
Economics

Curriculum Guide

Dunmore School District

Dunmore, PA



**Dunmore School District
Curriculum Guide**

Prerequisite:

- Students must be in 12th grade to take this course.

Course Description:

This is an in depth study of the economics, history, and culture of the United States and world from 1960 to the Present. Topics include but are not limited to the law of supply and demand, forms of business, labor unions, government finances and influence on the economy, money and prices, inflation and deflation cycles. The course relates history and politics to the study of economy. The Presidents' administrations with an emphasis on economic policies that shaped the history and culture of the United States and the world will be discussed.

Required Text

- Arthur O'Sullivan and Steven M. Sheffrin. Economics: Principles in Action, 2007 Edition. (Prentice Hall: Pearson).

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

Subject: Economics	Grade Level: 12	Date Completed: 4/16/2019
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1st Quarter

Topic	Resources	Standards
Kennedy Administration	<p>Power Point Presentation</p> <p>Suggested Videos: Happy Days? 1960 TV Debate Campaign Highlights JFK Clips Nixon Clips</p> <p>Suggested Worksheets: Cold War Nixon-Kennedy Debate Inaugural Address</p>	8.1.12.A,B 8.1.U.A,B 8.3.12.A,B,C,D 8.3.U.A,B,C,D 8.4.12.A,B,C,D 5.1.12.A,B,C,E 5.1.U.A,F 5.2.12.A,B,C 5.2.U.A,B 5.3.12.A,B,C,D,F,G,H,J 5.3.U.D,F 5.4.12.A,B,C,D,E 5.4.U.A 7.1.12.A,B 7.1.U.A 7.2.12.A,B 7.2.U.A,B 7.3.12.A 7.3.U.A 7.4.12.A,B 7.4.U.A,B 6.1.12.A,B,C,D 6.1.U.A,B,C 6.2.12.A,C,E,F,G 6.2.U.A,C,D,E,F,G 6.3.12.A,B,C,D 6.3.U.B,C,D 6.4.12.A,B,C,D 6.4.U.A,C,D 6.5.12.A,B,E,F, 6.5.U.B,E,F

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<p>Vietnam Civil Rights JFK</p>	<p>Power Point Presentation</p> <p>Suggested Videos: Vietnam War Beginnings The Early 60's: A time of Innocence I Have A Dream JFK Assassination</p> <p>Suggested Worksheets: Origins of the Vietnam War Pendergrass & JFK Ole Miss</p>	<p>8.1.12.A,B 8.1.U.A,B 8.3.12.A,B,C,D 8.3.U.A,B,C,D 8.4.12.A,B,C,D 5.1.12.A,B,C,E 5.1.U.A,F 5.2.12.A,B,C 5.2.U.A,B 5.3.12.A,B,C,D,F,G,H,J 5.3.U.D,F 5.4.12.A,B,C,D,E 5.4.U.A 7.1.12.A,B 7.1.U.A 7.2.12.A,B 7.2.U.A,B 7.3.12.A 7.3.U.A 7.4.12.A,B 7.4.U.A,B 6.1.12.A,B,C,D 6.1.U.A,B,C 6.2.12.A,C,E,F,G 6.2.U.A,C,D,E,F,G 6.3.12.A,B,C,D 6.3.U.B,C,D 6.4.12.A,B,C,D 6.4.U.A,C,D 6.5.12.A,B,E,F, 6.5.U.B,E,F</p>
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<p>Lyndon Johnson Administration</p>	<p>Power Point Presentation</p> <p>Suggested Videos: Johnson Becomes President Operation Rolling Thunder Tet Offensive My Lai Massacre</p> <p>Suggested Worksheet: Fog of War</p>	<p>8.1.12.A,B 8.1.U.A,B 8.3.12.A,B,C,D 8.3.U.A,B,C,D 8.4.12.A,B,C,D 5.1.12.A,B,C,E 5.1.U.A,F 5.2.12.A,B,C 5.2.U.A,B 5.3.12.A,B,C,D,F,G,H,J 5.3.U.D,F 5.4.12.A,B,C,D,E 5.4.U.A 7.1.12.A,B 7.1.U.A 7.2.12.A,B 7.2.U.A,B 7.3.12.A 7.3.U.A 7.4.12.A,B 7.4.U.A,B 6.1.12.A,B,C,D 6.1.U.A,B,C 6.2.12.A,C,E,F,G 6.2.U.A,C,D,E,F,G 6.3.12.A,B,C,D 6.3.U.B,C,D 6.4.12.A,B,C,D 6.4.U.A,C,D 6.5.12.A,B,E,F, 6.5.U.B,E,F</p>
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<p>The 1960's On The Home Front</p>	<p>Power Point Presentation</p> <p>Suggested Videos: U2- Pride Songs of the Sixties Sex, Drugs, & Rock and Roll</p>	<p>8.1.12.A,B 8.1.U.A,B 8.3.12.A,B,C,D 8.3.U.A,B,C,D 8.4.12.A,B,C,D 5.1.12.A,B,C,E 5.1.U.A,F 5.2.12.A,B,C 5.2.U.A,B 5.3.12.A,B,C,D,F,G,H,J 5.3.U.D,F 5.4.12.A,B,C,D,E 5.4.U.A 7.1.12.A,B 7.1.U.A 7.2.12.A,B 7.2.U.A,B 7.3.12.A 7.3.U.A 7.4.12.A,B 7.4.U.A,B 6.1.12.A,B,C,D 6.1.U.A,B,C 6.2.12.A,C,E,F,G 6.2.U.A,C,D,E,F,G 6.3.12.A,B,C,D 6.3.U.B,C,D 6.4.12.A,B,C,D 6.4.U.A,C,D 6.5.12.A,B,E,F, 6.5.U.B,E,F</p>
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<p>Nixon Administration</p>	<p>Power Point Presentation</p> <p>Suggested Videos: Checkers Speech Ohio Apollo 11 Footage Fall of Saigon I Am Not a Crook Nixon’s Paranoia Scandal Impeachment Investigation Resignation Farewell Speech Ford Defends Pardon</p> <p>Suggested Worksheets: Cambodia Leaks Wiretaps Kent State Nixon-China Watergate</p>	<p>8.1.12.A,B 8.1.U.A,B 8.3.12.A,B,C,D 8.3.U.A,B,C,D 8.4.12.A,B,C,D 5.1.12.A,B,C,E 5.1.U.A,F 5.2.12.A,B,C 5.2.U.A,B 5.3.12.A,B,C,D,F,G,H,J 5.3.U.D,F 5.4.12.A,B,C,D,E 5.4.U.A 7.1.12.A,B 7.1.U.A 7.2.12.A,B 7.2.U.A,B 7.3.12.A 7.3.U.A 7.4.12.A,B 7.4.U.A,B 6.1.12.A,B,C,D 6.1.U.A,B,C 6.2.12.A,C,E,F,G 6.2.U.A,C,D,E,F,G 6.3.12.A,B,C,D 6.3.U.B,C,D 6.4.12.A,B,C,D 6.4.U.A,C,D 6.5.12.A,B,E,F, 6.5.U.B,E,F</p>
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Gerald Ford	Power Point Presentation	8.1.12.A,B 8.1.U.A,B 8.3.12.A,B,C,D 8.3.U.A,B,C,D 8.4.12.A,B,C,D 5.1.12.A,B,C,E 5.1.U.A,F 5.2.12.A,B,C 5.2.U.A,B 5.3.12.A,B,C,D,F,G,H,J 5.3.U.D,F 5.4.12.A,B,C,D,E 5.4.U.A 7.1.12.A,B 7.1.U.A 7.2.12.A,B 7.2.U.A,B 7.3.12.A 7.3.U.A 7.4.12.A,B 7.4.U.A,B 6.1.12.A,B,C,D 6.1.U.A,B,C 6.2.12.A,C,E,F,G 6.2.U.A,C,D,E,F,G 6.3.12.A,B,C,D 6.3.U.B,C,D 6.4.12.A,B,C,D 6.4.U.A,C,D 6.5.12.A,B,E,F, 6.5.U.B,E,F
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2nd Quarter

Topic	Resources	Standards
Carter Administration	<p>Power Point Presentation</p> <p>Suggested Videos: Carter Background Election of 1976 History of US / Iran Relations We Didn't Start the Fire The Man Who Changed the World</p> <p>Suggested Movie: Argo</p> <p>Suggested Worksheet: Hostage Timeline</p>	8.1.12.A,B 8.1.U.A,B 8.2.12.B,C 8.2.U.B,C 8.3.12.A,B,C,D 8.3.U.A,B,C,D 8.4.12.A,B,C,D 5.1.12.A,B,C,E 5.1.U.A,F 5.2.12.A,B,C 5.2.U.A,B 5.3.12.A,B,C,D,F,G,H,J 5.3.U.D,F 5.4.12.A,B,C,D,E 5.4.U.A 7.1.12.A,B 7.1.U.A 7.2.12.A,B 7.2.U.A,B 7.3.12.A 7.3.U.A 7.4.12.A,B 7.4.U.A,B 6.1.12.A,B,C,D 6.1.U.A,B,C 6.2.12.A,C,E,F,G 6.2.U.A,C,D,E,F,G 6.3.12.A,B,C,D 6.3.U.B,C,D 6.4.12.A,B,C,D 6.4.U.A,C,D 6.5.12.A,B,E,F, 6.5.U.B,E,F

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<p>Reagan Administration</p>	<p>Power Point Presentation</p> <p>Suggested Video: Challenger</p>	<p>8.1.12.A,B 8.1.U.A,B 8.3.12.A,B,C,D 8.3.U.A,B,C,D 8.4.12.A,B,C,D 5.1.12.A,B,C,E 5.1.U.A,F 5.2.12.A,B,C 5.2.U.A,B 5.3.12.A,B,C,D,F,G,H,J 5.3.U.D,F 5.4.12.A,B,C,D,E 5.4.U.A 7.1.12.A,B 7.1.U.A 7.2.12.A,B 7.2.U.A,B 7.3.12.A 7.3.U.A 7.4.12.A,B 7.4.U.A,B 6.1.12.A,B,C,D 6.1.U.A,B,C 6.2.12.A,C,E,F,G 6.2.U.A,C,D,E,F,G 6.3.12.A,B,C,D 6.3.U.B,C,D 6.4.12.A,B,C,D 6.4.U.A,C,D 6.5.12.A,B,E,F, 6.5.U.B,E,F</p>
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<p>George H. W. Bush</p>	<p>Power Point Presentation</p> <p>Suggested Videos: George H. W. Bush Biography Bush Pilot Start of the Gulf War on ABC Gulf War Weapons</p> <p>Suggested Worksheet: The First Persian Gulf War</p>	<p>8.1.12.A,B 8.1.U.A,B 8.3.12.A,B,C,D 8.3.U.A,B,C,D 8.4.12.A,B,C,D 5.1.12.A,B,C,E 5.1.U.A,F 5.2.12.A,B,C 5.2.U.A,B 5.3.12.A,B,C,D,F,G,H,J 5.3.U.D,F 5.4.12.A,B,C,D,E 5.4.U.A 7.1.12.A,B 7.1.U.A 7.2.12.A,B 7.2.U.A,B 7.3.12.A 7.3.U.A 7.4.12.A,B 7.4.U.A,B 6.1.12.A,B,C,D 6.1.U.A,B,C 6.2.12.A,C,E,F,G 6.2.U.A,C,D,E,F,G 6.3.12.A,B,C,D 6.3.U.B,C,D 6.4.12.A,B,C,D 6.4.U.A,C,D 6.5.12.A,B,E,F, 6.5.U.B,E,F</p>
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<p>Clinton Administration</p>	<p>Power Point Presentation</p> <p>Suggested Videos: American Experience - Clinton</p>	<p>8.1.12.A,B 8.1.U.A,B 8.3.12.A,B,C,D 8.3.U.A,B,C,D 8.4.12.A,B,C,D 5.1.12.A,B,C,E 5.1.U.A,F 5.2.12.A,B,C 5.2.U.A,B 5.3.12.A,B,C,D,F,G,H,J 5.3.U.D,F 5.4.12.A,B,C,D,E 5.4.U.A 7.1.12.A,B 7.1.U.A 7.2.12.A,B 7.2.U.A,B 7.3.12.A 7.3.U.A 7.4.12.A,B 7.4.U.A,B 6.1.12.A,B,C,D 6.1.U.A,B,C 6.2.12.A,C,E,F,G 6.2.U.A,C,D,E,F,G 6.3.12.A,B,C,D 6.3.U.B,C,D 6.4.12.A,B,C,D 6.4.U.A,C,D 6.5.12.A,B,E,F, 6.5.U.B,E,F</p>
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<p>George W Bush Administration</p>	<p>Power Point Presentation</p> <p>Suggested Videos: Beamer – Let’s Roll</p> <p>Suggested Reading: Jeremy Glick</p>	<p>8.1.12.A,B 8.1.U.A,B 8.2.12.B 8.2.U.B,D 8.3.12.A,B,C,D 8.3.U.A,B,C,D 8.4.12.A,B,C,D 5.1.12.A,B,C,E 5.1.U.A,F 5.2.12.A,B,C 5.2.U.A,B 5.3.12.A,B,C,D,F,G,H,J 5.3.U.D,F 5.4.12.A,B,C,D,E 5.4.U.A 7.1.12.A,B 7.1.U.A 7.2.12.A,B 7.2.U.A,B 7.3.12.A 7.3.U.A 7.4.12.A,B 7.4.U.A,B 6.1.12.A,B,C,D 6.1.U.A,B,C 6.2.12.A,C,E,F,G 6.2.U.A,C,D,E,F,G 6.3.12.A,B,C,D 6.3.U.B,C,D 6.4.12.A,B,C,D 6.4.U.A,C,D 6.5.12.A,B,E,F, 6.5.U.B,E,F</p>
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<p>Barack Hussein Obama</p>	<p>Power Point Presentation</p> <p>Suggested Movie: Zero Dark Thirty</p>	<p>8.1.12.A,B 8.1.U.A,B 8.3.12.A,B,C,D 8.3.U.A,B,C,D 8.4.12.A,B,C,D 5.1.12.A,B,C,E 5.1.U.A,F 5.2.12.A,B,C 5.2.U.A,B 5.3.12.A,B,C,D,F,G,H,J 5.3.U.D,F 5.4.12.A,B,C,D,E 5.4.U.A 7.1.12.A,B 7.1.U.A 7.2.12.A,B 7.2.U.A,B 7.3.12.A 7.3.U.A 7.4.12.A,B 7.4.U.A,B 6.1.12.A,B,C,D 6.1.U.A,B,C 6.2.12.A,C,E,F,G 6.2.U.A,C,D,E,F,G 6.3.12.A,B,C,D 6.3.U.B,C,D 6.4.12.A,B,C,D 6.4.U.A,C,D 6.5.12.A,B,E,F, 6.5.U.B,E,F</p>
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3rd Quarter

Topic	Resources	Standards
Introduction to Economics	Arthur O’Sullivan and Steven M. Sheffrin. <i>Economics: Principles in Action</i> , 2007 Edition. (Prentice Hall: Pearson).	6.1.12 A, B, C, D
How the Market Works	Arthur O’Sullivan and Steven M. Sheffrin. <i>Economics: Principles in Action</i> , 2007 Edition. (Prentice Hall: Pearson).	6.1.12 A, B, C, D, 6.2.12 B
Business and Labor	Arthur O’Sullivan and Steven M. Sheffrin. <i>Economics: Principles in Action</i> , 2007 Edition. (Prentice Hall: Pearson).	6.5.12 A, B, C, D, E, F, G, H
Money, Banking, and Finance	Arthur O’Sullivan and Steven M. Sheffrin. <i>Economics: Principles in Action</i> , 2007 Edition. (Prentice Hall: Pearson).	6.2.12 A, B, C, D, E, F, G, H, I, J, K, L

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4TH Quarter

Topic	Resources	Standards
Measuring Economic Performance	Arthur O’Sullivan and Steven M. Sheffrin. <i>Economics: Principles in Action</i> , 2007 Edition. (Prentice Hall: Pearson).	6.1.12 A, B, C, D, 6.3.12 A, B
Government and the Economy	Arthur O’Sullivan and Steven M. Sheffrin. <i>Economics: Principles in Action</i> , 2007 Edition.	6.2.12 A, B, C, D, E, F, G, H, I, J, K, L
The Global Economy	Arthur O’Sullivan and Steven M. Sheffrin. <i>Economics: Principles in Action</i> , 2007 Edition.	6.4.12 A, B, C, D, E, F, G
Review and Final Exam		

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Kennedy Administration	<p>Essential Knowledge/Skills: Election of 1960 Candidates Picking Vice-Presidents Major Issues Presidential Debate Results Key terms Kennedy Administration Kennedy’s Background Inaugural Address Bay of Pigs Cuban Missile Crisis Vietnam Civil Rights</p> <p>Vocabulary: Cold War Communism Socialism Democracy Capitalism Proxy War Colonialism Imperialism</p>	<p>Power Point Presentation</p> <p>Suggested Videos: Happy Days? 1960 TV Debate Campaign Highlights JFK Clips Nixon Clips</p> <p>Suggested Worksheets: Cold War Nixon-Kennedy Debate Inaugural Address</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>10 days</p>

PA Academic Standards: History

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

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

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

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

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relationships.

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.

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

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

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

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

8.4.12.A Evaluate the role groups and individuals played in the **social, political**, cultural, and **economic** development throughout world history.

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

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

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

PA Academic Standards: Civics and Government

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

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

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

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

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**.

5.3.12.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.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.

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

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- 5.3.12.J Evaluate critical issues in various contemporary **governments**.
- 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**.
- 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
- 5.4.12.C Evaluate the effectiveness of international organizations, both **governmental** and **non-governmental**.
- 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**.
- 5.4.U.A Explain how United States **foreign policy** is developed.

PA Academic Standards: Geography

- 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.
- 7.1.U.A Use **geographic tools** to analyze information about the interaction between people, **places**, and the **environment**.
- 7.2.12.A Analyze the physical characteristics of **places** and **regions**, including the interrelationships among the components of Earth's physical systems.
- 7.2.12.B Analyze the significance of physical processes in shaping the character of **places** and **regions**.
- 7.2.U.A Analyze the physical characteristics of **places** and **regions**, including the interrelationships among the components of Earth's physical systems.
- 7.2.U.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: **Population Culture Settlement Economic activities Political activities**
- 7.3.U.A Analyze the human characteristics of **places** and **regions** using the following criteria: **Population Culture Settlement Economic activities Political activities**
- 7.4.12.A **Analyze the global effects of changes in the physical systems.**
- 7.4.12.B **Analyze the global effects of human activity on the physical systems**
- 7.4.U.A **Analyze the effects of changes in the physical systems.**
- 7.4.U.B **Analyze the effects of human activity on the physical systems.**

PA Academic Standards: Economics

- 6.1.12.A Predict the long-term consequences of decisions made because of **scarcity**.
- 6.1.12.B Evaluate the economic reasoning behind a choice.
Evaluate effective allocation of **resources** for the production of **goods** and **services**.
- 6.1.12.C Analyze the **opportunity cost** of decisions made by individuals, businesses, communities, and nations.
- 6.1.12.D Predict how changes in **incentives** may affect the choices made by individuals, businesses, communities, and nations.
- 6.1.U.A Analyze how **choices** are made because of **scarcity**.

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- 6.1.U.B Analyze how conflict and cooperation among groups and organizations have impacted the control of limited **resources** in the United States.
- 6.1.U.C Analyze the **opportunity cost** of decisions made by individuals, businesses, communities, and nations.
- 6.2.12.A Evaluate the flow of **goods** and **services** in an international economy.
- 6.2.12.C Predict and evaluate how media affects **markets**.
- 6.2.12.E **Evaluate the health of an economy (local, regional, national, global) using economic indicators.**
- 6.2.12.F Evaluate the impact of **private economic institutions** on the individual, the national and the international economy.
- 6.2.12.G Evaluate various **economic systems**.
- 6.2.U.A Analyze the flow of **goods** and **services** in the national economy.
- 6.2.U.C **Evaluate the impact of advertising and media on individual and group behavior throughout United States history.**
- 6.2.U.D Explain how the laws of **supply** and **demand** impacted individuals and groups behavior over time.
- 6.2.U.E Analyze the impact of the business cycle on individual and group behavior over time.
Analyze the characteristics of economic expansion, **recession**, and **depression**.
- 6.2.U.F Analyze the impact of **private economic institutions** on individuals and groups over time.
- 6.2.U.G Compare and contrast various **economic systems**.
- 6.3.12.A Evaluate the **costs** and benefits of government decisions to provide **public goods** and **services**.
- 6.3.12.B **Assess the government's role in regulating and stabilizing the state and national economy.**
- 6.3.12.C Evaluate the social, political, and **economic costs/benefits** of potential changes to taxation policies.
- 6.3.12.D Evaluate the role that governments play in international **trade**.
- 6.3.U.B Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.
- 6.3.U.C **Compare and contrast the taxation policies of the local, state, and national governments.**
- 6.3.U.D Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the US.
- 6.4.12.A Evaluate the **comparative advantage** of nations in the **production** of **goods** and **services**.
- 6.4.12.B Assess the growth and impact of international **trade** around the world.
- 6.4.12.C Evaluate the impact of **multinational corporations** and other non-government organizations.
- 6.4.12.D Analyze how changes in transportation, communication networks, and technology affect economic **interdependence** around the world in the 21st century.
- 6.4.U.A Explain how **specialization** contributes to economic interdependence on a national and international level.
- 6.4.U.C **Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.**
- 6.4.U.D Explain how the level of development of transportation, communication networks, and technology affect economic **interdependence**.
- 6.5.12.A **Analyze the factors influencing wages.**
- 6.5.12.B **Evaluate how changes in education, incentives, technology, and capital investment alter productivity.**
- 6.5.12.E **Compare distribution of wealth across nations.**
- 6.5.12.F Assess the impact of **entrepreneurs** on the economy.
- 6.5.U.B **Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.**

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

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

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)
Vietnam Civil Rights JFK	Essential Knowledge/Skills: Vietnam Beginnings Civil rights Background Constitutional Amendments Racial Segregation University of Mississippi University of Alabama JFK - Civil Rights Address March on Washington JFK Assassination Assassination Theories Kennedy Legacy Vocabulary: 10 th Amendment 13 th Amendment 14 th Amendment 15 th Amendment Affirmative Action Deep South Federalize Freedom Riders Jim Crow Ku Klux Klan National Association for the Advancement of Colored People (NAACP) Nonviolent Civil Disobedience Segregation Sit-In	Power Point Presentation Suggested Videos: Vietnam War Beginnings The Early 60's: A time of Innocence I Have A Dream JFK Assassination Suggested Worksheets: Origins of the Vietnam War Pendergrass & JFK Ole Miss	Teacher prepared tests, quizzes, etc. Series available assessments online. (Optional)	8 days

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	Southern Christian Leadership Conference (SCLC) Tyranny			
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PA Academic Standards: History

- 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying **context of events**.
- 8.1.12.B Evaluate the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships.
- 8.1.U.A Evaluate patterns of continuity and change over time, applying **context of events**.
- 8.1.U.B Evaluate the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships.
- 8.3.12.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.
- 8.3.U.A Compare the role groups and individuals played in the **social, political**, cultural, and **economic** development of the U.S.
- 8.3.U.B Compare the impact of historical **documents, artifacts**, and places which are critical to the U.S.
- 8.3.U.C Evaluate how continuity and change have impacted the United States.
- 8.3.U.D Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- 8.4.12.A Evaluate the role groups and individuals played in the **social, political**, cultural, and **economic** development throughout world history.
- 8.4.12.B Evaluate the importance of historical **documents, artifacts**, and sites which are critical to world history.
- 8.4.12.C Evaluate how continuity and change have impacted the world today.
- 8.4.12.D Evaluate how **conflict** and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.

PA Academic Standards: Civics and Government

- 5.1.12.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.E Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.
- 5.1.U.A Apply examples of the **rule of law** as related to **individual rights** and the **common good**.
- 5.1.U.F Analyze the role political symbols play in **civil disobedience** and patriotic activities.
- 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.C Evaluate political **leadership** and **public service** in a **republican form of government**.

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- 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**.
- 5.3.12.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.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.
- 5.3.12.H Evaluate the role of **mass media** in setting public agenda and influencing political life.
- 5.3.12.J Evaluate critical issues in various contemporary **governments**.
- 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**.
- 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
- 5.4.12.C Evaluate the effectiveness of international organizations, both **governmental** and **non-governmental**.
- 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**.
- 5.4.U.A Explain how United States **foreign policy** is developed.

PA Academic Standards: Geography

- 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.
- 7.1.U.A Use **geographic tools** to analyze information about the interaction between people, **places**, and the **environment**.
- 7.2.12.A Analyze the physical characteristics of **places** and **regions**, including the interrelationships among the components of Earth's physical systems.
- 7.2.12.B Analyze the significance of physical processes in shaping the character of **places** and **regions**.
- 7.2.U.A Analyze the physical characteristics of **places** and **regions**, including the interrelationships among the components of Earth's physical systems.
- 7.2.U.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: **Population Culture Settlement Economic activities Political activities**
- 7.3.U.A Analyze the human characteristics of **places** and **regions** using the following criteria: **Population Culture Settlement Economic activities Political activities**
- 7.4.12.A **Analyze the global effects of changes in the physical systems.**
- 7.4.12.B **Analyze the global effects of human activity on the physical systems**
- 7.4.U.A **Analyze the effects of changes in the physical systems.**

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

PA Academic Standards: Economics

6.1.12.A Predict the long-term consequences of decisions made because of **scarcity**.

6.1.12.B Evaluate the economic reasoning behind a choice.

Evaluate effective allocation of **resources** for the production of **goods** and **services**.

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

6.1.12.D Predict how changes in **incentives** may affect the choices made by individuals, businesses, communities, and nations.

6.1.U.A Analyze how **choices** are made because of **scarcity**.

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

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

6.2.12.A Evaluate the flow of **goods** and **services** in an international economy.

6.2.12.C Predict and evaluate how media affects **markets**.

6.2.12.E **Evaluate the health of an economy (local, regional, national, global) using economic indicators.**

6.2.12.F Evaluate the impact of **private economic institutions** on the individual, the national and the international economy.

6.2.12.G Evaluate various **economic systems**.

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

6.2.U.C **Evaluate the impact of advertising and media on individual and group behavior throughout United States history.**

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

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

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

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

6.2.U.G Compare and contrast various **economic systems**.

6.3.12.A Evaluate the **costs** and benefits of government decisions to provide **public goods** and **services**.

6.3.12.B **Assess the government's role in regulating and stabilizing the state and national economy.**

6.3.12.C Evaluate the social, political, and **economic costs/benefits** of potential changes to taxation policies.

6.3.12.D Evaluate the role that governments play in international **trade**.

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

6.3.U.C **Compare and contrast the taxation policies of the local, state, and national governments.**

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

6.4.12.A Evaluate the **comparative advantage** of nations in the **production** of **goods** and **services**.

6.4.12.B Assess the growth and impact of international **trade** around the world.

6.4.12.C Evaluate the impact of **multinational corporations** and other non-government organizations.

6.4.12.D Analyze how changes in transportation, communication networks, and technology affect economic **interdependence** around the world in the 21st

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century.

6.4.U.A Explain how **specialization** contributes to economic interdependence on a national and international level.

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

6.4.U.D Explain how the level of development of transportation, communication networks, and technology affect economic **interdependence**.

6.5.12.A **Analyze the factors influencing wages.**

6.5.12.B **Evaluate how changes in education, incentives, technology, and capital investment alter productivity.**

6.5.12.E **Compare distribution of wealth across nations.**

6.5.12.F Assess the impact of **entrepreneurs** on the economy.

6.5.U.B **Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.**

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

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

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)
Lyndon Johnson Administration	<p>Essential Knowledge/Skills: Johnson Administration Johnson Becomes President Johnson’s Background Election of 1964 Candidates Results Johnson’s Second Administration Civil Rights Johnson’s View of the Vietnam Vietnam Johnson’s Legacy</p> <p>Vocabulary: Insurgency Napalm Clandestine Agent Orange Pentagon Conscription/Draft Selective Service System</p>	<p>Power Point Presentation</p> <p>Suggested Videos: Johnson Becomes President Operation Rolling Thunder Tet Offensive My Lai Massacre</p> <p>Suggested Worksheet: Fog of War</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>8 days</p>

PA Academic Standards: History

- 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying **context of events**.
- 8.1.12.B Evaluate the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships.
- 8.1.U.A Evaluate patterns of continuity and change over time, applying **context of events**.
- 8.1.U.B Evaluate the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships.
- 8.3.12.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.

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- 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.
- 8.3.U.A Compare the role groups and individuals played in the **social, political**, cultural, and **economic** development of the U.S.
- 8.3.U.B Compare the impact of historical **documents, artifacts**, and places which are critical to the U.S.
- 8.3.U.C Evaluate how continuity and change have impacted the United States.
- 8.3.U.D Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- 8.4.12.A Evaluate the role groups and individuals played in the **social, political**, cultural, and **economic** development throughout world history.
- 8.4.12.B Evaluate the importance of historical **documents, artifacts**, and sites which are critical to world history.
- 8.4.12.C Evaluate how continuity and change have impacted the world today.
- 8.4.12.D Evaluate how **conflict** and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.

PA Academic Standards: Civics and Government

- 5.1.12.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.E Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.
- 5.1.U.A Apply examples of the **rule of law** as related to **individual rights** and the **common good**.
- 5.1.U.F Analyze the role political symbols play in **civil disobedience** and patriotic activities.
- 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.C Evaluate political **leadership** and **public service** in a **republican form of government**.
- 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**.
- 5.3.12.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.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.
- 5.3.12.H Evaluate the role of **mass media** in setting public agenda and influencing political life.
- 5.3.12.J Evaluate critical issues in various contemporary **governments**.
- 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**.
- 5.4.12.A Examine **foreign policy** perspectives, including **realism, idealism**, and **liberalism**.

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- 5.4.12.B Evaluate the effectiveness of **foreign policy** tools in various current issues confronting the United States
- 5.4.12.C Evaluate the effectiveness of international organizations, both **governmental** and **non-governmental**.
- 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**.
- 5.4.U.A Explain how United States **foreign policy** is developed.

PA Academic Standards: Geography

- 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.
- 7.1.U.A Use **geographic tools** to analyze information about the interaction between people, **places**, and the **environment**.
- 7.2.12.A Analyze the physical characteristics of **places** and **regions**, including the interrelationships among the components of Earth's physical systems.
- 7.2.12.B Analyze the significance of physical processes in shaping the character of **places** and **regions**.
- 7.2.U.A Analyze the physical characteristics of **places** and **regions**, including the interrelationships among the components of Earth's physical systems.
- 7.2.U.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: **Population Culture Settlement Economic activities Political activities**
- 7.3.U.A Analyze the human characteristics of **places** and **regions** using the following criteria: **Population Culture Settlement Economic activities Political activities**
- 7.4.12.A **Analyze the global effects of changes in the physical systems.**
- 7.4.12.B **Analyze the global effects of human activity on the physical systems**
- 7.4.U.A **Analyze the effects of changes in the physical systems.**
- 7.4.U.B **Analyze the effects of human activity on the physical systems.**

PA Academic Standards: Economics

- 6.1.12.A Predict the long-term consequences of decisions made because of **scarcity**.
- 6.1.12.B Evaluate the economic reasoning behind a choice.
- Evaluate effective allocation of **resources** for the production of **goods** and **services**.
- 6.1.12.C Analyze the **opportunity cost** of decisions made by individuals, businesses, communities, and nations.
- 6.1.12.D Predict how changes in **incentives** may affect the choices made by individuals, businesses, communities, and nations.
- 6.1.U.A Analyze how **choices** are made because of **scarcity**.
- 6.1.U.B Analyze how conflict and cooperation among groups and organizations have impacted the control of limited **resources** in the United States.
- 6.1.U.C Analyze the **opportunity cost** of decisions made by individuals, businesses, communities, and nations.
- 6.2.12.A Evaluate the flow of **goods** and **services** in an international economy.
- 6.2.12.C Predict and evaluate how media affects **markets**.

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- 6.2.12.E **Evaluate the health of an economy (local, regional, national, global) using economic indicators.**
- 6.2.12.F Evaluate the impact of **private economic institutions** on the individual, the national and the international economy.
- 6.2.12.G Evaluate various **economic systems**.
- 6.2.U.A Analyze the flow of **goods** and **services** in the national economy.
- 6.2.U.C **Evaluate the impact of advertising and media on individual and group behavior throughout United States history.**
- 6.2.U.D Explain how the laws of **supply** and **demand** impacted individuals and groups behavior over time.
- 6.2.U.E Analyze the impact of the business cycle on individual and group behavior over time.
- Analyze the characteristics of economic expansion, **recession**, and **depression**.
- 6.2.U.F Analyze the impact of **private economic institutions** on individuals and groups over time.
- 6.2.U.G Compare and contrast various **economic systems**.
- 6.3.12.A Evaluate the **costs** and benefits of government decisions to provide **public goods** and **services**.
- 6.3.12.B **Assess the government's role in regulating and stabilizing the state and national economy.**
- 6.3.12.C Evaluate the social, political, and **economic costs/benefits** of potential changes to taxation policies.
- 6.3.12.D Evaluate the role that governments play in international **trade**.
- 6.3.U.B Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.
- 6.3.U.C **Compare and contrast the taxation policies of the local, state, and national governments.**
- 6.3.U.D Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the US.
- 6.4.12.A Evaluate the **comparative advantage** of nations in the **production** of **goods** and **services**.
- 6.4.12.B Assess the growth and impact of international **trade** around the world.
- 6.4.12.C Evaluate the impact of **multinational corporations** and other non-government organizations.
- 6.4.12.D Analyze how changes in transportation, communication networks, and technology affect economic **interdependence** around the world in the 21st century.
- 6.4.U.A Explain how **specialization** contributes to economic interdependence on a national and international level.
- 6.4.U.C **Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.**
- 6.4.U.D Explain how the level of development of transportation, communication networks, and technology affect economic **interdependence**.
- 6.5.12.A **Analyze the factors influencing wages.**
- 6.5.12.B **Evaluate how changes in education, incentives, technology, and capital investment alter productivity.**
- 6.5.12.E **Compare distribution of wealth across nations.**
- 6.5.12.F Assess the impact of **entrepreneurs** on the economy.
- 6.5.U.B **Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.**
- 6.5.U.E **Define wealth and describe its distribution within and among the political divisions of the United States.**
- 6.5.U.F Examine leading **entrepreneurs** in the United States in terms of the risks they took and the rewards they received.

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

8.5 Reading Informational Text

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

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

8.6 Writing

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

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>The 1960's On the Home Front</p>	<p>Essential Knowledge/Skills: Martin Luther King Assassination Robert Francis Kennedy Assassination Revolts African American Mississippi Murders Watts Black Power Programs Civil Right Act of 1964 Voting Rights Act of 1965 War on Poverty Great Society Social Consciousness Rachel Carson Ralph Nader Counterculture New Generation Counter Culture Songs of the 1960's</p> <p>Vocabulary: Nonviolent Civil Disobedience Southern Christian Leadership Conference (SCLC) Summer Freedom Project Student Nonviolent Coordinating Committee (SNCC) Black Power Racial Discrimination</p>	<p>Power Point Presentation</p> <p>Suggested Videos: U2- Pride Songs of the Sixties Sex, Drugs, & Rock and Roll</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>6 days</p>

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	Baby Boom Generation Counter Culture Hippies Students for a Democratic Society (SDS)			
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PA Academic Standards: History

- 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying **context of events**.
- 8.1.12.B Evaluate the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships.
- 8.1.U.A Evaluate patterns of continuity and change over time, applying **context of events**.
- 8.1.U.B Evaluate the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships.
- 8.3.12.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.
- 8.3.U.A Compare the role groups and individuals played in the **social, political**, cultural, and **economic** development of the U.S.
- 8.3.U.B Compare the impact of historical **documents, artifacts**, and places which are critical to the U.S.
- 8.3.U.C Evaluate how continuity and change have impacted the United States.
- 8.3.U.D Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- 8.4.12.A Evaluate the role groups and individuals played in the **social, political**, cultural, and **economic** development throughout world history.
- 8.4.12.B Evaluate the importance of historical **documents, artifacts**, and sites which are critical to world history.
- 8.4.12.C Evaluate how continuity and change have impacted the world today.
- 8.4.12.D Evaluate how **conflict** and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.

PA Academic Standards: Civics and Government

- 5.1.12.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.E Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.
- 5.1.U.A Apply examples of the **rule of law** as related to **individual rights** and the **common good**.
- 5.1.U.F Analyze the role political symbols play in **civil disobedience** and patriotic activities.

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- 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.C Evaluate political **leadership** and **public service** in a **republican form of government**.
- 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**.
- 5.3.12.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.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.
- 5.3.12.H Evaluate the role of **mass media** in setting public agenda and influencing political life.
- 5.3.12.J Evaluate critical issues in various contemporary **governments**.
- 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**.
- 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
- 5.4.12.C Evaluate the effectiveness of international organizations, both **governmental** and **non-governmental**.
- 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**.
- 5.4.U.A Explain how United States **foreign policy** is developed.

PA Academic Standards: Geography

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

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- 7.4.12.A **Analyze the global effects of changes in the physical systems.**
- 7.4.12.B **Analyze the global effects of human activity on the physical systems**
- 7.4.U.A **Analyze the effects of changes in the physical systems.**
- 7.4.U.B **Analyze the effects of human activity on the physical systems.**

PA Academic Standards: Economics

- 6.1.12.A Predict the long-term consequences of decisions made because of **scarcity**.
- 6.1.12.B Evaluate the economic reasoning behind a choice.
Evaluate effective allocation of **resources** for the production of **goods** and **services**.
- 6.1.12.C Analyze the **opportunity cost** of decisions made by individuals, businesses, communities, and nations.
- 6.1.12.D Predict how changes in **incentives** may affect the choices made by individuals, businesses, communities, and nations.
- 6.1.U.A Analyze how **choices** are made because of **scarcity**.
- 6.1.U.B Analyze how conflict and cooperation among groups and organizations have impacted the control of limited **resources** in the United States.
- 6.1.U.C Analyze the **opportunity cost** of decisions made by individuals, businesses, communities, and nations.
- 6.2.12.A Evaluate the flow of **goods** and **services** in an international economy.
- 6.2.12.C Predict and evaluate how media affects **markets**.
- 6.2.12.E **Evaluate the health of an economy (local, regional, national, global) using economic indicators.**
- 6.2.12.F Evaluate the impact of **private economic institutions** on the individual, the national and the international economy.
- 6.2.12.G Evaluate various **economic systems**.
- 6.2.U.A Analyze the flow of **goods** and **services** in the national economy.
- 6.2.U.C **Evaluate the impact of advertising and media on individual and group behavior throughout United States history.**
- 6.2.U.D Explain how the laws of **supply** and **demand** impacted individuals and groups behavior over time.
- 6.2.U.E Analyze the impact of the business cycle on individual and group behavior over time.
Analyze the characteristics of economic expansion, **recession**, and **depression**.
- 6.2.U.F Analyze the impact of **private economic institutions** on individuals and groups over time.
- 6.2.U.G Compare and contrast various **economic systems**.
- 6.3.12.A Evaluate the **costs** and benefits of government decisions to provide **public goods** and **services**.
- 6.3.12.B **Assess the government's role in regulating and stabilizing the state and national economy.**
- 6.3.12.C Evaluate the social, political, and **economic costs/benefits** of potential changes to taxation policies.
- 6.3.12.D Evaluate the role that governments play in international **trade**.
- 6.3.U.B Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.
- 6.3.U.C **Compare and contrast the taxation policies of the local, state, and national governments.**
- 6.3.U.D Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the US.
- 6.4.12.A Evaluate the **comparative advantage** of nations in the **production** of **goods** and **services**.

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- 6.4.12.B Assess the growth and impact of international **trade** around the world.
- 6.4.12.C Evaluate the impact of **multinational corporations** and other non-government organizations.
- 6.4.12.D Analyze how changes in transportation, communication networks, and technology affect economic **interdependence** around the world in the 21st century.
- 6.4.U.A Explain how **specialization** contributes to economic interdependence on a national and international level.
- 6.4.U.C **Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.**
- 6.4.U.D Explain how the level of development of transportation, communication networks, and technology affect economic **interdependence**.
- 6.5.12.A **Analyze the factors influencing wages.**
- 6.5.12.B **Evaluate how changes in education, incentives, technology, and capital investment alter productivity.**
- 6.5.12.E **Compare distribution of wealth across nations.**
- 6.5.12.F Assess the impact of **entrepreneurs** on the economy.
- 6.5.U.B **Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.**
- 6.5.U.E **Define wealth and describe its distribution within and among the political divisions of the United States.**
- 6.5.U.F Examine leading **entrepreneurs** in the United States in terms of the risks they took and the rewards they received.

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>Nixon Administration</p>	<p>Essential Knowledge/Skills: 1968 – Timeline Election of 1968 Candidates Results Key Factors Nixon Administration Background Vietnam: Protesting Continues Kent State Massacre Nixon’s First Term Accomplishments Race to the Moon China and the Soviet Union The Pentagon Papers Election of 1972 Candidates Campaign Results Nixon Administration Vietnam Fall of Saigon The Nixon Doctrine Watergate</p> <p>Vocabulary: Race riots Anti-war Protests Desegregation Space Race Pentagon Papers “Plumbers” Paris Peace Accords</p>	<p>Power Point Presentation</p> <p>Suggested Videos: Checkers Speech Ohio Apollo 11 Footage Fall of Saigon I Am Not a Crook Nixon’s Paranoia Scandal Impeachment Investigation Resignation Farewell Speech Ford Defends Pardon</p> <p>Suggested Worksheets: Cambodia Leaks Wiretaps Kent State Nixon-China Watergate</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>10 days</p>

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	Nixon Doctrine Rationing Watergate "Deep Throat"			
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PA Academic Standards: History

- 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying **context of events**.
- 8.1.12.B Evaluate the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships.
- 8.1.U.A Evaluate patterns of continuity and change over time, applying **context of events**.
- 8.1.U.B Evaluate the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships.
- 8.3.12.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.
- 8.3.U.A Compare the role groups and individuals played in the **social, political**, cultural, and **economic** development of the U.S.
- 8.3.U.B Compare the impact of historical **documents, artifacts**, and places which are critical to the U.S.
- 8.3.U.C Evaluate how continuity and change have impacted the United States.
- 8.3.U.D Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- 8.4.12.A Evaluate the role groups and individuals played in the **social, political**, cultural, and **economic** development throughout world history.
- 8.4.12.B Evaluate the importance of historical **documents, artifacts**, and sites which are critical to world history.
- 8.4.12.C Evaluate how continuity and change have impacted the world today.
- 8.4.12.D Evaluate how **conflict** and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.

PA Academic Standards: Civics and Government

- 5.1.12.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.E Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.
- 5.1.U.A Apply examples of the **rule of law** as related to **individual rights** and the **common good**.
- 5.1.U.F Analyze the role political symbols play in **civil disobedience** and patriotic activities.
- 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.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**.
- 5.3.12.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.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.
- 5.3.12.H Evaluate the role of **mass media** in setting public agenda and influencing political life.
- 5.3.12.J Evaluate critical issues in various contemporary **governments**.
- 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**.
- 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
- 5.4.12.C Evaluate the effectiveness of international organizations, both **governmental** and **non-governmental**.
- 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**.
- 5.4.U.A Explain how United States **foreign policy** is developed.

PA Academic Standards: Geography

- 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.
- 7.1.U.A Use **geographic tools** to analyze information about the interaction between people, **places**, and the **environment**.
- 7.2.12.A Analyze the physical characteristics of **places** and **regions**, including the interrelationships among the components of Earth's physical systems.
- 7.2.12.B Analyze the significance of physical processes in shaping the character of **places** and **regions**.
- 7.2.U.A Analyze the physical characteristics of **places** and **regions**, including the interrelationships among the components of Earth's physical systems.
- 7.2.U.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: **Population Culture Settlement Economic activities Political activities**
- 7.3.U.A Analyze the human characteristics of **places** and **regions** using the following criteria: **Population Culture Settlement Economic activities Political activities**
- 7.4.12.A **Analyze the global effects of changes in the physical systems.**

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7.4.12.B **Analyze the global effects of human activity on the physical systems**

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

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

PA Academic Standards: Economics

6.1.12.A Predict the long-term consequences of decisions made because of **scarcity**.

6.1.12.B Evaluate the economic reasoning behind a choice.

Evaluate effective allocation of **resources** for the production of **goods** and **services**.

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

6.1.12.D Predict how changes in **incentives** may affect the choices made by individuals, businesses, communities, and nations.

6.1.U.A Analyze how **choices** are made because of **scarcity**.

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

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

6.2.12.A Evaluate the flow of **goods** and **services** in an international economy.

6.2.12.C Predict and evaluate how media affects **markets**.

6.2.12.E **Evaluate the health of an economy (local, regional, national, global) using economic indicators.**

6.2.12.F Evaluate the impact of **private economic institutions** on the individual, the national and the international economy.

6.2.12.G Evaluate various **economic systems**.

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

6.2.U.C **Evaluate the impact of advertising and media on individual and group behavior throughout United States history.**

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

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

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

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

6.2.U.G Compare and contrast various **economic systems**.

6.3.12.A Evaluate the **costs** and benefits of government decisions to provide **public goods** and **services**.

6.3.12.B **Assess the government's role in regulating and stabilizing the state and national economy.**

6.3.12.C Evaluate the social, political, and **economic costs/benefits** of potential changes to taxation policies.

6.3.12.D Evaluate the role that governments play in international **trade**.

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

6.3.U.C **Compare and contrast the taxation policies of the local, state, and national governments.**

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

6.4.12.A Evaluate the **comparative advantage** of nations in the **production** of **goods** and **services**.

6.4.12.B Assess the growth and impact of international **trade** around the world.

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- 6.4.12.C Evaluate the impact of **multinational corporations** and other non-government organizations.
- 6.4.12.D Analyze how changes in transportation, communication networks, and technology affect economic **interdependence** around the world in the 21st century.
- 6.4.U.A Explain how **specialization** contributes to economic interdependence on a national and international level.
- 6.4.U.C **Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.**
- 6.4.U.D Explain how the level of development of transportation, communication networks, and technology affect economic **interdependence**.
- 6.5.12.A **Analyze the factors influencing wages.**
- 6.5.12.B **Evaluate how changes in education, incentives, technology, and capital investment alter productivity.**
- 6.5.12.E **Compare distribution of wealth across nations.**
- 6.5.12.F Assess the impact of **entrepreneurs** on the economy.
- 6.5.U.B **Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.**
- 6.5.U.E **Define wealth and describe its distribution within and among the political divisions of the United States.**
- 6.5.U.F Examine leading **entrepreneurs** in the United States in terms of the risks they took and the rewards they received.

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)
Gerald Ford	<p>Essential Knowledge/Skills: Life of Gerald Ford Gerald Ford Becomes President The New President Selecting a Vice President Domestic Affairs</p> <p>Vocabulary: Watergate Impeachment Pardon 25th Amendment</p>	Power Point Presentation	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	5 days

PA Academic Standards: History

- 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying **context of events**.
- 8.1.12.B Evaluate the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships.
- 8.1.U.A Evaluate patterns of continuity and change over time, applying **context of events**.
- 8.1.U.B Evaluate the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships.
- 8.3.12.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.
- 8.3.U.A Compare the role groups and individuals played in the **social, political**, cultural, and **economic** development of the U.S.
- 8.3.U.B Compare the impact of historical **documents, artifacts**, and places which are critical to the U.S.
- 8.3.U.C Evaluate how continuity and change have impacted the United States.
- 8.3.U.D Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- 8.4.12.A Evaluate the role groups and individuals played in the **social, political**, cultural, and **economic** development throughout world history.
- 8.4.12.B Evaluate the importance of historical **documents, artifacts**, and sites which are critical to world history.
- 8.4.12.C Evaluate how continuity and change have impacted the world today.

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

PA Academic Standards: Civics and Government

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

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

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

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

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**.

5.3.12.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.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.

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

5.3.12.J Evaluate critical issues in various contemporary **governments**.

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**.

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

5.4.12.C Evaluate the effectiveness of international organizations, both **governmental** and **non-governmental**.

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**.

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

PA Academic Standards: Geography

**Dunmore School District
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- 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.
- 7.1.U.A Use **geographic tools** to analyze information about the interaction between people, **places**, and the **environment**.
- 7.2.12.A Analyze the physical characteristics of **places** and **regions**, including the interrelationships among the components of Earth's physical systems.
- 7.2.12.B Analyze the significance of physical processes in shaping the character of **places** and **regions**.
- 7.2.U.A Analyze the physical characteristics of **places** and **regions**, including the interrelationships among the components of Earth's physical systems.
- 7.2.U.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: **Population Culture Settlement Economic activities Political activities**
- 7.3.U.A Analyze the human characteristics of **places** and **regions** using the following criteria: **Population Culture Settlement Economic activities Political activities**
- 7.4.12.A **Analyze the global effects of changes in the physical systems.**
- 7.4.12.B **Analyze the global effects of human activity on the physical systems**
- 7.4.U.A **Analyze the effects of changes in the physical systems.**
- 7.4.U.B **Analyze the effects of human activity on the physical systems.**

PA Academic Standards: Economics

- 6.1.12.A Predict the long-term consequences of decisions made because of **scarcity**.
- 6.1.12.B Evaluate the economic reasoning behind a choice.
Evaluate effective allocation of **resources** for the production of **goods** and **services**.
- 6.1.12.C Analyze the **opportunity cost** of decisions made by individuals, businesses, communities, and nations.
- 6.1.12.D Predict how changes in **incentives** may affect the choices made by individuals, businesses, communities, and nations.
- 6.1.U.A Analyze how **choices** are made because of **scarcity**.
- 6.1.U.B Analyze how conflict and cooperation among groups and organizations have impacted the control of limited **resources** in the United States.
- 6.1.U.C Analyze the **opportunity cost** of decisions made by individuals, businesses, communities, and nations.
- 6.2.12.A Evaluate the flow of **goods** and **services** in an international economy.
- 6.2.12.C Predict and evaluate how media affects **markets**.
- 6.2.12.E **Evaluate the health of an economy (local, regional, national, global) using economic indicators.**
- 6.2.12.F Evaluate the impact of **private economic institutions** on the individual, the national and the international economy.
- 6.2.12.G Evaluate various **economic systems**.
- 6.2.U.A Analyze the flow of **goods** and **services** in the national economy.
- 6.2.U.C **Evaluate the impact of advertising and media on individual and group behavior throughout United States history.**
- 6.2.U.D Explain how the laws of **supply** and **demand** impacted individuals and groups behavior over time.
- 6.2.U.E Analyze the impact of the business cycle on individual and group behavior over time.

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

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

6.2.U.G Compare and contrast various **economic systems**.

6.3.12.A Evaluate the **costs** and benefits of government decisions to provide **public goods** and **services**.

6.3.12.B **Assess the government's role in regulating and stabilizing the state and national economy.**

6.3.12.C Evaluate the social, political, and **economic costs/benefits** of potential changes to taxation policies.

6.3.12.D Evaluate the role that governments play in international **trade**.

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

6.3.U.C **Compare and contrast the taxation policies of the local, state, and national governments.**

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

6.4.12.A Evaluate the **comparative advantage** of nations in the **production** of **goods** and **services**.

6.4.12.B Assess the growth and impact of international **trade** around the world.

6.4.12.C Evaluate the impact of **multinational corporations** and other non-government organizations.

6.4.12.D Analyze how changes in transportation, communication networks, and technology affect economic **interdependence** around the world in the 21st century.

6.4.U.A Explain how **specialization** contributes to economic interdependence on a national and international level.

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

6.4.U.D Explain how the level of development of transportation, communication networks, and technology affect economic **interdependence**.

6.5.12.A **Analyze the factors influencing wages.**

6.5.12.B **Evaluate how changes in education, incentives, technology, and capital investment alter productivity.**

6.5.12.E **Compare distribution of wealth across nations.**

6.5.12.F Assess the impact of **entrepreneurs** on the economy.

6.5.U.B **Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.**

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

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

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)
Carter Administration	<p>Essential Knowledge/Skills: Election of 1976 Carter Administration History of Iranian U.S. Relations</p> <p>Vocabulary: Public Housing Inflation Recession Monarchy Shah Grand Ayatollah Iran’s Islamic Republic Islam Quran Jihad al-Qaeda Afghan Mujahedeen Boycott</p>	<p>Power Point Presentation</p> <p>Suggested Videos: Carter Background Election of 1976 History of US / Iran Relations We Didn’t Start the Fire The Man Who Changed the World</p> <p>Suggested Movie: Argo</p> <p>Suggested Worksheet: Hostage Timeline</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>10 days</p>

PA Academic Standards: History

- 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying **context of events**.
- 8.1.12.B Evaluate the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships.
- 8.1.U.A Evaluate patterns of continuity and change over time, applying **context of events**.
- 8.1.U.B Evaluate the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships.
- 8.2.12.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.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.
- 8.3.12.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.

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- 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.
- 8.3.U.A Compare the role groups and individuals played in the **social, political**, cultural, and **economic** development of the U.S.
- 8.3.U.B Compare the impact of historical **documents, artifacts**, and places which are critical to the U.S.
- 8.3.U.C Evaluate how continuity and change have impacted the United States.
- 8.3.U.D Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- 8.4.12.A Evaluate the role groups and individuals played in the **social, political**, cultural, and **economic** development throughout world history.
- 8.4.12.B Evaluate the importance of historical **documents, artifacts**, and sites which are critical to world history.
- 8.4.12.C Evaluate how continuity and change have impacted the world today.
- 8.4.12.D Evaluate how **conflict** and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.

PA Academic Standards: Civics and Government

- 5.1.12.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.E Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.
- 5.1.U.A Apply examples of the **rule of law** as related to **individual rights** and the **common good**.
- 5.1.U.F Analyze the role political symbols play in **civil disobedience** and patriotic activities.
- 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.C Evaluate political **leadership** and **public service** in a **republican form of government**.
- 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**.
- 5.3.12.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.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.
- 5.3.12.H Evaluate the role of **mass media** in setting public agenda and influencing political life.
- 5.3.12.J Evaluate critical issues in various contemporary **governments**.
- 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**.

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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
- 5.4.12.C Evaluate the effectiveness of international organizations, both **governmental** and **non-governmental**.
- 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**.
- 5.4.U.A Explain how United States **foreign policy** is developed.

PA Academic Standards: Geography

- 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.
- 7.1.U.A Use **geographic tools** to analyze information about the interaction between people, **places**, and the **environment**.
- 7.2.12.A Analyze the physical characteristics of **places** and **regions**, including the interrelationships among the components of Earth's physical systems.
- 7.2.12.B Analyze the significance of physical processes in shaping the character of **places** and **regions**.
- 7.2.U.A Analyze the physical characteristics of **places** and **regions**, including the interrelationships among the components of Earth's physical systems.
- 7.2.U.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: **Population Culture Settlement Economic activities Political activities**
- 7.3.U.A Analyze the human characteristics of **places** and **regions** using the following criteria: **Population Culture Settlement Economic activities Political activities**
- 7.4.12.A **Analyze the global effects of changes in the physical systems.**
- 7.4.12.B **Analyze the global effects of human activity on the physical systems**
- 7.4.U.A **Analyze the effects of changes in the physical systems.**
- 7.4.U.B **Analyze the effects of human activity on the physical systems.**

PA Academic Standards: Economics

- 6.1.12.A Predict the long-term consequences of decisions made because of **scarcity**.
- 6.1.12.B Evaluate the economic reasoning behind a choice.
Evaluate effective allocation of **resources** for the production of **goods** and **services**.
- 6.1.12.C Analyze the **opportunity cost** of decisions made by individuals, businesses, communities, and nations.
- 6.1.12.D Predict how changes in **incentives** may affect the choices made by individuals, businesses, communities, and nations.
- 6.1.U.A Analyze how **choices** are made because of **scarcity**.
- 6.1.U.B Analyze how conflict and cooperation among groups and organizations have impacted the control of limited **resources** in the United States.
- 6.1.U.C Analyze the **opportunity cost** of decisions made by individuals, businesses, communities, and nations.
- 6.2.12.A Evaluate the flow of **goods** and **services** in an international economy.

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- 6.2.12.C Predict and evaluate how media affects **markets**.
- 6.2.12.E **Evaluate the health of an economy (local, regional, national, global) using economic indicators.**
- 6.2.12.F Evaluate the impact of **private economic institutions** on the individual, the national and the international economy.
- 6.2.12.G Evaluate various **economic systems**.
- 6.2.U.A Analyze the flow of **goods** and **services** in the national economy.
- 6.2.U.C **Evaluate the impact of advertising and media on individual and group behavior throughout United States history.**
- 6.2.U.D Explain how the laws of **supply** and **demand** impacted individuals and groups behavior over time.
- 6.2.U.E Analyze the impact of the business cycle on individual and group behavior over time.
- Analyze the characteristics of economic expansion, **recession**, and **depression**.
- 6.2.U.F Analyze the impact of **private economic institutions** on individuals and groups over time.
- 6.2.U.G Compare and contrast various **economic systems**.
- 6.3.12.A Evaluate the **costs** and benefits of government decisions to provide **public goods** and **services**.
- 6.3.12.B **Assess the government's role in regulating and stabilizing the state and national economy.**
- 6.3.12.C Evaluate the social, political, and **economic costs/benefits** of potential changes to taxation policies.
- 6.3.12.D Evaluate the role that governments play in international **trade**.
- 6.3.U.B Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.
- 6.3.U.C **Compare and contrast the taxation policies of the local, state, and national governments.**
- 6.3.U.D Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the US.
- 6.4.12.A Evaluate the **comparative advantage** of nations in the **production** of **goods** and **services**.
- 6.4.12.B Assess the growth and impact of international **trade** around the world.
- 6.4.12.C Evaluate the impact of **multinational corporations** and other non-government organizations.
- 6.4.12.D Analyze how changes in transportation, communication networks, and technology affect economic **interdependence** around the world in the 21st century.
- 6.4.U.A Explain how **specialization** contributes to economic interdependence on a national and international level.
- 6.4.U.C **Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.**
- 6.4.U.D Explain how the level of development of transportation, communication networks, and technology affect economic **interdependence**.
- 6.5.12.A **Analyze the factors influencing wages.**
- 6.5.12.B **Evaluate how changes in education, incentives, technology, and capital investment alter productivity.**
- 6.5.12.E **Compare distribution of wealth across nations.**
- 6.5.12.F Assess the impact of **entrepreneurs** on the economy.
- 6.5.U.B **Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.**
- 6.5.U.E **Define wealth and describe its distribution within and among the political divisions of the United States.**
- 6.5.U.F Examine leading **entrepreneurs** in the United States in terms of the risks they took and the rewards they received.

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

8.5 Reading Informational Text

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

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

8.6 Writing

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

**Dunmore School District
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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Reagan Administration	<p>Essential Knowledge/Skills: Election of 1980 Reagan Reagan '80-'84 Election of 1984 Reagan '84-'88 Reagan legacy Reagan Quotes</p> <p>Vocabulary: Landslide Free Markets Reaganomics Supply-Side Economics Trickle Down Economics Overt Covert Reagan Doctrine Strategic Defense Initiative Boycott Alzheimer's Disease Teacher in Space Project Hezbollah Sandinistas Contras</p>	<p>Power Point Presentation</p> <p>Suggested Video: Challenger</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>5 days</p>

PA Academic Standards: History

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

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

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

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

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relationships.

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.

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

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

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

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

8.4.12.A Evaluate the role groups and individuals played in the **social, political**, cultural, and **economic** development throughout world history.

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

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

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

PA Academic Standards: Civics and Government

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

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

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

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

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**.

5.3.12.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.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.

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

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- 5.3.12.J Evaluate critical issues in various contemporary **governments**.
- 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**.
- 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
- 5.4.12.C Evaluate the effectiveness of international organizations, both **governmental** and **non-governmental**.
- 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**.
- 5.4.U.A Explain how United States **foreign policy** is developed.

PA Academic Standards: Geography

- 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.
- 7.1.U.A Use **geographic tools** to analyze information about the interaction between people, **places**, and the **environment**.
- 7.2.12.A Analyze the physical characteristics of **places** and **regions**, including the interrelationships among the components of Earth’s physical systems.
- 7.2.12.B Analyze the significance of physical processes in shaping the character of **places** and **regions**.
- 7.2.U.A Analyze the physical characteristics of **places** and **regions**, including the interrelationships among the components of Earth’s physical systems.
- 7.2.U.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: **Population Culture Settlement Economic activities Political activities**
- 7.3.U.A Analyze the human characteristics of **places** and **regions** using the following criteria: **Population Culture Settlement Economic activities Political activities**
- 7.4.12.A **Analyze the global effects of changes in the physical systems.**
- 7.4.12.B **Analyze the global effects of human activity on the physical systems**
- 7.4.U.A **Analyze the effects of changes in the physical systems.**
- 7.4.U.B **Analyze the effects of human activity on the physical systems.**

PA Academic Standards: Economics

- 6.1.12.A Predict the long-term consequences of decisions made because of **scarcity**.
- 6.1.12.B Evaluate the economic reasoning behind a choice.
Evaluate effective allocation of **resources** for the production of **goods** and **services**.
- 6.1.12.C Analyze the **opportunity cost** of decisions made by individuals, businesses, communities, and nations.
- 6.1.12.D Predict how changes in **incentives** may affect the choices made by individuals, businesses, communities, and nations.
- 6.1.U.A Analyze how **choices** are made because of **scarcity**.

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- 6.1.U.B Analyze how conflict and cooperation among groups and organizations have impacted the control of limited **resources** in the United States.
- 6.1.U.C Analyze the **opportunity cost** of decisions made by individuals, businesses, communities, and nations.
- 6.2.12.A Evaluate the flow of **goods** and **services** in an international economy.
- 6.2.12.C Predict and evaluate how media affects **markets**.
- 6.2.12.E **Evaluate the health of an economy (local, regional, national, global) using economic indicators.**
- 6.2.12.F Evaluate the impact of **private economic institutions** on the individual, the national and the international economy.
- 6.2.12.G Evaluate various **economic systems**.
- 6.2.U.A Analyze the flow of **goods** and **services** in the national economy.
- 6.2.U.C **Evaluate the impact of advertising and media on individual and group behavior throughout United States history.**
- 6.2.U.D Explain how the laws of **supply** and **demand** impacted individuals and groups behavior over time.
- 6.2.U.E Analyze the impact of the business cycle on individual and group behavior over time.
Analyze the characteristics of economic expansion, **recession**, and **depression**.
- 6.2.U.F Analyze the impact of **private economic institutions** on individuals and groups over time.
- 6.2.U.G Compare and contrast various **economic systems**.
- 6.3.12.A Evaluate the **costs** and benefits of government decisions to provide **public goods** and **services**.
- 6.3.12.B **Assess the government's role in regulating and stabilizing the state and national economy.**
- 6.3.12.C Evaluate the social, political, and **economic costs/benefits** of potential changes to taxation policies.
- 6.3.12.D Evaluate the role that governments play in international **trade**.
- 6.3.U.B Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.
- 6.3.U.C **Compare and contrast the taxation policies of the local, state, and national governments.**
- 6.3.U.D Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the US.
- 6.4.12.A Evaluate the **comparative advantage** of nations in the **production** of **goods** and **services**.
- 6.4.12.B Assess the growth and impact of international **trade** around the world.
- 6.4.12.C Evaluate the impact of **multinational corporations** and other non-government organizations.
- 6.4.12.D Analyze how changes in transportation, communication networks, and technology affect economic **interdependence** around the world in the 21st century.
- 6.4.U.A Explain how **specialization** contributes to economic interdependence on a national and international level.
- 6.4.U.C **Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.**
- 6.4.U.D Explain how the level of development of transportation, communication networks, and technology affect economic **interdependence**.
- 6.5.12.A **Analyze the factors influencing wages.**
- 6.5.12.B **Evaluate how changes in education, incentives, technology, and capital investment alter productivity.**
- 6.5.12.E **Compare distribution of wealth across nations.**
- 6.5.12.F Assess the impact of **entrepreneurs** on the economy.
- 6.5.U.B **Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.**

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

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

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)
George H. W. Bush	<p>Essential Knowledge/Skills: Election of 1988 Campaign Results Bush 88-92 Background Economic Policy Gulf War Election of 1992 Campaign Results Bush Legacy</p> <p>Vocabulary: Iran-Contra Affair Furlough Program Aviator Operation Desert Shield Operation Desert Storm Proportionate Response</p>	<p>Power Point Presentation</p> <p>Suggested Videos: George H. W. Bush Biography Bush Pilot Start of the Gulf War on ABC Gulf War Weapons</p> <p>Suggested Worksheet: The First Persian Gulf War</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	5 days

PA Academic Standards: History

- 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying **context of events**.
- 8.1.12.B Evaluate the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships.
- 8.1.U.A Evaluate patterns of continuity and change over time, applying **context of events**.
- 8.1.U.B Evaluate the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships.
- 8.3.12.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.
- 8.3.U.A Compare the role groups and individuals played in the **social, political**, cultural, and **economic** development of the U.S.

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- 8.3.U.B Compare the impact of historical **documents, artifacts**, and places which are critical to the U.S.
- 8.3.U.C Evaluate how continuity and change have impacted the United States.
- 8.3.U.D Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- 8.4.12.A Evaluate the role groups and individuals played in the **social, political**, cultural, and **economic** development throughout world history.
- 8.4.12.B Evaluate the importance of historical **documents, artifacts**, and sites which are critical to world history.
- 8.4.12.C Evaluate how continuity and change have impacted the world today.
- 8.4.12.D Evaluate how **conflict** and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.

PA Academic Standards: Civics and Government

- 5.1.12.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.E Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.
- 5.1.U.A Apply examples of the **rule of law** as related to **individual rights** and the **common good**.
- 5.1.U.F Analyze the role political symbols play in **civil disobedience** and patriotic activities.
- 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.C Evaluate political **leadership** and **public service** in a **republican form of government**.
- 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**.
- 5.3.12.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.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.
- 5.3.12.H Evaluate the role of **mass media** in setting public agenda and influencing political life.
- 5.3.12.J Evaluate critical issues in various contemporary **governments**.
- 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**.
- 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
- 5.4.12.C Evaluate the effectiveness of international organizations, both **governmental** and **non-governmental**.

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

PA Academic Standards: Geography

- 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.
- 7.1.U.A Use **geographic tools** to analyze information about the interaction between people, **places**, and the **environment**.
- 7.2.12.A Analyze the physical characteristics of **places** and **regions**, including the interrelationships among the components of Earth's physical systems.
- 7.2.12.B Analyze the significance of physical processes in shaping the character of **places** and **regions**.
- 7.2.U.A Analyze the physical characteristics of **places** and **regions**, including the interrelationships among the components of Earth's physical systems.
- 7.2.U.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: **Population Culture Settlement Economic activities Political activities**
- 7.3.U.A Analyze the human characteristics of **places** and **regions** using the following criteria: **Population Culture Settlement Economic activities Political activities**
- 7.4.12.A **Analyze the global effects of changes in the physical systems.**
- 7.4.12.B **Analyze the global effects of human activity on the physical systems**
- 7.4.U.A **Analyze the effects of changes in the physical systems.**
- 7.4.U.B **Analyze the effects of human activity on the physical systems.**

PA Academic Standards: Economics

- 6.1.12.A Predict the long-term consequences of decisions made because of **scarcity**.
- 6.1.12.B Evaluate the economic reasoning behind a choice.
Evaluate effective allocation of **resources** for the production of **goods** and **services**.
- 6.1.12.C Analyze the **opportunity cost** of decisions made by individuals, businesses, communities, and nations.
- 6.1.12.D Predict how changes in **incentives** may affect the choices made by individuals, businesses, communities, and nations.
- 6.1.U.A Analyze how **choices** are made because of **scarcity**.
- 6.1.U.B Analyze how conflict and cooperation among groups and organizations have impacted the control of limited **resources** in the United States.
- 6.1.U.C Analyze the **opportunity cost** of decisions made by individuals, businesses, communities, and nations.
- 6.2.12.A Evaluate the flow of **goods** and **services** in an international economy.
- 6.2.12.C Predict and evaluate how media affects **markets**.
- 6.2.12.E **Evaluate the health of an economy (local, regional, national, global) using economic indicators.**
- 6.2.12.F Evaluate the impact of **private economic institutions** on the individual, the national and the international economy.

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- 6.2.12.G Evaluate various **economic systems**.
- 6.2.U.A Analyze the flow of **goods** and **services** in the national economy.
- 6.2.U.C **Evaluate the impact of advertising and media on individual and group behavior throughout United States history.**
- 6.2.U.D Explain how the laws of **supply** and **demand** impacted individuals and groups behavior over time.
- 6.2.U.E Analyze the impact of the business cycle on individual and group behavior over time.
Analyze the characteristics of economic expansion, **recession**, and **depression**.
- 6.2.U.F Analyze the impact of **private economic institutions** on individuals and groups over time.
- 6.2.U.G Compare and contrast various **economic systems**.
- 6.3.12.A Evaluate the **costs** and benefits of government decisions to provide **public goods** and **services**.
- 6.3.12.B **Assess the government's role in regulating and stabilizing the state and national economy.**
- 6.3.12.C Evaluate the social, political, and **economic costs/benefits** of potential changes to taxation policies.
- 6.3.12.D Evaluate the role that governments play in international **trade**.
- 6.3.U.B Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.
- 6.3.U.C **Compare and contrast the taxation policies of the local, state, and national governments.**
- 6.3.U.D Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the US.
- 6.4.12.A Evaluate the **comparative advantage** of nations in the **production** of **goods** and **services**.
- 6.4.12.B Assess the growth and impact of international **trade** around the world.
- 6.4.12.C Evaluate the impact of **multinational corporations** and other non-government organizations.
- 6.4.12.D Analyze how changes in transportation, communication networks, and technology affect economic **interdependence** around the world in the 21st century.
- 6.4.U.A Explain how **specialization** contributes to economic interdependence on a national and international level.
- 6.4.U.C **Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.**
- 6.4.U.D Explain how the level of development of transportation, communication networks, and technology affect economic **interdependence**.
- 6.5.12.A **Analyze the factors influencing wages.**
- 6.5.12.B **Evaluate how changes in education, incentives, technology, and capital investment alter productivity.**
- 6.5.12.E **Compare distribution of wealth across nations.**
- 6.5.12.F Assess the impact of **entrepreneurs** on the economy.
- 6.5.U.B **Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.**
- 6.5.U.E **Define wealth and describe its distribution within and among the political divisions of the United States.**
- 6.5.U.F Examine leading **entrepreneurs** in the United States in terms of the risks they took and the rewards they received.

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

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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)
Clinton Administration	<p>Essential Knowledge/Skills: Election of 1992 Candidates Results William Jefferson Clinton Background Campaign Economic Accomplishments Don't Ask – Don't Tell Foreign Affairs Election of 1996 Candidates Results Clinton's Second Administration Lewinsky Scandal Impeachment Clinton Legacy</p> <p>Vocabulary: al Qaeda Extra-Marital Affair Impeachment Perjury Obstruction of Justice Acquitted Party Lines</p>	<p>Power Point Presentation</p> <p>Suggested Videos: American Experience - Clinton</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>9 days</p>

PA Academic Standards: History

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

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

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

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- 8.1.U.B Evaluate the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships.
- 8.3.12.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.
- 8.3.U.A Compare the role groups and individuals played in the **social, political**, cultural, and **economic** development of the U.S.
- 8.3.U.B Compare the impact of historical **documents, artifacts**, and places which are critical to the U.S.
- 8.3.U.C Evaluate how continuity and change have impacted the United States.
- 8.3.U.D Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- 8.4.12.A Evaluate the role groups and individuals played in the **social, political**, cultural, and **economic** development throughout world history.
- 8.4.12.B Evaluate the importance of historical **documents, artifacts**, and sites which are critical to world history.
- 8.4.12.C Evaluate how continuity and change have impacted the world today.
- 8.4.12.D Evaluate how **conflict** and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.

PA Academic Standards: Civics and Government

- 5.1.12.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.E Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.
- 5.1.U.A Apply examples of the **rule of law** as related to **individual rights** and the **common good**.
- 5.1.U.F Analyze the role political symbols play in **civil disobedience** and patriotic activities.
- 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.C Evaluate political **leadership** and **public service** in a **republican form of government**.
- 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**.
- 5.3.12.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.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.

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- 5.3.12.H Evaluate the role of **mass media** in setting public agenda and influencing political life.
- 5.3.12.J Evaluate critical issues in various contemporary **governments**.
- 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**.
- 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
- 5.4.12.C Evaluate the effectiveness of international organizations, both **governmental** and **non-governmental**.
- 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**.
- 5.4.U.A Explain how United States **foreign policy** is developed.

PA Academic Standards: Geography

- 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.
- 7.1.U.A Use **geographic tools** to analyze information about the interaction between people, **places**, and the **environment**.
- 7.2.12.A Analyze the physical characteristics of **places** and **regions**, including the interrelationships among the components of Earth's physical systems.
- 7.2.12.B Analyze the significance of physical processes in shaping the character of **places** and **regions**.
- 7.2.U.A Analyze the physical characteristics of **places** and **regions**, including the interrelationships among the components of Earth's physical systems.
- 7.2.U.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: **Population Culture Settlement Economic activities Political activities**
- 7.3.U.A Analyze the human characteristics of **places** and **regions** using the following criteria: **Population Culture Settlement Economic activities Political activities**
- 7.4.12.A **Analyze the global effects of changes in the physical systems.**
- 7.4.12.B **Analyze the global effects of human activity on the physical systems**
- 7.4.U.A **Analyze the effects of changes in the physical systems.**
- 7.4.U.B **Analyze the effects of human activity on the physical systems.**

PA Academic Standards: Economics

- 6.1.12.A Predict the long-term consequences of decisions made because of **scarcity**.
- 6.1.12.B Evaluate the economic reasoning behind a choice.
Evaluate effective allocation of **resources** for the production of **goods** and **services**.
- 6.1.12.C Analyze the **opportunity cost** of decisions made by individuals, businesses, communities, and nations.
- 6.1.12.D Predict how changes in **incentives** may affect the choices made by individuals, businesses, communities, and nations.

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- 6.1.U.A Analyze how **choices** are made because of **scarcity**.
- 6.1.U.B Analyze how conflict and cooperation among groups and organizations have impacted the control of limited **resources** in the United States.
- 6.1.U.C Analyze the **opportunity cost** of decisions made by individuals, businesses, communities, and nations.
- 6.2.12.A Evaluate the flow of **goods** and **services** in an international economy.
- 6.2.12.C Predict and evaluate how media affects **markets**.
- 6.2.12.E **Evaluate the health of an economy (local, regional, national, global) using economic indicators.**
- 6.2.12.F Evaluate the impact of **private economic institutions** on the individual, the national and the international economy.
- 6.2.12.G Evaluate various **economic systems**.
- 6.2.U.A Analyze the flow of **goods** and **services** in the national economy.
- 6.2.U.C **Evaluate the impact of advertising and media on individual and group behavior throughout United States history.**
- 6.2.U.D Explain how the laws of **supply** and **demand** impacted individuals and groups behavior over time.
- 6.2.U.E Analyze the impact of the business cycle on individual and group behavior over time.
Analyze the characteristics of economic expansion, **recession**, and **depression**.
- 6.2.U.F Analyze the impact of **private economic institutions** on individuals and groups over time.
- 6.2.U.G Compare and contrast various **economic systems**.
- 6.3.12.A Evaluate the **costs** and benefits of government decisions to provide **public goods** and **services**.
- 6.3.12.B **Assess the government's role in regulating and stabilizing the state and national economy.**
- 6.3.12.C Evaluate the social, political, and **economic costs/benefits** of potential changes to taxation policies.
- 6.3.12.D Evaluate the role that governments play in international **trade**.
- 6.3.U.B Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.
- 6.3.U.C **Compare and contrast the taxation policies of the local, state, and national governments.**
- 6.3.U.D Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the US.
- 6.4.12.A Evaluate the **comparative advantage** of nations in the **production** of **goods** and **services**.
- 6.4.12.B Assess the growth and impact of international **trade** around the world.
- 6.4.12.C Evaluate the impact of **multinational corporations** and other non-government organizations.
- 6.4.12.D Analyze how changes in transportation, communication networks, and technology affect economic **interdependence** around the world in the 21st century.
- 6.4.U.A Explain how **specialization** contributes to economic interdependence on a national and international level.
- 6.4.U.C **Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.**
- 6.4.U.D Explain how the level of development of transportation, communication networks, and technology affect economic **interdependence**.
- 6.5.12.A **Analyze the factors influencing wages.**
- 6.5.12.B **Evaluate how changes in education, incentives, technology, and capital investment alter productivity.**
- 6.5.12.E **Compare distribution of wealth across nations.**
- 6.5.12.F Assess the impact of **entrepreneurs** on the economy.

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6.5.U.B **Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.**

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

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

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)
George W Bush Administration	<p>Essential Knowledge/Skills: Election of 2000 Candidates Results George W Bush Early Life and Political Career Bush Administration September 11, 2001 The US Response War in Afghanistan War in Iraq Post Presidency and Legacy</p> <p>Vocabulary: Al-Qaeda Planes Operation Islamic Taliban Extradite Expel Operation Enduring Freedom Waterboarding War on Terror Preventive War Guerilla Warfare Weapons of Mass Destruction Counterterrorism</p>	<p>Power Point Presentation</p> <p>Suggested Videos: Beamer – Let’s Roll</p> <p>Suggested Reading: Jeremy Glick</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>5 days</p>

PA Academic Standards: History

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

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

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

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- 8.1.U.B Evaluate the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships.
- 8.2.12.B Evaluate the impact of historical **documents, artifacts**, and places in Pennsylvania which are critical to U.S. history and the world.
- 8.2.U.B Evaluate the importance of various historical **documents, artifacts**, and places in Pennsylvania which are critical to 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.
- 8.3.12.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.
- 8.3.U.A Compare the role groups and individuals played in the **social, political**, cultural, and **economic** development of the U.S.
- 8.3.U.B Compare the impact of historical **documents, artifacts**, and places which are critical to the U.S.
- 8.3.U.C Evaluate how continuity and change have impacted the United States.
- 8.3.U.D Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- 8.4.12.A Evaluate the role groups and individuals played in the **social, political**, cultural, and **economic** development throughout world history.
- 8.4.12.B Evaluate the importance of historical **documents, artifacts**, and sites which are critical to world history.
- 8.4.12.C Evaluate how continuity and change have impacted the world today.
- 8.4.12.D Evaluate how **conflict** and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.

PA Academic Standards: Civics and Government

- 5.1.12.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.E Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.
- 5.1.U.A Apply examples of the **rule of law** as related to **individual rights** and the **common good**.
- 5.1.U.F Analyze the role political symbols play in **civil disobedience** and patriotic activities.
- 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.C Evaluate political **leadership** and **public service** in a **republican form of government**.
- 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**.
- 5.3.12.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.

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- 5.3.12.D Evaluate the roles of political parties, **interest groups**, and **mass media** in politics and public policy.
- 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.
- 5.3.12.H Evaluate the role of **mass media** in setting public agenda and influencing political life.
- 5.3.12.J Evaluate critical issues in various contemporary **governments**.
- 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**.
- 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
- 5.4.12.C Evaluate the effectiveness of international organizations, both **governmental** and **non-governmental**.
- 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**.
- 5.4.U.A Explain how United States **foreign policy** is developed.

PA Academic Standards: Geography

- 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.
- 7.1.U.A Use **geographic tools** to analyze information about the interaction between people, **places**, and the **environment**.
- 7.2.12.A Analyze the physical characteristics of **places** and **regions**, including the interrelationships among the components of Earth's physical systems.
- 7.2.12.B Analyze the significance of physical processes in shaping the character of **places** and **regions**.
- 7.2.U.A Analyze the physical characteristics of **places** and **regions**, including the interrelationships among the components of Earth's physical systems.
- 7.2.U.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: **Population Culture Settlement Economic activities Political activities**
- 7.3.U.A Analyze the human characteristics of **places** and **regions** using the following criteria: **Population Culture Settlement Economic activities Political activities**
- 7.4.12.A **Analyze the global effects of changes in the physical systems.**
- 7.4.12.B **Analyze the global effects of human activity on the physical systems**
- 7.4.U.A **Analyze the effects of changes in the physical systems.**
- 7.4.U.B **Analyze the effects of human activity on the physical systems.**

PA Academic Standards: Economics

- 6.1.12.A Predict the long-term consequences of decisions made because of **scarcity**.
- 6.1.12.B Evaluate the economic reasoning behind a choice.
- Evaluate effective allocation of **resources** for the production of **goods** and **services**.

**Dunmore School District
Curriculum Guide**

- 6.1.12.C Analyze the **opportunity cost** of decisions made by individuals, businesses, communities, and nations.
- 6.1.12.D Predict how changes in **incentives** may affect the choices made by individuals, businesses, communities, and nations.
- 6.1.U.A Analyze how **choices** are made because of **scarcity**.
- 6.1.U.B Analyze how conflict and cooperation among groups and organizations have impacted the control of limited **resources** in the United States.
- 6.1.U.C Analyze the **opportunity cost** of decisions made by individuals, businesses, communities, and nations.
- 6.2.12.A Evaluate the flow of **goods** and **services** in an international economy.
- 6.2.12.C Predict and evaluate how media affects **markets**.
- 6.2.12.E **Evaluate the health of an economy (local, regional, national, global) using economic indicators.**
- 6.2.12.F Evaluate the impact of **private economic institutions** on the individual, the national and the international economy.
- 6.2.12.G Evaluate various **economic systems**.
- 6.2.U.A Analyze the flow of **goods** and **services** in the national economy.
- 6.2.U.C **Evaluate the impact of advertising and media on individual and group behavior throughout United States history.**
- 6.2.U.D Explain how the laws of **supply** and **demand** impacted individuals and groups behavior over time.
- 6.2.U.E Analyze the impact of the business cycle on individual and group behavior over time.
- Analyze the characteristics of economic expansion, **recession**, and **depression**.
- 6.2.U.F Analyze the impact of **private economic institutions** on individuals and groups over time.
- 6.2.U.G Compare and contrast various **economic systems**.
- 6.3.12.A Evaluate the **costs** and benefits of government decisions to provide **public goods** and **services**.
- 6.3.12.B **Assess the government's role in regulating and stabilizing the state and national economy.**
- 6.3.12.C Evaluate the social, political, and **economic costs/benefits** of potential changes to taxation policies.
- 6.3.12.D Evaluate the role that governments play in international **trade**.
- 6.3.U.B Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.
- 6.3.U.C **Compare and contrast the taxation policies of the local, state, and national governments.**
- 6.3.U.D Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the US.
- 6.4.12.A Evaluate the **comparative advantage** of nations in the **production** of **goods** and **services**.
- 6.4.12.B Assess the growth and impact of international **trade** around the world.
- 6.4.12.C Evaluate the impact of **multinational corporations** and other non-government organizations.
- 6.4.12.D Analyze how changes in transportation, communication networks, and technology affect economic **interdependence** around the world in the 21st century.
- 6.4.U.A Explain how **specialization** contributes to economic interdependence on a national and international level.
- 6.4.U.C **Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.**
- 6.4.U.D Explain how the level of development of transportation, communication networks, and technology affect economic **interdependence**.
- 6.5.12.A **Analyze the factors influencing wages.**

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6.5.12.B **Evaluate how changes in education, incentives, technology, and capital investment alter productivity.**

6.5.12.E **Compare distribution of wealth across nations.**

6.5.12.F Assess the impact of **entrepreneurs** on the economy.

6.5.U.B **Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.**

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

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

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>Barack Hussein Obama</p>	<p>Essential Knowledge/Skills: Barack H. Obama Early Life and Political Career Election of 2008 Candidates Results Historic Outcomes Obama Administration Iraq War War in Afghanistan Financial Crisis Health Care Reform Election of 2012 Candidates Results Obama’s Second Administration Gun Violence Immigration Terrorism Iran Cuba Same Sex Marriage Election of 2016 Candidates Campaign Results Outlook</p> <p>Vocabulary: Community Organizer Incumbent President Incumbent Vice President</p>	<p>Power Point Presentation</p> <p>Suggested Movie: Zero Dark Thirty</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>9 days</p>

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Curriculum Guide**

	Resurgence American Recovery and Reinvestment Act Bankruptcy Obamacare Patient Protection and Affordable Care Act Public Option Preventive Treatments Emergency care Pre-existing Conditions Unconstitutional ISIS			
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PA Academic Standards: History

- 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying **context of events**.
- 8.1.12.B Evaluate the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships.
- 8.1.U.A Evaluate patterns of continuity and change over time, applying **context of events**.
- 8.1.U.B Evaluate the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships.
- 8.2.12.B Evaluate the impact of historical **documents, artifacts**, and places in Pennsylvania which are critical to U.S. history and the world.
- 8.2.U.B Evaluate the importance of various historical **documents, artifacts**, and places in Pennsylvania which are critical to 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.
- 8.3.12.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.
- 8.3.U.A Compare the role groups and individuals played in the **social, political**, cultural, and **economic** development of the U.S.
- 8.3.U.B Compare the impact of historical **documents, artifacts**, and places which are critical to the U.S.
- 8.3.U.C Evaluate how continuity and change have impacted the United States.
- 8.3.U.D Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- 8.4.12.A Evaluate the role groups and individuals played in the **social, political**, cultural, and **economic** development throughout world history.
- 8.4.12.B Evaluate the importance of historical **documents, artifacts**, and sites which are critical to world history.
- 8.4.12.C Evaluate how continuity and change have impacted the world today.

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Curriculum Guide**

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

PA Academic Standards: Civics and Government

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

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

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

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

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**.

5.3.12.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.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.

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

5.3.12.J Evaluate critical issues in various contemporary **governments**.

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**.

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

5.4.12.C Evaluate the effectiveness of international organizations, both **governmental** and **non-governmental**.

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**.

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

PA Academic Standards: Geography

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

**Dunmore School District
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- 7.1.12.B Assess how physical changes to a **region** may have global impact.
- 7.1.U.A Use **geographic tools** to analyze information about the interaction between people, **places**, and the **environment**.
- 7.2.12.A Analyze the physical characteristics of **places** and **regions**, including the interrelationships among the components of Earth's physical systems.
- 7.2.12.B Analyze the significance of physical processes in shaping the character of **places** and **regions**.
- 7.2.U.A Analyze the physical characteristics of **places** and **regions**, including the interrelationships among the components of Earth's physical systems.
- 7.2.U.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: **Population Culture Settlement Economic activities Political activities**
- 7.3.U.A Analyze the human characteristics of **places** and **regions** using the following criteria: **Population Culture Settlement Economic activities Political activities**
- 7.4.12.A **Analyze the global effects of changes in the physical systems.**
- 7.4.12.B **Analyze the global effects of human activity on the physical systems**
- 7.4.U.A **Analyze the effects of changes in the physical systems.**
- 7.4.U.B **Analyze the effects of human activity on the physical systems.**

PA Academic Standards: Economics

- 6.1.12.A Predict the long-term consequences of decisions made because of **scarcity**.
- 6.1.12.B Evaluate the economic reasoning behind a choice.
Evaluate effective allocation of **resources** for the production of **goods** and **services**.
- 6.1.12.C Analyze the **opportunity cost** of decisions made by individuals, businesses, communities, and nations.
- 6.1.12.D Predict how changes in **incentives** may affect the choices made by individuals, businesses, communities, and nations.
- 6.1.U.A Analyze how **choices** are made because of **scarcity**.
- 6.1.U.B Analyze how conflict and cooperation among groups and organizations have impacted the control of limited **resources** in the United States.
- 6.1.U.C Analyze the **opportunity cost** of decisions made by individuals, businesses, communities, and nations.
- 6.2.12.A Evaluate the flow of **goods** and **services** in an international economy.
- 6.2.12.C Predict and evaluate how media affects **markets**.
- 6.2.12.E **Evaluate the health of an economy (local, regional, national, global) using economic indicators.**
- 6.2.12.F Evaluate the impact of **private economic institutions** on the individual, the national and the international economy.
- 6.2.12.G Evaluate various **economic systems**.
- 6.2.U.A Analyze the flow of **goods** and **services** in the national economy.
- 6.2.U.C **Evaluate the impact of advertising and media on individual and group behavior throughout United States history.**
- 6.2.U.D Explain how the laws of **supply** and **demand** impacted individuals and groups behavior over time.
- 6.2.U.E Analyze the impact of the business cycle on individual and group behavior over time.
- Analyze the characteristics of economic expansion, **recession**, and **depression**.

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Curriculum Guide**

- 6.2.U.F Analyze the impact of **private economic institutions** on individuals and groups over time.
- 6.2.U.G Compare and contrast various **economic systems**.
- 6.3.12.A Evaluate the **costs** and benefits of government decisions to provide **public goods** and **services**.
- 6.3.12.B **Assess the government's role in regulating and stabilizing the state and national economy.**
- 6.3.12.C Evaluate the social, political, and **economic costs/benefits** of potential changes to taxation policies.
- 6.3.12.D Evaluate the role that governments play in international **trade**.
- 6.3.U.B Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.
- 6.3.U.C **Compare and contrast the taxation policies of the local, state, and national governments.**
- 6.3.U.D Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the US.
- 6.4.12.A Evaluate the **comparative advantage** of nations in the **production** of **goods** and **services**.
- 6.4.12.B Assess the growth and impact of international **trade** around the world.
- 6.4.12.C Evaluate the impact of **multinational corporations** and other non-government organizations.
- 6.4.12.D Analyze how changes in transportation, communication networks, and technology affect economic **interdependence** around the world in the 21st century.
- 6.4.U.A Explain how **specialization** contributes to economic interdependence on a national and international level.
- 6.4.U.C **Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.**
- 6.4.U.D Explain how the level of development of transportation, communication networks, and technology affect economic **interdependence**.
- 6.5.12.A **Analyze the factors influencing wages.**
- 6.5.12.B **Evaluate how changes in education, incentives, technology, and capital investment alter productivity.**
- 6.5.12.E **Compare distribution of wealth across nations.**
- 6.5.12.F Assess the impact of **entrepreneurs** on the economy.
- 6.5.U.B **Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.**
- 6.5.U.E **Define wealth and describe its distribution within and among the political divisions of the United States.**
- 6.5.U.F Examine leading **entrepreneurs** in the United States in terms of the risks they took and the rewards they received.

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>Introduction to Economics</p>	<p>Essential Knowledge/Skills: People, businesses, and government must choose among limited or scarce resources. Economics describes how people seek to satisfy their needs and wants by choosing among many alternatives.</p> <p>Vocabulary: Barter Command economy Comparative advantage Competition, Demand Division of labor Economic systems Economics Entrepreneur Incentives Law of demand Law of supply Loss Macroeconomics Market economy Microeconomics Mixed economy Natural resources Opportunity cost Productivity Profit Public goods Quantity demanded Quantity supplied</p>	<p>Approved textbook Arthur O’Sullivan and Steven M. Sheffrin. <i>Economics: Principles in Action</i>, 2007 Edition. (Prentice Hall: Pearson).</p>	<p>Teacher prepared tests, quizzes, etc.</p>	<p>12 days</p>

**Dunmore School District
Curriculum Guide**

	Resources Scarcity Services Specialization Standard of living Supply Trade Traditional economy Wants			
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PA Academic Standards: Economics

6.1.12 A Evaluate the strengths and weaknesses of traditional, command and market economies. 6.1.12 B

Analyze the impact of traditional, command and market economies on the United States economy.

6.1.12 C Assess the strength of the regional, national and/or international economy and compare it to another time period based upon economic indicators.

6.1.12 D Describe historical examples of expansion, recession, and depression internationally.

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

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**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>How the Market Works</p>	<p>Essential Knowledge/Skills: According to the law of demand, people buy less of a good when its price rises. Demand schedules and demand curves illustrates how people and markets react to different prices.</p> <p>Vocabulary: Bond Capital Resources Circular flow Command economy Comparative advantage Competition Consumer Consumer Price Index Corporation Deflation Demand Depression Division of labor Economic growth Economic systems Economics Entrepreneur Equilibrium price Federal Reserve System Fiscal policy Flow resources Gross Domestic Human resources Incentives Income</p>	<p>Approved textbook Arthur O’Sullivan and Steven M. Sheffrin. <i>Economics: Principles in Action</i>, 2007 Edition. (Prentice Hall: Pearson).</p>	<p>Teacher prepared tests, quizzes, etc.</p>	<p>12 days</p>

**Dunmore School District
Curriculum Guide**

	Inflation Law of demand Law of supply Loss Market economy Microeconomics Mixed economy Output Public goods Public policy Quantity demanded Quantity supplied Recession Regressive tax Renewable resources Resources Scarcity Specialization Standard of living Stock Supply Traditional economy Unemployment rate			
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PA Academic Standards: Economics

- 6.1.12 A Evaluate the strengths and weaknesses of traditional, command and market economies.
- 6.1.12 B Analyze the impact of traditional, command and market economies on the United States economy.
- 6.1.12 C Assess the strength of the regional, national and/or international economy and compare it to another time period based upon economic indicators.
- 6.1.12 D Describe historical examples of expansion, recession, and depression internationally.
- 6.2.12 B Evaluate the operation of noncompetitive markets.

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

**Dunmore School District
Curriculum Guide**

focus on textual evidence.

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

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**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Business and Labor	<p>Essential Knowledge/Skills: A business is an economic institution that seeks a profit by allocating resources to satisfy customers. Sole proprietorships are the most common form of business in the United States. They are easy to establish and offer owners both the benefits and drawbacks that come with full control of a business.</p> <p>Vocabulary: Capital Resources Circular flow Command economy Consumer Price Index Corporation Demand Division of labor Economic growth Entrepreneur Flow resources Gross Domestic Product Goods Household Human resources Incentives Income Labor force Labor union Labor productivity Law of demand Law of supply</p>	<p>Approved textbook Arthur O’Sullivan and Steven M. Sheffrin. <i>Economics: Principles in Action</i>, 2007 Edition. (Prentice Hall: Pearson).</p>	<p>Teacher prepared tests, quizzes, etc.</p>	<p>12 days</p>

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	Quantity demanded Quantity supplied Quota Specialization Standard of living Unemployment			
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PA Academic Standards: Economics

6.5.12 A Analyze the factors influencing wages.

- Demand for goods and services produced
- Labor unions
- Productivity
- Education/skills

6.5.12 B Evaluate how changes in education, incentives, technology and capital investment alter productivity.

6.5.12 C Analyze the costs and benefits of organizing a business as a sole proprietorship, partnership or corporation.

6.5.12 D Analyze the role of profits and losses in the allocation of resources in a market economy.

6.5.12 E Compare distribution of wealth across nations.

6.5.12 F Assess the impact of entrepreneurs on the economy.

6.5.12 G Analyze the risks and returns of various investments.

- Stocks
- Bonds
- Mutual funds
- Savings bonds
- Retirement savings (e.g., Individual Retirement Account (IRA), Keogh, 401K)
- Savings accounts (e.g., passbook, certificate of deposit)

6.5.12 H Evaluate benefits and costs of changes in interest rates for individuals and society.

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

8.5 Reading Informational Text

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

**Dunmore School District
Curriculum Guide**

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

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**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Money, Banking, and Finance</p>	<p>Essential Knowledge/Skills: Money serves as a medium of exchange, a unit of account, and a store of value. Although many objects have served as money in the past, the coins and bills we use today meet the needs of modern society.</p> <p>Vocabulary: Bond Capital Resources Circular flow Consumer Consumer Price Index Corporation Deflation Economic growth Economics Entrepreneur Income Inflation Interdependence Interest Interest rate Loss Macroeconomics Marginal analysis Market Microeconomics Mixed economy Monetary policy Money</p>	<p>Approved textbook Arthur O’Sullivan and Steven M. Sheffrin. <i>Economics: Principles in Action</i>, 2007 Edition. (Prentice Hall: Pearson).</p>	<p>Teacher prepared tests, quizzes, etc.</p>	<p>12 days</p>

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	Money supply Mutual fund Price control Price index Profit Stock Tariff Tertiary			
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PA Academic Standards: Economics

6.2.12 A Analyze the flow of products, resources and money in a mixed economy.

6.2.12 B Evaluate the operation of noncompetitive markets.

6.2.12 C Analyze policies designed to raise or lower interest rates and how the Federal Reserve Board influences interest rates.

6.2.12 D Evaluate changes in economic institutions over time (e.g., stock markets, non-government organizations).

6.2.12 E Predict how changes in supply and demand affect equilibrium price and quantity sold.

6.2.12 F Identify and analyze forces that can change price.

- Government actions
- Weather conditions
- International events

6.2.12 G Evaluate types of tax systems.

- Progressive
- Proportional
- Regressive

6.2.12 H Evaluate the economic roles of governments. Macroeconomics (e.g., tariffs and quotas, exchange rates, trade balance) Microeconomics (e.g., price controls, monopolies, cartels)

6.2.12 I Evaluate government decisions to provide public goods.

6.2.12 J Evaluate the social, political and economic changes in tax policy using cost/benefit analysis.

6.2.12 K Analyze the impact of media on decision-making of consumers, producers and policymakers.

6.2.12 L Analyze how policies and international events may change exchange rates.

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

8.5 Reading Informational Text

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

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

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**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Measuring Economic Performance	<p>Essential Knowledge/Skills: There are several ways to evaluate a nation's economic performance. Gross domestic production (GDP) is the most important, despite its limitations. GDP changes in response to shifts in aggregate supply or aggregate demand.</p> <p>Vocabulary: Consumer Price Index Deflation Economic growth Equilibrium price Fiscal policy Gross Domestic Product Goods Household Inflation Interdependence Interest rate Labor force Labor productivity Loss Macroeconomics Marginal analysis Microeconomics Monetary policy Money Output Price control Price index Productivity</p>	<p>Approved textbook Arthur O'Sullivan and Steven M. Sheffrin. <i>Economics: Principles in Action</i>, 2007 Edition. (Prentice Hall: Pearson).</p>	<p>Teacher prepared tests, quizzes, etc.</p>	<p>12 days</p>

**Dunmore School District
Curriculum Guide**

	Profit Recession Standard of living,			
<p>PA Academic Standards: Economics 6.1.12 A Evaluate the strengths and weaknesses of traditional, command and market economies. 6.1.12 B Analyze the impact of traditional, command and market economies on the United States economy. 6.1.12 C Assess the strength of the regional, national and/or international economy and compare it to another time period based upon economic indicators. 6.1.12 D Describe historical examples of expansion, recession, and depression internationally. 6.3.12 A Analyze actions taken as a result of scarcity issues in the regional, national and international economies. 6.3.12 B Evaluate the economic reasoning behind a choice.</p> <p>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.</p> <p>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.</p>				

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Government and the Economy</p>	<p>Essential Knowledge/Skills: Local, state, and national governments generate revenue by charging taxes. The Constitution spells out specific limits on governments' powers to tax. Taxation can take several different forms, and people disagree over which method of taxation is most fair.</p> <p>Vocabulary: Command economy Comparative advantage Consumer Price Index Economic growth Economic systems Exchange rate Federal Reserve System Fiscal policy Flow resources Gross Domestic Product Labor force Macroeconomics Market economy Mixed economy Monetary policy Money supply Natural resources Nonrenewable resources Price control Price index Progressive tax Proportional tax</p>	<p>Approved textbook Arthur O'Sullivan and Steven M. Sheffrin. <i>Economics: Principles in Action</i>, 2007 Edition. (Prentice Hall: Pearson).</p>	<p>Teacher prepared tests, quizzes, etc.</p>	<p>12 days</p>

**Dunmore School District
Curriculum Guide**

	Public goods Public policy Quota Regressive tax Renewable resources Traditional economy Unemployment rate			
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PA Academic Standards: Economics

6.2.12 A Analyze the flow of products, resources and money in a mixed economy.

6.2.12 B Evaluate the operation of noncompetitive markets.

6.2.12 C Analyze policies designed to raise or lower interest rates and how the Federal Reserve Board influences interest rates

6.2.12 D Evaluate changes in economic institutions over time (e.g., stock markets, non-government organizations).

6.2.12 E Predict how changes in supply and demand affect equilibrium price and quantity sold.

6.2.12 F Identify and analyze forces that can change price.

- Government actions
- Weather conditions
- International events

6.2.12 G Evaluate types of tax systems.

- Progressive
- Proportional
- Regressive

6.2.12 H Evaluate the economic roles of governments. Macroeconomics (e.g., tariffs and quotas, exchange rates, trade balance) Microeconomics (e.g., price controls, monopolies, cartels)

6.2.12 I Evaluate government decisions to provide public goods.

6.2.12 J Evaluate the social, political and economic changes in tax policy using cost/benefit analysis.

6.2.12 K Analyze the impact of media on decision-making of consumers, producers and policymakers.

6.2.12 L Analyze how policies and international events may change exchange rates.

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

8.5 Reading Informational Text

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

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

8.6 Writing

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

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>The Global Economy</p>	<p>Essential Knowledge/Skills: International trade is based on resources that one country needs and another can provide. Each country in the world possesses different resources. By specializing in services, nations can use their resources more efficiently. Specialization and trade can benefit all nations.</p> <p>Vocabulary: Command economy Comparative advantage Economic systems Exchange rate Federal Reserve System Fiscal policy Gross Domestic Product Interdependence Public policy Tariff, Tertiary Trade Trade balance Traditional economy</p>	<p>Approved textbook Arthur O’Sullivan and Steven M. Sheffrin. <i>Economics: Principles in Action</i>, 2007 Edition. (Prentice Hall: Pearson).</p>	<p>Teacher prepared tests, quizzes, etc.</p>	<p>11 days</p>
<p>PA Academic Standards: Economics 6.4.12 A Analyze how specialization may increase the standard of living. 6.4.12 B Analyze the relationships between trade, competition and productivity. 6.4.12 C Evaluate how a nation might benefit by lowering or removing trade barriers. 6.4.12 D Explain how the location of resources, transportation and communication networks and technology have affected international economic patterns. 6.4.12 E Analyze how United States consumers and producers participate in the global production and consumption of goods or services. 6.4.12 F Evaluate how trade is influenced by comparative advantage and opportunity costs.</p>				

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6.4.12 G Evaluate characteristics and distribution of international economic activities.

- Primary – extractive industries (i.e., farming, fishing, forestry, mining)
- Secondary – materials processing industries (i.e., manufacturing)
- Tertiary – service industries (e.g., retailing, wholesaling, finance, real estate, travel and tourism, transportation)

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)
Review and Final Exam		Approved textbook Arthur O’Sullivan and Steven M. Sheffrin. <i>Economics: Principles in Action</i> , 2007 Edition. (Prentice Hall: Pearson).	Teacher prepared tests, quizzes, etc.	7 days

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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.

Grades 6-8

Key Ideas and Details

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

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

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

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

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

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

Range and Level of Complex Texts

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

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Grades 9-10

Key Ideas and Details

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

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

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

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

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

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

Range and Level of Complex Texts

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

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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.

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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Appendix: A			
IEP Enhancements			
General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Kennedy Administration	<ul style="list-style-type: none"> • Preferential Seating • Online Videos • Breaking tasks down into more manageable increments • Extra time to complete assignments • Additional textbook sent home • Directions read aloud and clarified • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of materials. • Use of Computer (when needed) • Copy of notes provided when requested by student and agreed upon by the general education teacher and the special education teacher • Closed captioning for videos • Enlarged texts, notes, and worksheets 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted assessments in accordance with the student's IEP • Extended time to complete <p>Suggested Time: 10 days as specified in curriculum with additional time as needed per individual student</p>
Vietnam Civil Rights JFK	<ul style="list-style-type: none"> • Preferential Seating • Online Videos • Breaking tasks down into more manageable increments • Extra time to complete assignments • Additional textbook sent home • Directions read aloud and clarified • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of materials. • Use of Computer (when needed) • Copy of notes provided when requested by student and agreed upon by the general education teacher and the special education teacher • Closed captioning for videos • Enlarged texts, notes, and worksheets 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted assessments in accordance with the student's IEP • Extended time to complete <p>Suggested Time: 8 days as specified in curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Lyndon Johnson Administration	<ul style="list-style-type: none"> • Preferential Seating • Online Videos • Breaking tasks down into more manageable increments • Extra time to complete assignments • Additional textbook sent home • Directions read aloud and clarified • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of materials. • Use of Computer (when needed) • Copy of notes provided when requested by student and agreed upon by the general education teacher and the special education teacher • Closed captioning for videos • Enlarged texts, notes, and worksheets 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted assessments in accordance with the student's IEP • Extended time to complete <p>Suggested Time: 8 days as specified in curriculum with additional time as needed per individual student</p>
The 1960's On the Home Front	<ul style="list-style-type: none"> • Preferential Seating • Online Videos • Breaking tasks down into more manageable increments • Extra time to complete assignments • Additional textbook sent home • Directions read aloud and clarified • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of materials. • Use of Computer (when needed) • Copy of notes provided when requested by student and agreed upon by the general education teacher and the special education teacher • Closed captioning for videos • Enlarged texts, notes, and worksheets 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted assessments in accordance with the student's IEP • Extended time to complete <p>Suggested Time: 6 days as specified in curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Nixon Administration	<ul style="list-style-type: none"> • Preferential Seating • Online Videos • Breaking tasks down into more manageable increments • Extra time to complete assignments • Additional textbook sent home • Directions read aloud and clarified • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of materials. • Use of Computer (when needed) • Copy of notes provided when requested by student and agreed upon by the general education teacher and the special education teacher • Closed captioning for videos • Enlarged texts, notes, and worksheets 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted assessments in accordance with the student's IEP • Extended time to complete <p>Suggested Time: 10 days as specified in curriculum with additional time as needed per individual student</p>
Gerald Ford	<ul style="list-style-type: none"> • Preferential Seating • Online Videos • Breaking tasks down into more manageable increments • Extra time to complete assignments • Additional textbook sent home • Directions read aloud and clarified • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of materials. • Use of Computer (when needed) • Copy of notes provided when requested by student and agreed upon by the general education teacher and the special education teacher • Closed captioning for videos • Enlarged texts, notes, and worksheets 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted assessments in accordance with the student's IEP • Extended time to complete <p>Suggested Time: 5 days as specified in curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Carter Administration	<ul style="list-style-type: none"> • Preferential Seating • Online Videos • Breaking tasks down into more manageable increments • Extra time to complete assignments • Additional textbook sent home • Directions read aloud and clarified • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of materials. • Use of Computer (when needed) • Copy of notes provided when requested by student and agreed upon by the general education teacher and the special education teacher • Closed captioning for videos • Enlarged texts, notes, and worksheets 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted assessments in accordance with the student's IEP • Extended time to complete <p>Suggested Time: 10 days as specified in curriculum with additional time as needed per individual student</p>
Reagan Administration	<ul style="list-style-type: none"> • Preferential Seating • Online Videos • Breaking tasks down into more manageable increments • Extra time to complete assignments • Additional textbook sent home • Directions read aloud and clarified • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of materials. • Use of Computer (when needed) • Copy of notes provided when requested by student and agreed upon by the general education teacher and the special education teacher • Closed captioning for videos • Enlarged texts, notes, and worksheets 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted assessments in accordance with the student's IEP • Extended time to complete <p>Suggested Time: 5 days as specified in curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
George H. W. Bush	<ul style="list-style-type: none"> • Preferential Seating • Online Videos • Breaking tasks down into more manageable increments • Extra time to complete assignments • Additional textbook sent home • Directions read aloud and clarified • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of materials. • Use of Computer (when needed) • Copy of notes provided when requested by student and agreed upon by the general education teacher and the special education teacher • Closed captioning for videos • Enlarged texts, notes, and worksheets 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted assessments in accordance with the student’s IEP • Extended time to complete <p>Suggested Time: 5 days as specified in curriculum with additional time as needed per individual student</p>
Clinton Administration	<ul style="list-style-type: none"> • Preferential Seating • Online Videos • Breaking tasks down into more manageable increments • Extra time to complete assignments • Additional textbook sent home • Directions read aloud and clarified • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of materials. • Use of Computer (when needed) • Copy of notes provided when requested by student and agreed upon by the general education teacher and the special education teacher • Closed captioning for videos • Enlarged texts, notes, and worksheets 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted assessments in accordance with the student’s IEP • Extended time to complete <p>Suggested Time: 9 days as specified in curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
George W. Bush Administration	<ul style="list-style-type: none"> • Preferential Seating • Online Videos • Breaking tasks down into more manageable increments • Extra time to complete assignments • Additional textbook sent home • Directions read aloud and clarified • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of materials. • Use of Computer (when needed) • Copy of notes provided when requested by student and agreed upon by the general education teacher and the special education teacher • Closed captioning for videos • Enlarged texts, notes, and worksheets 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted assessments in accordance with the student’s IEP • Extended time to complete <p>Suggested Time: 5 days as specified in curriculum with additional time as needed per individual student</p>
Barack Hussein Obama	<ul style="list-style-type: none"> • Preferential Seating • Online Videos • Breaking tasks down into more manageable increments • Extra time to complete assignments • Additional textbook sent home • Directions read aloud and clarified • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of materials. • Use of Computer (when needed) • Copy of notes provided when requested by student and agreed upon by the general education teacher and the special education teacher • Closed captioning for videos • Enlarged texts, notes, and worksheets 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted assessments in accordance with the student’s IEP • Extended time to complete <p>Suggested Time: 9 days as specified in curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Introduction to Economics	<ul style="list-style-type: none"> • Preferential Seating • Online Videos • Breaking tasks down into more manageable increments • Extra time to complete assignments • Additional textbook sent home • Directions read aloud and clarified • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of materials. • Use of Computer (when needed) • Copy of notes provided when requested by student and agreed upon by the general education teacher and the special education teacher • Enlarged texts, notes, and worksheets • Use of Calculator 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted assessments in accordance with the student's IEP • Extended time to complete <p>Suggested Time: 12 days as specified in curriculum with additional time as needed per individual student</p>
How the Market Works	<ul style="list-style-type: none"> • Preferential Seating • Online Videos • Breaking tasks down into more manageable increments • Extra time to complete assignments • Additional textbook sent home • Directions read aloud and clarified • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of materials. • Use of Computer (when needed) • Copy of notes provided when requested by student and agreed upon by the general education teacher and the special education teacher • Enlarged texts, notes, and worksheets • Use of calculator 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted assessments in accordance with the student's IEP • Extended time to complete <p>Suggested Time: 12 days as specified in curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Business and Labor	<ul style="list-style-type: none"> • Preferential Seating • Online Videos • Breaking tasks down into more manageable increments • Extra time to complete assignments • Additional textbook sent home • Directions read aloud and clarified • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of materials. • Use of Computer (when needed) • Copy of notes provided when requested by student and agreed upon by the general education teacher and the special education teacher • Enlarged texts, notes, and worksheets • Use of Calculator 		Assessments: <ul style="list-style-type: none"> • Adapted assessments in accordance with the student's IEP • Extended time to complete Suggested Time: 12 days as specified in curriculum with additional time as needed per individual student
Money, Banking, and Finance	<ul style="list-style-type: none"> • Preferential Seating • Online Videos • Breaking tasks down into more manageable increments • Extra time to complete assignments • Additional textbook sent home • Directions read aloud and clarified • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of materials. • Use of Computer (when needed) • Copy of notes provided when requested by student and agreed upon by the general education teacher and the special education teacher • Enlarged texts, notes, and worksheets • Use of Calculator 		Assessments: <ul style="list-style-type: none"> • Adapted assessments in accordance with the student's IEP • Extended time to complete Suggested Time: 12 days as specified in curriculum with additional time as needed per individual student

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Measuring Economic Performance	<ul style="list-style-type: none"> • Preferential Seating • Online Videos • Breaking tasks down into more manageable increments • Extra time to complete assignments • Additional textbook sent home • Directions read aloud and clarified • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of materials. • Use of Computer (when needed) • Copy of notes provided when requested by student and agreed upon by the general education teacher and the special education teacher • Enlarged texts, notes, and worksheets • Use of Calculator 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted assessments in accordance with the student's IEP • Extended time to complete <p>Suggested Time: 12 days as specified in curriculum with additional time as needed per individual student</p>
Government and the Economy	<ul style="list-style-type: none"> • Preferential Seating • Online Videos • Breaking tasks down into more manageable increments • Extra time to complete assignments • Additional textbook sent home • Directions read aloud and clarified • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of materials. • Use of Computer (when needed) • Copy of notes provided when requested by student and agreed upon by the general education teacher and the special education teacher • Enlarged texts, notes, and worksheets • Use of Calculator 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted assessments in accordance with the student's IEP • Extended time to complete <p>Suggested Time: 12 days as specified in curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
The Global Economy	<ul style="list-style-type: none"> • Preferential Seating • Online Videos • Breaking tasks down into more manageable increments • Extra time to complete assignments • Additional textbook sent home • Directions read aloud and clarified • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of materials. • Use of Computer (when needed) • Copy of notes provided when requested by student and agreed upon by the general education teacher and the special education teacher • Enlarged texts, notes, and worksheets • Use of Calculator 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted assessments in accordance with the student's IEP • Extended time to complete <p>Suggested Time: 11 days as specified in curriculum with additional time as needed per individual student</p>
Review and Final Exam	As listed above		