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# Civics / PA History Standard

Curriculum Guide

Dunmore School District

Dunmore, PA



**Dunmore School District  
Curriculum Guide**

**Civics/PA History Standard**

**Prerequisite:**

- Completion of 8<sup>th</sup> Grade

**Course Description:**

CIVICS – This is an overview of the government and politics of the United States at the local, state, and national levels. Topics include but are not limited to: Citizenship, The Constitution, Branches of Government, and Law.

PA HISTORY – This is an overview of the role of Pennsylvania in United States history. Topics include but are not limited to: Geography of Pennsylvania, Early Colonial Life, Revolutionary Pennsylvania, Civil War Pennsylvania, and Industrial Pennsylvania.

**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: Civics/PA History Standard</b>	<b>Grade Level: 9</b>	<b>Date Completed: 4/19/2019</b>
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**1<sup>st</sup> Quarter**

Topic	Resources	Standards
Foundations of American Citizenship	<p><b>Approved textbook</b>  <i>Civics Today:            Citizenship, Economics,            And You</i>            Chapter 1 Sections 1-3            Chapter 2 Sections 1-4</p> <p><b>PowerPoint Presentation</b></p> <p><b>Suggested Activity:</b>            US Citizenship Test</p>	5.1.9.A,5.1.9.B,5.1.9.C, 5.2.9.A 5.3.9.A,5.3.9.B,5.3.9.D,5.3.9.J 5.1.U.A,5.1.U.C,5.1.U.D 5.2.U.A,5.2.U.B,5.2.U.C,5.2.U.D 5.1.W.B 5.2.W.A 5.3.W.J 5.1.C.C,5.1.C.D 5.2.C.A 5.1.12.A,5.1.12.B,5.1.12.C 5.3.12.B,5.3.12.D,5.3.12.J 8.5 8.6

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<p>United States Constitution</p>	<p><b>Approved textbook</b>  <i>Civics Today:</i>  <i>Citizenship, Economics,</i>  <i>And You</i>            Chapter 3 Sections 1-4            Chapter 4 Sections 1-4</p> <p><b>PowerPoint Presentation</b></p> <p><b>Suggested Video:</b>            SCHOOL HOUSE ROCK            "America Rocks</p>	<p>5.1.9.A,5.1.9.B,5.1.9.C            5.2.9.A            5.3.9.A,5.3.9.B,5.3.9.D,5.3.9.J            5.1.U.A,5.1.U.C,5.1.U.D            5.2.U.A,5.2.U.B,5.2.U.C,5.2.U.D            5.1.W.B            5.2.W.A            5.3.W.J            5.1.C.C,5.1.C.D            5.2.C.A            5.1.12.A,5.1.12.B,5.1.12.C            5.3.12.B,5.3.12.D,5.3.12.J            8.5            8.6</p>
<p>The Citizen And The Community</p>	<p><b>Approved textbook</b>  <i>Civics Today:</i>  <i>Citizenship, Economics,</i>  <i>And You</i>            Chapter 5 Sections 1-2</p> <p><b>PowerPoint Presentation</b></p> <p><b>Suggested Reading:</b>            "I Have a Dream"</p>	<p>5.1.9.C            5.2.9.D            5.1.U.C            5.2.U.D            5.1.C.C            5.2.C.D            5.1.12.C,5.1.12.D            8.5            8.6</p>

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<p>Parties, Politics, Elections And Opinions</p>	<p><b>Approved textbook</b>  <i>Civics Today:</i>  <i>Citizenship, Economics, And You</i>            Chapter 9 Sections 1-2            Chapter 10 Sections 1-3            Chapter 11 Sections 1-3</p> <p><b>PowerPoint Presentation</b></p> <p><b>Suggested Activity:</b>            Identify 3 Third Parties</p>	<p>5.1.9.A,5.1.9.C,5.1.9.D,5.1.9.E            5.2.9.A,5.2.9.B,5.2.9.C,5.2.9.D            5.3.9.D,5.3.9.E,5.3.9.G,5.3.9.H            5.4.9.D,5.4.9.E            5.1.U.C,5.1.U.D            5.2.U.A,5.2.U.B,5.2.U.C,5.2.U.D            5.3.U.D            5.2.W.A            5.1.C.C,5.1.C.D,5.1.C.E            5.2.C.A,5.2.C.B,5.2.C.C,5.2.C.D            5.3.C.E,5.3.C.G,5.3.C.H            5.1.12.A,5.1.12.C,5.1.12.D,5.1.12.E            5.2.12.A,5.2.12.B,            5.2.12.C            5.2.12.D            5.3.12.D            5.3.12.E            5.3.12.G            5.3.12.H            5.4.12.D            5.4.12.E            8.5            8.6</p>
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**2<sup>nd</sup> Quarter**

Topic	Resources	Standards
The Legislative Branch	<p><b>Approved textbook</b>  <i>Civics Today:            Citizenship, Economics,            And You</i>            Chapter 6 Sections 1-4</p> <p><b>PowerPoint Presentation</b></p> <p><b>Suggested Activity:</b>            Propose a new law</p>	5.1.9.A,5.1.9.B,5.1.9.C,5.1.9.D,5.1.9.E 5.2.9.B,5.2.9.C,5.2.9.D 5.3.9.A,5.3.9.B,5.3.9.D,5.3.9.E,5.3.9.G 5.4.9.A,5.4.9.E 5.1.U.A,5.1.U.C,5.1.U.D 5.2.U.B,5.2.U.C,5.2.U.D 5.3.U.D 5.4.U.A 5.1.W.B 5.2.W.A,5.2.W.B,5.2.W.D 5.1.C.A,5.1.C.B,5.1.C.C,5.1.C.D,5.1.C.E 5.2.C.B,5.2.C.C,5.2.C.D 5.3.C.A,5.3.C.B,5.3.C.D,5.3.C.E,5.3.C.G 5.4.C.A 5.1.12.A,5.1.12.B,5.1.12.C,5.1.12.D 5.2.12.B,5.2.12.C,5.2.12.D 5.3.12.A,5.3.12.B,5.3.12.C,5.3.12.D,5.3.12.E,5.3.12.G 5.4.12.A,5.4.12.E 8.5 8.6

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<p>The President</p>	<p><b>Approved textbook</b>  <i>Civics Today:</i>  <i>Citizenship, Economics,</i>  <i>And You</i>            Chapter 7 Sections 1-3</p> <p><b>PowerPoint Presentation</b></p>	<p>5.1.9.C,5.1.9.D,5.1.9.E            5.2.9.B,5.2.9.C,5.2.9.D            5.3.9.A,5.3.9.B,5.3.9.C,5.3.9.D,5.3.9.E,5.3.9.G            5.4.9.A,5.4.9.B,5.4.9.E            5.1.U.B,5.1.U.C,5.1.U.D            5.2.U.B,5.2.U.C,5.2.U.D            5.3.U.D            5.4.U.A            5.1.W.B            5.2.W.A,5.2.W.B,5.2.W.D            5.1.C.C,5.1.C.D,5.1.C.E            5.2.C.B,5.2.C.C,5.2.C.D            5.3.C.A,5.3.C.B,5.3.C.D,5.3.C.E,5.3.C.G            5.4.C.A            5.1.12.C,5.1.12.D,5.1.12.E            5.2.12.B,5.2.12.C,5.2.12.D            5.3.12.A,5.3.12.B,5.3.12.C,5.3.12.D,5.3.12.E,5.3.12.G            5.4.12.A,5.4.12.B,5.4.12.E            8.5            8.6</p>
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<p>The Executive Branch</p>	<p><b>Approved textbook</b>  <i>Civics Today:</i>  <i>Citizenship, Economics,</i>  <i>And You</i>            Chapter 7 Section 4</p> <p><b>PowerPoint Presentation</b></p>	<p>5.1.9.C,5.1.9.D,5.1.9.E            5.2.9.B,5.2.9.C,5.2.9.D            5.3.9.A,5.3.9.B,5.3.9.C,5.3.9.D,5.3.9.E,5.3.9.G            5.4.9.A,5.4.9.B,5.4.9.E            5.1.U.B,5.1.U.C,5.1.U.D            5.2.U.B,5.2.U.C,5.2.U.D            5.3.U.D            5.4.U.A            5.1.W.B            5.2.W.A,5.2.W.B,5.2.W.D            5.1.C.C,5.1.C.D,5.1.C.E            5.2.C.B,5.2.C.C,5.2.C.D            5.3.C.A,5.3.C.B,5.3.C.D,5.3.C.E,5.3.C.G            5.4.C.A            5.1.12.C,5.1.12.D,5.1.12.E            5.2.12.B,5.2.12.C,5.2.12.D            5.3.12.A,5.3.12.B,5.3.12.C,5.3.12.D,5.3.12.E,5.3.12.G            5.4.12.A,5.4.12.B,5.4.12.E            8.5            8.6</p>
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<p>The Judicial Branch</p>	<p><b>Approved textbook</b>  <i>Civics Today:</i>  <i>Citizenship, Economics,</i>  <i>And You</i>            Chapter 8 Sections 1-4</p> <p><b>PowerPoint Presentation</b></p> <p><b>Suggested Worksheets:</b>            McCulloch v Maryland            Escobedo v Illinois            NJ v TLO</p> <p><b>Suggested Activity:</b>            Identify the Supreme Court Justices</p>	<p>5.1.9.C,5.1.9.D,5.1.9.E            5.2.9.B,5.2.9.D            5.3.9.A,5.3.9.C,5.3.9.F            5.1.U.B,5.1.U.C,5.1.U.D            5.2.U.B,5.2.U.C,5.2.U.D            5.3.U.F            5.1.W.B            5.2.W.A,5.2.W.B,5.2.W.D            5.1.C.C,5.1.C.D,5.1.C.E            5.2.C.B,5.2.C.D            5.3.C.A,5.3.C.B,5.3.C.F,5.3.C.G            5.1.12.C,5.1.12.D,5.1.12.E            5.2.12.B,5.2.12.C,5.2.12.D            5.3.12.A,5.3.12.B,5.3.12.C,5.3.12.D,5.3.12.E,5.3.12.G            8.5            8.6</p>
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**3<sup>rd</sup> Quarter**

Topic	Resources	Standards
State Government	<p><b>Approved textbook</b>  <i>Civics Today:</i>  <i>Citizenship, Economics,</i>  <i>And You</i>            Chapter 12 Sections 1-4</p> <p><b>PowerPoint Presentation</b></p> <p><b>Suggested Activity:</b>            Identify the State officials</p>	<p>5.1.9.A,5.1.9.B,5.1.9.C,5.1.9.D,5.1.9.E            5.2.9.A,5.2.9.B,5.2.9.C,5.2.9.D            5.3.9.A,5.3.9.B,5.3.9.C,5.3.9.D,5.3.9.E,5.3.9.F,5.3.9.G            5.1.U.A, 5.1.U.C, 5.1.U.D            5.2.U.A,5.2.U.B,5.2.U.C,5.2.U.D            5.3.U.D,5.3.U.F            5.1.W.B            5.2.W.A,5.2.W.B,5.2.W.D            5.1.C.A,5.1.C.B,5.1.C.C,5.1.C.D,5.1.C.E            5.2.C.A,5.2.C.B,5.2.C.C,5.2.C.D            5.3.C.A,5.3.C.B,5.3.C.D,5.3.C.E,5.3.C.F,5.3.C.G            5.1.12.A,5.1.12.B,5.1.12.C,5.1.12.D,5.1.12.E            5.2.12.A,5.2.12.B,5.2.12.C,5.2.12.D            5.3.12.A,5.3.12.B,5.3.12.C,5.3.12.D,5.3.12.E,5.3.12.F,5.3.12.G            8.5            8.6</p>

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<p>Local Government</p>	<p><b>Approved textbook</b> <i>Civics Today: Citizenship, Economics, And You</i> Chapter 13 Sections 1-3</p> <p><b>PowerPoint Presentation</b></p> <p><b>Suggested Activity:</b> Identify the County and Borough Officials</p>	<p>5.1.9.C,5.1.9.D,5.1.9.E 5.2.9.B,5.2.9.C,5.2.9.D 5.3.9.A,5.3.9.B,5.3.9.C,5.3.9.D,5.3.9.E,5.3.9.G,5.3.9.I 5.1.U.B,5.1.U.C,5.1.U.D 5.2.U.B,5.2.U.C,5.2.U.D 5.3.U.D 5.4.U.A 5.1.W.B 5.2.W.A,5.2.W.B,5.2.W.D 5.1.C.C,5.1.C.D,5.1.C.E 5.2.C.B,5.2.C.C,5.2.C.D 5.3.C.A,5.3.C.B,5.3.C.D,5.3.C.E,5.3.C.G 5.3.C.I 5.1.12.C,5.1.12.D,5.1.12.E 5.2.12.B,5.2.12.C,5.2.12.D 5.3.12.A,5.3.12.B,5.3.12.C,5.3.12.D,5.3.12.E,5.3.12.G,5.3.12.I 8.5 8.6</p>
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<p>Community Issues</p>	<p><b>Approved textbook</b>  <i>Civics Today:          Citizenship, Economics,          And You</i>          Chapter 14 Sections 1-3</p> <p><b>PowerPoint Presentation</b></p> <p><b>Suggested Activity:</b>          Identify a current issue and determine solutions</p>	<p>5.1.9.C          5.2.9.B,5.2.9.C,5.2.9.D          5.3.9.A,5.3.9.B,5.3.9.C,5.3.9.D,5.3.9.E,5.3.9.G          5.4.9.A,5.4.9.B,5.4.9.E          5.1.U.B,5.1.U.C          5.2.U.B,5.2.U.C,5.2.U.D          5.3.U.D          5.4.U.A          5.1.W.B          5.2.W.A,5.2.W.B,5.2.W.D          5.1.C.C          5.2.C.B,5.2.C.C,5.2.C.D          5.3.C.A,5.3.C.B,5.3.C.D,5.3.C.E,5.3.C.G          5.4.C.A          5.1.12.C          5.2.12.B,5.2.12.C,5.2.12.D          5.3.12.A,5.3.12.B,5.3.12.C,5.3.12.D,5.3.12.E,5.3.12.G          5.4.12.A,5.4.12.B,5.4.12.E,          8.5          8.6</p>
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<p>Law and The Individual</p>	<p><b>Approved textbook</b>  <i>Civics Today:          Citizenship, Economics,          And You</i>          Chapter 15 Sections 1-3          Chapter 16 Sections 1-3</p> <p><b>PowerPoint Presentation</b></p> <p><b>Suggested Videos:</b>          Gideon v Wainwright          Miranda v Arizona          You the Jury – Stereo          You the Jury – DUI</p> <p><b>Suggested Presentation:</b>          School Resource Officer</p>	<p>5.1.9.A,5.1.9.C,5.1.9.D,5.1.9.E          5.2.9.A,5.2.9.B,5.2.9.D          5.3.9.F,5.3.9.G          5.1.U.A,5.1.U.B,5.1.U.C,5.1.U.D          5.2.U.A,5.2.U.B,5.2.U.D          5.3.U.F          5.1.W.B          5.2.W.A,5.2.W.B,5.2.W.D          5.1.C.A,5.1.C.C,5.1.C.D,5.1.C.E          5.2.C.A,5.2.C.B,5.2.C.D,5.3.C.F,5.3.C.G          5.1.12.A,5.1.12.C,5.1.12.D,5.1.12.E          5.2.12.A,5.2.12.B,5.2.12.D,5.3.12.F,5.3.12.G          8.5          8.6</p>
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**4<sup>th</sup> Quarter**

Topic	Resources	Standards
Geography of Pennsylvania	<p><b>Approved textbook</b> <i>The Pennsylvania Journey</i> Chapter 1</p> <p><b>PowerPoint Presentation</b></p> <p><b>Suggested Worksheet:</b> Maps of Pennsylvania</p> <p><b>Suggested Video:</b> Aerial America- Pennsylvania</p>	<p>7.1.9.A,7.1.9.B 7.2.9.A 7.3.9.A 7.4.9.B 7.1.U.A 7.2.U.A 7.3.U.A 7.4.U.A 7.1.W.A 7.2.W.A 7.3.W.A 7.4.W.B 7.1.C.A 7.3.C.A 7.4.C.B 7.1.12.A,7.1.12.B 7.2.12.B 7.3.12.A 7.4.12.B 8.5 8.6</p>

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<p>Early Colonial and Revolution</p>	<p><b>Approved textbook</b> <i>The Pennsylvania Journey</i> Chapter 2 Chapter 3 Chapter 4 Chapter 5</p> <p><b>PowerPoint Presentation</b></p>	<p>8.1.9.A 8.2.9.A,8.2.9.B,8.2.9.C,8.2.9.D 8.3.9.A,8.3.9.B,8.3.9.C,8.3.9.D 8.1.U.A 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 8.1.W.A 8.2.C.B,8.2.C.C 8.3.C.B,8.3.C.C 8.1.12.A 8.2.12.A,8.2.12.B,8.2.12.C,8.2.12.D, 8.3.12.A 8.3.12.B,8.3.12.C,8.3.12.D 8.5 8.6</p>
<p>Post Revolution to Civil War</p>	<p><b>Approved textbook</b> <i>The Pennsylvania Journey</i> Chapter 5 Chapter 6 Chapter 7 Chapter 8</p> <p><b>PowerPoint Presentation</b></p> <p><b>Suggested Reading:</b> "Gettysburg Address"</p> <p><b>Suggested Activity:</b> Identify how the United States government was challenged after the American Revolution</p>	<p>8.1.9.A 8.2.9.A,8.2.9.B,8.2.9.C,8.2.9.D 8.3.9.A,8.3.9.B,8.3.9.C,8.3.9.D 8.1.U.A 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 8.1.W.A 8.2.C.B,8.2.C.C 8.3.C.B,8.3.C.C 8.1.12.A 8.2.12.A,8.2.12.B,8.2.12.C,8.2.12.D 8.3.12.A,8.3.12.B,8.3.12.C,8.3.12.D 8.5 8.6</p>

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<p>Industrial Pennsylvania</p>	<p><b>Approved textbook</b> <i>The Pennsylvania Journey</i> Chapter 6 Chapter 9</p> <p><b>PowerPoint Presentation</b></p> <p><b>Suggested Article:</b> Molly Maguires</p> <p><b>Suggested Videos:</b> Anthracite People Talking to Pennsylvania Coalminers Stories from the Mines</p>	<p>8.1.9.A 8.2.9.A,8.2.9.B,8.2.9.C,8.2.9.D 8.3.9.A,8.3.9.B,8.3.9.C,8.3.9.D 8.1.U.A 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 8.1.W.A 8.2.C.B,8.2.C.C 8.3.C.B,8.3.C.C 8.1.12.A 8.2.12.A,8.2.12.B,8.2.12.C,8.2.12.D 8.3.12.A,8.3.12.B,8.3.12.C,8.3.12.D 8.5 8.6</p>
<p>Review and Final Exam</p>		



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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Foundations of American Citizenship</b>	<b>Essential Knowledge/Skills:</b> What is Civics? Civics Purpose of Government Levels of Government Dictatorship and Democracy Influencing Government Citizenship Birth Illegal and Legal Aliens Naturalization Loss of Citizenship Who are Americans? Census Growth of Population English Heritage Development of Parliament Common Law Colonial Experience The House of Burgesses Mayflower Compact Colonial Governments Toward Independence British Taxes First Continental Congress Second Continental Congress Declaration of Independence First Governments Early State Constitutions Articles of Confederation	<b>Approved textbook</b> <i>Civics Today: Citizenship, Economics, And You</i> Chapter 1 Sections 1-3 Chapter 2 Sections 1-4  <b>PowerPoint Presentation</b>  <b>Suggested Activity:</b> US Citizenship Test	<b>Teacher prepared tests, quizzes, etc.</b>  <b>Series available assessments online. (Optional)</b>	<b>15 days</b>

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	<p>Shays’s Rebellion</p> <p><b>Vocabulary:</b>  Civics  Citizen  Alien  Immigrant  Naturalization  Government  Democracy  Republic  Totalitarian  Monarch  Legislature  Colony  Charter  Compact  Mercantilism  Delegates</p>			
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**PA Academic Standards: Civics and Government**

**GRADE 9**

- 5.1.9.A Apply examples of the **rule of law** as related to **individual rights** and the **common good**.
- 5.1.9.B Analyze the major arguments advanced for different systems of **government**.
- 5.1.9.C Analyze the principles and ideals that shape United States **government**.
- 5.2.9.A Contrast the rights and responsibilities of a **citizen** in a **democracy** with a **citizen** in an authoritarian system.
- 5.3.9.A Examine the process of **checks and balances** among the three branches of **government**, including the creation of law.
- 5.3.9.B Analyze the roles of local, **state**, and national **governments** in policy-making.
- 5.3.9.D Explain how **citizens** participate in choosing their leaders through political parties, campaigns, and elections.
- 5.3.9.J Compare and contrast various systems of government.

**US HISTORY**

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

**WORLD HISTORY**

- 5.1.W.B Employ historical examples and **political philosophy** to evaluate the major arguments advanced for the necessity of **government**.
- 5.2.W.A Contrast the rights and responsibilities of a **citizen** in a **democracy** with a **citizen** in an authoritarian system
- 5.3.W.J Compare and contrast various systems of **government**.

**CIVICS/GOVT**

- 5.1.C.C Evaluate the application of the principles and ideals in contemporary **civic life**.
- 5.1.C.D Evaluate **state** and federal powers based on significant documents and other critical sources.
- 5.2.C.A Contrast the rights and responsibilities of a **citizen** in a **democracy** with a **citizen** in an authoritarian system.

**GRADE 12**

- 5.1.12.A Analyze the sources, purposes, functions of law, and how the **rule of law** protects **individual rights** and promotes the **common good**.
- 5.1.12.B Employ historical examples and **political philosophy** to evaluate the major arguments advanced for the necessity of **government**.
- 5.1.12.C Evaluate the application of the principles and ideals in contemporary **civic life**.
- 5.3.12.B Compare and contrast policy-making in various contemporary world **governments**.
- 5.3.12.D Evaluate the roles of political parties, **interest groups**, and **mass media** in politics and public policy.
- 5.3.12.J Evaluate tax policies of various **states** and countries.

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

8.5 Reading Informational Text

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

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

8.6 Writing

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

**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>United States Constitution</b>	<p><b>Essential Knowledge/Skills:</b>  Steps in Building the American Systems of Government  Committees of Correspondence  First Continental Congress  Second Continental Congress  Declaration of Independence  Articles of Confederation  Treaty of Paris  Constitutional Convention  Constitution Ratified  Washington Inaugurated  Why the Constitution?  Create a More Perfect Union  Chief Purpose  Problems  Support  The Constitution  Preamble  Article I  Article II  Article III  Article IV  Article V  Article VI  Article VII  Amendments</p> <p><b>Vocabulary:</b>  Preamble  Article  Section</p>	<p><b>Approved textbook</b>  <i>Civics Today: Citizenship, Economics, And You</i>  Chapter 3 Sections 1-4  Chapter 4 Sections 1-4</p> <p><b>PowerPoint Presentation</b></p> <p><b>Suggested Video:</b>  SCHOOL HOUSE ROCK  “America Rocks”</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p><b>Series available assessments online. (Optional)</b></p>	<p><b>10 days</b></p>

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Amendment

**PA Academic Standards: Civics and Government**

**GRADE 9**

- 5.1.9.A Apply examples of the **rule of law** as related to **individual rights** and the **common good**.
- 5.1.9.B Analyze the major arguments advanced for different systems of **government**.
- 5.1.9.C Analyze the principles and ideals that shape United States **government**.
- 5.2.9.A Contrast the rights and responsibilities of a **citizen** in a **democracy** with a **citizen** in an authoritarian system.
- 5.3.9.A Examine the process of **checks and balances** among the three branches of **government**, including the creation of law.
- 5.3.9.B Analyze the roles of local, **state**, and national **governments** in policy-making.
- 5.3.9.D Explain how **citizens** participate in choosing their leaders through political parties, campaigns, and elections.
- 5.3.9.J Compare and contrast various systems of government.

**US HISTORY**

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

**WORLD HISTORY**

- 5.1.W.B Employ historical examples and **political philosophy** to evaluate the major arguments advanced for the necessity of **government**.
- 5.2.W.A Contrast the rights and responsibilities of a **citizen** in a **democracy** with a **citizen** in an authoritarian system
- 5.3.W.J Compare and contrast various systems of **government**.

**CIVICS/GOVT**

- 5.1.C.C Evaluate the application of the principles and ideals in contemporary **civic life**.
- 5.1.C.D Evaluate **state** and federal powers based on significant documents and other critical sources.
- 5.2.C.A Contrast the rights and responsibilities of a **citizen** in a **democracy** with a **citizen** in an authoritarian system.

**GRADE 12**

- 5.1.12.A Analyze the sources, purposes, functions of law, and how the **rule of law** protects **individual rights** and promotes the **common good**.

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- 5.1.12.B Employ historical examples and **political philosophy** to evaluate the major arguments advanced for the necessity of **government**.
- 5.1.12.C Evaluate the application of the principles and ideals in contemporary **civic life**.
- 5.3.12.B Compare and contrast policy-making in various contemporary world **governments**.
- 5.3.12.D Evaluate the roles of political parties, **interest groups**, and **mass media** in politics and public policy.
- 5.3.12.J Evaluate tax policies of various **states** and countries.

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

8.5 Reading Informational Text

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

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

8.6 Writing

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

**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>The Citizen And The Community</b>	<p><b>Essential Knowledge/Skills:</b>            Rights of Citizens            Categories            Limits on Rights            Civil Rights Movement            Duties and Responsibilities of Citizens            Duties            Responsibilities            The Citizen’s Role in the Community            Public Services            Responsibilities to the Community            Participate</p> <p><b>Vocabulary:</b>            Responsibility            Duty            Tolerance            Bureaucracy            Welfare</p>	<p><b>Approved textbook</b>  <i>Civics Today: Citizenship, Economics, And You</i>            Chapter 5 Sections 1-2</p> <p><b>PowerPoint Presentation</b></p> <p><b>Suggested Reading:</b>            “I Have a Dream”</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p><b>Series available assessments online. (Optional)</b></p>	<p>9 days</p>

**PA Academic Standards: Civics and Government**

**GRADE 9**

5.1.9.C Analyze the principles and ideals that shape United States **government**.

5.2.9.D Analyze **citizens'** roles in the political process toward the attainment of goals for individual and public good.

**US HISTORY**

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

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

**CIVICS/GOVT**

5.1.C.C Evaluate the application of the principles and ideals in contemporary **civic life**.

5.2.C.D Evaluate and demonstrate what makes competent and responsible **citizens**.

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**GRADE 12**

5.1.12.C Evaluate the application of the principles and ideals in contemporary **civic life**.

5.1.12.D Evaluate **state** and federal powers based on significant documents and other critical sources.

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

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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  
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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Parties, Politics, Elections And Opinions</b>	<b>Essential Knowledge/Skills:</b> Kinds of Party Systems Two-Party System Multiparty System One Party System United States Political Parties Developing the Two Party System Third Parties Organization of US Political Parties What Party Members Do Party Organization Role of Political Parties in the U.S.A. Functions Political Parties Today Voting Preparing to Vote Who Votes? Election Campaigns Nominating Candidates Running for Office Financing Campaigns Elections At the Polls General Elections Special Elections Public Opinion Factors Affecting Public Opinion Measuring Public Opinion Interest Groups Types Techniques Interest Groups Use	<b>Approved textbook</b> <i>Civics Today:</i> <i>Citizenship, Economics, And You</i> Chapter 9 Sections 1-2 Chapter 10 Sections 1-3 Chapter 11 Sections 1-3  <b>PowerPoint Presentation</b>  <b>Suggested Activity:</b> Identify 3 Third Parties	<b>Teacher prepared tests, quizzes, etc.</b>  <b>Series available assessments online. (Optional)</b>	<b>12 days</b>

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	<p>Interest Groups and Public Policy Functions of Interest Groups Lobbyist</p> <p><b>Vocabulary:</b> Political Party Two Party System Primary Polling Place Ballot Electorate Initiative Proposition Referendum Propaganda Public Opinion Mass Media Interest Group Lobbyist</p>			
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**PA Academic Standards: Civics and Government**

**GRADE 9**

- 5.1.9.A Apply examples of the **rule of law** as related to **individual rights** and the **common good**.
- 5.1.9.C Analyze the principles and ideals that shape United States **government**.
- 5.1.9.D Compare and contrast the basic principles and ideals found in significant documents:
- 5.1.9.E **Demonstrate an understanding of how the PA Constitution and the US Constitution co-exist.**
- 5.2.9.A Contrast the rights and responsibilities of a **citizen** in a **democracy** with a **citizen** in an authoritarian system.
- 5.2.9.B Analyze strategies used to resolve conflicts in society and **government**.
- 5.2.9.C Examine political **leadership** and **public service** in a **republican form of government**.
- 5.2.9.D Analyze **citizens'** roles in the political process toward the attainment of goals for individual and public good.
- 5.3.9.D Explain how **citizens** participate in choosing their leaders through political parties, campaigns, and elections.
- 5.3.9.E Compare and contrast the different election processes for local, state, and national offices.
- 5.3.9.G Analyze the influence of **interest groups** in the political process.
- 5.3.9.H Evaluate the importance of freedom of the press and the political influence of mass media.

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- 5.4.9.D Analyze the various **mass media** outlets and their influence on global issues.
- 5.4.9.E Identify the politics of **interest groups** (e.g. business and labor organizations, ethnic and religious organizations) on **foreign policy**.

**US HISTORY**

- 5.1.U.C Analyze the principles and ideals that shape United States **government**.
- 5.2.U.D Evaluate and demonstrate what makes competent and responsible **citizens**.
- 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.

**WORLD HISTORY**

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

**CIVICS/GOVT**

- 5.1.C.C Evaluate the application of the principles and ideals in contemporary **civic life**.
- 5.1.C.D Evaluate **state** and federal powers based on significant documents and other critical sources.
- 5.1.C.E **Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.**
- 5.2.C.A Contrast the rights and responsibilities of a **citizen** in a **democracy** with a **citizen** in an authoritarian system.
- 5.2.C.B Analyze strategies used to resolve conflicts in society and **government**.
- 5.2.C.C Evaluate political **leadership** and **public service** in a **republican form of government**.
- 5.2.C.D Evaluate and demonstrate what makes competent and responsible **citizens**.
- 5.3.C.E Compare and contrast the different election processes for local, state, and national offices.
- 5.3.C.G Analyze the influence of **interest groups** in the political process.
- 5.3.C.H Evaluate the importance of freedom of the press and the political influence of mass media.

**GRADE 12**

- 5.1.12.A Analyze the sources, purposes, functions of law, and how the **rule of law** protects **individual rights** and promotes the **common good**.
- 5.1.12.C Evaluate the application of the principles and ideals in contemporary **civic life**.
- 5.1.12.D Evaluate **state** and federal powers based on significant documents and other critical sources.
- 5.1.12.E **Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.**
- 5.2.12.A Evaluate an individual's **civil rights**, responsibilities and obligations in various contemporary **governments**.
- 5.2.12.B **Examine the causes of conflicts in society and evaluate techniques to address those conflicts.**

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- 5.2.12.C Evaluate political **leadership** and **public service** in a **republican form of government**.
- 5.2.12.D Evaluate and demonstrate what makes competent and responsible **citizens**.
- 5.3.12.D Evaluate the roles of political parties, **interest groups**, and **mass media** in politics and public policy.
- 5.3.12.E Evaluate the fairness and effectiveness of the United States electoral processes, including the **electoral college**.
- 5.3.12.G Evaluate the impact of **interest groups** in developing public policy.
- 5.3.12.H Evaluate the role of **mass media** in setting public agenda and influencing political life.
- 5.4.12.D Evaluate the role of **mass media** in world politics.
- 5.4.12.E Compare and contrast the politics of various **interest groups** and evaluate their impact on **foreign 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.

**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>The Legislative Branch</b>	<p><b>Essential Knowledge/Skills:</b>            Constitutional Beginning            Compromise at Convention            Created by Article I            How Congress is Organized            House of Representatives            Senate            Salary – Benefits – Privileges            Sessions            How Congress Works            Congressional Leaders            Congressional Committees            Congressional Power            Expressed Powers            Implied Powers            Special Powers            Limits to Power            How a Bill Becomes a Law            Introducing a Bill            Work of Committees            Debating a Bill            How a Bill Becomes a Law</p> <p><b>Vocabulary:</b>            Bicameral            Census            Constituents            Expressed Powers            Implied Powers            Elastic Clause            Impeach            Franking Privilege</p>	<p><b>Approved textbook</b>  <i>Civics Today:</i>  <i>Citizenship, Economics, And You</i>            Chapter 6 Sections 1-4</p> <p><b>PowerPoint Presentation</b></p> <p><b>Suggested Activity:</b>            Propose a new law</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p><b>Series available assessments online. (Optional)</b></p>	<p><b>11 days</b></p>

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	Lobbyist Resolution Filibuster Veto			
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**PA Academic Standards: Civics and Government**

**GRADE 9**

- 5.1.9.A Apply examples of the **rule of law** as related to **individual rights** and the **common good**.
- 5.1.9.B Analyze the major arguments advanced for different systems of **government**.
- 5.1.9.C Analyze the principles and ideals that shape United States **government**.
- 5.1.9.D Compare and contrast the basic principles and ideals found in significant documents:
- 5.1.9.E **Demonstrate an understanding of how the PA Constitution and the US Constitution co-exist.**
- 5.2.9.B Analyze strategies used to resolve conflicts in society and **government**.
- 5.2.9.C Examine political **leadership** and **public service** in a **republican form of government**.
- 5.2.9.D Analyze **citizens'** roles in the political process toward the attainment of goals for individual and public good.
- 5.3.9.A Examine the process of **checks and balances** among the three branches of **government**, including the creation of law.
- 5.3.9.B Analyze the roles of local, **state**, and national **governments** in policy-making.
- 5.3.9.D Explain how **citizens** participate in choosing their leaders through political parties, campaigns, and elections.
- 5.3.9.E Compare and contrast the different election processes for local, state, and national offices.
- 5.3.9.G Analyze the influence of **interest groups** in the political process.
- 5.4.9.A Explain how United States **foreign policy** is developed.
- 5.4.9.E Identify the politics of **interest groups** (e.g. business and labor organizations, ethnic and religious organizations) on **foreign policy**.

**US HISTORY**

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

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**WORLD HISTORY**

- 5.1.W.B Employ historical examples and **political philosophy** to evaluate the major arguments advanced for the necessity of **government**.
- 5.2.W.A Contrast the rights and responsibilities of a **citizen** in a **democracy** with a **citizen** in an authoritarian system
- 5.2.W.B Analyze strategies used to resolve conflicts in society and **government**.
- 5.2.W.D Evaluate and demonstrate what makes competent and responsible citizens.

**CIVICS/GOVT**

- 5.1.C.A Analyze the sources, purposes, functions of law, and how the **rule of law** protects **individual rights** and promotes the **common good**.
- 5.1.C.B Employ historical examples and **political philosophy** to evaluate the major arguments advanced for the necessity of **government**.
- 5.1.C.C Evaluate the application of the principles and ideals in contemporary **civic life**.
- 5.1.C.D Evaluate **state** and federal powers based on significant documents and other critical sources.
- 5.1.C.E **Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.**
- 5.2.C.B Analyze strategies used to resolve conflicts in society and **government**.
- 5.2.C.C Evaluate political **leadership** and **public service** in a **republican form of government**.
- 5.2.C.D Evaluate and demonstrate what makes competent and responsible **citizens**.
- 5.3.C.A Examine the process of **checks and balances** among the three branches of **government**, including the creation of law.
- 5.3.C.B Analyze the roles of local, **state**, and national **governments** in policy-making.
- 5.3.C.D Evaluate the roles of political parties, **interest groups**, and **mass media** in politics and public policy.
- 5.3.C.E Compare and contrast the different election processes for local, state, and national offices.
- 5.3.C.G Analyze the influence of **interest groups** in the political process.
- 5.4.C.A Explain how United States **foreign policy** is developed.

**GRADE 12**

- 5.1.12.A Analyze the sources, purposes, functions of law, and how the **rule of law** protects **individual rights** and promotes the **common good**.
- 5.1.12.C Evaluate the application of the principles and ideals in contemporary **civic life**.
- 5.1.12.D Evaluate **state** and federal powers based on significant documents and other critical sources.
- 5.1.12.E **Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.**
- 5.2.12.B **Examine the causes of conflicts in society and evaluate techniques to address those conflicts.**
- 5.2.12.C Evaluate political **leadership** and **public service** in a **republican form of government**.
- 5.2.12.D Evaluate and demonstrate what makes competent and responsible **citizens**.
- 5.3.12.A Analyze the changes in power and **authority** among the three branches of **government** over time.
- 5.3.12.B Compare and contrast policy-making in various contemporary world **governments**.
- 5.3.12.C Evaluate how **government** agencies create, amend, and enforce regulations.
- 5.3.12.D Evaluate the roles of political parties, **interest groups**, and **mass media** in politics and public policy.

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5.3.12.E Evaluate the fairness and effectiveness of the United States electoral processes, including the **electoral college**.

5.3.12.G Evaluate the impact of **interest groups** in developing public policy.

5.3.12.H Evaluate the role of **mass media** in setting public agenda and influencing political life.

5.4.12.A Examine **foreign policy** perspectives, including **realism**, **idealism**, and **liberalism**.

5.4.12.E Compare and contrast the politics of various **interest groups** and evaluate their impact on **foreign 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.



**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>The President</b></p>	<p><b>Essential Knowledge/Skills:</b>            The Constitution            Created by Article II            Presidential Amendments            President and Vice-President            President            Vice-President            Presidential Succession            The President’s Seven Hats            Chief Executive            Chief Diplomat            Commander in Chief            Legislative Leader            Party Leader            Judicial Leader            Chief of State            The Executive Office of the President            White House Staff            Office of Management and Budget            National Security Council</p> <p><b>Vocabulary:</b>            Electoral College            Executive Order            Pardon Reprieve            Amnesty            Treaty            Executive Agreement</p>	<p><b>Approved textbook</b>  <i>Civics Today:            Citizenship, Economics,            And You</i>            Chapter 7 Sections 1-3</p> <p><b>PowerPoint Presentation</b></p>	<p>Teacher prepared tests, quizzes, etc.</p> <p><b>Series available assessments online. (Optional)</b></p>	<p><b>9 days</b></p>

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Curriculum Guide

**PA Academic Standards: Civics and Government**

**GRADE 9**

- 5.1.9.C Analyze the principles and ideals that shape United States **government**.
- 5.1.9.D Compare and contrast the basic principles and ideals found in significant documents:
- 5.1.9.E **Demonstrate an understanding of how the PA Constitution and the US Constitution co-exist.**
- 5.2.9.B Analyze strategies used to resolve conflicts in society and **government**.
- 5.2.9.C Examine political **leadership** and **public service** in a **republican form of government**.
- 5.2.9.D Analyze **citizens'** roles in the political process toward the attainment of goals for individual and public good.
- 5.3.9.A Examine the process of **checks and balances** among the three branches of **government**, including the creation of law.
- 5.3.9.B Analyze the roles of local, **state**, and national **governments** in policy-making.
- 5.3.9.C Explain how **government** agencies create, amend and enforce policies in local, **state**, and national **governments**.
- 5.3.9.D Explain how **citizens** participate in choosing their leaders through political parties, campaigns, and elections.
- 5.3.9.E Compare and contrast the different election processes for local, state, and national offices.
- 5.3.9.G Analyze the influence of **interest groups** in the political process.
- 5.4.9.A Explain how United States **foreign policy** is developed.
- 5.4.9.B Explain why and how different **foreign policy** tools are used to advance a nation's self interest (e.g., **diplomacy**, economic aid, military aid, **sanctions**, treaties).
- 5.4.9.E Identify the politics of **interest groups** (e.g. business and labor organizations, ethnic and religious organizations) on **foreign policy**.

**US HISTORY**

- 5.1.U.C Analyze the principles and ideals that shape United States **government**.
- 5.1.U.D Compare and contrast the basic principles and ideals found in significant documents:
- 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.

**WORLD HISTORY**

- 5.1.W.B Employ historical examples and **political philosophy** to evaluate the major arguments advanced for the necessity of **government**.
- 5.2.W.A Contrast the rights and responsibilities of a **citizen** in a **democracy** with a **citizen** in an authoritarian system
- 5.2.W.B Analyze strategies used to resolve conflicts in society and **government**.
- 5.2.W.D Evaluate and demonstrate what makes competent and responsible citizens.

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**CIVICS/GOVT**

- 5.1.C.C Evaluate the application of the principles and ideals in contemporary **civic life**.
- 5.1.C.D Evaluate **state** and federal powers based on significant documents and other critical sources.
- 5.1.C.E **Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.**
- 5.2.C.B Analyze strategies used to resolve conflicts in society and **government**.
- 5.2.C.C Evaluate political **leadership** and **public service** in a **republican form of government**.
- 5.2.C.D Evaluate and demonstrate what makes competent and responsible **citizens**.
- 5.3.C.A Examine the process of **checks and balances** among the three branches of **government**, including the creation of law.
- 5.3.C.B Analyze the roles of local, **state**, and national **governments** in policy-making.
- 5.3.C.D Evaluate the roles of political parties, **interest groups**, and **mass media** in politics and public policy.
- 5.3.C.E Compare and contrast the different election processes for local, state, and national offices.
- 5.3.C.G Analyze the influence of **interest groups** in the political process.
- 5.4.C.A Explain how United States **foreign policy** is developed.

**GRADE 12**

- 5.1.12.C Evaluate the application of the principles and ideals in contemporary **civic life**.
- 5.1.12.D Evaluate **state** and federal powers based on significant documents and other critical sources.
- 5.1.12.E **Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.**
- 5.2.12.B **Examine the causes of conflicts in society and evaluate techniques to address those conflicts.**
- 5.2.12.C Evaluate political **leadership** and **public service** in a **republican form of government**.
- 5.2.12.D Evaluate and demonstrate what makes competent and responsible **citizens**.
- 5.3.12.A Analyze the changes in power and **authority** among the three branches of **government** over time.
- 5.3.12.B Compare and contrast policy-making in various contemporary world **governments**.
- 5.3.12.C Evaluate how **government** agencies create, amend, and enforce regulations.
- 5.3.12.D Evaluate the roles of political parties, **interest groups**, and **mass media** in politics and public policy.
- 5.3.12.E Evaluate the fairness and effectiveness of the United States electoral processes, including the **electoral college**.
- 5.3.12.G Evaluate the impact of **interest groups** in developing public policy.
- 5.4.12.A Examine **foreign policy** perspectives, including **realism**, **idealism**, and **liberalism**.
- 5.4.12.B Evaluate the effectiveness of **foreign policy** tools in various current issues confronting the United States (e.g., **diplomacy**, economic aid, military aid, **sanctions**, treaties).
- 5.4.12.E Compare and contrast the politics of various **interest groups** and evaluate their impact on **foreign policy**.

**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  
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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>The Executive Branch</b></p>	<p><b>Essential Knowledge/Skills:</b>            Executive Departments            Development of Cabinet            Department of State            Department of Treasury            Department of Defense            Department of Justice            Department of Interior            Department of Agriculture            Department of Commerce            Department of Labor            Department of Health and Human Services            Department of Housing and Urban Development            Department of Transportation            Department of Energy            Department of Education            Department of Veteran’s Affairs            Department of Homeland Security            Independent Agencies            Reasons            Executive Agencies            Regulatory Commissions            Government Corporations            The Federal Bureaucracy            Development of the Civil Service System            Civil Service Today</p> <p><b>Vocabulary:</b>            Cabinet</p>	<p><b>Approved textbook</b>  <i>Civics Today: Citizenship, Economics, And You</i>            Chapter 7 Section 4</p> <p><b>PowerPoint Presentation</b></p>	<p>Teacher prepared tests, quizzes, etc.</p> <p><b>Series available assessments online. (Optional)</b></p>	<p><b>8 days</b></p>

**Dunmore School District  
Curriculum Guide**

	Federal Bureaucracy Independent Agencies Government Corporations Civil Service System Spoils System Merit System			
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**PA Academic Standards: Civics and Government**

**GRADE 9**

- 5.1.9.C Analyze the principles and ideals that shape United States **government**.
- 5.1.9.D Compare and contrast the basic principles and ideals found in significant documents:
- 5.1.9.E **Demonstrate an understanding of how the PA Constitution and the US Constitution co-exist.**
- 5.2.9.B Analyze strategies used to resolve conflicts in society and **government**.
- 5.2.9.C Examine political **leadership** and **public service** in a **republican form of government**.
- 5.2.9.D Analyze **citizens'** roles in the political process toward the attainment of goals for individual and public good.
- 5.3.9.A Examine the process of **checks and balances** among the three branches of **government**, including the creation of law.
- 5.3.9.B Analyze the roles of local, **state**, and national **governments** in policy-making.
- 5.3.9.C Explain how **government** agencies create, amend and enforce policies in local, **state**, and national **governments**.
- 5.3.9.D Explain how **citizens** participate in choosing their leaders through political parties, campaigns, and elections.
- 5.3.9.E Compare and contrast the different election processes for local, state, and national offices.
- 5.3.9.G Analyze the influence of **interest groups** in the political process.
- 5.4.9.A Explain how United States **foreign policy** is developed.
- 5.4.9.B Explain why and how different **foreign policy** tools are used to advance a nation's self interest (e.g., **diplomacy**, economic aid, military aid, **sanctions**, treaties).
- 5.4.9.E Identify the politics of **interest groups** (e.g. business and labor organizations, ethnic and religious organizations) on **foreign policy**.

**US HISTORY**

- 5.1.U.C Analyze the principles and ideals that shape United States **government**.
- 5.1.U.D Compare and contrast the basic principles and ideals found in significant documents:
- 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.

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**WORLD HISTORY**

- 5.1.W.B Employ historical examples and **political philosophy** to evaluate the major arguments advanced for the necessity of **government**.
- 5.2.W.A Contrast the rights and responsibilities of a **citizen** in a **democracy** with a **citizen** in an authoritarian system
- 5.2.W.B Analyze strategies used to resolve conflicts in society and **government**.
- 5.2.W.D Evaluate and demonstrate what makes competent and responsible citizens.

**CIVICS/GOVT**

- 5.1.C.C Evaluate the application of the principles and ideals in contemporary **civic life**.
- 5.1.C.D Evaluate **state** and federal powers based on significant documents and other critical sources.
- 5.1.C.E **Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.**
- 5.2.C.B Analyze strategies used to resolve conflicts in society and **government**.
- 5.2.C.C Evaluate political **leadership** and **public service** in a **republican form of government**.
- 5.2.C.D Evaluate and demonstrate what makes competent and responsible **citizens**.
- 5.3.C.A Examine the process of **checks and balances** among the three branches of **government**, including the creation of law.
- 5.3.C.B Analyze the roles of local, **state**, and national **governments** in policy-making.
- 5.3.C.D Evaluate the roles of political parties, **interest groups**, and **mass media** in politics and public policy.
- 5.3.C.E Compare and contrast the different election processes for local, state, and national offices.
- 5.3.C.G Analyze the influence of **interest groups** in the political process.
- 5.4.C.A Explain how United States **foreign policy** is developed.

**GRADE 12**

- 5.1.12.C Evaluate the application of the principles and ideals in contemporary **civic life**.
- 5.1.12.D Evaluate **state** and federal powers based on significant documents and other critical sources.
- 5.1.12.E **Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.**
- 5.2.12.B **Examine the causes of conflicts in society and evaluate techniques to address those conflicts.**
- 5.2.12.C Evaluate political **leadership** and **public service** in a **republican form of government**.
- 5.2.12.D Evaluate and demonstrate what makes competent and responsible **citizens**.
- 5.3.12.A Analyze the changes in power and **authority** among the three branches of **government** over time.
- 5.3.12.B Compare and contrast policy-making in various contemporary world **governments**.
- 5.3.12.C Evaluate how **government** agencies create, amend, and enforce regulations.
- 5.3.12.D Evaluate the roles of political parties, **interest groups**, and **mass media** in politics and public policy.
- 5.3.12.E Evaluate the fairness and effectiveness of the United States electoral processes, including the **electoral college**.
- 5.3.12.G Evaluate the impact of **interest groups** in developing public policy.

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5.4.12.A Examine **foreign policy** perspectives, including **realism, idealism, and liberalism**.

5.4.12.B Evaluate the effectiveness of **foreign policy** tools in various current issues confronting the United States (e.g., **diplomacy**, economic aid, military aid, **sanctions**, treaties).

5.4.12.E Compare and contrast the politics of various **interest groups** and evaluate their impact on **foreign 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.



**Dunmore School District  
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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>The Judicial Branch</b></p>	<p><b>Essential Knowledge/Skills:</b>            Federal Court System              Constitutional Beginnings              Federal Court Jurisdiction            The Lower Federal Courts              District Courts              U.S. Courts of Appeals              Special Federal Courts            The United States Supreme Court              Jurisdiction              Power              Supreme Court Justices            The Court at Work              How Cases Reach the Court              Deciding Which Cases to Hear              Court Decisions and Opinions</p> <p><b>Vocabulary:</b>            Circuits            Jurisdiction            Exclusive Jurisdiction            Concurrent Jurisdiction            Original Jurisdiction            Appeals Courts            Opinion            Precedent            Judicial Review            Docket            Majority Opinion            Concurring Opinion            Dissenting Opinion            Stare Decisis</p>	<p><b>Approved textbook</b>  <i>Civics Today: Citizenship, Economics, And You</i>            Chapter 8 Sections 1-4</p> <p><b>PowerPoint Presentation</b></p> <p><b>Suggested Worksheets:</b>            McCulloch v Maryland            Escobedo v Illinois            NJ v TLO</p> <p><b>Suggested Activity:</b>            Identify the Supreme Court Justices</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>13 days</p>

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**PA Academic Standards: Civics and Government**

**GRADE 9**

- 5.1.9.C Analyze the principles and ideals that shape United States **government**.
- 5.1.9.D Compare and contrast the basic principles and ideals found in significant documents:
- 5.1.9.E **Demonstrate an understanding of how the PA Constitution and the US Constitution co-exist.**
- 5.2.9.B Analyze strategies used to resolve conflicts in society and **government**.
- 5.2.9.D Analyze **citizens'** roles in the political process toward the attainment of goals for individual and public good.
- 5.3.9.A Examine the process of **checks and balances** among the three branches of **government**, including the creation of law.
- 5.3.9.C Explain how **government** agencies create, amend and enforce policies in local, **state**, and national **governments**.
- 5.3.9.F Explain the Supreme Court's role in interpreting the U.S. Constitution.

**US HISTORY**

- 5.1.U.C Analyze the principles and ideals that shape United States **government**.
- 5.1.U.D Compare and contrast the basic principles and ideals found in significant documents:
- 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.F Analyze landmark United States Supreme Court interpretations of the Constitution and its **Amendments**.

**WORLD HISTORY**

- 5.1.W.B Employ historical examples and **political philosophy** to evaluate the major arguments advanced for the necessity of **government**.
- 5.2.W.A Contrast the rights and responsibilities of a **citizen** in a **democracy** with a **citizen** in an authoritarian system
- 5.2.W.B Analyze strategies used to resolve conflicts in society and **government**.
- 5.2.W.D Evaluate and demonstrate what makes competent and responsible citizens.

**CIVICS/GOVT**

- 5.1.C.C Evaluate the application of the principles and ideals in contemporary **civic life**.
- 5.1.C.D Evaluate **state** and federal powers based on significant documents and other critical sources.
- 5.1.C.E **Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.**
- 5.2.C.B Analyze strategies used to resolve conflicts in society and **government**.
- 5.2.C.D Evaluate and demonstrate what makes competent and responsible **citizens**.
- 5.3.C.A Examine the process of **checks and balances** among the three branches of **government**, including the creation of law.
- 5.3.C.B Analyze the roles of local, **state**, and national **governments** in policy-making.
- 5.3.C.G Analyze the influence of **interest groups** in the political process.

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5.3.C.F Explain the Supreme Court’s role in interpreting the U.S. Constitution.

5.3.C.G Analyze the influence of **interest groups** in the political process.

**GRADE 12**

5.1.12.C Evaluate the application of the principles and ideals in contemporary **civic life**.

5.1.12.D Evaluate **state** and federal powers based on significant documents and other critical sources.

5.1.12.E **Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.**

5.2.12.B **Examine the causes of conflicts in society and evaluate techniques to address those conflicts.**

5.2.12.C Evaluate political **leadership** and **public service** in a **republican form of government**.

5.2.12.D Evaluate and demonstrate what makes competent and responsible **citizens**.

5.3.12.A Analyze the changes in power and **authority** among the three branches of **government** over time.

5.3.12.B Compare and contrast policy-making in various contemporary world **governments**.

5.3.12.C Evaluate how **government** agencies create, amend, and enforce regulations.

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

5.3.12.E Evaluate the fairness and effectiveness of the United States electoral processes, including the **electoral college**.

5.3.12.G Evaluate the impact of **interest groups** in developing 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.

**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>State Government</b>	<p><b>Essential Knowledge/Skills:</b>            The Federal System            Constitutional Basis for Federalism            State Constitutions            Federal – State Cooperation            Cooperation Between States            State Executive Branch            Office of Governor            Powers and Duties (HATS) of the Governor            Executive Department            State Legislative Branch            Pennsylvania General Assembly            Pennsylvania Senate            Pennsylvania House of Representatives            Pennsylvania General Assembly Procedures            How a Bill Becomes a Law            State Judicial Branch            Justice of the Peace/Magistrate/District Justice            Courts of Common Pleas            Commonwealth Court            Superior Court            Supreme Court</p> <p><b>Vocabulary:</b>            Federal System            Reserved Powers            Concurrent Powers            Unicameral</p>	<p><b>Approved textbook</b>  <i>Civics Today: Citizenship, Economics, And You</i>            Chapter 12 Sections 1-4</p> <p><b>PowerPoint Presentation</b></p> <p><b>Suggested Activity:</b>            Identify the roles State officials</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p><b>Series available assessments online. (Optional)</b></p>	<p><b>11 days</b></p>

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	Bicameral Census Apportioned Malapportionment Line-item Veto Commute Parole Justice of the Peace		
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**PA Academic Standards: Civics and Government**

**GRADE 9**

- 5.1.9.A Apply examples of the **rule of law** as related to **individual rights** and the **common good**.
- 5.1.9.B Analyze the major arguments advanced for different systems of **government**.
- 5.1.9.C Analyze the principles and ideals that shape United States **government**.
- 5.1.9.D Compare and contrast the basic principles and ideals found in significant documents:
- 5.1.9.E **Demonstrate an understanding of how the PA Constitution and the US Constitution co-exist.**
- 5.2.9.A Contrast the rights and responsibilities of a **citizen** in a **democracy** with a **citizen** in an authoritarian system.
- 5.2.9.B Analyze strategies used to resolve conflicts in society and **government**.
- 5.2.9.C Examine political **leadership** and **public service** in a **republican form of government**.
- 5.2.9.D Analyze **citizens'** roles in the political process toward the attainment of goals for individual and public good.
- 5.3.9.A Examine the process of **checks and balances** among the three branches of **government**, including the creation of law.
- 5.3.9.B Analyze the roles of local, **state**, and national **governments** in policy-making.
- 5.3.9.C Explain how **government** agencies create, amend and enforce policies in local, **state**, and national **governments**.
- 5.3.9.D Explain how **citizens** participate in choosing their leaders through political parties, campaigns, and elections.
- 5.3.9.F Explain the Supreme Court's role in interpreting the U.S. Constitution.
- 5.3.9.G Analyze the influence of **interest groups** in the political process.

**US HISTORY**

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

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- 5.2.U.D Evaluate and demonstrate what makes competent and responsible **citizens**.
- 5.3.U.D Evaluate the roles of political parties, **interest groups**, and **mass media** in politics and public policy.
- 5.3.U.F Analyze landmark United States Supreme Court interpretations of the Constitution and its **Amendments**.

**WORLD HISTORY**

- 5.1.W.B Employ historical examples and **political philosophy** to evaluate the major arguments advanced for the necessity of **government**.
- 5.2.W.A Contrast the rights and responsibilities of a **citizen** in a **democracy** with a **citizen** in an authoritarian system
- 5.2.W.B Analyze strategies used to resolve conflicts in society and **government**.
- 5.2.W.D Evaluate and demonstrate what makes competent and responsible citizens.

**CIVICS/GOVT**

- 5.1.C.A Analyze the sources, purposes, functions of law, and how the **rule of law** protects **individual rights** and promotes the **common good**.
- 5.1.C.B Employ historical examples and **political philosophy** to evaluate the major arguments advanced for the necessity of **government**.
- 5.1.C.C Evaluate the application of the principles and ideals in contemporary **civic life**.
- 5.1.C.D Evaluate **state** and federal powers based on significant documents and other critical sources.
- 5.1.C.E **Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.**
- 5.2.C.A Contrast the rights and responsibilities of a **citizen** in a **democracy** with a **citizen** in an authoritarian system.
- 5.2.C.B Analyze strategies used to resolve conflicts in society and **government**.
- 5.2.C.C Evaluate political **leadership** and **public service** in a **republican form of government**.
- 5.2.C.D Evaluate and demonstrate what makes competent and responsible **citizens**.
- 5.3.C.A Examine the process of **checks and balances** among the three branches of **government**, including the creation of law.
- 5.3.C.B Analyze the roles of local, **state**, and national **governments** in policy-making.
- 5.3.C.D Evaluate the roles of political parties, **interest groups**, and **mass media** in politics and public policy.
- 5.3.C.E Compare and contrast the different election processes for local, state, and national offices.
- 5.3.C.F Explain the Supreme Court's role in interpreting the U.S. Constitution.
- 5.3.C.G Analyze the influence of **interest groups** in the political process.

**GRADE 12**

- 5.1.12.A Analyze the sources, purposes, functions of law, and how the **rule of law** protects **individual rights** and promotes the **common good**.
- 5.1.12.B Employ historical examples and **political philosophy** to evaluate the major arguments advanced for the necessity of **government**.
- 5.1.12.C Evaluate the application of the principles and ideals in contemporary **civic life**.
- 5.1.12.D Evaluate **state** and federal powers based on significant documents and other critical sources.
- 5.1.12.E **Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.**
- 5.2.12.A Evaluate an individual's **civil rights**, responsibilities and obligations in various contemporary **governments**.

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- 5.2.12.B **Examine the causes of conflicts in society and evaluate techniques to address those conflicts.**
- 5.2.12.C Evaluate political **leadership** and **public service** in a **republican form of government**.
- 5.2.12.D Evaluate and demonstrate what makes competent and responsible **citizens**.
- 5.3.12.A Analyze the changes in power and **authority** among the three branches of **government** over time.
- 5.3.12.B Compare and contrast policy-making in various contemporary world **governments**.
- 5.3.12.C Evaluate how **government** agencies create, amend, and enforce regulations.
- 5.3.12.D Evaluate the roles of political parties, **interest groups**, and **mass media** in politics and public policy.
- 5.3.12.E Evaluate the fairness and effectiveness of the United States electoral processes, including the **electoral college**.
- 5.3.12.F Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.
- 5.3.12.G Evaluate the impact of **interest groups** in developing 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.

**Dunmore School District  
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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Local Government</b>	<p><b>Essential Knowledge/Skills:</b>            County Government              Organization              County Officials (Lackawanna)              Growth of County Government            Small Town Government              Town Government              Township Government              Village/Borough Government              Special Districts            City Government              Mayor – Council Government              Council – Manager Government              Commission Government              Metropolitan Government</p> <p><b>Vocabulary:</b>            Incorporate            City Charter            Home Rule            Ordinance            At-large Election            Special District            Metropolitan Area            Suburb            County            County Seat            Town            Town Meeting            Township            Village</p>	<p><b>Approved textbook</b>  <i>Civics Today: Citizenship, Economics, And You</i>            Chapter 13 Sections 1-3</p> <p><b>PowerPoint Presentation</b></p> <p><b>Suggested Activity:</b>            Identify the County and Borough Officials</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p><b>Series available assessments online. (Optional)</b></p>	<p><b>9 days</b></p>



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

**GRADE 9**

- 5.1.9.C Analyze the principles and ideals that shape United States **government**.
- 5.1.9.D Compare and contrast the basic principles and ideals found in significant documents:
- 5.1.9.E **Demonstrate an understanding of how the PA Constitution and the US Constitution co-exist.**
- 5.2.9.B Analyze strategies used to resolve conflicts in society and **government**.
- 5.2.9.C Examine political **leadership** and **public service** in a **republican form of government**.
- 5.2.9.D Analyze **citizens'** roles in the political process toward the attainment of goals for individual and public good.
- 5.3.9.A Examine the process of **checks and balances** among the three branches of **government**, including the creation of law.
- 5.3.9.B Analyze the roles of local, **state**, and national **governments** in policy-making.
- 5.3.9.C Explain how **government** agencies create, amend and enforce policies in local, **state**, and national **governments**.
- 5.3.9.D Explain how **citizens** participate in choosing their leaders through political parties, campaigns, and elections.
- 5.3.9.E Compare and contrast the different election processes for local, state, and national offices.
- 5.3.9.G Analyze the influence of **interest groups** in the political process.
- 5.3.9.I Explain various types of taxes and their purposes.

**US HISTORY**

- 5.1.U.C Analyze the principles and ideals that shape United States **government**.
- 5.1.U.D Compare and contrast the basic principles and ideals found in significant documents:
- 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.

**WORLD HISTORY**

- 5.1.W.B Employ historical examples and **political philosophy** to evaluate the major arguments advanced for the necessity of **government**.
- 5.2.W.A Contrast the rights and responsibilities of a **citizen** in a **democracy** with a **citizen** in an authoritarian system
- 5.2.W.B Analyze strategies used to resolve conflicts in society and **government**.
- 5.2.W.D Evaluate and demonstrate what makes competent and responsible citizens.

**CIVICS/GOVT**

- 5.1.C.C Evaluate the application of the principles and ideals in contemporary **civic life**.
- 5.1.C.D Evaluate **state** and federal powers based on significant documents and other critical sources.

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- 5.1.C.E **Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.**
- 5.2.C.B Analyze strategies used to resolve conflicts in society and **government**.
- 5.2.C.C Evaluate political **leadership** and **public service** in a **republican form of government**.
- 5.2.C.D Evaluate and demonstrate what makes competent and responsible **citizens**.
- 5.3.C.A Examine the process of **checks and balances** among the three branches of **government**, including the creation of law.
- 5.3.C.B Analyze the roles of local, **state**, and national **governments** in policy-making.
- 5.3.C.D Evaluate the roles of political parties, **interest groups**, and **mass media** in politics and public policy.
- 5.3.C.E Compare and contrast the different election processes for local, state, and national offices.
- 5.3.C.G Analyze the influence of **interest groups** in the political process.
- 5.3.C.I Explain various types of taxes and their purposes.

**GRADE 12**

- 5.1.12.C Evaluate the application of the principles and ideals in contemporary **civic life**.
- 5.1.12.D Evaluate **state** and federal powers based on significant documents and other critical sources.
- 5.1.12.E **Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.**
- 5.2.12.B **Examine the causes of conflicts in society and evaluate techniques to address those conflicts.**
- 5.2.12.C Evaluate political **leadership** and **public service** in a **republican form of government**.
- 5.2.12.D Evaluate and demonstrate what makes competent and responsible **citizens**.
- 5.3.12.A Analyze the changes in power and **authority** among the three branches of **government** over time.
- 5.3.12.B Compare and contrast policy-making in various contemporary world **governments**.
- 5.3.12.C Evaluate how **government** agencies create, amend, and enforce regulations.
- 5.3.12.D Evaluate the roles of political parties, **interest groups**, and **mass media** in politics and public policy.
- 5.3.12.E Evaluate the fairness and effectiveness of the United States electoral processes, including the **electoral college**.
- 5.3.12.I Evaluate tax policies of various **states** and countries.

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

8.5 Reading Informational Text

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

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

8.6 Writing

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

**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Community Issues</b>	<p><b>Essential Knowledge/Skills:</b>            Dealing with Community Issues            Making Public Policy            Planning for the Future            Difficult Questions            Financing Public Policy            Social Issues            Education            Housing            Crime            Outlook for the Future            Environmental Issues            Resource Shortages            Pollution            Waste Disposal            Land Use            Outlook for the Future</p> <p><b>Vocabulary:</b>            Policy            Public Policy            Planning Commission            Short-term Plan            Long-term Plan            Infrastructure            Priority            Resource            Master Plan            Welfare            Solid Waste            Landfill            Toxic</p>	<p><b>Approved textbook</b>  <i>Civics Today:            Citizenship, Economics,            And You</i>            Chapter 14 Sections 1-3</p> <p><b>PowerPoint Presentation</b></p> <p><b>Suggested Activity:</b>            Identify a current issue and determine solutions</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p><b>Series available assessments online. (Optional)</b></p>	<p><b>9 days</b></p>

**Dunmore School District  
Curriculum Guide**

	Recycle Conservation			
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**PA Academic Standards: Civics and Government**

**GRADE 9**

- 5.1.9.C Analyze the principles and ideals that shape United States **government**.
- 5.2.9.B Analyze strategies used to resolve conflicts in society and **government**.
- 5.2.9.C Examine political **leadership** and **public service** in a **republican form of government**.
- 5.2.9.D Analyze **citizens'** roles in the political process toward the attainment of goals for individual and public good.
- 5.3.9.A Examine the process of **checks and balances** among the three branches of **government**, including the creation of law.
- 5.3.9.B Analyze the roles of local, **state**, and national **governments** in policy-making.
- 5.3.9.C Explain how **government** agencies create, amend and enforce policies in local, **state**, and national **governments**.
- 5.3.9.D Explain how **citizens** participate in choosing their leaders through political parties, campaigns, and elections.
- 5.3.9.E Compare and contrast the different election processes for local, state, and national offices.
- 5.3.9.G Analyze the influence of **interest groups** in the political process.
- 5.4.9.A Explain how United States **foreign policy** is developed.
- 5.4.9.B Explain why and how different **foreign policy** tools are used to advance a nation's self interest (e.g., **diplomacy**, economic aid, military aid, **sanctions**, treaties).
- 5.4.9.E Identify the politics of **interest groups** (e.g. business and labor organizations, ethnic and religious organizations) on **foreign policy**.

**US HISTORY**

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

**WORLD HISTORY**

- 5.1.W.B Employ historical examples and **political philosophy** to evaluate the major arguments advanced for the necessity of **government**.
- 5.2.W.A Contrast the rights and responsibilities of a **citizen** in a **democracy** with a **citizen** in an authoritarian system
- 5.2.W.B Analyze strategies used to resolve conflicts in society and **government**.
- 5.2.W.D Evaluate and demonstrate what makes competent and responsible citizens.

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**CIVICS/GOVT**

- 5.1.C.C Evaluate the application of the principles and ideals in contemporary **civic life**.
- 5.2.C.B Analyze strategies used to resolve conflicts in society and **government**.
- 5.2.C.C Evaluate political **leadership** and **public service** in a **republican form of government**.
- 5.2.C.D Evaluate and demonstrate what makes competent and responsible **citizens**.
- 5.3.C.A Examine the process of **checks and balances** among the three branches of **government**, including the creation of law.
- 5.3.C.B Analyze the roles of local, **state**, and national **governments** in policy-making.
- 5.3.C.D Evaluate the roles of political parties, **interest groups**, and **mass media** in politics and public policy.
- 5.3.C.E Compare and contrast the different election processes for local, state, and national offices.
- 5.3.C.G Analyze the influence of **interest groups** in the political process.
- 5.4.C.A Explain how United States **foreign policy** is developed.

**GRADE 12**

- 5.1.12.C Evaluate the application of the principles and ideals in contemporary **civic life**.
- 5.2.12.B **Examine the causes of conflicts in society and evaluate techniques to address those conflicts**.
- 5.2.12.C Evaluate political **leadership** and **public service** in a **republican form of government**.
- 5.2.12.D Evaluate and demonstrate what makes competent and responsible **citizens**.
- 5.3.12.A Analyze the changes in power and **authority** among the three branches of **government** over time.
- 5.3.12.B Compare and contrast policy-making in various contemporary world **governments**.
- 5.3.12.C Evaluate how **government** agencies create, amend, and enforce regulations.
- 5.3.12.D Evaluate the roles of political parties, **interest groups**, and **mass media** in politics and public policy.
- 5.3.12.E Evaluate the fairness and effectiveness of the United States electoral processes, including the **electoral college**.
- 5.3.12.G Evaluate the impact of **interest groups** in developing public policy.
- 5.4.12.A Examine **foreign policy** perspectives, including **realism, idealism, and liberalism**.
- 5.4.12.B Evaluate the effectiveness of **foreign policy** tools in various current issues confronting the United States (e.g., **diplomacy**, economic aid, military aid, **sanctions**, treaties).
- 5.4.12.E Compare and contrast the politics of various **interest groups** and evaluate their impact on **foreign 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.

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

8.6 Writing

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

**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Law and The Individual</b>	<b>Essential Knowledge/Skills:</b> Sources of Our Laws Early Systems of Law Roman Laws English Law American Legal System Legal Rights and Duties Basic Legal Rights Rights of the Accused Punishments and Fines Legal Duties Types of Laws Criminal Law Civil Law Constitutional Law Administrative Law International Law Civil Cases Lawsuits Suits of Equity Court Procedures in Civil Cases Criminal Cases Types of Crime Penalties Court Procedures in Criminal Cases Arresting a Suspect Grand Jury Arraignment Hearing Plea Bargain Trial Jury Deliberates	<b>Approved textbook</b> <i>Civics Today:</i> <i>Citizenship, Economics, And You</i> Chapter 15 Sections 1-3 Chapter 16 Sections 1-3  <b>PowerPoint Presentation</b>  <b>Suggested Videos:</b> Gideon v Wainwright Miranda v Arizona You the Jury – Stereo You the Jury – DUI  <b>Suggested Presentation:</b> School Resource Officer	<b>Teacher prepared tests, quizzes, etc.</b>  <b>Series available assessments online. (Optional)</b>	<b>14 days</b>

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	<p>Verdict is Read Sentencing if Found Guilty Juveniles and the Court System Juvenile Delinquency Juvenile Courts Dealing with Juvenile Offenders Punishing Juvenile Offenders</p> <p><b>Vocabulary:</b> Common Law Precedent Statute Plaintiff Defendant Felony Misdemeanor Lawsuit Stare Decisis Writ of Habeas Corpus Bill of Attainder Ex Post Facto Law Search Warrant Double Jeopardy Grand jury Plea Bargaining Bail</p>			
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**PA Academic Standards: Civics and Government**

**GRADE 9**

- 5.1.9.A Apply examples of the **rule of law** as related to **individual rights** and the **common good**.
- 5.1.9.C Analyze the principles and ideals that shape United States **government**.
- 5.1.9.D Compare and contrast the basic principles and ideals found in significant documents:
- 5.1.9.E **Demonstrate an understanding of how the PA Constitution and the US Constitution co-exist.**
- 5.2.9.A Contrast the rights and responsibilities of a **citizen** in a **democracy** with a **citizen** in an authoritarian system.



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- 5.2.9.B Analyze strategies used to resolve conflicts in society and **government**.
- 5.2.9.D Analyze **citizens'** roles in the political process toward the attainment of goals for individual and public good.
- 5.3.9.F Explain the Supreme Court's role in interpreting the U.S. Constitution.
- 5.3.9.G Analyze the influence of **interest groups** in the political process.

**US HISTORY**

- 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**.
- 5.1.U.D Compare and contrast the basic principles and ideals found in significant documents:
- 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.D Evaluate and demonstrate what makes competent and responsible **citizens**.
- 5.3.U.F Analyze landmark United States Supreme Court interpretations of the Constitution and its **Amendments**.

**WORLD HISTORY**

- 5.1.W.B Employ historical examples and **political philosophy** to evaluate the major arguments advanced for the necessity of **government**.
- 5.2.W.A Contrast the rights and responsibilities of a **citizen** in a **democracy** with a **citizen** in an authoritarian system
- 5.2.W.B Analyze strategies used to resolve conflicts in society and **government**.
- 5.2.W.D Evaluate and demonstrate what makes competent and responsible citizens.

**CIVICS/GOVT**

- 5.1.C.A Analyze the sources, purposes, functions of law, and how the **rule of law** protects **individual rights** and promotes the **common good**.
- 5.1.C.C Evaluate the application of the principles and ideals in contemporary **civic life**.
- 5.1.C.D Evaluate **state** and federal powers based on significant documents and other critical sources.
- 5.1.C.E **Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.**
- 5.2.C.A Contrast the rights and responsibilities of a **citizen** in a **democracy** with a **citizen** in an authoritarian system.
- 5.2.C.B Analyze strategies used to resolve conflicts in society and **government**.
- 5.2.C.D Evaluate and demonstrate what makes competent and responsible **citizens**.
- 5.3.C.E Compare and contrast the different election processes for local, state, and national offices.
- 5.3.C.F Explain the Supreme Court's role in interpreting the U.S. Constitution.
- 5.3.C.G Analyze the influence of **interest groups** in the political process.

**GRADE 12**

- 5.1.12.A Analyze the sources, purposes, functions of law, and how the **rule of law** protects **individual rights** and promotes the **common good**.

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- 5.1.12.C Evaluate the application of the principles and ideals in contemporary **civic life**.
- 5.1.12.D Evaluate **state** and federal powers based on significant documents and other critical sources.
- 5.1.12.E **Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.**
- 5.2.12.A Evaluate an individual's **civil rights**, responsibilities and obligations in various contemporary **governments**.
- 5.2.12.B **Examine the causes of conflicts in society and evaluate techniques to address those conflicts.**
- 5.2.12.D Evaluate and demonstrate what makes competent and responsible **citizens**.
- 5.3.12.F Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.
- 5.3.12.G Evaluate the impact of **interest groups** in developing 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.

**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Geography of Pennsylvania</b>	<b>Essential Knowledge/Skills:</b> Basic Facts How Pennsylvania Got Its Name Location Climate Landforms and Regions Waterforms Rivers and Tributary Systems Lakes, Wetlands, and Reservoirs Natural Resources (Raw Materials) Forests Soils Fossil Fuels Human Resources	<b>Approved textbook</b> <i>The Pennsylvania Journey</i> Chapter 1  <b>PowerPoint Presentation</b>  <b>Suggested Worksheet:</b> Maps of Pennsylvania  <b>Suggested Video:</b> Aerial America- Pennsylvania	<b>Teacher prepared tests, quizzes, etc.</b>  <b>Series available assessments online. (Optional)</b>	<b>10 days</b>

**PA Academic Standards: Geography**

**GRADE 9**

- 7.1.9.A Explain and illustrate how **geographic tools** are used to organize and interpret information about people, **places**, and **environments**.
- 7.1.9.B Explain and locate **regions** and their shared connections as defined by physical and **human features**.
- 7.2.9.A Explain the physical characteristics of **places** and **regions**, including **spatial** patterns of Earth's physical systems.
- 7.3.9.A Explain the human characteristics of **places** and **regions** using the following criteria:
- 7.4.9.B Compare and contrast the effect of people on the physical region across **regions** of the United States.

**US HISTORY**

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

**WORLD HISTORY**

- 7.1.W.A Use **geographic tools** to analyze information about the interaction between people, **places**, and the **environment**.
- 7.2.W.A Analyze the physical characteristics of **places** and **regions**, including the interrelationships among the components of Earth's physical systems.

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

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

**CIVICS/GOVT**

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

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

**GRADE 12**

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

7.1.12.B Assess how physical changes to a **region** may have global impact.

7.2.12.B Analyze the significance of physical processes in shaping the character of **places** and **regions**.

7.3.12.A Analyze the human characteristics of **places** and **regions** using the following criteria:

7.4.12.B Analyze the global 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)
<b>Early Colonial and Revolution</b>	<p><b>Essential Knowledge/Skills:</b>            Early Inhabitants              Algonquian Tribes              Iroquois Tribes              Housing            Europeans Before William Penn              Sweden (New Sweden)              Holland (New Netherland)              England            William Penn Starts a Colony              William Penn (1644 – 1718)              Holy Experiment              Penn’s Three Laws for Pennsylvania            Struggle for Pennsylvania              Colony Develops              Trading Posts              French and Indian War (1754-1760)            Unhappy Colonies              Meaning of “Keystone”              Colonies Join Together            American Revolution              Participants              Cities              Valley Forge              Help            New Government              Constitutional Convention</p> <p><b>Vocabulary:</b>            Longhouse</p>	<p><b>Approved textbook</b>  <i>The Pennsylvania Journey</i>            Chapter 2            Chapter 3            Chapter 4            Chapter 5</p> <p><b>PowerPoint Presentation</b></p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p> <p><b>Series available assessments online. (Optional)</b></p>	<p><b>11 days</b></p>

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	League of the Iroquois Tinicum Walking Purchase Pelts Great Law Frame of Government The Charter of Privileges			
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**PA Academic Standards: History**

**GRADE 9**

- 8.1.9.A Compare patterns of continuity and change over time, applying **context of events**.
- 8.2.9.A Contrast the role groups and individuals from Pennsylvania played in the **social, political**, cultural, and **economic** development of the U.S.
- 8.2.9.B Compare the impact of historical **documents, artifacts**, and places in Pennsylvania which are critical to U.S. history.
- 8.2.9.C Compare and contrast how continuity and change in Pennsylvania are interrelated throughout U.S. history.
- 8.2.9.D Interpret how **conflict** and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US.
- 8.3.9.A Compare the role groups and individuals played in the **social, political**, cultural, and **economic** development of the U.S.
- 8.3.9.B Compare the impact of historical **documents, artifacts**, and places which are critical to the U.S.
- 8.3.9.C Analyze how continuity and change have impacted the United States.
- 8.3.9.D Interpret how **conflict** and cooperation among groups and organizations have impacted the growth and development of the U.S.

**US HISTORY**

- 8.1.U.A Evaluate patterns of continuity and change over time, applying **context of events**.
- 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.
- 8.2.U.D Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.
- 8.3.U.A Compare the role groups and individuals played in the **social, political**, cultural, and **economic** development of the U.S.
- 8.3.U.B Compare the impact of historical **documents, artifacts**, and places which are critical to the U.S.
- 8.3.U.C Evaluate how continuity and change have impacted the United States.
- 8.3.U.D Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.

**WORLD HISTORY**

- 8.1.W.A Evaluate patterns of continuity and change over time, applying **context of events**.

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**CIVICS/GOVT**

- 8.2.C.B Demonstrate an understanding of how the PA Constitution and the US Constitution co-exist. (Reference Civics and Government Standard 5.1.9.E.)
- 8.2.C.C Compare and contrast the basic principles and ideals found in significant **documents**:
- 8.3.C.B Compare and contrast the basic principles and ideals found in significant **documents**:
- 8.3.C.C Analyze the principles and ideals that shape United States government.

**GRADE 12**

- 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying **context of events**.
- 8.2.12.A Evaluate the role groups and individuals from Pennsylvania played in the **social**, political, cultural, and **economic** development of the US and the world.
- 8.2.12.B Evaluate the impact of historical **documents, artifacts**, and places in Pennsylvania which are critical to U.S. history and the world.
- 8.2.12.C Evaluate continuity and change in Pennsylvania are interrelated to the US and the world.
- 8.2.12.D Evaluate how **conflict** and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US and the world.
- 8.3.12.A Evaluate the role groups and individuals from the U.S. played in the **social, political**, cultural, and **economic** development of the world.
- 8.3.12.B Evaluate the impact of historical **documents, artifacts**, and places in U.S. history which are critical to world history.
- 8.3.12.C Evaluate how continuity and change in U.S. history are interrelated with the world.
- 8.3.12.D Evaluate how **conflict** and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world.

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

8.5 Reading Informational Text

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

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

8.6 Writing

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

**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Post Revolution to Civil War</b>	<p><b>Essential Knowledge/Skills:</b>            Government Challenged in PA            Whiskey Tax (1791)            Fries Rebellion            War of 1812            Transportation            Roads            Canals            Rivers            Railroads            Pennsylvania Helps Save the Union            Work to Abolish Slavery            James Buchanan            Civil War</p> <p><b>Vocabulary:</b>            Underground Railroad            Whiskey Rebellion            Fries Rebellion            Turnpike            Canal</p>	<p><b>Approved textbook</b>  <i>The Pennsylvania Journey</i>            Chapter 5            Chapter 6            Chapter 7            Chapter 8</p> <p><b>PowerPoint Presentation</b></p> <p><b>Suggested Reading:</b>            “Gettysburg Address”</p> <p><b>Suggested Activity:</b>            Identify how the United States government was challenged after the American Revolution</p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p> <p><b>Series available assessments online. (Optional)</b></p>	<b>10 days</b>

**PA Academic Standards: History**

**GRADE 9**

- 8.1.9.A Compare patterns of continuity and change over time, applying **context of events**.
- 8.2.9.A Contrast the role groups and individuals from Pennsylvania played in the **social, political**, cultural, and **economic** development of the U.S.
- 8.2.9.B Compare the impact of historical **documents, artifacts**, and places in Pennsylvania which are critical to U.S. history.
- 8.2.9.C Compare and contrast how continuity and change in Pennsylvania are interrelated throughout U.S. history.
- 8.2.9.D Interpret how **conflict** and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US.
- 8.3.9.A Compare the role groups and individuals played in the **social, political**, cultural, and **economic** development of the U.S.
- 8.3.9.B Compare the impact of historical **documents, artifacts**, and places which are critical to the U.S.
- 8.3.9.C Analyze how continuity and change have impacted the United States.
- 8.3.9.D Interpret how **conflict** and cooperation among groups and organizations have impacted the growth and development of the U.S.



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**US HISTORY**

- 8.1.U.A Evaluate patterns of continuity and change over time, applying **context of events**.
- 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.
- 8.2.U.D Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.
- 8.3.U.A Compare the role groups and individuals played in the **social, political**, cultural, and **economic** development of the U.S.
- 8.3.U.B Compare the impact of historical **documents, artifacts**, and places which are critical to the U.S.
- 8.3.U.C Evaluate how continuity and change have impacted the United States.
- 8.3.U.D Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.

**WORLD HISTORY**

- 8.1.W.A Evaluate patterns of continuity and change over time, applying **context of events**.

**CIVICS/GOVT**

- 8.2.C.B Demonstrate an understanding of how the PA Constitution and the US Constitution co-exist. (Reference Civics and Government Standard 5.1.9.E.)
- 8.2.C.C Compare and contrast the basic principles and ideals found in significant **documents**:
- 8.3.C.B Compare and contrast the basic principles and ideals found in significant **documents**:
- 8.3.C.C Analyze the principles and ideals that shape United States government.

**GRADE 12**

- 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying **context of events**.
- 8.2.12.A Evaluate the role groups and individuals from Pennsylvania played in the **social**, political, cultural, and **economic** development of the US and the world.
- 8.2.12.B Evaluate the impact of historical **documents, artifacts**, and places in Pennsylvania which are critical to U.S. history and the world.
- 8.2.12.C Evaluate continuity and change in Pennsylvania are interrelated to the US and the world.
- 8.2.12.D Evaluate how **conflict** and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US and the world.
- 8.3.12.A Evaluate the role groups and individuals from the U.S. played in the **social, political**, cultural, and **economic** development of the world.
- 8.3.12.B Evaluate the impact of historical **documents, artifacts**, and places in U.S. history which are critical to world history.
- 8.3.12.C Evaluate how continuity and change in U.S. history are interrelated with the world.
- 8.3.12.D Evaluate how **conflict** and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world.

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

8.5 Reading Informational Text

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

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

8.6 Writing

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

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Industrial Pennsylvania</b>	<p><b>Essential Knowledge/Skills:</b></p> <ul style="list-style-type: none"> <li>Coal Industry</li> <li>Coal Formation</li> <li>Background</li> <li>Coal Mining</li> <li>Steel Industry</li> <li>Beginnings</li> <li>Bessemer Process</li> <li>Andrew Carnegie</li> <li>Organized Labor</li> <li>Birth of Unions</li> <li>National Labor Union</li> <li>Knights of Labor</li> <li>Workingmen’s Benevolent Assoc</li> <li>United Mine Workers</li> <li>American Federation of Labor (AFL)</li> <li>Congress of Industrial Org (CIO)</li> <li>Labor Violence</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Outcrop</li> <li>Lignite</li> <li>Shaft Mine</li> <li>Slope Mine</li> <li>Drift Mine</li> <li>Strip Mine</li> <li>Props</li> <li>Scrip</li> <li>Scabs</li> </ul>	<p><b>Approved textbook</b> <i>The Pennsylvania Journey</i> Chapter 6 Chapter 9</p> <p><b>PowerPoint Presentation</b></p> <p><b>Suggested Article:</b> Molly Maguires</p> <p><b>Suggested Videos:</b> Anthracite People Talking to Pennsylvania Coalminers Stories from the Mines</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>13 days</p>

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**PA Academic Standards: History**

**GRADE 9**

- 8.1.9.A Compare patterns of continuity and change over time, applying **context of events**.
- 8.2.9.A Contrast the role groups and individuals from Pennsylvania played in the **social, political**, cultural, and **economic** development of the U.S.
- 8.2.9.B Compare the impact of historical **documents, artifacts**, and places in Pennsylvania which are critical to U.S. history.
- 8.2.9.C Compare and contrast how continuity and change in Pennsylvania are interrelated throughout U.S. history.
- 8.2.9.D Interpret how **conflict** and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US.
- 8.3.9.A Compare the role groups and individuals played in the **social, political**, cultural, and **economic** development of the U.S.
- 8.3.9.B Compare the impact of historical **documents, artifacts**, and places which are critical to the U.S.
- 8.3.9.C Analyze how continuity and change have impacted the United States.
- 8.3.9.D Interpret how **conflict** and cooperation among groups and organizations have impacted the growth and development of the U.S.

**US HISTORY**

- 8.1.U.A Evaluate patterns of continuity and change over time, applying **context of events**.
- 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.
- 8.2.U.D Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.
- 8.3.U.A Compare the role groups and individuals played in the **social, political**, cultural, and **economic** development of the U.S.
- 8.3.U.B Compare the impact of historical **documents, artifacts**, and places which are critical to the U.S.
- 8.3.U.C Evaluate how continuity and change have impacted the United States.
- 8.3.U.D Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.

**WORLD HISTORY**

- 8.1.W.A Evaluate patterns of continuity and change over time, applying **context of events**.

**CIVICS/GOVT**

- 8.2.C.B Demonstrate an understanding of how the PA Constitution and the US Constitution co-exist. (Reference Civics and Government Standard 5.1.9.E.)
- 8.2.C.C Compare and contrast the basic principles and ideals found in significant **documents**:
- 8.3.C.B Compare and contrast the basic principles and ideals found in significant **documents**:
- 8.3.C.C Analyze the principles and ideals that shape United States government.

**GRADE 12**

- 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying **context of events**.

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- 8.2.12.A Evaluate the role groups and individuals from Pennsylvania played in the **social**, political, cultural, and **economic** development of the US and the world.
- 8.2.12.B Evaluate the impact of historical **documents, artifacts**, and places in Pennsylvania which are critical to U.S. history and the world.
- 8.2.12.C Evaluate continuity and change in Pennsylvania are interrelated to the US and the world.
- 8.2.12.D Evaluate how **conflict** and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US and the world.
- 8.3.12.A Evaluate the role groups and individuals from the U.S. played in the **social, political**, cultural, and **economic** development of the world.
- 8.3.12.B Evaluate the impact of historical **documents, artifacts**, and places in U.S. history which are critical to world history.
- 8.3.12.C Evaluate how continuity and change in U.S. history are interrelated with the world.
- 8.3.12.D Evaluate how **conflict** and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world.

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

8.5 Reading Informational Text

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

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

8.6 Writing

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

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<b>General Topic</b>	<b>Essential Knowledge, Skills &amp; Vocabulary</b>	<b>Resources &amp; Activities</b>	<b>Assessments</b>	<b>Suggested Time (In Days)</b>
<b>Review and Final Exam</b>				<b>6 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, Video::s, 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.

**Grades 9-10**

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### 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.

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.



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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>
<b>Foundations of American Citizenship</b>	<ul style="list-style-type: none"> <li>• Pre-teach vocabulary</li> <li>• Anticipation Guides</li> <li>• Vocabulary assigned in smaller increments</li> <li>• Frequent review of terms</li> <li>• Visual Aids</li> <li>• Graphic Organizers</li> <li>• Breaking tasks down into more manageable units</li> <li>• Explicit Instruction in use of PowerPoint or other software and media required</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Frequent breaks to maintain focus</li> <li>• Highlighter</li> <li>• Directions read aloud</li> <li>• Breaking directions down, with one direction given at a time</li> <li>• Frequent breaks to maintain focus</li> <li>• Extra time to complete assignments</li> <li>• Copy of notes</li> <li>• Study Guides</li> <li>• Modified assignments-examples (not limited to): reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined, oral assessments</li> </ul>		<b>Assessments:</b> <ul style="list-style-type: none"> <li>• Adapted in accordance to the student's IEP</li> </ul> <b>Suggested Time:</b> 15 days as specified in curriculum with additional time as needed per individual student

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<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
<p>United States Constitution</p>	<ul style="list-style-type: none"> <li>• Pre-teach vocabulary</li> <li>• Anticipation Guides</li> <li>• Vocabulary assigned in smaller increments</li> <li>• Frequent review of terms</li> <li>• Visual Aids</li> <li>• Graphic Organizers</li> <li>• Breaking tasks down into more manageable units</li> <li>• Explicit Instruction in use of PowerPoint or other software and media required</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Frequent breaks to maintain focus</li> <li>• Highlighter</li> <li>• Directions read aloud</li> <li>• Breaking directions down, with one direction given at a time</li> <li>• Frequent breaks to maintain focus</li> <li>• Extra time to complete assignments</li> <li>• Copy of notes</li> <li>• Study Guides</li> <li>• Modified assignments-examples (not limited to): reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined, oral assessments</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Adapted in accordance to the student's IEP</li> </ul> <p><b>Suggested Time:</b> 10 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 Citizen And The Community</p>	<ul style="list-style-type: none"> <li>• Pre-teach vocabulary</li> <li>• Anticipation Guides</li> <li>• Vocabulary assigned in smaller increments</li> <li>• Frequent review of terms</li> <li>• Visual Aids</li> <li>• Graphic Organizers</li> <li>• Breaking tasks down into more manageable units</li> <li>• Explicit Instruction in use of PowerPoint or other software and media required</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Frequent breaks to maintain focus</li> <li>• Highlighter</li> <li>• Directions read aloud</li> <li>• Breaking directions down, with one direction given at a time</li> <li>• Frequent breaks to maintain focus</li> <li>• Extra time to complete assignments</li> <li>• Copy of notes</li> <li>• Study Guides</li> <li>• Modified assignments-examples (not limited to): reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined, oral assessments</li> </ul>		<p>Assessments:</p> <ul style="list-style-type: none"> <li>• Adapted in accordance to the student's IEP</li> </ul> <p>Suggested Time: 9 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>
Parties, Politics, Elections And Opinions	<ul style="list-style-type: none"> <li>• Pre-teach vocabulary</li> <li>• Anticipation Guides</li> <li>• Vocabulary assigned in smaller increments</li> <li>• Frequent review of terms</li> <li>• Visual Aids</li> <li>• Graphic Organizers</li> <li>• Breaking tasks down into more manageable units</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Frequent breaks to maintain focus</li> <li>• Highlighter</li> <li>• Directions read aloud</li> <li>• Breaking directions down, with one direction given at a time</li> <li>• Frequent breaks to maintain focus</li> <li>• Extra time to complete assignments</li> <li>• Copy of notes</li> <li>• Study Guides</li> <li>• Modified assignments-examples (not limited to): reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined, oral assessments</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Adapted in accordance to the student's IEP</li> </ul> <p><b>Suggested Time:</b> 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 Legislative Branch</p>	<ul style="list-style-type: none"> <li>• Pre-teach vocabulary</li> <li>• Anticipation Guides</li> <li>• Vocabulary assigned in smaller increments</li> <li>• Frequent review of terms</li> <li>• Visual Aids</li> <li>• Graphic Organizers</li> <li>• Breaking tasks down into more manageable units</li> <li>• Explicit Instruction in use of PowerPoint or other software and media required</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Frequent breaks to maintain focus</li> <li>• Highlighter</li> <li>• Directions read aloud</li> <li>• Breaking directions down, with one direction given at a time</li> <li>• Frequent breaks to maintain focus</li> <li>• Extra time to complete assignments</li> <li>• Copy of notes</li> <li>• Study Guides</li> <li>• Modified assignments-examples (not limited to): reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined, oral assessments</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Adapted in accordance to the student's IEP</li> </ul> <p><b>Suggested Time:</b> 11 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>
The President	<ul style="list-style-type: none"> <li>• Pre-teach vocabulary</li> <li>• Anticipation Guides</li> <li>• Vocabulary assigned in smaller increments</li> <li>• Frequent review of terms</li> <li>• Visual Aids</li> <li>• Graphic Organizers</li> <li>• Breaking tasks down into more manageable units</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Frequent breaks to maintain focus</li> <li>• Highlighter</li> <li>• Directions read aloud</li> <li>• Breaking directions down, with one direction given at a time</li> <li>• Frequent breaks to maintain focus</li> <li>• Extra time to complete assignments</li> <li>• Copy of notes</li> <li>• Study Guides</li> <li>• Modified assignments-examples (not limited to): reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined, oral assessments</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Adapted in accordance to the student's IEP</li> </ul> <p><b>Suggested Time:</b> 9 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 Executive Branch</p>	<ul style="list-style-type: none"> <li>• Pre-teach vocabulary</li> <li>• Anticipation Guides</li> <li>• Vocabulary assigned in smaller increments</li> <li>• Frequent review of terms</li> <li>• Visual Aids</li> <li>• Graphic Organizers</li> <li>• Breaking tasks down into more manageable units</li> <li>• Explicit Instruction in use of PowerPoint or other software and media required</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Frequent breaks to maintain focus</li> <li>• Highlighter</li> <li>• Directions read aloud</li> <li>• Breaking directions down, with one direction given at a time</li> <li>• Frequent breaks to maintain focus</li> <li>• Extra time to complete assignments</li> <li>• Copy of notes</li> <li>• Study Guides</li> <li>• Modified assignments-examples (not limited to): reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined, oral assessments</li> </ul>		<p>Assessments:</p> <ul style="list-style-type: none"> <li>• Adapted in accordance to the student's IEP</li> </ul> <p>Suggested Time: 8 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>
The Judicial Branch	<ul style="list-style-type: none"> <li>• Pre-teach vocabulary</li> <li>• Anticipation Guides</li> <li>• Vocabulary assigned in smaller increments</li> <li>• Frequent review of terms</li> <li>• Visual Aids</li> <li>• Graphic Organizers</li> <li>• Breaking tasks down into more manageable units</li> <li>• Explicit Instruction in use of PowerPoint or other software and media required</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Frequent breaks to maintain focus</li> <li>• Highlighter</li> <li>• Directions read aloud</li> <li>• Breaking directions down, with one direction given at a time</li> <li>• Frequent breaks to maintain focus</li> <li>• Extra time to complete assignments</li> <li>• Copy of notes</li> <li>• Study Guides</li> <li>• Modified assignments-examples (not limited to): reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined, oral assessments</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Adapted in accordance to the student's IEP</li> </ul> <p><b>Suggested Time:</b> 17 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>
State Government	<ul style="list-style-type: none"> <li>• Pre-teach vocabulary</li> <li>• Anticipation Guides</li> <li>• Vocabulary assigned in smaller increments</li> <li>• Frequent review of terms</li> <li>• Visual Aids</li> <li>• Graphic Organizers</li> <li>• Breaking tasks down into more manageable units</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Frequent breaks to maintain focus</li> <li>• Highlighter</li> <li>• Directions read aloud</li> <li>• Breaking directions down, with one direction given at a time</li> <li>• Frequent breaks to maintain focus</li> <li>• Extra time to complete assignments</li> <li>• Copy of notes</li> <li>• Study Guides</li> <li>• Modified assignments-examples (not limited to): reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined, oral assessments</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Adapted in accordance to the student's IEP</li> </ul> <p><b>Suggested Time:</b> 11 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>
Local Government	<ul style="list-style-type: none"> <li>• Pre-teach vocabulary</li> <li>• Anticipation Guides</li> <li>• Vocabulary assigned in smaller increments</li> <li>• Frequent review of terms</li> <li>• Visual Aids</li> <li>• Graphic Organizers</li> <li>• Breaking tasks down into more manageable units</li> <li>• Explicit Instruction in use of PowerPoint or other software and media required</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Frequent breaks to maintain focus</li> <li>• Highlighter</li> <li>• Directions read aloud</li> <li>• Breaking directions down, with one direction given at a time</li> <li>• Frequent breaks to maintain focus</li> <li>• Extra time to complete assignments</li> <li>• Copy of notes</li> <li>• Study Guides</li> <li>• Modified assignments-examples (not limited to): reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined, oral assessments</li> </ul>		<p>Assessments:</p> <ul style="list-style-type: none"> <li>• Adapted in accordance to the student's IEP</li> </ul> <p>Suggested Time: 9 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>
Community Issues	<ul style="list-style-type: none"> <li>• Pre-teach vocabulary</li> <li>• Anticipation Guides</li> <li>• Vocabulary assigned in smaller increments</li> <li>• Frequent review of terms</li> <li>• Visual Aids</li> <li>• Graphic Organizers</li> <li>• Breaking tasks down into more manageable units</li> <li>• Explicit Instruction in use of PowerPoint or other software and media required</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Frequent breaks to maintain focus</li> <li>• Highlighter</li> <li>• Directions read aloud</li> <li>• Breaking directions down, with one direction given at a time</li> <li>• Frequent breaks to maintain focus</li> <li>• Extra time to complete assignments</li> <li>• Copy of notes</li> <li>• Study Guides</li> <li>• Modified assignments-examples (not limited to): reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined, oral assessments</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Adapted in accordance to the student's IEP</li> </ul> <p><b>Suggested Time:</b> 9 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>Law and The Individual</b></p>	<ul style="list-style-type: none"> <li>• Pre-teach vocabulary</li> <li>• Anticipation Guides</li> <li>• Vocabulary assigned in smaller increments</li> <li>• Frequent review of terms</li> <li>• Visual Aids</li> <li>• Graphic Organizers</li> <li>• Breaking tasks down into more manageable units</li> <li>• Explicit Instruction in use of PowerPoint or other software and media required</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Frequent breaks to maintain focus</li> <li>• Highlighter</li> <li>• Directions read aloud</li> <li>• Breaking directions down, with one direction given at a time</li> <li>• Frequent breaks to maintain focus</li> <li>• Extra time to complete assignments</li> <li>• Copy of notes</li> <li>• Study Guides</li> <li>• Modified assignments-examples (not limited to): reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined, oral assessments</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Adapted in accordance to the student's IEP</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><b>Geography of Pennsylvania</b></p>	<ul style="list-style-type: none"> <li>• Pre-teach vocabulary</li> <li>• Anticipation Guides</li> <li>• Vocabulary assigned in smaller increments</li> <li>• Frequent review of terms</li> <li>• Visual Aids</li> <li>• Graphic Organizers</li> <li>• Breaking tasks down into more manageable units</li> <li>• Explicit Instruction in use of PowerPoint or other software and media required</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Frequent breaks to maintain focus</li> <li>• Highlighter</li> <li>• Directions read aloud</li> <li>• Breaking directions down, with one direction given at a time</li> <li>• Frequent breaks to maintain focus</li> <li>• Extra time to complete assignments</li> <li>• Copy of notes</li> <li>• Study Guides</li> <li>• Modified assignments-examples (not limited to): reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined, oral assessments</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Adapted in accordance to the student's IEP</li> </ul> <p><b>Suggested Time:</b> 10 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>
Early Colonial and Revolution	<ul style="list-style-type: none"> <li>• Pre-teach vocabulary</li> <li>• Anticipation Guides</li> <li>• Vocabulary assigned in smaller increments</li> <li>• Frequent review of terms</li> <li>• Visual Aids</li> <li>• Graphic Organizers</li> <li>• Breaking tasks down into more manageable units</li> <li>• Explicit Instruction in use of PowerPoint or other software and media required</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Frequent breaks to maintain focus</li> <li>• Highlighter</li> <li>• Directions read aloud</li> <li>• Breaking directions down, with one direction given at a time</li> <li>• Frequent breaks to maintain focus</li> <li>• Extra time to complete assignments</li> <li>• Copy of notes</li> <li>• Study Guides</li> <li>• Modified assignments-examples (not limited to): reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined, oral assessments</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Adapted in accordance to the student's IEP</li> </ul> <p><b>Suggested Time:</b> 11 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>Post Revolution to Civil War</p>	<ul style="list-style-type: none"> <li>• Pre-teach vocabulary</li> <li>• Anticipation Guides</li> <li>• Vocabulary assigned in smaller increments</li> <li>• Frequent review of terms</li> <li>• Visual Aids</li> <li>• Graphic Organizers</li> <li>• Breaking tasks down into more manageable units</li> <li>• Explicit Instruction in use of PowerPoint or other software and media required</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Frequent breaks to maintain focus</li> <li>• Highlighter</li> <li>• Directions read aloud</li> <li>• Breaking directions down, with one direction given at a time</li> <li>• Frequent breaks to maintain focus</li> <li>• Extra time to complete assignments</li> <li>• Copy of notes</li> <li>• Study Guides</li> <li>• Modified assignments-examples (not limited to): reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined, oral assessments</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Adapted in accordance to the student's IEP</li> </ul> <p><b>Suggested Time:</b> 10 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>
Industrial Pennsylvania	<ul style="list-style-type: none"> <li>• Pre-teach vocabulary</li> <li>• Anticipation Guides</li> <li>• Vocabulary assigned in smaller increments</li> <li>• Frequent review of terms</li> <li>• Visual Aids</li> <li>• Graphic Organizers</li> <li>• Breaking tasks down into more manageable units</li> <li>• Explicit Instruction in use of PowerPoint or other software and media required</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Frequent breaks to maintain focus</li> <li>• Highlighter</li> <li>• Directions read aloud</li> <li>• Breaking directions down, with one direction given at a time</li> <li>• Frequent breaks to maintain focus</li> <li>• Extra time to complete assignments</li> <li>• Copy of notes</li> <li>• Study Guides</li> <li>• Modified assignments-examples (not limited to): reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined, oral assessments</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Adapted in accordance to the student's IEP</li> </ul> <p><b>Suggested Time:</b> 13 days as specified in curriculum with additional time as needed per individual student</p>
Review and Final Exam	As listed above		