
Euro/American History Standard

Curriculum Guide

Dunmore School District

Dunmore, PA



**Dunmore School District
Curriculum Guide**

Euro/American History Standard

Prerequisite:

- Successful completion of Civics

Course Description:

Euro/American History Standard introduces students to the American experience. The course spans from early colonization to Reconstruction. The course will focus on students gaining an understanding of the meaning of American History and its influence in today's society while discussing the politics, geography, society, and cultural dynamics during this time period.

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

Special Education:

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

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

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Year-at-a-glance

Subject: Euro/American History Standard	Grade Level: 10	Date Completed: 4/16/2019
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1st Quarter

Topic	Resources	Standards
13 Colonies The Creation, History, and Development	<p>Approved textbook</p> <p><i>A History of the United States: Chapter 2</i></p> <p>Teacher Generated PowerPoint</p> <p>Worksheets Graphic Organizers, Questions, Reflections, Video Reviews</p> <p>Videos Suggested: The Desperate Crossing</p> <p>Review for test Teacher generated questions and materials for understanding</p>	8.1.W.A., 8.1.W.B., 8.2.12.A., 8.3.9.A., 8.3.C.A., 8.3.9.B., 8.3.9.C., 8.3.9.D., 8.4.W.A., 8.4.W.B., 8.4.W.C., 8.4.W.D., 8.4.C.D., 5.1.W.B., 5.3.9.B., 5.1.12.F., 7.1.W.A., 7.2.W.A., 7.3.W.A., 6.1.W.A., 6.1.9.D.

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<p>Colonial Life New Ways in a New World</p>	<p>Approved textbook</p> <p><i>A History of the United States</i> Chapter 3</p> <p>Teacher Generated PowerPoint</p> <p>Worksheets Questions, Reflections</p> <p>Review for Test Teacher generated questions and materials for understanding</p>	<p>8.1.W.A., 8.1.W.B., 8.3.9.A., 8.3.C.A., 8.3.9.C., 8.3.9.D., 8.4.W.A., 8.4.W.B., 8.4.W.C., 8.4.W.D., 8.4.C.D., 5.1.W.B., 5.1.12.F., 5.2.W.B.,5.3.9.B., 5.3.9.H., 7.1.W.A., 7.2.W.A., 7.3.W.A., 6.1.W.A., 6.1.9.D., 6.2.W.A.,6.3.W.B.</p>
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<p>The Road to the American Revolution and Victory</p>	<p>Approved textbook</p> <p><i>A History of the United States</i> Chapter 4</p> <p>Teacher Generated PowerPoint</p> <p>Worksheets Graphic Organizers, Questions, Reflections, Video Reviews</p> <p>Videos Suggested: The Road to the Revolution The Crossing</p> <p>Music Suggested: Too Late to Apologize Hamilton: You'll Be Back Hamilton: Right Hand Man</p> <p>Review for Test Teacher generated questions and materials for understanding</p>	<p>8.1.W.A., 8.1.W.B., 8.3.9.A., 8.3.C.A., 8.3.9.B., 8.3.9.C., 8.3.9.D., 8.4.W.A., 8.4.W.B., 8.4.W.C., 8.4.W.D., 8.4.C.D. 5.1.W.B., 5.1.9.D., 5.1.12.F., 5.2.W.B., 5.3.9.B., 7.1.W.A., 7.2.W.A., 7.3.W.A., 6.1.W.A., 6.1.9.D., 6.2.W.A., 6.3.W.B., 6.3.W.D.</p>
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2nd Quarter

Topic	Resources	Standards
George Washington and his Administration	<p>Approved textbook</p> <p><i>A History of the United States</i> Chapter 5 (section 2) Chapter 6 (section 1, 2).</p> <p>Teacher Generated PowerPoint</p> <p>Worksheets Questions, Reflections, Video Reviews</p> <p>Videos Suggested: The Man who would not be King</p> <p>Music Suggested: Hamilton: Cabinet Battle #1 (censored) Hamilton: Room where it happens Hamilton: Cabinet Battle #2</p> <p>Review for Test Teacher generated questions and materials for understanding</p>	<p>8.1.W.A., 8.1.W.B., 8.3.9.A., 8.3.C.A., 8.3.9.B., 8.3.9.C., 8.3.9.D., 8.4.W.A., 8.4.W.B., 8.4.W.C., 8.4.W.D., 8.4.C.D., 5.1.W.B., 5.1.9.D., 5.1.12.F., 5.2.W.B., 5.3.9.B., 7.1.W.A., 7.2.W.A., 7.3.W.A., 6.1.W.A., 6.1.9.D., 6.2.W.A., 6.3.W.B., 6.3.W.D.</p>

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<p>John Adams and his Administration</p>	<p>Approved textbook</p> <p><i>A History of the United States</i> Chapter 6 (section 4).</p> <p>Teacher Generated PowerPoint</p> <p>Worksheets Questions, Reflections, Video Reviews, Secondary Source</p> <p>Videos Suggested: The Presidents: John Adams</p> <p>Music Suggested: Hamilton: I know him</p> <p>Review for Test Teacher generated questions and materials for understanding</p>	<p>8.1.W.A., 8.1.W.B., 8.3.9.A., 8.3.C.A., 8.3.9.B., 8.3.9.C., 8.3.9.D., 8.4.W.A., 8.4.W.B., 8.4.W.C., 8.4.W.D., 8.4.C.D., 5.1.W.B., 5.1.9.D., 5.1.12.F., 5.2.W.B., 5.3.9.B., 5.3.9.F., 5.4.9.B., 7.1.W.A., 7.2.W.A., 7.3.W.A., 6.1.W.A., 6.1.9.D., 6.2.W.A., 6.3.W.B., 6.3.W.D.</p>
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<p>Thomas Jefferson and his Administration</p>	<p>Approved textbook</p> <p><i>A History of the United States</i> Chapter 7</p> <p>Teacher Generated PowerPoint</p> <p>Worksheets Questions, Reflections, Video Reviews</p> <p>Videos Suggested: Thomas Jefferson Biography Supreme Court: Marbury V. Madison Lewis and Clark</p> <p>Music: Suggested: Hamilton: World was wide enough</p> <p>Review for Test Teacher generated questions and materials for understanding</p>	<p>8.1.W.A., 8.1.W.B., 8.3.9.A., 8.3.C.A., 8.3.9.B., 8.3.9.C., 8.3.9.D., 8.4.W.A., 8.4.W.B., 8.4.W.C., 8.4.W.D., 8.4.C.D., 5.1.W.B., 5.1.9.D., 5.1.12.F., 5.2.W.B., 5.3.9.A, 5.3.9.B., 5.4.9.B., 7.1.W.A., 7.2.W.A., 7.3.W.A., 7.4.W.A., 7.4.W.B., 6.1.W.A., 6.1.9.D., 6.2.W.A., 6.3.W.B., 6.3.W.D.</p>
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3rd Quarter

Topic	Resources	Standards
James Madison and his Administration	<p>Approved textbook</p> <p><i>A History of the United States</i> Chapter 7</p> <p>Teacher Generated PowerPoint</p> <p>Worksheets Questions, Reflections, Video Reviews, War of 1812 Scavenger Hunt</p> <p>Videos Suggested: The Presidents: James Madison War of 1812 Battle of Tippecanoe Battle of New Orleans</p> <p>Music Suggested: Johnny Horton: Battle of New Orleans</p> <p>Review for Test Teacher generated questions and materials for understanding</p>	<p>8.1.W.A., 8.1.W.B., 8.3.9.A., 8.3.C.A., 8.3.9.B., 8.3.9.C., 8.3.9.D., 8.4.W.A., 8.4.W.B., 8.4.W.C., 8.4.W.D., 8.4.C.D., 5.1.W.B., 5.1.9.D., 5.1.12.F., 5.2.W.B., 5.3.9.A., 5.3.9.B., 5.4.9.B., 7.1.W.A., 7.2.W.A., 7.3.W.A., 7.4.W.A. 7.4.W.B., 6.1.W.A., 6.1.9.D., 6.2.W.A., 6.3.W.B., 6.3.W.D.</p>

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<p>James Monroe and his Administration</p>	<p>Approved textbook</p> <p><i>A History of the United States</i> Chapter 8 211-220</p> <p>Teacher Generated PowerPoint</p> <p>Worksheets Questions, Debates, Reflections, Video Reviews</p> <p>Videos Suggested: The Presidents: James Monroe Living During the Industrial Society</p> <p>Review for Test Teacher generated questions and materials for understanding</p>	<p>8.1.W.A., 8.1.W.B., 8.3.9.A., 8.3.C.A., 8.3.9.B., 8.3.9.C., 8.3.9.D., 8.4.W.A., 8.4.W.B., 8.4.W.C., 8.4.W.D., 8.4.C.D., 5.1.W.B., 5.1.9.D., 5.1.12.F., 5.2.W.B., 5.3.9.A., 5.3.9.B., 5.4.9.B., 7.1.W.A., 7.3.W.A., 7.4.W.A., 7.4.W.B., 6.1.W.A., 6.1.9.D., 6.2.W.A., 6.3.W.B., 6.3.W.D.</p>
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<p>John Quincy Adams and Andrew Jackson and their Administrations</p>	<p>Approved textbook</p> <p><i>A History of the United States</i> Chapter 9</p> <p>Teacher Generated PowerPoint</p> <p>Worksheets Questions, Reflections, Video Reviews, Compare and Contrast,</p> <p>Videos Suggested: The Presidents: John Q. Adams Andrew Jackson Nullification Crisis Jackson: Reinventing the Presidency</p> <p>Review for Test Teacher generated questions and materials for understanding</p>	<p>8.1.W.A. 8.1.W.B., 8.3.9.A., 8.3.C.A.,8.3.9.B., 8.3.9.C., 8.3.9.D.,8.4.W.A., 8.4.W.B., 8.4.W.C., 8.4.W.D., 8.4.C.D., 5.1.W.B., 5.1.9.D., 5.1.12.F., 5.2.W.B.,5.3.9.A., 5.3.9.B., 5.4.9.B., 7.1.W.A., 7.3.W.A., 7.4.W.A., 7.4.W.B., 6.2.W.A., 6.3.W.B., 6.3.W.D.</p>
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<p>Martin Van Buren, William Henry Harrison, and John Tyler and their Administrations</p>	<p>Approved textbook</p> <p><i>A History of the United States</i> 242-244, 288-297</p> <p>Teacher Generated PowerPoint</p> <p>Worksheets Questions, Reflections, Video Reviews, Compare and Contrast</p> <p>Videos Suggested: The Presidents: Martin Van Buren William H. Harrison John Tyler The Alamo Amistad Case Dear America: A line drawn in the sand</p> <p>Review for Test Teacher generated questions and materials for understanding</p>	<p>8.1.W.A., 8.1.W.B., 8.3.9.A., 8.3.C.A., 8.3.9.B., 8.3.9.C., 8.3.9.D., 8.4.W.A., 8.4.W.B., 8.4.W.C., 8.4.W.D., 8.4.C.D., 5.1.W.B., 5.1.9.D., 5.1.12.F., 5.2.W.B., 5.3.9.A, 5.3.9.B., 5.4.9.B., 7.1.W.A., 7.3.W.A., 7.4.W.A., 7.4.W.B., 6.2.W.A., 6.3.W.B., 6.3.W.D.</p>
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4th Quarter

Topic	Resources	Standards
James K. Polk, Zachary Taylor, and Millard Fillmore and their Administrations	<p>Approved textbook</p> <p><i>A History of the United States</i> 297-307</p> <p>Teacher Generated PowerPoint</p> <p>Worksheets Questions, Reflections, Video Reviews</p> <p>Videos Suggested: The Presidents: James K Polk Zachery Taylor Millard Fillmore Mexican American War Gold Rush</p> <p>Review for Test Teacher generated questions and materials for understanding</p>	8.1.W.A., 8.1.W.B., 8.3.9.A., 8.3.C.A., 8.3.9.B., 8.3.9.C., 8.3.9.D., 8.4.W.A., 8.4.W.B., 8.4.W.C., 8.4.W.D., 8.4.C.D., 5.1.W.B., 5.1.9.D., 5.1.12.F., 5.2.W.B., 5.3.9.A., 5.3.9.B., 5.4.9.B., 7.1.W.A., 7.3.W.A., 7.4.W.A., 7.4.W.B., 6.2.W.A., 6.3.W.B., 6.3.W.D.

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<p>Antebellum</p>	<p>Approved textbook</p> <p><i>A History of the United States</i> 312-324</p> <p>Teacher Generated PowerPoint</p> <p>Worksheets Questions, Reflections, Video Reviews, Secondary Source</p> <p>Videos Suggested: The Presidents: Franklin Pierce James Buchanan Abraham Lincoln</p> <p>Review for Test Teacher generated questions and materials for understanding</p>	<p>8.1.U.A., 8.1.U.B., 8.2.U.A., 8.3.U.A., 8.3.U.B., 8.3.U.C., 8.3.U.D., 8.4.9.A., 8.4.9.B., 8.4.9.C., 8.4.C.D., 8.4.12.D., 5.1.W.B. 5.1.C.B., 5.1.U.D., 5.1.U.F.,5.2.U.B., 5.3.9.A., 5.3.9.B.,5.4.9.B., 7.1.U.A., 7.3.U.A., 7.4.U.A., 7.4.U.B., 6.2.U.A., 6.3.U.B., 6.3.U.D.</p>
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<p>The Civil War</p>	<p>Approved textbook</p> <p><i>A History of the United States</i> Chapter 13</p> <p>Teacher Generated PowerPoint</p> <p>Worksheets Questions, Reflections, Video Reviews, Secondary Source</p> <p>Videos Suggested: Civil War Gettysburg</p> <p>Review for Test Teacher generated questions and materials for understanding</p>	<p>8.1.U.A., 8.1.U.B., 8.2.U.A., 8.2.U.D., 8.3.U.A.,8.3.U.B., 8.3.U.C., 8.3.U.D., 8.4.9.A., 8.4.9.B., 8.4.9.C., 8.4.C.D., 8.4.12.D., 5.1.W.B., 5.1.C.B., 5.1.U.D., 5.1.U.F., 5.2.U.B., 5.3.9.A., 5.3.9.B., 5.4.9.B., 7.1.U.A., 7.3.U.A., 7.4.U.A., 7.4.U.B., 6.2.U.A., 6.3.U.B., 6.3.U.D.</p>
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<p>Reconstruction after the Civil War</p>	<p>Approved textbook</p> <p><i>A History of the United States</i> Chapter 14</p> <p>Teacher Generated PowerPoint</p> <p>Worksheets Questions, Reflections, Video Reviews</p> <p>Videos</p> <p>Suggested: The Presidents: Andrew Johnson Ulysses S. Grant Rutherford B. Hayes The History Channel: Reconstruction The Rise and Fall of Jim Crow</p> <p>Review for Test Teacher generated questions and materials for understanding</p>	<p>8.1.U.A., 8.1.U.B., 8.2.U.A., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C., 8.3.U.D., 8.4.9.A., 8.4.9.B., 8.4.9.C., 8.4.C.D., 8.4.12.D., 5.1.W.B., 5.1.C.B., 5.1.U.D., 5.1.U.F., 5.2.U.B., 5.3.9.A., 5.3.9.B., 5.4.9.B., 7.1.U.A., 7.3.U.A., 7.4.U.A., 7.4.U.B., 6.2.U.A., 6.3.U.B., 6.3.U.D.</p>
<p>Review and Final Exam</p>		

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
13 Colonies The Creation, History, and Development	<p>Essential Knowledge/Skills: The Planting of Virginia Advertising America Selling Jamestown Captain John Smith John Rolfe Puritans in New England Mayflower Compact Massachusetts Bay Colony Rhode Island Connecticut New Hampshire Other Europeans in North America New Sweden Proprietary Colony Maryland North Carolina South Carolina Pennsylvania Georgia</p> <p>Vocabulary: Starving Time Puritans Proprietary Colony Quaker</p>	<p>Approved textbook <i>A history of the United States:</i> Chapter 2</p> <p>Teacher Generated PowerPoint</p> <p>Worksheets Questions, Reflections, Video Reviews</p> <p>Videos Suggested: The Desperate Crossing</p> <p>Review for test Teacher generated questions and materials for understanding</p>	<p>Teacher prepared tests, quizzes</p> <p>Quarter Project</p>	<p>12 days</p>

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PA Academic Standards: History

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

PA Academic Standards: Civics and Government

- 5.1.W.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.
- 5.3.9.B. Analyze the major arguments advanced for different systems of government.
- 5.1.12.F. Evaluate the role of nationalism in uniting and dividing citizens.

PA Academic Standards: Geography

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

PA Academic Standards: Economics

- 6.1.W.A. Analyze how choices are made because of scarcity.
- 6.1.9.D. Explain how incentives cause people to change their behavior in predictable ways.

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

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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)
Colonial Life New Ways in a New World	Essential Knowledge/Skills: Many Kinds of Americans Indentured Servants Slavery Colonies Were Tied to England Escaping England Triangular Trade Family Life Education Higher Education Journalism Self-Government Colonial Developments Smugglers and Pirates Problems of Governing Britain against France Albany Plan French and Indian War Fall of Quebec Peace of Paris Vocabulary: Indentured Servant Triangular Trade Freedom of the Press Privateers	Approved textbook <i>A History of the United States</i> Chapter 3 Teacher Generated PowerPoint Worksheets Questions, Reflections, Video Reviews Review for Test Teacher generated questions and materials for understanding	Teacher prepared tests, quizzes, etc.	13 days

PA Academic Standards: History

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

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

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

PA Academic Standards: Civics and Government

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

PA Academic Standards: Geography

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

PA Academic Standards: Economics

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

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

8.5 Reading Informational Text

Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between 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)
<p>The Road to the American Revolution and Victory</p>	<p>Essential Knowledge/Skills: Pre-Revolution and Governments Sugar Act Stamp Act Declaratory Act Townshend Acts The British Take a Collision Course Boston Massacre Boston Tea Party Intolerable Acts First Continental Congress Lexington and Concord Minutemen Fort Ticonderoga Second Continental Congress Bunker Hill King George III Common Sense French Aid Declaration of Independence What Favored a British Victory What Favored an American Victory War Begins Trenton Princeton Saratoga French Aid Monmouth The South Yorktown Treaty of Paris</p>	<p>Approved textbook <i>A History of the United States</i> Chapter 4</p> <p>Teacher Generated PowerPoint</p> <p>Worksheets Questions, Reflections, Video Reviews</p> <p>Videos Suggested: The Road to the Revolution</p> <p>Music Suggested: Too Late to Apologize Hamilton: You'll be back Hamilton: Right hand man</p> <p>Review for Test Teacher generated questions and materials for understanding</p>	<p>Teacher prepared tests, quizzes, etc.</p>	<p>15 days</p>

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	Vocabulary: Molasses Act Sugar Act Stamp Act Declaratory Act Townshend Act Boycott Intolerable Act Red Coats Minute Men Hessians Olive Branch Petition Preble			
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PA Academic Standards: History

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

PA Academic Standards: Civics and Government

- 5.1.W.B. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.
- 5.1.9.D. Compare and contrast the basic principles and ideals found in significant documents
- 5.1.12.F. Evaluate the role of nationalism in uniting and dividing citizens.

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- 5.2.W.B. Analyze strategies used to resolve conflicts in society and government.
- 5.3.9.B. Analyze the major arguments advanced for different systems of government.

PA Academic Standards: Geography

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

PA Academic Standards: Economics

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

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

8.5 Reading Informational Text

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)
George Washington and his Administration	<p>Essential Knowledge/Skills: Life of George Washington Election of 1789 1st Administration Cabinet First Congress Hamilton’s Financial Program US Bank Election of 1793 2nd Administration Whiskey Rebellion Northwest Indian Problem French Revolution Foreign Affairs Jay Treaty Pinckney Treaty</p> <p>Vocabulary: Cabinet Judiciary Act of 1789 Log Rolling Tariff Tonnage Act Excise Tax Girondists Jacobins</p>	<p>Approved textbook <i>A History of the United States</i> Chapter 5 (section 2) Chapter 6 (section 1, 2).</p> <p>Teacher Generated PowerPoint</p> <p>Worksheets Debates, Reflections, Video Reviews,</p> <p>Videos Suggested: The Man who wouldn’t be king</p> <p>Music Suggested: Hamilton: Cabinet Battle #1 (censored) Room Where it Happened</p> <p>Review for Test Teacher generated questions and materials for understanding</p>	<p>Teacher prepared tests, quizzes, etc.</p>	<p>9 days</p>

PA Academic Standards: History

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

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

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

PA Academic Standards: Civics and Government

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

PA Academic Standards: Geography

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

PA Academic Standards: Economics

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

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

8.5 Reading Informational Text

**Dunmore School District
Curriculum Guide**

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

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

8.6 Writing

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

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
John Adams and his Administration	<p>Essential Knowledge/Skills: Life of John Adams Election of 1796 Adams Administration XYZ Affair Convention of 1800 Naturalization Act Alien Act Sedition Act Kentucky and Virginia Resolutions Election of 1800 Adams Midnight Appointments</p> <p>Vocabulary: Naturalization Alien Sedition 12th Amendment</p>	<p>Approved textbook <i>A History of the United States</i> Chapter 6 (section 4).</p> <p>Teacher Generated PowerPoint</p> <p>Worksheets Questions, Reflections, Video Reviews</p> <p>Videos Suggested: The Presidents: John Adams</p> <p>Music Suggested: Hamilton: I know him</p> <p>Review for Test Teacher generated questions and materials for understanding</p>	<p>Teacher prepared tests, quizzes, etc.</p>	<p>9 days</p>

PA Academic Standards: History

- 8.1.W.A. Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.W.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.3.9.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.C.A. Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.

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

PA Academic Standards: Civics and Government

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

PA Academic Standards: Geography

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

PA Academic Standards: Economics

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

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

8.5 Reading Informational Text

**Dunmore School District
Curriculum Guide**

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

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

8.6 Writing

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

**Dunmore School District
Curriculum Guide**

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

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PA Academic Standards: History

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

PA Academic Standards: Civics and Government

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

PA Academic Standards: Geography

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

PA Academic Standards: Economics

**Dunmore School District
Curriculum Guide**

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

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

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

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

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

8.5 Reading Informational Text

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

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

8.6 Writing

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

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
James Madison and his Administration	<p>Essential Knowledge/Skills: Life of James Madison Election of 1808 Election of 1812 Pre-War War Hawks Indian Relations Indian Confederation Battle of Tippecanoe Declaring War War of 1812 Invasion of Canada Battle of Lake Erie Battle of the Thames Battle of Horseshoe Bend British take the Offensive Invasion of Chesapeake Bay Hartford Convention Treaty of Ghent Battle of New Orleans</p> <p>Vocabulary: Macon’s Bill #2 War Hawks Hartford Convention</p>	<p>Approved textbook <i>A History of the United States</i> Chapter 7</p> <p>Teacher Generated PowerPoint</p> <p>Worksheets Questions, Reflections, Video Reviews, War of 1812 Scavenger Hunt</p> <p>Videos Suggested: The Presidents: James Madison War of 1812 Battle of Tippecanoe Battle of New Orleans</p> <p>Music Suggested: Johnny Horton: Battle of New Orleans</p> <p>Review for Test Teacher generated questions and materials for understanding</p>	<p>Teacher prepared tests, quizzes, etc.</p>	<p>12 days</p>

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Curriculum Guide**

PA Academic Standards: History

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

PA Academic Standards: Civics and Government

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

PA Academic Standards: Geography

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

PA Academic Standards: Economics

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

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Curriculum Guide**

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

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

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

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

8.5 Reading Informational Text

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

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

8.6 Writing

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

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
James Monroe and his Administration	Essential Knowledge/Skills: Life of James Monroe Election of 1816 Election of 1820 Monroe’s 1 st Administration Era of Good Feeling Domestic Plan Erie Canal Foreign Affairs Rush-Bagot Agreement Convention of 1818 British Treaty 181 Adams-Onis Treaty 1819 Monroe Doctrine Monroe’s 2 nd Administration Industrial Revolution Causes of sectional conflicts Missouri Compromise Vocabulary: Era of Good Feeling Cumberland Road Sectionalism Cotton Gin Industrial Capitalists Industrial Laborers Missouri Compromise	Approved textbook <i>A History of the United States</i> Chapter 8 211-220 Teacher Generated PowerPoint Worksheets Questions, Reflections, Video Reviews Videos Suggested: The Presidents: James Monroe Living during the Industrial Society Review for Test Teacher generated questions and materials for understanding	Teacher prepared tests, quizzes, etc.	9 days

PA Academic Standards: History

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

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

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

PA Academic Standards: Civics and Government

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

PA Academic Standards: Geography

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

PA Academic Standards: Economics

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

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Curriculum Guide**

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

8.5 Reading Informational Text

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

8.6 Writing

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**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>John Quincy Adams and Andrew Jackson and their administrations</p>	<p>Essential Knowledge/Skills: Life of J.Q. Adams Election of 1824 National Republicans Democratic-Republicans Administration Proposals Election of 1828 Life of Andrew Jackson Firsts during Jackson’s Admin. Jackson’s 1st Administration Domestic Affairs Nullification Webster-Hayne Debate Compromise of 1833 Election of 1832 Jackson’s 2nd Administration Panic 1837 Jackson’s Accomplishments</p> <p>Vocabulary: Corrupt Bargaining National University Mudslinging Kitchen Cabinet Spoils System Veto Tariff of 1828 Nullification Force Bill Jacksonian Democracy Whig Party</p>	<p>Approved textbook <i>A History of the United States</i> Chapter 9</p> <p>Teacher Generated PowerPoint</p> <p>Worksheets Questions, Reflections, Video Reviews</p> <p>Videos Suggested: The Presidents: John Q. Adams Andrew Jackson Nullification Crisis Jackson Reinventing the Presidency</p> <p>Review for Test Teacher generated questions and materials for understanding</p>	<p>Teacher prepared tests, quizzes, etc.</p>	<p>15 days</p>

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PA Academic Standards: History

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

PA Academic Standards: Civics and Government

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

PA Academic Standards: Geography

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

PA Academic Standards: Economics

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

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

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

8.5 Reading Informational Text

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

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

8.6 Writing

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

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Martin Van Buren, William Henry Harrison, and John Tyler and their Administrations</p>	<p>Essential Knowledge/Skills: Life of Van Buren Election of 1836 Van Buren’s Administration The Specie Circular Life of William Henry Harrison Election of 1840 Life of John Tyler Amistad Case Problems with Whigs US Great Britain Tensions Aroostook War Caroline Affair Creole Incident Webster/Ashburton Treaty The Texas Issue The Alamo Goliad Massacre Battle of Texas</p> <p>Vocabulary: Specie Circular State’s Rights Impeachment The Alamo</p>	<p>Approved textbook <i>A History of the United States</i> 242-244, 288-297</p> <p>Teacher Generated PowerPoint</p> <p>Worksheets Questions, Debates, Reflections, Video Reviews</p> <p>Videos Suggested: The Presidents: Martin Van Buren William H. Harrison John Tyler The Alamo Dear America: A line drawn in the sand</p> <p>Review for Test Teacher generated questions and materials for understanding</p>	<p>Teacher prepared tests, quizzes, etc.</p>	<p>11 days</p>

PA Academic Standards: History

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

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

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

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

PA Academic Standards: Civics and Government

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

PA Academic Standards: Geography

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

PA Academic Standards: Economics

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

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

8.5 Reading Informational Text

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

**Dunmore School District
Curriculum Guide**

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>James K. Polk, Zachary Taylor, and Millard Fillmore and their Administrations</p>	<p>Essential Knowledge/Skills: Life of James K Polk Election of 1844 Manifest Destiny Oregon Issue War with Mexico Jackson, Tyler, Polk War with Texas The Spot Resolution Battles Treated of Guadalupe Hidalgo Advantages of the Mexican Cession and California Life of Zachary Taylor Election of 1848 Life of Millard Fillmore California 49'ers Land Routes Water Routes Life in California</p> <p>Vocabulary: Platform Plank Dark Horse 54 40' Fight! Manifest Destiny Mexican Cession 49'ers Claim Jumping Vigilantes</p>	<p>Approved textbook <i>A History of the United States</i> 297-307</p> <p>Teacher Generated PowerPoint</p> <p>Worksheets Questions, Reflections, Video Reviews</p> <p>Videos Suggested: The Presidents: James K Polk Zachery Taylor Millard Fillmore Mexican War Gold Rush</p> <p>Review for Test Teacher generated questions and materials for understanding</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>10 days</p>

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PA Academic Standards: History

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

PA Academic Standards: Civics and Government

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

PA Academic Standards: Geography

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

PA Academic Standards: Economics

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

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

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

8.5 Reading Informational Text

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

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

8.6 Writing

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

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

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PA Academic Standards: History

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

PA Academic Standards: Civics and Government

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

PA Academic Standards: Geography

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

PA Academic Standards: Economics

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

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

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

8.5 Reading Informational Text

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

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

8.6 Writing

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

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Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>The Civil War</p>	<p>Essential Knowledge/Skills: Causes of the Civil War Strengths of the Union Strengths of the South 1st Battle of the War (Bull Run) Effects of the Civil War Locations of the Civil War The Trent Affair Major Events Shiloh New Orleans Monitor vs. Merrimac Peninsular Campaign 2nd Battle of Bull Run Antietam Battle of Fredericksburg Major Events in the Civil War Battle of Gettysburg March to the Sea Surrender at Appomattox</p> <p>Vocabulary: Union Confederacy Emancipation Manassas Anaconda Plan Ironclad Appomattox Courthouse</p>	<p>Approved textbook <i>A History of the United States</i> Chapter 13</p> <p>Teacher Generated PowerPoint</p> <p>Worksheets Questions, Reflections, Video Reviews</p> <p>Videos Suggested: The Civil War Gettysburg</p> <p>Review for Test Teacher generated questions and materials for understanding</p>	<p>Teacher prepared tests, quizzes, etc.</p>	<p>15 days</p>

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PA Academic Standards: History

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

PA Academic Standards: Civics and Government

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

PA Academic Standards: Geography

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

PA Academic Standards: Economics

**Dunmore School District
Curriculum Guide**

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

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

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

8.5 Reading Informational Text

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

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

8.6 Writing

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Reconstruction after the Civil War	Essential Knowledge/Skills: The South Radical Republicans Lincoln’s Plan for Reunion Wade-Davis Plan Assassination of Lincoln Andrew Johnson Black Codes Freedmen’s Bureau Civil Rights Bill Added Amendments 13 th Amendment 14 th Amendment 15 th Amendment Impeachment of Andrew Johnson Election 1868 Southern State Conventions Reconstruction Governments didn’t last long Election of 1872 Scandals During the Grant Credit Mobilier Scandal Salary Grab Whisky Frauds Administration Election of 1876 Compromise of 1877 The Divided South Vocabulary: War of the Rebellion War between the States	Approved textbook <i>A History of the United States</i> Chapter 14 Teacher Generated PowerPoint Worksheets Questions, Reflections, Video Reviews Videos Suggested: The Presidents: Andrew Johnson Ulysses S. Grant Rutherford B. Hayes The History Channel: Reconstruction The Rise and Fall of Jim Crow Review for Test Teacher generated questions and materials for understanding	Teacher prepared tests, quizzes, etc.	15 days

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	Radical Republicans 10% Plan Ironclad Oath Pocket Veto Black Codes Vagrant Tenure of Office Act Scalawags Carpet-baggers Ku Klux Klan Grandfather Act Commission of 15 Plessy v. Ferguson Jim Crow Laws			
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PA Academic Standards: History

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

PA Academic Standards: Civics and Government

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

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

PA Academic Standards: Geography

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

PA Academic Standards: Economics

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

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

8.5 Reading Informational Text

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

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

8.6 Writing

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

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Review and Final Exam				8 days

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PA Core Standards:

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

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

Grades 6-8

Key Ideas and Details

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

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

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

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

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

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

Range and Level of Complex Texts

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

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Grades 9-10

Key Ideas and Details

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

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

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

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

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

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

Range and Level of Complex Texts

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

Grades 11-12

Key Ideas and Details

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

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

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

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

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

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

Range and Level of Complex Texts

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

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PA Core Standards:

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

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

Grades 6-8

Text Types and Purposes

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

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

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

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

Production and Distribution of Writing

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

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

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

Research to Build and Present Knowledge

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

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

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

Range of Writing

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

Grades 9-10

Text Types and Purposes

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

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

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

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

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

Production and Distribution of Writing

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

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

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

Research to Build and Present Knowledge

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

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

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

Range of Writing

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

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Grades 11-12

Text Types and Purposes

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

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

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

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

Production and Distribution of Writing

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

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

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

Research to Build and Present Knowledge

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

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

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

Range of Writing

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

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

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Appendix: A			
IEP Enhancements			
General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
13 Colonies The Creation, History, and Development	<ul style="list-style-type: none"> • Preferential Seating • Additional text for home • Online Videos • Computer use when available • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Directions read aloud and clarified • Use of Computer (when needed) • Closed captioning for videos 		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
Colonial Life, New Ways in a New World	<ul style="list-style-type: none"> • Preferential Seating • Additional text for home • Online Videos • Computer use when available • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Directions read aloud and clarified • Use of Computer (when needed) • Closed captioning for videos 		Assessments: <ul style="list-style-type: none"> • Adapted assessments in accordance with the student's IEP • Extended time to complete Suggested Time: 13 days as specified in curriculum with additional time as needed per individual student
The Road to the American Revolution and Victory	<ul style="list-style-type: none"> • Preferential Seating • Additional text for home • Online Videos • Computer use when available • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Directions read aloud and clarified • Use of Computer (when needed) • Closed captioning for videos 		Assessments: <ul style="list-style-type: none"> • Adapted assessments in accordance with the student's IEP • Extended time to complete Suggested Time: 15 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:
George Washington and his Administration	<ul style="list-style-type: none"> • Preferential Seating • Additional text for home • Online Videos • Computer use when available • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Directions read aloud and clarified • Use of Computer (when needed) • Closed captioning for videos 		<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>
John Adams and his Administration	<ul style="list-style-type: none"> • Preferential Seating • Additional text for home • Online Videos • Computer use when available • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Directions read aloud and clarified • Use of Computer (when needed) • Closed captioning for videos 		<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>
Thomas Jefferson and his Administration	<ul style="list-style-type: none"> • Preferential Seating • Additional text for home • Online Videos • Computer use when available • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Directions read aloud and clarified • Use of Computer (when needed) • Closed captioning for videos 		<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: 14 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:
James Madison and his Administration	<ul style="list-style-type: none"> • Preferential Seating • Additional text for home • Online Videos • Computer use when available • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Directions read aloud and clarified • Use of Computer (when needed) • Closed captioning for videos 		<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>
James Monroe and his Administration	<ul style="list-style-type: none"> • Preferential Seating • Additional text for home • Online Videos • Computer use when available • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Directions read aloud and clarified • Use of Computer (when needed) • Closed captioning for videos 		<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>
John Quincy Adams and Andrew Jackson and their Administrations	<ul style="list-style-type: none"> • Preferential Seating • Additional text for home • Online Videos • Computer use when available • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Directions read aloud and clarified • Use of computer (when needed) • Closed captioning for videos 		<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: 15 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:
<p>Martin Van Buren, William Henry Harrison, and John Tyler and their Administrations</p>	<ul style="list-style-type: none"> • Preferential Seating • Additional text for home • Online Videos • Computer use when available • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Directions read aloud and clarified • Use of Computer (when needed) • Closed captioning for videos 		<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>
<p>James K. Polk, Zachary Taylor, and Millard Fillmore and their Administrations</p>	<ul style="list-style-type: none"> • Preferential Seating • Additional text for home • Online Videos • Computer use when available • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Directions read aloud and clarified • Use of Computer (when needed) • Closed captioning for videos 		<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>
<p>Antebellum</p>	<ul style="list-style-type: none"> • Preferential Seating • Additional text for home • Online Videos • Computer use when available • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Directions read aloud and clarified • Use of Computer (when needed) • Closed captioning for videos 		<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: 13 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 Civil War	<ul style="list-style-type: none"> • Preferential Seating • Additional text for home • Online Videos • Computer use when available • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Directions read aloud and clarified • Use of Computer (when needed) • Closed captioning for videos 		<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: 15 days as specified in curriculum with additional time as needed per individual student</p>
Reconstruction after the Civil War	<ul style="list-style-type: none"> • Preferential Seating • Additional text for home • Online Videos • Computer use when available • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Directions read aloud and clarified • Use of Computer (when needed) • Closed captioning for videos 		<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: 15 days as specified in curriculum with additional time as needed per individual student</p>
Review and Final Exam	As listed above		