Visual Aids</li> <li>• Highlighter</li> <li>• Anticipation Guides</li> <li>• Preview questions</li> <li>• Directions clarified</li> <li>• Reduced source requirement</li> <li>• Reduced page requirements</li> <li>• Citation Machine</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking material</li> <li>• Enlarged text, notes, worksheets</li> <li>• Closed captioning</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Adapted in accordance to the IEP</li> <li>• Extended time</li> </ul> <p><b>Suggested Time:</b> 14 days as specified in curriculum with additional time as needed per individual student</p>
<p><b>The Nation Transformed</b></p> <p>The growth of railroads from 1865-1900 led to 1900 led to a rapid growth of cities and towns</p> <p>Poor working conditions led to the rise of labor unions</p>	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Pre teaching concepts/vocabulary</li> <li>• Breaking down tasks to more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Visual Aids</li> <li>• Highlighter</li> <li>• Anticipation Guides</li> <li>• Preview questions</li> <li>• Directions clarified</li> <li>• Reduced source requirement</li> <li>• Reduced page requirements</li> <li>• Citation Machine</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking material</li> <li>• Enlarged text, notes, worksheets</li> <li>• Closed captioning</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Adapted in accordance to the IEP</li> <li>• Extended time</li> </ul> <p><b>Suggested Time:</b> 14 days as specified in curriculum with additional time as needed per individual student</p>

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<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
<p>The Challenge of the Cities</p> <p>Immigrants from across Europe pour into the United States</p> <p>The rise of new cities and the growth of the older cities give the nation an increasingly urban character</p>	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Pre teaching concepts/vocabulary</li> <li>• Breaking down tasks to more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Visual Aids</li> <li>• Highlighter</li> <li>• Anticipation Guides</li> <li>• Preview questions</li> <li>• Directions clarified</li> <li>• Reduced source requirement</li> <li>• Reduced page requirements</li> <li>• Citation Machine</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking material</li> <li>• Enlarged text, notes, worksheets</li> <li>• Closed captioning</li> </ul>		<p>Assessments:</p> <ul style="list-style-type: none"> <li>• Adapted in accordance to the IEP</li> <li>• Extended time</li> </ul> <p>Suggested Time: 14 days as specified in curriculum with additional time as needed per individual student</p>
<p>The US and the World</p> <p>The United States begins to reach outward as a result of rapid industrialization</p>	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Pre teaching concepts/vocabulary</li> <li>• Breaking down tasks to more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Visual Aids</li> <li>• Highlighter</li> <li>• Anticipation Guides</li> <li>• Preview questions</li> <li>• Directions clarified</li> <li>• Reduced source requirement</li> <li>• Reduced page requirements</li> <li>• Citation Machine</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking material</li> <li>• Enlarged text, notes, worksheets</li> <li>• Closed captioning</li> </ul>		<p>Assessments:</p> <ul style="list-style-type: none"> <li>• Adapted in accordance to the IEP</li> <li>• Extended time</li> </ul> <p>Suggested Time: 12 days as specified in curriculum with additional time as needed per individual student</p>

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<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
<p>The Progressive Era</p> <p>The Progressive Era produces significant reforms in American business and government</p>	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Pre teaching concepts/vocabulary</li> <li>• Breaking down tasks to more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Visual Aids</li> <li>• Highlighter</li> <li>• Anticipation Guides</li> <li>• Preview questions</li> <li>• Directions clarified</li> <li>• Reduced source requirement</li> <li>• Reduced page requirements</li> <li>• Citation Machine</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking material</li> <li>• Enlarged text, notes, worksheets</li> <li>• Closed captioning</li> </ul>		<p>Assessments:</p> <ul style="list-style-type: none"> <li>• Adapted in accordance to the IEP</li> <li>• Extended time</li> </ul> <p>Suggested Time: 13 days as specified in curriculum with additional time as needed per individual student</p>
<p>The US and World War I</p> <p>World War I's impact on the US and the World</p>	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Pre teaching concepts/vocabulary</li> <li>• Breaking down tasks to more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Visual Aids</li> <li>• Highlighter</li> <li>• Anticipation Guides</li> <li>• Preview questions</li> <li>• Directions clarified</li> <li>• Reduced source requirement</li> <li>• Reduced page requirements</li> <li>• Citation Machine</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking material</li> <li>• Enlarged text, notes, worksheets</li> <li>• Closed captioning</li> </ul>		<p>Assessments:</p> <ul style="list-style-type: none"> <li>• Adapted in accordance to the IEP</li> <li>• Extended time</li> </ul> <p>Suggested Time: 20 days as specified in curriculum with additional time as needed per individual student</p>

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<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
<p>The Coming of the Great Depression</p> <p>The stock market crash of 1929 leads to many Americans to grow disillusioned with the American economic system</p>	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Pre teaching concepts/vocabulary</li> <li>• Breaking down tasks to more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Visual Aids</li> <li>• Highlighter</li> <li>• Anticipation Guides</li> <li>• Preview questions</li> <li>• Directions clarified</li> <li>• Reduced source requirement</li> <li>• Reduced page requirements</li> <li>• Citation Machine</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking material</li> <li>• Enlarged text, notes, worksheets</li> <li>• Closed captioning</li> </ul>		<p>Assessments:</p> <ul style="list-style-type: none"> <li>• Adapted in accordance to the IEP</li> <li>• Extended time</li> </ul> <p>Suggested Time: 12 days as specified in curriculum with additional time as needed per individual student</p>
<p>FDR and the New Deal</p> <p>FDR's leadership and New Deal programs ease the impact of the Great Depression on poverty-stricken Americans</p>	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Pre teaching concepts/vocabulary</li> <li>• Breaking down tasks to more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Visual Aids</li> <li>• Highlighter</li> <li>• Anticipation Guides</li> <li>• Preview questions</li> <li>• Directions clarified</li> <li>• Reduced source requirement</li> <li>• Reduced page requirements</li> <li>• Citation Machine</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking material</li> <li>• Enlarged text, notes, worksheets</li> <li>• Closed captioning</li> </ul>		<p>Assessments:</p> <ul style="list-style-type: none"> <li>• Adapted in accordance to the IEP</li> <li>• Extended time</li> </ul> <p>Suggested Time: 14 days as specified in curriculum with additional time as needed per individual student</p>

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<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
<p><b>Clouds of War</b></p> <p>The rise of dictators and fascism in Europe threatens the peace of the entire of the entire</p>	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Pre teaching concepts/vocabulary</li> <li>• Breaking down tasks to more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Visual Aids</li> <li>• Highlighter</li> <li>• Anticipation Guides</li> <li>• Preview questions</li> <li>• Directions clarified</li> <li>• Reduced source requirement</li> <li>• Reduced page requirements</li> <li>• Citation Machine</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking material</li> <li>• Enlarged text, notes, worksheets</li> <li>• Closed captioning</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Adapted in accordance to the IEP</li> <li>• Extended time</li> </ul> <p><b>Suggested Time:</b> 18 days as specified in curriculum with additional time as needed per individual student</p>
<p><b>A World Conflict</b></p> <p>The allied Nations triumph in a world on two fronts, but with victory comes a host of new fears and problems</p>	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Pre teaching concepts/vocabulary</li> <li>• Breaking down tasks to more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Visual Aids</li> <li>• Highlighter</li> <li>• Anticipation Guides</li> <li>• Preview questions</li> <li>• Directions clarified</li> <li>• Reduced source requirement</li> <li>• Reduced page requirements</li> <li>• Citation Machine</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking material</li> <li>• Enlarged text, notes, worksheets</li> <li>• Closed captioning</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Adapted in accordance to the IEP</li> <li>• Extended time</li> </ul> <p><b>Suggested Time:</b> 20 days as specified in curriculum with additional time as needed per individual student</p>

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Curriculum Guide**

<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
<p>Truman: Neither War nor Peace</p> <p>Tensions between the United States and the Soviet Union, and the shadow of atomic weapons produce an era of "cold war"</p>	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Pre teaching concepts/vocabulary</li> <li>• Breaking down tasks to more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Visual Aids</li> <li>• Highlighter</li> <li>• Anticipation Guides</li> <li>• Preview questions</li> <li>• Directions clarified</li> <li>• Reduced source requirement</li> <li>• Reduced page requirements</li> <li>• Citation Machine</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking material</li> <li>• Enlarged text, notes, worksheets</li> <li>• Closed captioning</li> </ul>		<p>Assessments:</p> <ul style="list-style-type: none"> <li>• Adapted in accordance to the IEP</li> <li>• Extended time</li> </ul> <p>Suggested Time: 12 days as specified in curriculum with additional time as needed per individual student</p>
<p>Eisenhower, Moderate Republican</p> <p>Technological advances transform American ways of living, thinking, and doing during the Truman and Eisenhower years</p>	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Pre teaching concepts/vocabulary</li> <li>• Breaking down tasks to more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Visual Aids</li> <li>• Highlighter</li> <li>• Anticipation Guides</li> <li>• Preview questions</li> <li>• Directions clarified</li> <li>• Reduced source requirement</li> <li>• Reduced page requirements</li> <li>• Citation Machine</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking material</li> <li>• Enlarged text, notes, worksheets</li> <li>• Closed captioning</li> </ul>		<p>Assessments:</p> <ul style="list-style-type: none"> <li>• Adapted in accordance to the IEP</li> <li>• Extended time</li> </ul> <p>Suggested Time: 12 days as specified in curriculum with additional time as needed per individual student</p>
<p>Review and Final Exam</p>	<p>As listed above</p>		