
Problems of Democracy II

Curriculum Guide

Dunmore School District

Dunmore, PA



**Dunmore School District
Curriculum Guide**

Problems of Democracy II

Prerequisite:

- Completion of Problems of Democracy

Course Description:

This course is a continuation of Problems of Democracy. Students will explore current issues faced by democracies throughout the world. Problems of Democracy II will explore multiple issues across multiple disciplines. Students are challenged to bring their opinions based on fact and research acquired through the four strands of History. Due to the explorative nature of this course, topics are subject to change in accordance with current issues and challenges faced by world democracies.

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

Special Education:

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

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

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Year-at-a-glance

Subject: Problems of Democracy II	Grade Level: 11-12	Date Completed: 4/16/2019
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1st Quarter

Topic	Resources	Standards
Unit 1: Global and Political Issues	<p>Global Warming: Suggested Videos: Al Gore: Inconvenient Truth Al Gore: Inconvenient Truth Sequel Paris Climate Agreement Video Clip</p> <p>Teacher Generated PowerPoint</p> <p>Teacher Generated Questions and Work Sheets for understandings</p> <p>Teacher acquired CNN News Clips</p> <p>Gun Control Teacher Generated PowerPoint</p> <p>Teacher Generated Questions and Work Sheets for understandings</p> <p>Suggested Videos: Targeted – Netflix</p> <p>Teacher acquired Videos (PSA, Pros and Cons of Gun Violence, Sandy Hook PSA, History of the Rifle, Ben Shapiro v. Morgan ect.)</p> <p>Human Trafficking Teacher Generated PowerPoint</p>	<p>8.1.12.D, 8.2.12.A, 8.3.12.C, 8.4.12.C, 9.1.9.A, 5.3.9.B, 5.3.9.J, 5.1.W.B, 5.3.W.J, 5.1.12.A, 5.1.12.B, 5.3.12.D, 5.3.12.J, 7.2.12.A, 7.2.9.B, 7.2.12.D, 7.4.12.A, 7.4.12.B, 6.1.12.D, 6.2.12.I, 6.2.12.J, 6.4.12.A, 6.5.12.A, 6.5.12.E</p>

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	<p>Suggested Video Clips: Child for Sale- Fight for end of Human Trafficking Hidden America- Chilling New Look at sex trafficking in the U.S. Human Trafficking in the Poconos Kate- A Survivor's Story</p>	
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2nd Quarter

Topic	Resources	Standards
Unit 1: Global and Political Issues Continued	<p>Celebrities as Politicians Teacher Generated PowerPoint</p> <p>Teacher Generated Questions and Work Sheets for understandings</p> <p>Government Spending: Price of War Teacher Generated PowerPoint</p> <p>Teacher Generated Questions and Work Sheets for understandings</p> <p>Teacher acquired Video Clips</p>	<p>8.1.12.D, 8.2.12.A, 8.3.12.C, 8.4.12.C, 9.1.9.A, 5.3.9.B, 5.3.9.J, 5.1.W.B, 5.3.W.J, 5.1.12.A, 5.1.12.B, 5.3.12.D, 5.3.12.J, 7.2.12.A, 7.2.9.B, 7.2.12.D, 7.4.12.A, 7.4.12.B, 6.1.12.D, 6.2.12.I, 6.2.12.J, 6.4.12.A, 6.5.12.A, 6.5.12.E</p>

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<p>Unit 2: Social Issues</p>	<p>Poverty in America Teacher Generated PowerPoint</p> <p>Teacher Generated Materials and Worksheets for understanding</p> <p>Suggested Video: Poverty in America DVD</p> <p>Homelessness Teacher Generated PowerPoint</p> <p>Teacher Generated Materials and Worksheets for understanding</p> <p>Suggested Video: Homelessness Documentary Video</p>	<p>8.1.12.B, 8.1.12.C, 8.1.12.D, 8.3.12.C, 8.3.12.D, 8.4.12.D, 5.1.12.A, 5.1.12.C, 5.1.12.I, 5.2.12.B, 5.2.12.C, 5.1.12.C, 5.2.12.A, 5.2.12.B, 5.2.12.C, 5.2.12.E, 5.2.12.F, 5.3.12.D, 5.3.12.G, 5.3.12.I, 5.3.12.J, 5.4.12.E, 7.1.12.A, 7.3.12.A, 7.3.12.A, 7.3.12.B, 6.1.12.D, 6.2.12.K, 6.4.12.A, 6.5.12.B, 6.5.12.E</p>
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3rd Quarter

Topic	Resources	Standards
Unit 2: Social Issues Continued	<p>Animal Rights Teacher Generated PowerPoint</p> <p>Teacher acquired video clips (activists around world)</p> <p>Cyberbullying Teacher Generated PowerPoint</p> <p>Suggested Reading: Rachel Neblett Story</p> <p>Suggested Videos: Students take on Cyberbullying Cyberbullying 101</p>	<p>8.1.12.B, 8.1.12.C, 8.1.12.D, 8.3.12.C, 8.3.12.D, 8.4.12.D, 5.1.12.A, 5.1.12.C, 5.1.12.I, 5.2.12.B, 5.2.12.C, 5.1.12.C, 5.2.12.A, 5.2.12.B, 5.2.12.C, 5.2.12.E, 5.2.12.F, 5.3.12.D, 5.3.12.G, 5.3.12.I, 5.3.12.J, 5.4.12.E, 7.1.12.A, 7.3.12.A, 7.3.12.A, 7.3.12.B, 6.1.12.D, 6.2.12.K, 6.4.12.A, 6.5.12.B, 6.5.12.E</p>

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<p>Unit 3: Health and Science Issues</p>	<p>Sports Too Intense? Suggested Videos: Frontline Exclusive Roger Goodell on CTE NFL on Concussions USA Today CNN Aaron Hernandez Chris Borland Retiring early ABC news Tony Dorsett story Chris Borland PSA First confirmed living CTE patient</p> <p>Suggested Reading: Michael King Article</p>	<p>8.1.12.B, 8.1.12.C, 8.1.12.D, 8.3.12.B, 8.3.12.C, 8.3.12.D, 8.4.12.B, 8.4.12.D, 5.1.12.F, 5.1.12.I, 5.2.12.C, 5.2.12.E, 5.2.12.F, 5.3.12.B, 5.3.12.D, 5.3.12.G, 5.3.12.I, 5.3.12.J, 5.4.12.E, 7.3.12.A, 7.2.12.B, 6.2.12.K, 6.4.12.A, 6.5.12.B</p>
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4th Quarter

Topic	Resources	Standards
Unit 3: Health and Science Issues Continued	<p>Vaccinations Interactive Slide Show Teacher Generated PowerPoint</p> <p>Suggested Videos: Why you will never get small pox Types of Immunity President Trumps View on Vaccines Frontline Investigation Resistance- Netflix</p> <p>Teacher acquired news articles</p> <p>Obesity in America Suggested Videos: Netflix-Fed Up Netflix- Fat Sick and Nearly Dead Netflix – Food Inc.</p> <p>Teacher acquired News Articles</p>	<p>8.1.12.B, 8.1.12.C, 8.1.12.D, 8.3.12.B, 8.3.12.C, 8.3.12.D, 8.4.12.B, 8.4.12.D, 5.1.12.F, 5.1.12.I, 5.2.12.C, 5.2.12.E, 5.2.12.F, 5.3.12.B, 5.3.12.D, 5.3.12.G, 5.3.12.I, 5.3.12.J, 5.4.12.E, 7.3.12.A, 7.2.12.B, 6.2.12.K, 6.4.12.A, 6.5.12.B</p>
Group Presentations	Laptops	
Review and Final Exam		

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Unit 1: Global/Political Issues	<p>Essential Knowledge/Skills: Suggested Topics: Global Warming Gun Control Human Trafficking Government Spending: Expenses of War Celebrities as Politicians</p> <p>Vocabulary: Global Warming: Point Source Pollution Non-Point Source Pollution Methane Chlorofluorocarbons Smog Climate Green Living Paris Agreement Global Warming</p> <p>Gun Control Brady Campaign Samuel Colt National Firearms Act Federal Firearms Act US v. Miller ATF Federal Assault Rifle Ban Crime Control Act Gun Free Schools Act</p>	<p>Global Warming: Suggested Videos: Al Gore: Inconvenient Truth Al Gore: Inconvenient Truth Sequel Paris Climate Agreement Video Clip</p> <p>Teacher Generated PowerPoint</p> <p>Teacher Generated Questions and Work Sheets for understandings</p> <p>Teacher acquired CNN News Clips</p> <p>Gun Control Teacher Generated PowerPoint</p> <p>Suggested Videos: Targeted – Netflix Teacher acquired Videos (PSA, Pros and Cons of Gun Violence, Sandy Hook PSA, History of the Rifle, Ben Shapiro v. Morgan ect.)</p> <p>Teacher Generated Questions and Work Sheets for understandings</p> <p>Human Trafficking Teacher Generated PowerPoint</p>	<p>Global Warming: Reflection Writing Review Teacher Generated Quiz Teacher Generated Test</p> <p>Gun Control Reflection Writing Review Teacher Generated Quiz Teacher Generated Test Debate</p> <p>Human Trafficking Reflection Writing Teacher Generated Review Teacher Generated Quiz Test</p> <p>Government Spending: Price of War Reflection Writing Teacher Generated Review Teacher Generated Test</p> <p>Celebrities as Politicians Reflection Writing Teacher Generated Review Teacher Generated Test</p>	<p>60 days</p>

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	<p>Brady Handgun Prevention Act Violent Crime Control and Law Enforcement Act NRA</p> <p>Human Trafficking Human Trafficking Forced Labor Labor Trafficking TVPA</p> <p>Government Spending: Price of War GDP Debt Mandatory Spending Discretionary Spending Interest Appropriation Process</p> <p>Celebrities as Politicians Ronald Reagan Shirley Temple Clint Eastwood Jerry Springer Sonny and Cher Fred Thompson Fred Grandy Bill Bradley Jesse Vetura Al Franken Arnold Schwarzenegger Clay Aiken Donald Trump</p>	<p>Suggested Video Clips: Child for Sale- Fight for end of Human Trafficking Hidden America- Chilling New Look at sex trafficking in the U.S. Human Trafficking in the Poconos Kate- A Survivor’s Story</p> <p>Teacher Generated Questions and Work Sheets for understandings</p> <p>Government Spending: Price of War Teacher Generated PowerPoint</p> <p>Teacher Generated Questions and Work Sheets for understandings</p> <p>Teacher acquired Video Clips</p> <p>Celebrities as Politicians Teacher Generated PowerPoint Teacher Generated Questions and Work Sheets for understandings</p>		
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PA Academic Standards: History

- 8.1.12.D Synthesize historical research.
- 8.2.12.A Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.
- 8.3.12.C Evaluate how continuity and change has influenced United States history from 1890 to Present.
- 8.4.12.C Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.

PA Academic Standards: Civics and Government

- 5.1.9.A Apply examples of the **rule of law** as related to **individual rights** and the **common good**.
- 5.1.9.C Analyze the principles and ideals that shape United States **government**.
- 5.3.9.B Analyze the roles of local, **state**, and national **governments** in policy-making
- 5.3.9.J Compare and contrast various systems of government.
- 5.1.W.B Employ historical examples and **political philosophy** to evaluate the major arguments advanced for the necessity of **government**.
- 5.2.W.A Contrast the rights and responsibilities of a **citizen** in a **democracy** with a **citizen** in an authoritarian system
- 5.3.W.J Compare and contrast various systems of **government**.
- 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**.
- 5.3.12.B Compare and contrast policy-making in various contemporary world **governments**.
- 5.3.12.D Evaluate the roles of political parties, **interest groups**, and **mass media** in politics and public policy.
- 5.3.12.J Evaluate tax policies of various **states** and countries.

PA Academic Standards: Geography

- 7.2.12.A Analyze the physical characteristics of places and regions including the interrelationships among the component
- 7.2.9.B Explain the dynamics of the fundamental processes that underlie the operation of Earth's physical systems.
- 7.2.12.D Analyze the significance of human activity in shaping places and regions by their economic characteristics.
- 7.4.12.A Analyze the impacts of physical systems on people.
- 7.4.12.B Analyze the impacts of people on physical systems.

PA Academic Standards: Economics

- 6.1.12.D Describe historical examples of expansion, recession, and depression internationally.
- 6.2.12. I Evaluate government decisions to provide public goods.
- 6.2.12. J Evaluate the social, political and economic changes in tax policy using cost/benefit analysis.
- 6.2.12.K Analyze the impact of media on decision-making of consumers, producers and policymakers
- 6.4.12.A Analyze how specialization may increase the standard of living.

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6.5.12.A Analyze the factors influencing wages.

6.5.12.E Compare distribution of wealth across nations.

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)
Unit 2: Social Issues	<p>Essential Knowledge/Skills: Suggested Topics: Poverty in America Homelessness Animal Rights Cyberbullying</p> <p>Vocabulary: Poverty in America Poverty Standard of Living Economic Insecurity Unemployment</p> <p>Homelessness Homelessness Homeless Shelters Veterans Economic Recovery Mental Health Hearth Act Homeless Assistance Program</p> <p>Animal Rights Culture Delicacies Activists PITA</p> <p>Cyberbullying Bullying Cyberbullying</p>	<p>Poverty in America Teacher Generated PowerPoint</p> <p>Teacher Generated Materials and Worksheets for understanding</p> <p>Suggested Video: Poverty in America DVD</p> <p>Homelessness Teacher Generated PowerPoint</p> <p>Teacher Generated Materials and Worksheets for understanding</p> <p>Suggested Video: Homelessness Documentary Video</p> <p>Animal Rights Teacher Generated PowerPoint</p> <p>Teacher acquired video clips (activists around world)</p> <p>Teacher Generated Questions and Work Sheets for understandings</p> <p>Cyberbullying Teacher Generated PowerPoint</p>	<p>Poverty In America Reflection Writing Teacher Generated Review Teacher Generated Test</p> <p>Homelessness Reflection Writing Handout Questions Teacher Generated Review Teacher Generated Test</p> <p>Animal Rights Debate Teacher Generated Review Teacher Generated Test</p> <p>Cyberbullying Video Summary Sheet Teacher Generated Review Teacher Generated Test</p>	<p>60 days</p>

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	<p>Gossip Impersonation Cyberstalking Flaming Outing Cyber Threats Social networking</p>	<p>Suggested Reading: Rachel Neblett Story</p> <p>Suggested Videos: Students take on Cyberbullying Cyberbullying 101</p> <p>Teacher Generated Questions and Work Sheets for understandings</p>		
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PA Academic Standards: History

- 8.1.12.B Synthesize and evaluate historical sources.
- 8.1.12.C Evaluate historical interpretation of events.
- 8.1.12.D Synthesize historical research.
- 8.3.12.B Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present.
- 8.3.12.C Evaluate how continuity and change has influenced United States history from 1890 to Present.
- 8.3.12.D Identify and evaluate conflict and cooperation among social groups and organizations in US history 1840-Present
- 8.4.12.B Evaluate historical documents, material artifacts and historic sites important to world history since 1450
- 8.4.12.D Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to Present in Africa, Americas, Asia and Europe.

PA Academic Standards: Civics and Government

- 5.1.12.A Evaluate the major arguments advanced for the necessity of government.
- 5.1.12.C Evaluate the importance of the principles and ideals of civic life
- 5.1.12.F Analyze and assess the rights of the people as listed in the Pennsylvania Constitution and the Constitution of the United States.
- 5.1.12.I Analyze historical examples of the importance of the rule of law explaining the sources, purposes and functions of law.
- 5.2.12.A Evaluate an individual's civic rights, responsibilities and duties in various governments.
- 5.2.12.B Evaluate citizens' participation in government and civic life.
- 5.2.12 C Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.
- 5.2.12.E Analyze how participation in civic and political life leads to the attainment of individual and public goals.
- 5.2.12.F Evaluate how individual rights may conflict with or support the common good.
- 5.3.12.B Analyze the responsibilities and powers of the national government.
- 5.3.12.D Evaluate how independent government agencies create, amend and enforce regulations.
- 5.3.12.G Evaluate how the government protects or curtails individual rights and analyze the impact of supporting or opposing those rights.

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- 5.3.12.I Evaluate how and why government raises money to pay for its operations and services.
- 5.3.12.J Evaluate the role of media in political life in the United States and explain the role of the media in setting the public agenda.
- 5.4.12.E Compare the purposes and functions of international organizations.

PA Academic Standards: Geography

- 7.1.12.A Analyze data and issues from a spatial perspective using the appropriate geographic tools.
- 7.1.12.B. Analyze the location of places and regions.
- 7.3.12.A Analyze the significance of human activity in shaping places and regions by their population characteristics
- 7.2.12.B Analyze the significance of human activity in shaping places and regions by their cultural characteristics.

PA Academic Standards: Economics

- 6.1.12.D Describe historical examples of expansion, recession, and depression internationally.
- 6.2.12.K Analyze the impact of media on decision-making of consumers, producers and policymakers.
- 6.4.12.A Analyze how specialization may increase the standard of living.
- 6.5.12.B Evaluate how changes in education, incentives, technology and capital investment alter productivity.
- 6.5.12.E Compare distribution of wealth across nations.

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)
Unit 3: Health and Science Issues	<p>Essential Knowledge/Skills: Suggested Topics: Sports Too Intense? Vaccinations Obesity in America</p> <p>Vocabulary: Sports Too Intense? Football NFL Chronic Traumatic Encephalopathy Neurodegenerative Disease prolonged post-concussion syndrome MRI Punch-drunk syndrome Dr. Bennet Omalu Dr. McKee Lou Gehrig's disease</p> <p>Vaccinations Vaccine Chicken Pox Cow Pox Edward Jenner Vaccination Immunization Louis Pasteur Inoculation Dr. Byron Plant Vaccination Schedule Break through disease MMR</p>	<p>Sports Too Intense? Suggested Videos: Frontline Exclusive Roger Goodell on CTE NFL on Concussions USA Today CNN Aaron Hernandez Chris Borland Retiring early ABC news Tony Dorsett story Chris Borland PSA First confirmed living CTE patient</p> <p>Suggested Reading: Michael King Article</p> <p>Teacher Generated Questions and Work Sheets for understandings</p> <p>Vaccinations Teacher Generated PowerPoint Interactive Slide Show</p> <p>Suggested Videos: Why you will never get small pox Types of Immunity President Trumps View on Vaccines Frontline Investigation Resistance- Netflix</p> <p>Teacher acquired news articles</p>	<p>Sports Too Intense? Frontline Journal Entry Article Review Sheet Teacher Generated Review Teacher Generated Test Reflection Writing Assignment</p> <p>Vaccinations Reflection Writing Assignment Frontline Video Review sheet Resistance Video Review Sheet Teacher generated review Teacher generated Test</p> <p>Obesity in America Video Review Summaries Teacher Generated Review Teacher Generated Test</p>	39 days

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	<p>Autism Immunity Dr. Wakefield Antibiotics</p> <p>Obesity in America BMI Diet</p>	<p>Teacher Generated Questions and Work Sheets for understandings</p> <p>Obesity in America Suggested Videos: Netflix-Fed Up Netflix- Fat Sick and Nearly Dead Netflix – Food Inc.</p> <p>Teacher acquired News Articles</p> <p>Teacher Generated Questions and Work Sheets for understandings</p>		
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PA Academic Standards: History

- 8.1.12.B Synthesize and evaluate historical sources.
- 8.1.12.C Evaluate historical interpretation of events.
- 8.1.12.D Synthesize historical research.
- 8.3.12.B Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present.
- 8.3.12.C Evaluate how continuity and change has influenced United States history from 1890 to Present.
- 8.3.12.D Identify and evaluate conflict and cooperation among social groups and organizations in US history 1840-Present
- 8.4.12.B Evaluate historical documents, material artifacts and historic sites important to world history since 1450
- 8.4.12.D Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to Present in Africa, Americas, Asia and Europe.

PA Academic Standards: Civics and Government

- 5.1.12.F Analyze and assess the rights of the people as listed in the Pennsylvania Constitution and the Constitution of the United States.
- 5.1.12.I Analyze historical examples of the importance of the rule of law explaining the sources, purposes and functions of law.
- 5.2.12.C Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.
- 5.2.12.E Analyze how participation in civic and political life leads to the attainment of individual and public goals.
- 5.2.12.F Evaluate how individual rights may conflict with or support the common good.
- 5.3.12.B Analyze the responsibilities and powers of the national government.
- 5.3.12.D Evaluate how independent government agencies create, amend and enforce regulations.

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- 5.3.12.G Evaluate how the government protects or curtails individual rights and analyze the impact of supporting or opposing those rights.
- 5.3.12.I Evaluate how and why government raises money to pay for its operations and services.
- 5.3.12.J Evaluate the role of media in political life in the United States and explain the role of the media in setting the public agenda.
- 5.4.12.E Compare the purposes and functions of international organizations.

PA Academic Standards: Geography

- 7.3.12.A Analyze the significance of human activity in shaping places and regions by their population characteristics
- 7.2.12.B Analyze the significance of human activity in shaping places and regions by their cultural characteristics.

PA Academic Standards: Economics

- 6.2.12.K Analyze the impact of media on decision-making of consumers, producers and policymakers.
- 6.4.12.A Analyze how specialization may increase the standard of living.
- 6.5.12.B Evaluate how changes in education, incentives, technology and capital investment alter productivity.

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)
Group Presentations	Essential Knowledge/Skills: Students will present on a topic we have discussed in POD. They are to give the most up to date information on their chosen topic	Laptops	Teacher Generated Rubric	15 days
<p>All standard throughout the year are presented through the presentations</p> <p>PA Core Standards: Academic Standards for Reading in History and Social Studies, 6-12 8.5 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p>PA Core Standards: Academic Standards for Writing in History and Social Studies, 6-12 8.6 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Review and Final Exam				6 days
<p>All Standards are addressed in Review</p> <p>PA Core Standards: Academic Standards for Reading in History and Social Studies, 6-12 8.5 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p>PA Core Standards: Academic Standards for Writing in History and Social Studies, 6-12 8.6 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>				

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PA Core Standards:

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

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

Grades 6-8

Key Ideas and Details

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

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

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

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

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

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

Range and Level of Complex Texts

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

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Grades 9-10

Key Ideas and Details

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

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

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

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

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

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

Range and Level of Complex Texts

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

Grades 11-12

Key Ideas and Details

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

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

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

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

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

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

Range and Level of Complex Texts

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

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PA Core Standards:

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

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

Grades 6-8

Text Types and Purposes

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

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

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

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

Production and Distribution of Writing

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

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

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

Research to Build and Present Knowledge

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

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

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

Range of Writing

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

Grades 9-10

Text Types and Purposes

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

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

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

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

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

Production and Distribution of Writing

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

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

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

Research to Build and Present Knowledge

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

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

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

Range of Writing

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

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Grades 11-12

Text Types and Purposes

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

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

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

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

Production and Distribution of Writing

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

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

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

Research to Build and Present Knowledge

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

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

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

Range of Writing

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

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

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Appendix: A			
IEP Enhancements			
General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Unit 1: Global/Political Issues	<ul style="list-style-type: none"> • Preferential Seating • Online Videos • Breaking tasks down into more manageable increments • Extra time to complete assignments • Additional textbook sent home • Directions read aloud and clarified • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of materials. • Use of Computer (when needed) • Copy of notes provided when requested by student and agreed upon by the general education teacher and the special education teacher • Closed captioning for videos • Enlarged texts, notes, and worksheets 		Assessments: <ul style="list-style-type: none"> • Adapted assessments in accordance with the student's IEP • Extended time to complete Suggested Time: 60 days as specified in curriculum with additional time as needed per individual student
Unit 2: Social Issues	<ul style="list-style-type: none"> • Preferential Seating • Online Videos • Breaking tasks down into more manageable increments • Extra time to complete assignments • Additional textbook sent home • Directions read aloud and clarified • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of materials. • Use of Computer (when needed) • Copy of notes provided when requested by student and agreed upon by the general education teacher and the special education teacher • Closed captioning for videos • Enlarged texts, notes, and worksheets 		Assessments: <ul style="list-style-type: none"> • Adapted assessments in accordance with the student's IEP • Extended time to complete Suggested Time: 60 days as specified in curriculum with additional time as needed per individual student

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Unit 3: Health and Science Issues	<ul style="list-style-type: none"> • Preferential Seating • Online Videos • Breaking tasks down into more manageable increments • Extra time to complete assignments • Additional textbook sent home • Directions read aloud and clarified • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of materials. • Use of Computer (when needed) • Copy of notes provided when requested by student and agreed upon by the general education teacher and the special education teacher • Closed captioning for videos • Enlarged texts, notes, and worksheets 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted assessments in accordance with the student's IEP • Extended time to complete <p>Suggested Time: 39 days as specified in curriculum with additional time as needed per individual student</p>
Group Presentations	<ul style="list-style-type: none"> • Breaking tasks down into more manageable increments • Extra time to complete assignments • Directions read aloud and clarified • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of materials. • Use of Computer • Enlarged texts, notes, and worksheets 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted assessments in accordance with the student's IEP • Extended time to complete <p>Suggested Time: 15 days as specified in curriculum with additional time as needed per individual student</p>
Review and Final Exam			