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# Problems of Democracy

Curriculum Guide

Dunmore School District

Dunmore, PA



## **Problems of Democracy**

### **Prerequisite:**

- Completion of 9<sup>th</sup> grade

### **Course Description:**

PROBLEMS OF A DEMOCRATIC SOCIETY (Problems of Democracy, PODS)- A largely discussion-based class where students talk about current topics taking place in the United States and the world. The topics covered in this class include but are not limited to: The Environment, Political Science, The War on Drugs, Terrorism, Abortion, Same-Sex Marriage, Religion, The Death Penalty, Illegal Immigration, Healthcare, Taxes, Unemployment and Elections.

### **Special Education:**

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

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

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Year-at-a-glance

<b>Subject: Problems of Democracy</b>	<b>Grade Level: 10-11-12</b>	<b>Date Completed: 4/16/2019</b>
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**1<sup>st</sup> Quarter**

Topic	Resources	Standards
Understanding Democracy	<p><b>Approved textbook</b> <i>The World Today</i>, 9<sup>th</sup> Edition</p> <p>Teacher Generated Notes</p> <p><b>Suggested Reading:</b> Hasa, Difference Between Democratic and Non Democratic Government, pedia.com, 2017</p> <p><b>Suggested Reading:</b> Quora.com, What are some of the major problems of a democracy?, June 2017</p>	<p><b>History</b> 8.2.12.A.,8.2.12.D.,8.3.12.B., 8.3.C.C.,8.4.C.C.,8.4.C.D.,</p> <p><b>Civics and Government</b> 5.1.C.A.,5.1.C.B.,5.1.C.C., 5.1.C.E.,5.1.C.F.,5.2.C.A., 5.2.C.B.,5.2.C.D.,5.3.C.D., 5.3.C.G.,5.3.C.H.</p> <p><b>Geography</b> 7.1.12.A.</p> <p><b>Economic</b> 6.1.C.C.,6.2.C.C.</p> <p><b>Reading</b> 8.5</p> <p><b>Writing</b> 8.6</p>

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<p>Isolationism vs. Interventionism</p>	<p><b>Approved textbook</b> <i>The World Today</i>, 9<sup>th</sup> Edition</p> <p>Isolationism vs. Interventionism, Sunburst Visual Media, 2004</p> <p>Fast Facts, Sunburst Visual Media, 2004</p> <p>Teacher Generated Notes</p> <p><b>Suggested Reading:</b> Dunn, <i>The Debate Behind U.S. Intervention in World War II</i>, The Atlantic, 2013</p> <p><b>Suggested Reading:</b> Theweek.com, <i>A Brief History of Isolationism</i>, 2018</p> <p><b>Suggested Reading:</b> debatewise.org, <i>United States Foreign Policy: Isolationism vs. Interventionism</i>, 2016</p>	<p><b>History</b> 8.1.12.A.,8.1.C.B.,8.2.12.A., 8.3.C.A.,8.3.C.C.,8.4.12.A., 8.4.12.C.</p> <p><b>Civics and Government</b> 5.1.C.B.,5.1.C.C.,5.2.C.B., 5.3.C.B.,5.3.C.D.,5.3.C.H., 5.4.C.B.,5.4.12.E.</p> <p><b>Geography</b> 7.3.12.A.</p> <p><b>Economic</b> 6.1.12.B.</p> <p><b>Reading</b> 8.5</p> <p><b>Writing</b> 8.6</p>
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<p>U.S. Military and Veterans</p>	<p><b>Approved textbook</b> <i>The World Today</i>, 9<sup>th</sup> Edition</p> <p><b>Suggested Handout:</b> US. Armed Forces Overview, military.com, 2018</p> <p><b>Suggested Reading:</b> Pena, Here's why authorization to use military force is so important, 2017</p> <p><b>Suggested Reading:</b> Amadeo, U.S. Military Budget: Components, Challenges, Growth, February 2018</p> <p><b>Suggested Reading:</b> www.wehonorveterans.org, PTSD and Vietnam Veterans, 2017</p>	<p><b>History</b> 8.2.C.B, 8.2.12.D.,8.3.12.A., 8.3.12.B.,8.3.C.C.,8.3.12.D., 8.4.12.A.,8.4.12.B.,8.4.12.D.</p> <p><b>Civics and Government</b> 5.1.C.B.,5.1.C.C.,5.1.C.D., 5.1.12.F.,5.2.C.B.,5.2.C.D., 5.3.C.D.,5.3.C.G.,5.4.C.A. 5.4.C.B.,</p> <p><b>Geography</b> 7.3.12.A.,7.4.12.B.</p> <p><b>Economics</b> 6.2.12.D.,6.5.12.A.</p> <p><b>Reading</b> 8.5</p> <p><b>Writing</b> 8.6</p>
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<p>Nuclear Weapons</p>	<p><b>Approved textbook</b> <i>The World Today</i>, 9<sup>th</sup> Edition</p> <p>Teacher Generated Notes</p> <p>Nuclear Timeline</p> <p><b>Suggested Reading:</b> Atomic Bomb History, <a href="http://www.history.com">www.history.com</a></p> <p><b>Suggested Reading:</b> The Manhattan Project, <a href="http://www.ushistory.org">www.ushistory.org</a>, 2017</p> <p><b>Suggested Video:</b> Donaldson, Thirteen Days, 2001</p> <p><b>Suggested Reading:</b> Davenport, Nuclear Weapons: Who Has What at a Glance, 2017</p>	<p><b>History</b> 8.1.12.B.,8.2.12.C.,8.2.12.D., 8.3.12.A.,8.3.12.B.,8.3.12.C., 8.4.12.A.,8.4.12.B.,8.4.12.C.</p> <p><b>Civics and Government</b> 5.1.C.B.,5.1.12.D.,5.1.12.F., 5.3.12.B.,5.3.C.D.,5.3.12.J., 5.4.12.B.,5.4.12.E.</p> <p><b>Geography</b> 7.1.12.B.,7.3.12.A.</p> <p><b>Economics</b> 6.1.12.B.,6.2.12.D.,6.3.12.A. 6.5.12.A.</p> <p><b>Reading</b> 8.5</p> <p><b>Writing</b> 8.6</p>
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**2<sup>nd</sup> Quarter**

Topic	Resources	Standards
International Terrorism	<p><b>Approved textbook</b>  <i>The World Today</i>, 9<sup>th</sup> Edition            Teacher Generated Notes            The Evolution of Islamic Terrorism, <a href="http://www.pbs.org">www.pbs.org</a></p> <p><b>Suggested Reading:</b> The Age of ISIS, <a href="http://www.theatlantic.com">www.theatlantic.com</a></p> <p><b>Suggested Reading:</b> Haltinwanger, Is American Any Safer from Terrorism 16 Years After 9/11?, Newsweek/September, 2017</p> <p><b>Suggested Video:</b> The Secret History of ISIS- <a href="http://www.pbs.org">www.pbs.org</a></p>	<p>History            8.1.12.A.,8.2.12.B.,8.2.12.C.,            8.2.12.D.,8.3.12.B.,8.3.12.C.,            8.3.12.D.,8.4.12.C.</p> <p>Civics and Government            5.1.12.C.,5.1.12.F.,5.3.12.B.,            5.3.12.H.,5.4.12.A.,5.4.12.B.,            5.4.12.E.</p> <p>Geography            7.1.12.B.,7.2.12.B.,7.3.12.A.</p> <p>Economics            6.1.12.B.,6.3.12.A.</p> <p>Reading            8.5</p> <p>Writing            8.6</p>

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Domestic Terrorism	<p><b>Approved textbook</b></p> <p><i>The World Today</i>, 9<sup>th</sup> Edition</p> <p>Teacher Generated Notes</p> <p><b>Suggested Reading:</b> Myre, What Is, And Isn't, Considered Domestic Terrorism, October, 2017</p> <p><b>Suggested Reading:</b> The Oklahoma City Bombing and the Alfred P. Murrah Federal Building, history.com</p> <p><b>Suggested Reading:</b> Zuppello, What We Can Learn From Oklahoma City Bombing in Age of Trump, February, 2017</p> <p><b>Suggested Reading:</b> Grenoble, Here's What the Waco and Ruby Ridge Standoffs Taught the Feds About Oregon, Huffington Post, January, 2016</p> <p>Domestic Terrorism</p> <p>Oklahoma City Boston Marathon Bryon Dickson</p>	<p><b>History</b></p> <p>8.1.12.A.,8.1.12.B.,8.2.12.B., 8.2.12.C.,8.2.12.D.,8.3.12.A., 8.3.12.C.,8.4.12.A.,8.4.12.D.</p> <p><b>Civics and Government</b></p> <p>5.1.12.B.,5.1.12.F.,5.2.12.B., 5.3.12.C.,5.3.12.D.,5.3.12.G., 5.3.12.J.</p> <p><b>Geography</b></p> <p>7.1.12.B.,7.2.12.B.,7.3.12.A.</p> <p><b>Economic</b></p> <p>6.1.12.B.</p> <p><b>Reading</b></p> <p>8.5</p> <p><b>Writing</b></p> <p>8.6</p>
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<p>Immigration</p>	<p><b>Approved textbook</b></p> <p><i>The World Today</i>, 9<sup>th</sup> Edition</p> <p>Teacher Generated Notes</p> <p><b>Suggested Video:</b> Guggenheim, Shadow of Hate: A History of Intolerance in America, 1995</p> <p><b>Suggested Reading:</b> Zong, Syrian Refugees in the United States, Migration Policy Institute, 2017</p> <p><b>Suggested Reading:</b> From the Mexican border to Syrian refugees, what constitutes a fair and ethical United States immigration system?, <a href="http://www.ranker.com">www.ranker.com</a></p>	<p><b>History</b> 8.1.12.A.,8.1.12.B.,8.2.12.A., 8.2.12.B.,8.2.12.C.,8.2.12.D., 8.3.12.A.,8.3.12.D.,8.4.12.A., 8.4.12.C.,</p> <p><b>Civics and Government</b> 5.1.12.A.,5.1.12.B.,5.1.12.C., 5.1.12.E.,5.1.12.F.,5.3.12.C., 5.4.12.B.</p> <p><b>Geography</b> 7.1.12.A.,7.3.12.A.,7.4.12.B.</p> <p><b>Economic</b> 6.1.12.B.,6.2.12.D.,6.3.12.A., 6.5.12.A.</p> <p><b>Reading</b> 8.5</p> <p><b>Writing</b> 8.6</p>
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**3<sup>rd</sup> Quarter**

Topic	Resources	Standards
Drugs in America	<p><b>Approved textbook</b></p> <p><i>The World Today</i>, 9<sup>th</sup> Edition</p> <p>Teacher Generated Notes</p> <p><b>Suggested Reading:</b> Reduction and Supply Reduction: A Winning Policy Combination, Institute for Behavioral Health</p> <p><b>Suggested Reading:</b> Trickey, Inside the Story of America’s 19th-Century Opiate Addiction, The Smithsonian, January, 2018</p> <p><b>Suggested Reading:</b> Zimmerman, Medical Marijuana: Benefits, Risks, and State Laws, June, 2017</p> <p><b>Suggested Reading:</b> Lopez, The Spread of Marijuana Legalization, explained, www.vox.com, 2018</p> <p><b>Suggested Reading:</b> Lopez, Marijuana is illegal under federal law even in states that legalize it,</p>	<p><b>History</b></p> <p>8.1.12.B.,8.2.12.B.,8.3.12.A., 8.3.12.D.,8.4.12.B.,8.4.12.D.</p> <p><b>Civics and Government</b></p> <p>5.1.12.A.,5.1.12.D.,5.1.12.E., 5.2.12.B.,5.3.12.D.,5.3.12.G., 5.3.12.I.,</p> <p><b>Geography</b></p> <p>7.2.12.B.,7.3.12.A.</p> <p><b>Economics</b></p> <p>6.2.12.D.,6.3.12.A.</p> <p><b>Reading</b></p> <p>8.5</p> <p><b>Writing</b></p> <p>8.6</p>

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	<p>www.vox, 2018</p> <p><b>Suggested Reading:</b> Medical marijuana in Pa.: These 17 conditions will qualify people to get it, Penn Live, January, 2018</p> <p><b>Suggested Reading:</b> Howard, NFL player makes medical marijuana history: 'I have a life to live', cnn, 2018</p>	
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<p>The 2<sup>nd</sup> Amendment and Guns in the United States</p>	<p><b>Suggested Reading:</b> Lung and Winkler, Common Interpretations of the 2<sup>nd</sup> Amendment, constitutioncenter.org</p> <p><b>Suggested Resources:</b> www.bradycampaign.org</p> <p><b>Suggested Resources:</b> <a href="https://home.nra.org">https://home.nra.org</a> Senkul, US School shootings: A Deadly History, Sky, 2018</p> <p><b>Suggested Reading:</b> Masters, U.S. Gun Policy: Global Comparisons, Council on Foreign Relations, November, 2017</p> <p><b>Suggested Video:</b> Gun Control: The Right to Bear Arms in the 20<sup>th</sup> Century, History Channel, 2000</p>	<p><b>History</b> 8.1.12.B.,8.2.12.A.,8.2.12.C., 8.3.12.A.,8.3.12.C.,8.4.12.A., 8.4.12.D.,</p> <p><b>Civics and Government</b> 5.1.12.A.,5.1.12.B.,5.1.12.C., 5.1.12.D.,5.1.12.E.,5.1.12.F., 5.2.12.A.,5.3.12.C.,5.3.12.D., 5.3.12.F.,5.3.12.G.,5.3.12.J.,</p> <p><b>Geography</b> 7.2.12.B.,7.3.12.A.</p> <p><b>Economic</b> 6.1.12.B.</p> <p><b>Reading</b> 8.5</p> <p><b>Writing</b> 8.6</p>
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<p>Recidivism in the U.S. Prison System</p>	<p><b>Suggested Reading:</b> Song and Lieb, Recidivism: The Effect of Incarceration and Length of Time Served, September, 1993</p> <p><b>Suggested Reading:</b> Recidivism, National Institute of Justice, 2014</p> <p><b>Suggested Reading:</b> Hooley, 6 Evidence Based Practices Proven to Lower Recidivism, Forward-thinking leadership, 2010</p> <p><b>Suggested Reading:</b> Hardison, Pa. spends more on prisons than colleges, report says, Penn Live, July 2016</p> <p>Pennsylvania Department of Corrections &amp; Probation and Parole most recent budget</p>	<p><b>History</b> 8.1.12.C.,8.2.12.C.,8.3.12.C.</p> <p><b>Civics and Government</b> 5.1.12.B.,5.2.12.A.,5.3.12.B., 5.3.12.F.,5.3.12.J.</p> <p><b>Geography</b> 7.3.12.A.</p> <p><b>Economic</b> 6.2.12.D.,6.3.12.A.</p> <p><b>Reading</b> 8.5</p> <p><b>Writing</b> 8.6</p>
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**4<sup>th</sup> Quarter**

Topic	Resources	Standards
Capital Punishment/The Death Penalty	<p>Teacher Generated Notes</p> <p>Constitutioncenter.org, 8<sup>th</sup> Amendment</p> <p>Pennsylvania Department of Corrections: “Position Statement”</p> <p><b>Suggested Reading:</b> www.procon.org.,31 States with the Death Penalty and 19 States with Death Penalty Bans, March, 2018</p> <p><b>Suggested Reading:</b> www.justia.com, Aggravating and Mitigating Factors</p>	<p><b>History</b> 8.1.12.B,8.3.12.A.</p> <p><b>Civics and Government</b> 5.1.12.A., 5.1.12.B., 5.1.12.D., 5.1.12.E., 5.3.12.B.</p> <p><b>Geography</b> 7.3.12.A.</p> <p><b>Economic</b> 6.3.12.A.</p> <p><b>Reading</b> 8.5</p> <p><b>Writing</b> 8.6</p>

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<p>Conservatives, Liberals and Political Parties in the U.S.</p>	<p>Teacher Generated Notes</p> <p><b>Suggested Reading:</b> Conservative vs. Liberal beliefs, <a href="http://www.studentnewsdaily.com">www.studentnewsdaily.com</a>, 2005</p> <p><b>Suggested Reading:</b> Spencer, Determining Your Place on the Political Spectrum, Huffinton Post, 2011</p> <p><b>Suggested Reading:</b> An Overview of Abortion Laws, <a href="http://www.guttmacher.org">www.guttmacher.org</a>, May, 2018</p> <p><b>Suggested Reading:</b> Should the Federal Minimum Wage Be Increased?, <a href="http://www.procon.org">www.procon.org</a>, 2018</p> <p><b>Suggested Reading:</b> Mansky, The Origins of the Term “Affirmative Action”, June , 2017</p> <p>Most recent Unemployment Rate - Bureau of Labor Statistics Data</p> <p><b>Suggested Reading:</b> Should the United States Continue to Build a Fence or Wall along the US/Mexico Border? <a href="https://immigration.procon.org">https://immigration.procon.org</a>,2017</p>	<p><b>History</b> 8.1.12.A.,8.1.12.C., 8.2.12.A., 8.2.12.C.,8.2.12.D.,8.3.12.A., 8.3.12.D.,8.4.12.A.</p> <p><b>Civics and Government</b> 5.1.12.A.,5.1.12.D.,5.2. 12.B., 5.3.12.D., 5.3.12.F.,5.3.12.G., 5.3.12.H.,</p> <p><b>Geography</b> 7.2.12.B.,7.3.12.A.</p> <p><b>Economic</b> 6.1.12.B.,6.2.12.D.,6.3.12.A., 6.5.12.A.</p> <p><b>Reading</b> 8.5</p> <p><b>Writing</b> 8.6</p>
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<p>Elections in the United States and The Electoral College</p>	<p>Most recent PA Voter Registration Application</p> <p>Current or most recent primary election candidates and results</p> <p>Current or most recent general election candidates and results</p> <p><b>Suggested Article:</b> 2020 Presidential Election Map, <a href="http://www.270towin.com">www.270towin.com</a>, 2018</p> <p><b>Suggested Reading:</b> Are we a red state or a blue state?' Life in a Pennsylvania swing county 100 days into Trump's presidency, <a href="http://pbs.org">pbs.org</a>, 2017</p>	<p><b>History</b> 8.1.12.A.,8.2.12.A.,8.2.12.C., 8.4.12.A.</p> <p><b>Civics and Government</b> 5.1.12.A., 5.1.12.B., 5.1.12.C., 5.1.12.D., 5.1.12.E.,5.3.12.B., 5.3.12.E.</p> <p><b>Geography</b> 7.2.12.B.,7.3.12.A.</p> <p>Economics 6.1.12.B.,6.2.12.D.,6.3.12.A., 6.5.12.A.</p> <p><b>Reading</b> 8.5</p> <p><b>Writing</b> 8.6</p>
<p>Final Review and Exam</p>		



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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Understanding Democracy</b>	<p><b>Essential Knowledge/Skills:</b></p> <p>Unit-Understanding Democracy</p> <p>Origin of Democracies in Ancient Times</p> <p>Democracies vs. Authoritarian Governments</p> <p>Problems that occur in Democracies</p> <p>Arguments For and Against Democracy</p> <p>The Civic Responsibilities for Citizens in a Democracy</p> <p><b>Vocabulary:</b></p> <p>Monarchy</p> <p>Oligarchy</p> <p>Aristocracy</p> <p>Theocracy</p> <p>Representative Democracy</p> <p>Direct Democracy</p> <p>Populism</p>	<p><b>Approved textbook</b> <i>The World Today</i>, 9<sup>th</sup> Edition</p> <p>Teacher Generated Notes</p> <p><b>Suggested Reading:</b> Hasa, Difference Between Democratic and Non Democratic Government, pedia.com, 2017</p> <p><b>Suggested Reading:</b> Quora.com, What are some of the major problems of a democracy?, June 2017</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p><b>KWL Chart</b></p> <p><b>Brainstorming</b></p> <p><b>Socratic Method of Questioning</b></p> <p><b>Self-assessment</b></p> <p><b>Teacher Generated Questions and Worksheets for Understanding</b></p>	<p><b>10 days</b></p>
<p><b>PA Academic Standards: History</b></p> <p>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.</p> <p>8.2.12.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US and</p>				

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the world.

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

8.3.12.B. Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.

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

- Liberty / Freedom
- Democracy
- Justice
- Equality

(Reference Civics and Government Standard 5.1.9.C.)

8.4.C.C. Evaluate critical issues in various contemporary governments. (Reference Civics and Government standard 5.3.12.J.)

Employ historical examples and political philosophy to evaluate major arguments advanced for the necessity of government. (Reference Civics and Government Standard 5.1.12.B)

8.4.C.D. Analyze strategies used to resolve conflicts in society and government. (Reference Civics and Government Standards 5.2.9.B.)

Evaluate the role of nationalism in uniting and dividing citizens. (Reference Civics and Government Standards: 5.1.12.F.)

**PA Academic Standards: Civics and Government**

5.1.C.A. Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.

5.1.C.B. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.

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

Liberty / Freedom

- Democracy
- Justice
- Equality

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

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

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

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

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

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

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- 5.3.C.G. Analyze the influence of interest groups in the political process.  
5.3.C.H. Evaluate the role of mass media in setting public agenda and influencing political life.

**PA Academic Standards: Geography**

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

PA Academic Standards: Economic

6.1.12.B. Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services.

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

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

8.5 Reading Informational Text

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

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

8.6 Writing

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

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Interventionism vs. Isolationism</b>	<p><b>Essential Knowledge/Skills:</b></p> <p>When did we intervene?</p> <p>When did we isolate?</p> <p>Isolationism vs. Interventionism Discussion/Debate</p> <p><b>Vocabulary:</b>            Advocate            Oppression            Isolationism            Interventionism            Expansionists            Monroe Doctrine            Neutrality            Guerilla warfare            Interdependent            Manifest destiny</p>	<p><b>Approved textbook</b>  <i>The World Today</i>, 9<sup>th</sup> Edition</p> <p>Isolationism vs. Interventionism, Sunburst Visual Media, 2004</p> <p>Fast Facts, Sunburst Visual Media, 2004</p> <p>Teacher Generated Notes</p> <p><b>Suggested Reading:</b> Dunn, <i>The Debate Behind U.S. Intervention in World War II</i>, The Atlantic, 2013</p> <p><b>Suggested Reading:</b> Theweek.com, <i>A Brief History of Isolationism</i>, 2018</p> <p><b>Suggested Reading:</b> debatewise.org, <i>United States Foreign Policy: Isolationism vs. Interventionism</i>, 2016</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p><b>KWL Chart</b></p> <p><b>Brainstorming</b></p> <p><b>Socratic Method of Questioning</b></p> <p><b>Self-assessment</b></p> <p><b>Teacher Generated Questions and Worksheets for Understanding</b></p>	<p><b>11 days</b></p>
<p><b>PA Academic Standards: History</b></p> <p>8.1.12.A. Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.C.B. Analyze the major arguments advanced for different systems of government. (Reference Civics and Government Standard 5.1.9.B.)</p> <p>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.</p>				

**Dunmore School District  
Curriculum Guide**

8.3.C.A. Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy. (Reference Civics and Government Standard 5.4.12.E.)

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

- Liberty / Freedom
- Democracy
- Justice
- Equality

(Reference Civics and Government Standard 5.1.9.C.)

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

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

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

**PA Academic Standards: Civics and Government**

5.1.C.B. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.

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

- Liberty / Freedom
- Democracy
- Justice
- Equality

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

5.3.C.B. Analyze the roles of local, state, and national governments in policy-making.

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

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

5.4.C.B. Explain why and how different foreign policy tools are used to advance a nation's self-interest (e.g., diplomacy, economic aid, military aid, sanctions, treaties).

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

**Dunmore School District  
Curriculum Guide**

**PA Academic Standards: Geography**

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

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

**PA Academic Standards: Economics**

6.1.12.B. Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services.

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

8.5 Reading Informational Text

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

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

8.6 Writing

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

**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>The U.S. Military and Veterans</b></p>	<p><b>Essential Knowledge/Skills:</b></p> <p>Use of Military Force</p> <p>Branches of the military</p> <p>Current Status of U.S. Military</p> <p>Veterans</p> <p>PTSD</p> <p><b>Vocabulary:</b></p> <p>Anti-guerilla operation</p> <p>Area defense</p> <p>Assault</p> <p>Attack</p> <p>Barrage</p> <p>Boundaries</p> <p>Caliber</p> <p>Charge</p> <p>Checkpoint</p> <p>Civic action</p> <p>Close combat</p> <p>Counter attack</p> <p>D-day</p> <p>Deployment</p> <p>Direct fire</p> <p>Dump</p>	<p><b>Approved textbook</b> <i>The World Today</i>, 9<sup>th</sup> Edition</p> <p><b>Suggested Handout:</b> US. Armed Forces Overview, military.com, 2018</p> <p><b>Suggested Reading:</b> Pena, Here's why authorization to use military force is so important, 2017</p> <p><b>Suggested Reading:</b> Amadeo, U.S. Military Budget: Components, Challenges, Growth, February 2018</p> <p><b>Suggested Reading:</b> www.wehonorveterans.org, PTSD and Vietnam Veterans, 2017</p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p> <p><b>KWL Chart</b></p> <p><b>Brainstorming</b></p> <p><b>Socratic Method of Questioning</b></p> <p><b>Self-assessment</b></p> <p><b>Teacher Generated Questions and Worksheets for Understanding</b></p>	<p><b>12 days</b></p>

**Dunmore School District  
Curriculum Guide**

	Ejection Evacuation Extraction Ground Zero Guerillas Infiltrate Insurgency Insurrection Obstacle Penetration Political warfare Raid Rebellion Revolt Revolution Security Withdrawal Zone of fire			
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**PA Academic Standards: History**

8.2.C.B. Demonstrate an understanding of how the PA Constitution and the US Constitution co-exist. (Reference Civics and Government Standard 5.1.9.E.)

8.2.12.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US and the world.

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

8.3.12.A. Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world. 8.3.12.B.

Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.



**Dunmore School District  
Curriculum Guide**

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

- Liberty / Freedom
- Democracy
- Justice

Equality (Reference Civics and Government Standard 5.1.9.C.)

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

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

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

8.4.12.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.C.B. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.

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

- Liberty / Freedom
- Democracy
- Justice
- Equality

5.1.C.D. Evaluate state and federal powers based on significant documents and other critical sources.

Declaration of Independence

- United States Constitution
- Bill of Rights
- Pennsylvania Constitution

5.1.12.F. Evaluate the role of nationalism in uniting and dividing citizens.

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

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

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

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

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

5.4.C.B. Explain why and how different foreign policy tools are used to advance a nation's self-interest (e.g., diplomacy, economic aid, military aid, sanctions, treaties).

**Dunmore School District  
Curriculum Guide**

**PA Academic Standards: Geography**

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

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

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

**PA Academic Standards: Economics**

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

6.5.12.A. Analyze the factors influencing wages

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

8.5 Reading Informational Text

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

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

8.6 Writing

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

**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Nuclear Weapons</b>	<p><b>Essential Knowledge/Skills:</b></p> <p>History of Nuclear (Atomic and Hydrogen) Weapons</p> <p>Manhattan Project</p> <p>World War II (Hiroshima/Nagasaki)</p> <p>Cold War</p> <p>Cuban Missile Crisis</p> <p>Nuclear Proliferation</p> <p>End of Cold War</p> <p>Modern Day Nuclear Weapons</p> <p><b>Vocabulary:</b></p> <p>ABM (antiballistic missile)</p> <p>Biological weapon</p> <p>Chemical weapon</p> <p>Conventional arms</p> <p>Deterrence</p> <p>Hydrogen bomb</p> <p>ICBM (intercontinental ballistic missile)</p> <p>MIRV (multiple independently targetable reentry vehicle)</p> <p>Nuclear club</p>	<p><b>Approved textbook</b></p> <p><i>The World Today</i>, 9<sup>th</sup> Edition</p> <p>Teacher Generated Notes</p> <p>Nuclear Timeline</p> <p><b>Suggested Reading:</b> Atomic Bomb History, <a href="http://www.history.com">www.history.com</a></p> <p><b>Suggested Reading:</b> The Manhattan Project, <a href="http://www.ushistory.org">www.ushistory.org</a>, 2017</p> <p><b>Suggested Video:</b> Donaldson, Thirteen Days, 2001</p> <p><b>Suggested Reading:</b> Davenport, Nuclear Weapons: Who Has What at a Glance, 2017</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p><b>KWL Chart</b></p> <p><b>Brainstorming</b></p> <p><b>Socratic Method of Questioning</b></p> <p><b>Self-assessment</b></p> <p><b>Discussion/Debate</b></p> <p><b>Teacher Generated Questions and Worksheets for Understanding</b></p>	<p><b>12 days</b></p>

**Dunmore School District  
Curriculum Guide**

	Nuclear proliferation Nuclear winter SDI (Strategic Defense Initiative) Defoliant INF (intermediate nuclear force) Nuclear disarmament Retaliation-an act of revenge SALT (Strategic Arms Limitations Talks) START (Strategic Arms Reduction Talks) Verify Radioactive fallout GPALS NMD			
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**PA Academic Standards: History**

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

8.2.12.C. Evaluate continuity and change in Pennsylvania are interrelated to the US and the world.

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

8.2.12.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US and the world.

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

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

**Dunmore School District  
Curriculum Guide**

8.3.12.B. Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.

8.3.12.C. Evaluate how continuity and change in U.S. history are interrelated with the world.

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

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

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

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

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

**PA Academic Standards: Civics and Government**

5.1.C.B. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.

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

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

5.1.12.F. Evaluate the role of nationalism in uniting and dividing citizens.

5.3.12.B. Compare and contrast policymaking in various contemporary world governments.

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

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

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

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

**Dunmore School District  
Curriculum Guide**

**PA Academic Standards: Geography**

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

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

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

**PA Academic Standards: Economics**

6.1.12.B. Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services.

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

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

8.5 Reading Informational Text

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

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

8.6 Writing

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

**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>International Terrorism</b>	<p><b>Essential Knowledge/Skills:</b></p> <p>What Is International Terrorism?</p> <p>International Terrorist groups</p> <p>Al Qaeda and ISIS</p> <p>Stadium Security Assignment</p> <p>What have we done to make our country safer since 9/11?</p> <p><b>Vocabulary:</b></p> <p>Guerilla Warfare-</p> <p>Islamic Fundamentalism</p> <p>Islamists</p> <p>Fatwa</p> <p>Sharia</p> <p>Imperialism</p> <p>Interventionism</p> <p>Isolationist</p> <p>Jihad</p> <p>Fatwa</p> <p>Mujahidin</p> <p>Containment (policy)</p>	<p><b>Approved textbook</b></p> <p><i>The World Today</i>, 9<sup>th</sup> Edition</p> <p>Teacher Generated Notes</p> <p>The Evolution of Islamic Terrorism, <a href="http://www.pbs.org">www.pbs.org</a></p> <p><b>Suggested Article:</b> The Age of ISIS, <a href="http://www.theatlantic.com">www.theatlantic.com</a></p> <p><b>Suggested Article:</b> Haltinwanger, Is American Any Safer from Terrorism 16 Years After 9/11?, Newsweek/September, 2017</p> <p><b>Suggested Video:</b> The Secret History of ISIS-<a href="http://www.pbs.org">www.pbs.org</a></p>	<p>Teacher prepared tests, quizzes, etc.</p> <p><b>KWL Chart</b></p> <p><b>Brainstorming</b></p> <p><b>Socratic Method of Questioning</b></p> <p><b>Self-assessment</b></p> <p><b>Discussion/Debate</b></p> <p><b>Teacher Generated Questions and Worksheets for Understanding</b></p>	<p><b>20 days</b></p>

**Dunmore School District  
Curriculum Guide**

**PA Academic Standards: History**

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

8.2.12.B. Evaluate the impact of historical documents, artifacts, and places in Pennsylvania which are critical to U.S. history and the world.

8.2.12.C. Evaluate continuity and change in Pennsylvania are interrelated to the US and the world.

Belief systems and religions

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

8.2.12.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US and the world.

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

8.3.12.B. Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.

8.3.12.C. Evaluate how continuity and change in U.S. history are interrelated with the world.

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

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

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

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



**Dunmore School District  
Curriculum Guide**

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

**PA Academic Standards: Civics and Government**

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

- Liberty / Freedom
- Democracy
- Justice
- Equality

5.1.12.F. Evaluate the role of nationalism in uniting and dividing citizens.

5.3.12.B. Compare and contrast policymaking in various contemporary world governments.

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

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

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

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

**PA Academic Standards: Geography**

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

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

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

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

**PA Academic Standards: Economics**

6.1.12.B. Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services.

**Dunmore School District  
Curriculum Guide**

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

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

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

8.5 Reading Informational Text

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

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

8.6 Writing

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

**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Domestic Terrorism</b>	<p><b>Essential Knowledge/Skills:</b></p> <p>What is domestic terrorism?</p> <p>The Oklahoma City Bombing</p> <p>Ruby Ridge and the situation at Waco, Texas</p> <p>Separatists and Supremacists</p> <p><b>Vocabulary:</b></p> <p>Domestic terrorism</p> <p>Supremacist</p> <p>Separatist</p> <p>Right Wing Extremist</p> <p>Militia</p> <p>Aryan Nation</p> <p><b>Who? What? When? Where?</b></p> <p>Oklahoma City Bombing</p> <p>Alan Burg</p> <p>Ruby Ridge</p> <p>Randy Weaver</p> <p>Louis Beam</p> <p>Branch Davidians</p> <p>Vernon Howe-David Koresh</p> <p>Turner Diaries</p>	<p><b>Approved textbook</b></p> <p><i>The World Today</i>, 9<sup>th</sup> Edition</p> <p>Teacher Generated Notes</p> <p><b>Suggested Reading:</b> Myre, What Is, And Isn't, Considered Domestic Terrorism, October, 2017</p> <p><b>Suggested Reading:</b> The Oklahoma City Bombing and the Alfred P. Murrah Federal Building, history.com</p> <p><b>Suggested Reading:</b> Zuppello, What We Can Learn From Oklahoma City Bombing in Age of Trump, February, 2017</p> <p><b>Suggested Reading:</b> Grenoble, Here's What the Waco and Ruby Ridge Standoffs Taught the Feds About Oregon, Huffington Post, January, 2016</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p><b>KWL Chart</b></p> <p><b>Brainstorming</b></p> <p><b>Socratic Method of Questioning</b></p> <p><b>Self-assessment</b></p> <p><b>Discussion/Debate</b></p> <p><b>Teacher Generated Questions and Worksheets for Understanding</b></p>	<p><b>15 days</b></p>

**Dunmore School District  
Curriculum Guide**

**PA Academic Standards: History**

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

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

8.2.12.B. Evaluate the impact of historical documents, artifacts, and places in Pennsylvania which are critical to U.S. history and the world.

8.2.12.C. Evaluate continuity and change in Pennsylvania are interrelated to the US and the world.

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

8.2.12.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US and the world.

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

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

8.3.12.C. Evaluate how continuity and change in U.S. history are interrelated with the world.

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

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

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

**Dunmore School District  
Curriculum Guide**

**PA Academic Standards: Civics and Government**

- 5.1.12.B. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.
- 5.1.12.F. Evaluate the role of nationalism in uniting and dividing citizens.
- 5.2.12.B. Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
- 5.3.12.C. Evaluate how government agencies create, amend, and enforce regulations.
- 5.3.12.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.
- 5.3.12.G. Evaluate the impact of interest groups in developing public policy.
- 5.3.12.J. Evaluate critical issues in various contemporary governments.

**PA Academic Standards: Geography**

- 7.1.12.B. Assess how physical changes to a region may have global impact.
- 7.2.12.B. Analyze the significance of physical processes in shaping the character of places and regions.
- 7.3.12.A. Analyze the human characteristics of places and regions using the following criteria:
  - Population
  - Culture
  - Settlement
  - Economic activities
  - Political activities

**PA Academic Standards: Economics**

- 6.1.12.B. Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services.

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

8.5 Reading Informational Text

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

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

8.6 Writing

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

**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Immigration</b>	<p><b>Essential Knowledge/Skills:</b></p> <p>History of Immigration to United States</p> <p>Contributions by Immigrants/Famous Immigrants</p> <p>Recent Immigration and Refugees</p> <p>Illegal Immigrations</p> <p>Discussion/Debate: Should we build a wall?</p> <p><b>Vocabulary:</b></p> <p>Magnate Melting pot Salad bowl Anti-Semitism Assimilated Discriminate Illegal immigrant Pogrom Prejudice Refugee Religious discrimination Resentment Second generation American Segregate Stereotype</p>	<p><b>Approved textbook</b></p> <p><i>The World Today</i>, 9<sup>th</sup> Edition</p> <p>Teacher Generated Notes</p> <p><b>Suggested Video:</b> Guggenheim, Shadow of Hate: A History of Intolerance in America, 1995</p> <p><b>Suggested Reading:</b> Zong, Syrian Refugees in the United States, Migration Policy Institute, 2017</p> <p><b>Suggested Reading:</b> From the Mexican border to Syrian refugees, what constitutes a fair and ethical United States immigration system?, <a href="http://www.ranker.com">www.ranker.com</a></p>	<p>Teacher prepared tests, quizzes, etc.</p> <p><b>KWL Chart</b></p> <p><b>Brainstorming</b></p> <p><b>Socratic Method of Questioning</b></p> <p><b>Self-assessment</b></p> <p><b>Discussion/Debate</b></p> <p><b>Teacher Generated Questions and Worksheets for Understanding</b></p>	<p><b>10 days</b></p>

**Dunmore School District  
Curriculum Guide**

**PA Academic Standards: History**

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

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

8.2.12.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the US and the world.

8.2.12.B. Evaluate the impact of historical documents, artifacts, and places in Pennsylvania which are critical to U.S. history and the world.

8.2.12.C. Evaluate continuity and change in Pennsylvania are interrelated to the US and the world.

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

8.2.12.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US and the world.

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

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

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

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

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

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

- Belief systems and religions

**Dunmore School District  
Curriculum Guide**

- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organization

**PA Academic Standards: Civics and Government**

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

5.1.12.B. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.

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

- Liberty / Freedom
- Democracy
- Justice
- Equality

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

5.1.12.F. Evaluate the role of nationalism in uniting and dividing citizens.

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

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

**PA Academic Standards: Geography**

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

7.2.12.B. Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.

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

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

**PA Academic Standards: Economics**

6.1.12.B. Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services.

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



**Dunmore School District  
Curriculum Guide**

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

6.5.12.A. Analyze the factors influencing wages

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

8.5 Reading Informational Text

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

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

8.6 Writing

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

**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Drugs in American</b>	<p><b>Essential Knowledge/Skills:</b></p> <p>Drug Trafficking in the United States</p> <p>Reducing the Supply and Demand of Drugs in the United States</p> <p>Opiate Addiction in the United States</p> <p>Medical Marijuana</p> <p>Legalization of Marijuana for Medicinal Purposes</p> <p>Legalization of Marijuana for Recreational Purposes</p> <p>Pennsylvania Medical Marijuana-17 symptoms</p> <p><b>Vocabulary:</b></p> <p>Sedative</p> <p>DEA</p> <p>Laced</p> <p>Designer drug</p> <p>Anesthetics</p> <p>Rave</p>	<p><b>Approved textbook</b></p> <p><i>The World Today</i>, 9<sup>th</sup> Edition</p> <p>Teacher Generated Notes</p> <p><b>Suggested Reading:</b> Reduction and Supply Reduction: A Winning Policy Combination, Institute for Behavioral Health</p> <p><b>Suggested Reading:</b> Trickey, Inside the Story of America’s 19th-Century Opiate Addiction, The Smithsonian, January, 2018</p> <p><b>Suggested Reading:</b> Zimmerman, Medical Marijuana: Benefits, Risks, and State Laws, June, 2017</p> <p><b>Suggested Reading:</b> Lopez, The Spread of Marijuana Legalization, explained, www.vox.com, 2018</p> <p><b>Suggested Reading:</b> Lopez, Marijuana is illegal under federal law even in states that legalize it, www.vox, 2018</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p><b>KWL Chart</b></p> <p><b>Brainstorming</b></p> <p><b>Socratic Method of Questioning</b></p> <p><b>Self-assessment</b></p> <p><b>Discussion/Debate</b></p> <p><b>Teacher Generated Questions and Worksheets for Understanding</b></p>	<p><b>20 days</b></p>

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<p>Solvent Potency Controlled substance Decriminalize Warranted Prohibition Commodity Interdiction Proponents Black markets Traficantes narcoterrorism Addiction Cannabinoids Cannabis Gamma Hydroxy Butyrate (GHB) Marijuana Methamphetamine Opiates/Narcotics Prescription Drugs THC (Tetrahydrocannabinol) Withdrawal</p>	<p><b>Suggested Reading:</b> Medical marijuana in Pa.: These 17 conditions will qualify people to get it, Penn Live, January, 2018</p> <p><b>Suggested Reading:</b> Howard, NFL player makes medical marijuana history: 'I have a life to live', cnn, 2018</p>		
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**PA Academic Standards: History**

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

8.2.12.B. Evaluate the impact of historical documents, artifacts, and places in Pennsylvania which are critical to U.S. history and the world.

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

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

- Ethnicity and race
- Working conditions

**Dunmore School District  
Curriculum Guide**

- Immigration
- Military conflict
- Economic stability

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

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

**PA Academic Standards: Civics and Government**

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

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

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

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

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

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

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

5.3.12.I. Evaluate tax policies of various states and countries.

**PA Academic Standards: Geography**

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

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

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

**PA Academic Standards: Economics**

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

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

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Curriculum Guide**

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

8.5 Reading Informational Text

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

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

8.6 Writing

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

**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>The 2<sup>nd</sup> Amendment and Guns in the United States</b></p>	<p><b>Essential Knowledge/Skills:</b></p> <p>What is the 2<sup>nd</sup> Amendment?</p> <p>Gun Rights</p> <p>Gun Control</p> <p>Lobbying Organizations-the NRA and the BCPGV</p> <p>School Shootings</p> <p>The U.S. in comparison with other countries on Guns</p> <p>Assault Weapons</p> <p>Class Discussion/Debate: More Guns or Less Guns? Should one have the right to possess an assault weapon?</p> <p><b>Who? What? When? Where?</b></p> <p>NRA</p> <p>BCPGV</p> <p>James Brady</p> <p>Sandy Hook</p> <p>Stoneman Douglas</p>	<p>Teacher Generated Notes</p> <p><b>Suggested Reading:</b> Lung and Winkler, Common Interpretations of the 2<sup>nd</sup> Amendment, constitutioncenter.org</p> <p><b>Suggested Resources:</b> www.bradycampaign.org</p> <p><b>Suggested Resources:</b> <a href="https://home.nra.org">https://home.nra.org</a> Senkul, US School shootings: A Deadly History, Sky, 2018</p> <p><b>Suggested Reading:</b> Masters, U.S. Gun Policy: Global Comparisons, Council on Foreign Relations, November, 2017</p> <p><b>Suggested Video:</b> Gun Control: The Right to Bear Arms in the 20<sup>th</sup> Century, History Channel, 2000</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p><b>KWL Chart</b></p> <p><b>Brainstorming</b></p> <p><b>Socratic Method of Questioning</b></p> <p><b>Self-assessment</b></p> <p><b>Teacher Generated Questions and Worksheets for Understanding</b></p>	<p><b>15 days</b></p>

**Dunmore School District  
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**PA Academic Standards: History**

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

8.2.12.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the US and the world.

8.2.12.C. Evaluate continuity and change in Pennsylvania are interrelated to the US and the world.

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

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

8.3.12.C. Evaluate how continuity and change in U.S. history are interrelated with the world.

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

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

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

**Civics and Government**

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

5.1.12.B. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.

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

- Liberty / Freedom
- Democracy
- Justice
- Equality

**Dunmore School District  
Curriculum Guide**

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

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

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

5.1.12.F. Evaluate the role of nationalism in uniting and dividing citizens.

5.2.12.A. Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.

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

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

5.3.12.F. Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.

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

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

**PA Academic Standards: Geography**

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

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

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

**PA Academic Standards: Economics**

6.1.12.B. Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services.

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

8.5 Reading Informational Text

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



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

8.6 Writing

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

**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>Recidivism in the U.S. Prison System</b></p>	<p><b>Essential Knowledge/Skills:</b></p> <p>What is Recidivism?</p> <p>What kind of financial effect do recidivism rates have on our country?</p> <p>What can we do to improve recidivism rates in our country?</p> <p>The Pennsylvania State budget for Corrections &amp; Probation and Parole (most recent)</p>	<p><b>Suggested Reading:</b> Song and Lieb, Recidivism: The Effect of Incarceration and Length of Time Served, September, 1993</p> <p><b>Suggested Reading:</b> Recidivism, National Institute of Justice, 2014</p> <p><b>Suggested Reading:</b> Hooley, 6 Evidence Based Practices Proven to Lower Recidivism, Forward-thinking leadership, 2010</p> <p><b>Suggested Reading:</b> Hardison, Pa. spends more on prisons than colleges, report says, Penn Live, July 2016</p> <p>Pennsylvania Department of Corrections &amp; Probation and Parole most recent budget</p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p> <p><b>KWL Chart</b></p> <p><b>Brainstorming</b></p> <p><b>Socratic Method of Questioning</b></p> <p><b>Self-assessment</b></p> <p><b>Teacher Generated Questions and Worksheets for Understanding</b></p>	<p><b>10 days</b></p>
<p><b>PA Academic Standards: History</b></p> <p>8.1.12.C. Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>8.2.12.C. Evaluate continuity and change in Pennsylvania are interrelated to the US and the world.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> </ul>				

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

8.3.12.C. Evaluate how continuity and change in U.S. history are interrelated with the world.

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

**PA Academic Standards: Civics and Government**

5.1.12.B. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.

5.2.12.A. Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.

5.3.12.B. Compare and contrast policymaking in various contemporary world governments.

5.3.12.F. Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.

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

**PA Academic Standards: Geography**

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

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

**PA Academic Standards: Economics**

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

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

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

8.5 Reading Informational Text

**Dunmore School District  
Curriculum Guide**

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

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

8.6 Writing

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

**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>Capital Punishment/ Death Penalty</b></p>	<p><b>Essential Knowledge/Skills:</b></p> <p>History of the Death Penalty</p> <p>The 8<sup>th</sup> Amendment and the Death Penalty</p> <p>What states currently have the death penalty?</p> <p>Aggravating and Mitigating Circumstances</p> <p>The current state of the capital punishment in Pennsylvania</p> <p><b>Vocabulary:</b></p> <p>Aggravated</p> <p>Aggravated Circumstances</p> <p>Bifurcated Trial</p> <p>Capital Murder</p> <p>Clemency</p> <p>Commutation of Sentence</p> <p>Complaint</p> <p>Due Process Under the Law</p> <p>Felony</p> <p>Habeas Corpus</p> <p>Ineffective Assistance of Counsel</p> <p>Mitigating Circumstances</p> <p>Plea Bargaining</p> <p>Reprieve</p>	<p>Teacher Generated Notes</p> <p>Constitutioncenter.org, 8<sup>th</sup> Amendment</p> <p>Pennsylvania Department of Corrections-“Position Statement”</p> <p><b>Suggested Reading:</b></p> <p><a href="http://www.procon.org">www.procon.org</a>, 31 States with the Death Penalty and 19 States with Death Penalty Bans, March, 2018</p> <p><b>Suggested Reading:</b></p> <p><a href="http://www.justia.com">www.justia.com</a>, Aggravating and Mitigating Factors</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p><b>KWL Chart</b></p> <p><b>Brainstorming</b></p> <p><b>Socratic Method of Questioning</b></p> <p><b>Self-assessment</b></p> <p><b>Teacher Generated Questions and Worksheets for Understanding</b></p>	<p><b>11 days</b></p>

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<p><b>PA Academic Standards: History</b></p> <p>8.1.12.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.3.12.A. Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.</p> <p><b>PA Academic Standards: Civics and Government</b></p> <p>5.1.12.A. Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.</p> <p>5.1.12.B. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.</p> <p>5.1.12.D. Evaluate state and federal powers based on significant documents and other critical sources.</p> <ul style="list-style-type: none"><li>• Declaration of Independence</li><li>• United States Constitution</li><li>• Bill of Rights</li><li>• Pennsylvania Constitution</li></ul> <p>5.1.12.E. Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.</p> <p>5.3.12.B. Compare and contrast policymaking in various contemporary world governments.</p> <p><b>PA Academic Standards: Geography</b></p> <p>7.3.12.A.</p> <p>Analyze the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"><li>• Population</li><li>• Culture</li><li>• Settlement</li><li>• Economic activities</li><li>• Political activities</li></ul> <p><b>PA Academic Standards: Economics</b></p> <p>6.3.12.A. Evaluate the costs and benefits of government decisions to provide public goods and services.</p> <p><b>PA Core Standards: Academic Standards for Reading in History and Social Studies, 6-12</b></p> <p>8.5 Reading Informational Text</p> <p>Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with</p>				

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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><b>Conservatives, Liberals and Political Parties in the U.S.</b></p>	<p><b>Essential Knowledge/Skills:</b></p> <p>Conservatives, Liberals and other political parties</p> <p>The Political Spectrum</p> <p>Abortion What is Abortion? Roe vs. Wade What is the current state on abortion in the United States? Various views on Abortion</p> <p>Minimum Wage What is Minimum Wage? The issue of raising minimum wage rate in our country. The Conservative and Liberal View of raising Minimum Wage rates in our country</p> <p>Affirmative Action What is affirmative Action? History of Affirmative Action in the United States?</p> <p>Economy Unemployment Rates The current status of the Stock Market</p>	<p>Teacher Generated Notes</p> <p><b>Suggested Reading:</b> Conservative vs. Liberal beliefs, <a href="http://www.studentnewsdaily.com">www.studentnewsdaily.com</a>, 2005</p> <p><b>Suggested Reading:</b> Spencer, Determining Your Place on the Political Spectrum, Huffinton Post, 2011</p> <p><b>Suggested Reading:</b> An Overview of Abortion Laws, <a href="http://www.gutmacher.org">www.gutmacher.org</a>, May, 2018</p> <p><b>Suggested Reading:</b> Should the Federal Minimum Wage Be Increased?, <a href="http://www.procon.org">www.procon.org</a>, 2018</p> <p><b>Suggested Reading:</b> Mansky, The Origins of the Term “Affirmative Action”, June , 2017</p> <p>Most recent Unemployment Rate - Bureau of Labor Statistics Data</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>KWL Chart</p> <p>Brainstorming</p> <p>Socratic Method of Questioning</p> <p>Self-assessment</p> <p>Teacher Generated Questions and Worksheets for Understanding</p>	<p>14 days</p>



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	<p>Taxes Soaring Industries</p> <p>Immigration Where do you stand on the issue of immigration?</p> <p>Would you register as a Democrat, Republican or with another political party?</p>	<p><b>Suggested Reading:</b> Should the United States Continue to Build a Fence or Wall along the US/Mexico Border? <a href="https://immigration.procon.org,2017">https://immigration.procon.org,2017</a></p>		
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**PA Academic Standards: History**

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

8.1.12.C. Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)

8.2.12.A. Evaluate the role groups and individuals from

Pennsylvania played in the social, political, cultural, and economic development of the US and the world.

8.2.12.C. Evaluate continuity and change in Pennsylvania are interrelated to the US and the world.

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

8.2.12.D. Evaluate how conflict and cooperation among groups and organizations in

Pennsylvania have influenced the growth and development of the US and the world.

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

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

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

**Dunmore School District  
Curriculum Guide**

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

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

**PA Academic Standards: Civics and Government**

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

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

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

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

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

5.3.12.F. Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.

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

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

**PA Academic Standards: Geography**

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

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

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

**PA Academic Standards: Economics**

6.1.12.B. Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services.

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

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

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

8.5 Reading Informational Text

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

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

8.6 Writing

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

**Dunmore School District  
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Elections in the United States and the Electoral College</b>	<p><b>Essential Knowledge/Skills:</b></p> <p>Voter Registration</p> <p>Primary Election</p> <p>General Election</p> <p>The Electoral College</p> <p>Red States vs. Blue States</p> <p>Electoral Votes vs. Popular votes</p> <p>Comparing and Contrasting Past Elections</p> <p><b>Vocabulary:</b></p> <p>Absentee Ballot</p> <p>Ballot</p> <p>Ballot Initiative</p> <p>Campaign Finance Disclosure</p> <p>Caucus</p> <p>Constituent</p> <p>Delegate, Convention (Unpledged, Pledged, and Super)</p> <p>District (also Ward)</p> <p>Election Fraud</p> <p>Election Official</p> <p>Elector</p> <p>Electoral College, Electoral Vote</p> <p>General Election</p>	<p><b>Teacher Generated Notes</b></p> <p>Most recent PA Voter Registration Application</p> <p>Current or most recent primary election candidates and results</p> <p>Current or most recent general election candidates and results</p> <p><b>Suggested Article:</b> 2020 Presidential Election Map, <a href="http://www.270towin.com">www.270towin.com</a>, 2018</p> <p><b>Suggested Reading:</b> Are we a red state or a blue state?' Life in a Pennsylvania swing county 100 days into Trump's presidency, <a href="http://pbs.org">pbs.org</a>, 2017</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p><b>KWL Chart</b></p> <p><b>Brainstorming</b></p> <p><b>Socratic Method of Questioning</b></p> <p><b>Self-assessment</b></p> <p><b>Teacher Generated Questions and Worksheets for Understanding</b></p>	<p><b>12 days</b></p>

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	<p>Impeachment Inauguration Incumbent Midterm Election Nominee Platform Political Action Committee Political Party Polling Place Popular Vote Precinct (Election District, Voting District) Primary Election Provisional Ballot Recall Election Recount Referendum Registered Voter Sample Ballot Special Election Super Tuesday Term Term Limit Ticket Town Hall Meeting or Debate Voter Fraud (Election Fraud) Voter Intimidation Voting Guide</p>			
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**PA Academic Standards: History**

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

8.2.12.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the US and the world.

8.2.12.C. Evaluate continuity and change in Pennsylvania are interrelated to the US and the world.

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

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

**PA Academic Standards: Civics and Government**

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

5.1.12.B. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.

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

- Liberty / Freedom
- Democracy
- Justice
- Equality

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

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

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

5.3.12.B. Compare and contrast policymaking in various contemporary world governments.

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

**PA Academic Standards: Geography**

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

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

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

**PA Academic Standards: Economics**

6.1.12.B. Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services.

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

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

6.5.12.A. Analyze the factors influencing wages

**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.

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

**Production and Distribution of Writing**

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

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

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

**Research to Build and Present Knowledge**

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

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

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

**Range of Writing**

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

**Grades 11-12**

**Text Types and Purposes**

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

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

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

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

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

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

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

**Research to Build and Present Knowledge**

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

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

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

**Range of Writing**

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

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



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<b>Appendix: A</b>			
<b>IEP Enhancements</b>			
<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
<p><b>Understanding Democracy</b></p>	<ul style="list-style-type: none"> <li>• Highlighter</li> <li>• Directions read aloud</li> <li>• Additional textbook sent home</li> <li>• Multi-modality instruction including modeling, explicit, instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Extra time to complete assignments</li> <li>• Preferential Seating</li> <li>• Break down directions with one directive given at a time</li> <li>• Frequent breaks to maintain focus</li> <li>• Use of computer (when available)</li> <li>• Modified assignments - reduction of questions, larger font on typed worksheets (if needed)</li> <li>• Use of Graphic Organizer (if needed)</li> <li>• Examples provided</li> <li>• K-W-L Chart</li> <li>• Visual Aids</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Elimination of 1-2 answer choices</li> <li>• Questions and answer choices read aloud</li> <li>• Use of highlighter to highlight important details</li> <li>• Frequent breaks to maintain focus</li> <li>• Modified assessments in accordance with student's IEP</li> <li>• Provide Study Guides</li> <li>• Change testing location</li> <li>• Enlarged Text (if needed)</li> </ul> <p><b>Suggested Time:</b> 10 days as specified in curriculum with additional time as needed per individual student</p>
<p><b>Interventionism vs. Isolationism</b></p>	<ul style="list-style-type: none"> <li>• Highlighter</li> <li>• Directions read aloud</li> <li>• Additional textbook sent home</li> <li>• Multi-modality instruction including modeling, explicit, instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Extra time to complete assignments</li> <li>• Preferential Seating</li> <li>• Break down directions with one directive given at a time</li> <li>• Frequent breaks to maintain focus</li> <li>• Use of computer (when available)</li> <li>• Modified assignments - reduction of questions, larger font on typed worksheets (if needed)</li> <li>• Use of Graphic Organizer (if needed)</li> <li>• Examples provided</li> <li>• K-W-L Chart</li> <li>• Visual Aids</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Elimination of 1-2 answer choices</li> <li>• Questions and answer choices read aloud</li> <li>• Use of highlighter to highlight important details</li> <li>• Frequent breaks to maintain focus</li> <li>• Modified assessments in accordance with student's IEP</li> <li>• Provide Study Guides</li> <li>• Change testing location</li> <li>• Enlarged Text (if needed)</li> </ul> <p><b>Suggested Time:</b> 11 days as specified in curriculum with additional time as needed per individual student</p>

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<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
The U.S. Military and Veterans	<ul style="list-style-type: none"> <li>• Highlighter</li> <li>• Directions read aloud</li> <li>• Additional textbook sent home</li> <li>• Multi-modality instruction including modeling, explicit, instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Extra time to complete assignments</li> <li>• Preferential Seating</li> <li>• Break down directions with one directive given at a time</li> <li>• Frequent breaks to maintain focus</li> <li>• Use of computer (when available)</li> <li>• Modified assignments - reduction of questions, larger font on typed worksheets (if needed)</li> <li>• Use of Graphic Organizer (if needed)</li> <li>• Examples provided</li> <li>• K-W-L Chart</li> <li>• Visual Aids</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Elimination of 1-2 answer choices</li> <li>• Questions and answer choices read aloud</li> <li>• Use of highlighter to highlight important details</li> <li>• Frequent breaks to maintain focus</li> <li>• Modified assessments in accordance with student's IEP</li> <li>• Provide Study Guides</li> <li>• Change testing location</li> <li>• Enlarged Text (if needed)</li> </ul> <p><b>Suggested Time:</b> 12 days as specified in curriculum with additional time as needed per individual student</p>
Nuclear Weapons	<ul style="list-style-type: none"> <li>• Highlighter</li> <li>• Directions read aloud</li> <li>• Additional textbook sent home</li> <li>• Multi-modality instruction including modeling, explicit, instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Extra time to complete assignments</li> <li>• Preferential Seating</li> <li>• Break down directions with one directive given at a time</li> <li>• Frequent breaks to maintain focus</li> <li>• Use of computer (when available)</li> <li>• Modified assignments - reduction of questions, larger font on typed worksheets (if needed)</li> <li>• Use of Graphic Organizer (if needed)</li> <li>• Examples provided</li> <li>• K-W-L Chart</li> <li>• Visual Aids</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Elimination of 1-2 answer choices</li> <li>• Questions and answer choices read aloud</li> <li>• Use of highlighter to highlight important details</li> <li>• Frequent breaks to maintain focus</li> <li>• Modified assessments in accordance with student's IEP</li> <li>• Provide Study Guides</li> <li>• Change testing location</li> <li>• Enlarged Text (if needed)</li> </ul> <p><b>Suggested Time:</b> 12 days as specified in curriculum with additional time as needed per individual student</p>

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<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
International Terrorism	<ul style="list-style-type: none"> <li>• Highlighter</li> <li>• Directions read aloud</li> <li>• Additional textbook sent home</li> <li>• Multi-modality instruction including modeling, explicit, instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Extra time to complete assignments</li> <li>• Preferential Seating</li> <li>• Break down directions with one directive given at a time</li> <li>• Frequent breaks to maintain focus</li> <li>• Use of computer (when available)</li> <li>• Modified assignments - reduction of questions, larger font on typed worksheets (if needed)</li> <li>• Use of Graphic Organizer (if needed)</li> <li>• Examples provided</li> <li>• K-W-L Chart</li> <li>• Visual Aids</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Elimination of 1-2 answer choices</li> <li>• Questions and answer choices read aloud</li> <li>• Use of highlighter to highlight important details</li> <li>• Frequent breaks to maintain focus</li> <li>• Modified assessments in accordance with student's IEP</li> <li>• Provide Study Guides</li> <li>• Change testing location</li> <li>• Enlarged Text (if needed)</li> </ul> <p><b>Suggested Time:</b> 20 days as specified in curriculum with additional time as needed per individual student</p>
Domestic Terrorism	<ul style="list-style-type: none"> <li>• Highlighter</li> <li>• Directions read aloud</li> <li>• Additional textbook sent home</li> <li>• Multi-modality instruction including modeling, explicit, instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Extra time to complete assignments</li> <li>• Preferential Seating</li> <li>• Break down directions with one directive given at a time</li> <li>• Frequent breaks to maintain focus</li> <li>• Use of computer (when available)</li> <li>• Modified assignments - reduction of questions, larger font on typed worksheets (if needed)</li> <li>• Use of Graphic Organizer (if needed)</li> <li>• Examples provided</li> <li>• K-W-L Chart</li> <li>• Visual Aids</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Elimination of 1-2 answer choices</li> <li>• Questions and answer choices read aloud</li> <li>• Use of highlighter to highlight important details</li> <li>• Frequent breaks to maintain focus</li> <li>• Modified assessments in accordance with student's IEP</li> <li>• Provide Study Guides</li> <li>• Change testing location</li> <li>• Enlarged Text (if needed)</li> </ul> <p><b>Suggested Time:</b> 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:
Immigration	<ul style="list-style-type: none"> <li>• Highlighter</li> <li>• Directions read aloud</li> <li>• Additional textbook sent home</li> <li>• Multi-modality instruction including modeling, explicit, instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Extra time to complete assignments</li> <li>• Preferential Seating</li> <li>• Break down directions with one directive given at a time</li> <li>• Frequent breaks to maintain focus</li> <li>• Use of computer (when available)</li> <li>• Modified assignments - reduction of questions, larger font on typed worksheets (if needed)</li> <li>• Use of Graphic Organizer (if needed)</li> <li>• Examples provided</li> <li>• K-W-L Chart</li> <li>• Visual Aids</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Elimination of 1-2 answer choices</li> <li>• Questions and answer choices read aloud</li> <li>• Use of highlighter to highlight important details</li> <li>• Frequent breaks to maintain focus</li> <li>• Modified assessments in accordance with student's IEP</li> <li>• Provide Study Guides</li> <li>• Change testing location</li> <li>• Enlarged Text (if needed)</li> </ul> <p><b>Suggested Time:</b> 10 days as specified in curriculum with additional time as needed per individual student</p>
Drugs in America	<ul style="list-style-type: none"> <li>• Highlighter</li> <li>• Directions read aloud</li> <li>• Additional textbook sent home</li> <li>• Multi-modality instruction including modeling, explicit, instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Extra time to complete assignments</li> <li>• Preferential Seating</li> <li>• Break down directions with one directive given at a time</li> <li>• Frequent breaks to maintain focus</li> <li>• Use of computer (when available)</li> <li>• Modified assignments - reduction of questions, larger font on typed worksheets (if needed)</li> <li>• Use of Graphic Organizer (if needed)</li> <li>• Examples provided</li> <li>• K-W-L Chart</li> <li>• Visual Aids</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Elimination of 1-2 answer choices</li> <li>• Questions and answer choices read aloud</li> <li>• Use of highlighter to highlight important details</li> <li>• Frequent breaks to maintain focus</li> <li>• Modified assessments in accordance with student's IEP</li> <li>• Provide Study Guides</li> <li>• Change testing location</li> <li>• Enlarged Text (if needed)</li> </ul> <p><b>Suggested Time:</b> 20 days as specified in curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
<p>The 2nd Amendment and Guns in the United States</p>	<ul style="list-style-type: none"> <li>• Highlighter</li> <li>• Directions read aloud</li> <li>• Additional textbook sent home</li> <li>• Multi-modality instruction including modeling, explicit, instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Extra time to complete assignments</li> <li>• Preferential Seating</li> <li>• Break down directions with one directive given at a time</li> <li>• Frequent breaks to maintain focus</li> <li>• Use of computer (when available)</li> <li>• Modified assignments - reduction of questions, larger font on typed worksheets (if needed)</li> <li>• Use of Graphic Organizer (if needed)</li> <li>• Examples provided</li> <li>• K-W-L Chart</li> <li>• Visual Aids</li> </ul>		<p>Assessments:</p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Elimination of 1-2 answer choices</li> <li>• Questions and answer choices read aloud</li> <li>• Use of highlighter to highlight important details</li> <li>• Frequent breaks to maintain focus</li> <li>• Modified assessments in accordance with student's IEP</li> <li>• Provide Study Guides</li> <li>• Change testing location</li> <li>• Enlarged Text (if needed)</li> </ul> <p>Suggested Time: 15 days as specified in curriculum with additional time as needed per individual student</p>
<p>Recidivism in the U.S. Prison System</p>	<ul style="list-style-type: none"> <li>• Highlighter</li> <li>• Directions read aloud</li> <li>• Additional textbook sent home</li> <li>• Multi-modality instruction including modeling, explicit, instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Extra time to complete assignments</li> <li>• Preferential Seating</li> <li>• Break down directions with one directive given at a time</li> <li>• Frequent breaks to maintain focus</li> <li>• Use of computer (when available)</li> <li>• Modified assignments - reduction of questions, larger font on typed worksheets (if needed)</li> <li>• Use of Graphic Organizer (if needed)</li> <li>• Examples provided</li> <li>• K-W-L Chart</li> <li>• Visual Aids</li> </ul>		<p>Assessments:</p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Elimination of 1-2 answer choices</li> <li>• Questions and answer choices read aloud</li> <li>• Use of highlighter to highlight important details</li> <li>• Frequent breaks to maintain focus</li> <li>• Modified assessments in accordance with student's IEP</li> <li>• Provide Study Guides</li> <li>• Change testing location</li> <li>• Enlarged Text (if needed)</li> </ul> <p>Suggested Time: 10 days as specified in curriculum with additional time as needed per individual student</p>

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<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
<p><b>Capital Punishment/Death Penalty</b></p>	<ul style="list-style-type: none"> <li>• Highlighter</li> <li>• Directions read aloud</li> <li>• Additional textbook sent home</li> <li>• Multi-modality instruction including modeling, explicit, instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Extra time to complete assignments</li> <li>• Preferential Seating</li> <li>• Break down directions with one directive given at a time</li> <li>• Frequent breaks to maintain focus</li> <li>• Use of computer (when available)</li> <li>• Modified assignments - reduction of questions, larger font on typed worksheets (if needed)</li> <li>• Use of Graphic Organizer (if needed)</li> <li>• Examples provided</li> <li>• K-W-L Chart</li> <li>• Visual Aids</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Elimination of 1-2 answer choices</li> <li>• Questions and answer choices read aloud</li> <li>• Use of highlighter to highlight important details</li> <li>• Frequent breaks to maintain focus</li> <li>• Modified assessments in accordance with student's IEP</li> <li>• Provide Study Guides</li> <li>• Change testing location</li> <li>• Enlarged Text (if needed)</li> </ul> <p><b>Suggested Time:</b> 11 days as specified in curriculum with additional time as needed per individual student</p>
<p><b>Conservatives, Liberals, and Political Parties in the U.S.</b></p>	<ul style="list-style-type: none"> <li>• Highlighter</li> <li>• Directions read aloud</li> <li>• Additional textbook sent home</li> <li>• Multi-modality instruction including modeling, explicit, instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Extra time to complete assignments</li> <li>• Preferential Seating</li> <li>• Break down directions with one directive given at a time</li> <li>• Frequent breaks to maintain focus</li> <li>• Use of computer (when available)</li> <li>• Modified assignments - reduction of questions, larger font on typed worksheets (if needed)</li> <li>• Use of Graphic Organizer (if needed)</li> <li>• Examples provided</li> <li>• K-W-L Chart</li> <li>• Visual Aids</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Elimination of 1-2 answer choices</li> <li>• Questions and answer choices read aloud</li> <li>• Use of highlighter to highlight important details</li> <li>• Frequent breaks to maintain focus</li> <li>• Modified assessments in accordance with student's IEP</li> <li>• Provide Study Guides</li> <li>• Change testing location</li> <li>• Enlarged Text (if needed)</li> </ul> <p><b>Suggested Time:</b> 14 days as specified in curriculum with additional time as needed per individual student</p>

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<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
Elections in the United States and the Electoral College	<ul style="list-style-type: none"> <li>• Highlighter</li> <li>• Directions read aloud</li> <li>• Additional textbook sent home</li> <li>• Multi-modality instruction including modeling, explicit, instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Extra time to complete assignments</li> <li>• Preferential Seating</li> <li>• Break down directions with one directive given at a time</li> <li>• Frequent breaks to maintain focus</li> <li>• Use of computer (when available)</li> <li>• Modified assignments - reduction of questions, larger font on typed worksheets (if needed)</li> <li>• Use of Graphic Organizer (if needed)</li> <li>• Examples provided</li> <li>• K-W-L Chart</li> <li>• Visual Aids</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Elimination of 1-2 answer choices</li> <li>• Questions and answer choices read aloud</li> <li>• Use of highlighter to highlight important details</li> <li>• Frequent breaks to maintain focus</li> <li>• Modified assessments in accordance with student's IEP</li> <li>• Provide Study Guides</li> <li>• Change testing location</li> <li>• Enlarged Text (if needed)</li> </ul> <p><b>Suggested Time:</b> 12 days as specified in curriculum with additional time as needed per individual student</p>
Review and Final Exam			