

LAMPETER-STRASBURG SCHOOL DISTRICT
Administration Building

Academic Committee Agenda
September 3, 2024
6:30 p.m.

Academic Committee Consent Items:

These items require the Committee's endorsement but are routine or require yearly approval with little or no change. Please take a moment to review the attached corresponding information. Questions will be discussed at the start of the meeting.

1. 2023-2024 L-S High School Senior Survey Results and Graduation Data

Items for Discussion:

1. Curriculum Update: Social Studies Grades 6 – 8.
2. High School Advisory Program - Lesson Overview 2024-2025
3. Textbook Request- Advanced Placement (AP) English Literature (Literature & Composition, Essential Voices, Essential Skills, Third Edition)
4. Course Weight Change - Mass Media
5. Contract for Services with IU13 for interim Title III services
6. 2024-2025 Meeting Topics/Suggestions
7. Policy Updates
 - a. 121 Field Trips (AR 0-12)
 - b. 122 Extracurricular Activities (AR 0-9)

Items from the Group:

LAMPETER-STRASBURG SCHOOL DISTRICT
Lampeter-Strasburg High School
2024
GRADUATION SURVEY
RESULTS

Questions:

1. How many years have you attended Lampeter-Strasburg High School?

- A. 1 Year - **3**
- B. 2 Years - **5**
- C. 3 Years - **9**
- D. 4 Years - **155**
- E. 5 Years - **3**

2. After graduation, my plan is to....

- A. Attend a four-year college - **109**
- B. Attend a two-year college - **15**
- C. Join the military - **1**
- D. Enter the workforce - **26**
- E. Other (please specify) - **24**

[Link to After Graduation plans](#)

3. If you are planning on attending college (two or four year), where have you applied and where have you been accepted, denied, or deferred? Please list each school and the outcome. If you have not heard back yet, write "unsure". Answered: 139 Skipped: 36

[Link to College application results](#)

4. Did you participate in any of the following? (Check all that apply).

- A. Work-Study Program - **55**
- B. HACC – College in the High School - **55**
- C. Dual Enrollment (Early to College) - **59**
- D. Lancaster-Lebanon Virtual Solutions (LLVS) - **9**
- E. None of the above - **59**
- F. Other (please specify) - **10**

Skipped - 0

Responses: CTC (8), AP Classes (1), Working (1)

5. **Technology - Please rate the following:**

A. LSHS offered an abundance of effective technology resources for students to use (Chromebooks, HD TVs, applications, programs, tools, etc.)

- 1) Strongly Agree - **93**
- 2) Agree - **75**
- 3) Disagree - **5**
- 4) Strongly Disagree - **1**

B. Student Chromebooks were used often in classroom activities

- 1) Strongly Agree - **90**

- 2) Agree - **74**
- 3) Disagree - **9**
- 4) Strongly Disagree - **1**

C. Student Chromebooks were used as tools by students for a variety of school purposes

- 1) Strongly Agree - **88**
- 2) Agree - **77**
- 3) Disagree - **8**
- 4) Strongly Disagree - **1**
- Skipped -1**

6. **Faculty and Staff: Please rate the following:**

A. Positive behaviors were recognized and encouraged by faculty and administration

- 1) Strongly Agree - **66**
- 2) Agree - **82**
- 3) Disagree - **25**
- 4) Strongly Disagree - **1**

B. When addressed for misbehavior, students were treated fairly and with respect by faculty and staff

- 1) Strongly Agree - **52**
- 2) Agree - **88**
- 3) Disagree - **28**
- 4) Strongly Disagree - **6**

C. Most students at LSHS behaved appropriately and respected others during my time at LSHS

- 1) Strongly Agree - **39**
- 2) Agree - **99**
- 3) Disagree - **24**
- 4) Strongly Disagree - **12**

D. High School Principals balanced accountability with support when addressing misbehavior

- 1) Strongly Agree - **70**
- 2) Agree - **85**
- 3) Disagree - **16**
- 4) Strongly Disagree - **3**

E. Bullying was not a significant problem for me during my time at LSHS

- 1) Strongly Agree - **84**
- 2) Agree - **62**
- 3) Disagree - **21**
- 4) Strongly Disagree - **6**

F. Teachers demonstrated a high degree of care and concern for student learning

- 1) Strongly Agree - **77**
- 2) Agree - **86**
- 3) Disagree - **9**
- 4) Strongly Disagree - **1**

G. LSHS teachers were very knowledgeable about their subject area

- 1) Strongly Agree - **78**
- 2) Agree - **90**
- 3) Disagree - **6**
- 4) Strongly Disagree - **0**

H. Teachers used interesting and engaging activities and projects to help students learn

- 1) Strongly Agree - **61**
- 2) Agree - **90**
- 3) Disagree - **20**
- 4) Strongly Disagree - **1**

I. Teachers demonstrated a high degree of care for students as people and supported their activities and interests outside the classroom

- 1) Strongly Agree - **72**
- 2) Agree - **91**
- 3) Disagree - **11**
- 4) Strongly Disagree - **0**

J. My school counselor demonstrated a high degree of care for my personal welfare and success in school

- 1) Strongly Agree - **84**
- 2) Agree - **67**
- 3) Disagree - **19**
- 4) Strongly Disagree - **4**

K. My school counselor was very knowledgeable and helpful in career planning

- 1) Strongly Agree - **74**
- 2) Agree - **71**
- 3) Disagree - **24**
- 4) Strongly Disagree - **5**

L. My school counselor was very knowledgeable and helpful when addressing academic concerns

- 1) Strongly Agree - **83**
- 2) Agree - **73**
- 3) Disagree - **12**
- 4) Strongly Disagree - **5**

M. My school counselor was very knowledgeable and helpful in matters related to personal and social issues

- 1) Strongly Agree - **77**
- 2) Agree - **72**
- 3) Disagree - **19**
- 4) Strongly Disagree - **6**

N. High school principals treated students fairly and with respect

- 1) Strongly Agree - **90**
- 2) Agree - **75**
- 3) Disagree - **8**
- 4) Strongly Disagree - **0**

O. High school principals demonstrated a high degree of care for students as people and supported their activities and interests outside the classroom

- 1) Strongly Agree - **88**
- 2) Agree - **73**
- 3) Disagree - **12**

4) Strongly Disagree - **1**

P. High school principals used effective communication to keep students and parents informed of school initiatives and special events

1) Strongly Agree - **82**

2) Agree - **85**

3) Disagree - **5**

4) Strongly Disagree - **2**

Skipped - 1

7. List the three most valuable courses you took while at L-S High School:

Answered: 172 Skipped: 3

[Link to most valuable courses results](#)

8. **High School Experience: Please rate the following:**

Answered: 171 Skipped: 4

A. There was a high degree of school spirit during my time at L-S high school

1) Strongly Agree - **86**

2) Agree - **74**

3) Disagree - **6**

4) Strongly Disagree - **5**

B. L-S High School was a safe and positive place during my years of high school

1) Strongly Agree - **74**

2) Agree - **87**

3) Disagree - **9**

4) Strongly Disagree - **1**

C. Students of various backgrounds (race, economic status, ethnicity, gender, sexuality, etc.) were respected and accepted at L-S High School

1) Strongly Agree - **62**

2) Agree - **74**

3) Disagree - **24**

4) Strongly Disagree - **11**

D. The traditions and special events during my time at L-S High School were fun and engaging (i.e. pep rallies, Homecoming/Homecoming dance, Clash of the Classes, holidays, prom, etc.)

1) Strongly Agree - **90**

2) Agree - **71**

3) Disagree - **5**

4) Strongly Disagree - **3**

E. Students were recognized for their achievements and positive contributions to the school during my time at L-S High School

1) Strongly Agree - **69**

2) Agree - **77**

3) Disagree - **19**

4) Strongly Disagree - **3**

9. **Facilities: Please rate the following:**

Answered: 171 Skipped: 4

A. The building and related facilities were clean and well maintained during my time at L-S high School

- 1) Strongly Agree - **79**
- 2) Agree - **85**
- 3) Disagree - **5**
- 4) Strongly Disagree - **2**

B. Classrooms and other areas were equipped with appropriate furniture, materials, equipment, and technology needed for effective learning

- 1) Strongly Agree - **81**
- 2) Agree - **81**
- 3) Disagree - **8**
- 4) Strongly Disagree - **1**

C. Facilities for extracurricular activities (sports, music, theater, etc.) were well equipped and maintained

- 1) Strongly Agree - **82**
- 2) Agree - **79**
- 3) Disagree - **7**
- 4) Strongly Disagree - **2**

D. Breakfast/Lunch service was efficient and included healthy foods students enjoyed

- 1) Strongly Agree - **58**
- 2) Agree - **74**
- 3) Disagree - **26**
- 4) Strongly Disagree - **11**

E. The cafeteria was a clean and comfortable place for students

- 1) Strongly Agree - **71**
- 2) Agree - **77**
- 3) Disagree - **19**
- 4) Strongly Disagree - **3**

10. **Extracurricular Activities: Please rate the following:**

Answered: 171 Skipped: 4

A. Students had a variety of extracurricular activities to join at L-S High School

- 1) Strongly Agree - **102**
- 2) Agree - **66**
- 3) Disagree - **2**
- 4) Strongly Disagree - **1**

B. Quality music activities were available to students

- 1) Strongly Agree - **86**
- 2) Agree - **81**
- 3) Disagree - **3**
- 4) Strongly Disagree - **1**

B. Quality theater activities were available to students

- 1) Strongly Agree - **91**
- 2) Agree - **77**
- 3) Disagree - **3**
- 4) Strongly Disagree - **0**

C. Quality sport activities were available to students

- 1) Strongly Agree - **98**
- 2) Agree - **69**
- 3) Disagree - **4**
- 4) Strongly Disagree - **0**

D. Quality non-traditional activities were available to students

- 1) Strongly Agree - **69**
- 2) Agree - **83**
- 3) Disagree - **16**
- 4) Strongly Disagree - **3**

E. A variety of interesting clubs were made available to students during my time at L-S High School

- 1) Strongly Agree - **89**
- 2) Agree - **72**
- 3) Disagree - **9**
- 4) Strongly Disagree - **1**

11. List the extracurricular activities you participated in while at L-S High School.

Answered: 154 Skipped: 21

[Link to extracurricular activities results](#)

13. **Transportation: Please rate the following:**

Answered: 169 Skipped: 69

A. Bus drivers conducted their duties safely and responsibly

- 1) Strongly Agree - **87**
- 2) Agree - **70**
- 3) Disagree - **7**
- 4) Strongly Disagree - **5**

B. Bus drivers treated students fairly and with respect

- 1) Strongly Agree - **90**
- 2) Agree - **66**
- 3) Disagree - **9**
- 4) Strongly Disagree - **4**

C. Rules and procedures for driving were fair and promoted responsibility and safety

- 1) Strongly Agree - **89**
- 2) Agree - **65**
- 3) Disagree - **9**
- 4) Strongly Disagree - **6**

13. **Please rate the following:**

Answered: 169, Skipped: 6

A. The L-S Drug Testing Policy affected my decision-making on using illegal substances

- 1) Strongly Agree - **49**
- 2) Agree - **48**
- 3) Disagree - **24**
- 4) Strongly Disagree - **48**

15. **The best thing about Lampeter-Strasburg High School:**

Answered: 167 Skipped: 8

16. **Something that can be improved about Lampeter-Strasburg High School:**

Answered: 160 Skipped: 15



Curriculum Map: Social Studies Grade 6

Course: MS Social Studies 6 Sub-topic: General

Grade(s): None specified

Course Description: 6th grade social studies includes the study of the Five Themes of Geography, Map Skills, and the Seven Continents of the World. By using the five themes of geography and map skills students will be able to navigate through the seven continents, focusing on the political and physical features of each.

Course Textbooks, Workbooks, Materials Citations: Due to the constant changes in the world, we utilize an online textbook, which is ProQuest CultureGrams. ProQuest CultureGrams constantly updates world changes. We also utilize hard copies of atlases and other online resources such as NewsEla and EdPuzzle.

Unit: Five Themes of Geography

Unit Description: In the Five Themes of Geography unit, students will learn what location, place, movement, region, and human environment interaction consists of and how to apply to the seven continents.

Unit Essential Questions:

- Explain how geography in different parts of the world impact peoples' lives?
- Explain how the Five Themes of Geography are used to understand different cultures and way of life?

Unit Big Ideas: Location, Place, Movement, Region, Human Environment Interaction

Unit Materials: CultureGrams, NewsEla, EdPuzzle, Various Online Resources, Digital Escape Rooms

Unit Assignments:

- Formative and Summative Assessments
- Five Themes of Geography Project
- Small Group Poster Intro

Unit Key Terminology & Definitions : Geography, Absolute Location, Relative Location, Urban, Rural, Continents, Climate, Culture, Multicultural, Elevation, Population Density.

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- 7.1.6.B (Advanced) Describe and locate places and regions as defined by physical and human features.
- 7.2.6.A (Advanced) Describe the characteristics of places and regions.
- 7.2.6.B (Advanced) Describe the physical processes that shape patterns on Earth's surface.
- 7.3.6.A (Advanced) Describe the human characteristics of places and regions using the following criteria:
 - Population • Culture • Settlement • Economic activities • Political activities
- 7.4.6.A (Advanced) Describe and explain the effects of the physical systems on people within regions.
- 7.4.6.B (Advanced) Describe and explain the effects of people on the physical systems within regions.

STATE: Pennsylvania State Anchors (2010)

- R6.A.2.3.1 (Advanced) Make inferences and/or draw conclusions based on information from text.
- R6.A.2.3.2 (Advanced) Cite evidence from text to support generalizations.
- R6.A.2.4.1 (Advanced) Identify and/or explain stated or implied main ideas and relevant supporting details from text. Note: Items may target specific paragraphs.
- R6.A.2.5 (Advanced) Summarize nonfictional text as a whole.

This Curriculum Map Unit has no Topics to display

Unit: Map Skills

Unit Description: Students will learn various skills to be able to read and interpret maps. The key skills will be to understand latitude, longitude, and understanding the difference between physical and political maps. In addition, by using these skills, students will understand hemispheres, climate zones, and time zones.

Unit Essential Questions:

- Why is it important to be able to identify locations on Earth using latitude and longitude?
- Explain how and why latitude and longitude lines are used to divide the Earth?
- How can different parts of the map help you navigate a location?
- Explain how physical geography has impacted the development of societies and communities?
- Why and how were political boundaries established?

Unit Big Ideas: Latitude, Longitude, Political Map, Physical Map, Map Elements

Unit Materials: Atlases and Online Maps, EdPuzzle, NewsEla, Online Resources, and several paper copy Practice Worksheets

Unit Assignments:

- Formative and Summative Assessments
- Map Out the Fair Project
- Zombie Apocalypse Activity - Students will choose a location to survive a Zombie Apocalypse and will need to use geographical resources to get to the location.

Unit Key Terminology & Definitions : Grid, Latitude, Longitude, Equator, Parallels, Degrees, Longitude, Prime Meridian, Meridians, Hemispheres, Map Projections, Compass Rose, Scale, Legend/Key, Physical Map, Political Map, Cartography

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[7.1.6.A \(Advanced\)](#) Describe how common geographic tools are used to organize and interpret information about people, places, and environment.

[7.1.6.B \(Advanced\)](#) Describe and locate places and regions as defined by physical and human features.

This Curriculum Map Unit has no Topics to display

Unit: North America

Unit Description: This unit is divided into four parts; Canada, United States, Mexico, Central America and the Caribbean Islands. Students apply the Five themes of Geography and Map Skills to each of the countries within this unit.

Unit Essential Questions:

Canada

- How has regionalism in Quebec created political tension?
- Explain how the natural resources of a country dictate colonization?
- What do the five themes of geography look like in Canada?
- How does life in Canada compare/contrast to your life?

United States

- Explain how each region is defined by their physical/cultural characteristics?
- How can the five themes of geography be used to understand the physical and political characteristics of the United States?

Mexico

- How have ancient civilizations impacted Mexican culture?
- Explain how the migration of Europeans impacted the Indigenous people in Mexico?
- Compare/Contrast the advantages and disadvantages of life in Mexico to life in the United States?
- Explain how the economy in Mexico has created migration of Mexicans to the United States?

Central America and Caribbean Islands

- How has European colonization shaped the Caribbean Islands?
- Explain why most countries in Central America have civil unrest?

- Why is agriculture crucial to the economy of Central America?

Unit Big Ideas: Understanding the similarities and differences of the physical and human characteristics that make each country unique. These include major physical features, such as, mountain ranges, bodies of water, climate, natural resources and other physical features unique to those parts of the world. In addition, the students will understand different human characteristics, such as, language, religion, man-made landmarks, and cultural traits unique to those parts of the world.

Unit Materials: CultureGrams, NewsEla, EdPuzzles, and Various Online Resources

Unit

- Assignments:**
- Formative and Summative Assessments
 - Canada Province/Territory Project
 - Compare/Contrast 2 of the 3 North American countries (Mexico, Canada, United States) TDA
 - Mexico Postcard Project
 - Mexican Market Day

Unit Key

Terminology & Definitions : **Canada Unit:** Potash, Pulp, Newsprint, Provinces, Dominion, Metis, Regionalism, Maritime, Bilingual, Natural Resource, Inuit, Textiles,

Mexico Unit: Conquistadores, Epidemic, Empire, Mestizos, Missions, Haciendas, Inflation, Cash Crops, Smog, Maquiladoras, Peninsula/Cape, Subsistence Farming, Economy, Manufacturing

Central America and the Caribbean Islands: Archipelago, Cloud Forest, Bauxite, Cacao, Dictators, Cardamom, Civil War, Ecotourism, Guerilla Warfare, Refugees, Cooperatives, Plantains, Isthmus, Plate, Island, Agriculture, Calypso, Commonwealth

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- 7.1.6.B (Advanced)** Describe and locate places and regions as defined by physical and human features.
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- 7.2.6.B (Advanced)** Describe the physical processes that shape patterns on Earth's surface.
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- 7.4.6.A (Advanced)** Describe and explain the effects of the physical systems on people within regions.
- 7.4.6.B (Advanced)** Describe and explain the effects of people on the physical systems within regions.

This Curriculum Map Unit has no Topics to display

Unit: South America

Unit Description: In the South America unit students will learn the physical and human characteristics that make each country unique within that continent. We will specifically look at the Andes Mountains, Amazon Rainforest, Inca Civilization, Angel Falls, Christ the Redeemer, Machu Picchu, and other unique landforms. In addition, we will focus on the overall history of each country and how it shaped the continent today.

Unit Essential

- Questions:**
- How have indigenous civilizations influenced life in South America today?
 - How has European colonization impacted the culture of South America?
 - Explain how your life compares/contrasts to life in South America?
 - How has deforestation impacted the Earth's natural and political landscape?

Unit Big Ideas: Understanding the similarities and differences of the physical and human characteristics that make each country unique. These include major physical features, such as, mountain ranges, bodies of water, climate, natural resources and other physical features unique to those parts of the world. In addition, the students will understand different human characteristics, such as, language, religion, man-made landmarks, and cultural traits unique to those parts of the world.

Unit Materials: CultureGrams, NewsEla, EdPuzzles, and Various Online Resources

Unit

Assignments:

- Formative and Summative Assessments
- Rainforest Essay (Compare and Contrast Rainforest Layers)
- Board Games of South America - Students create a board game involving geographic and cultural facts of a country in South America. (Students will need to research information before creating the game.)
- Andes Challenge - Throughout the unit students complete various team activities to earn jumps on the Andes Mountains.

Unit Key Terminology & Definitions :

Cordillera, Tepuis, Llanos, Cassava, Indigo, Caudillos, Llaneros, Indentured Servants, Pidgin Languages, Selvas, Quinoa, Quipus, Creoles, Coup, Quechua, Junta

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- 7.1.6.B (Advanced) Describe and locate places and regions as defined by physical and human features.
- 7.2.6.A (Advanced) Describe the characteristics of places and regions.
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- 7.4.6.A (Advanced) Describe and explain the effects of the physical systems on people within regions.
- 7.4.6.B (Advanced) Describe and explain the effects of people on the physical systems within regions.
- 8.1.6.A (Advanced) Explain continuity and change over time using sequential order and context of events.

This Curriculum Map Unit has no Topics to display

Unit: Africa

Unit

Description:

In the Africa unit students will learn the physical and human characteristics that make each country unique within that continent. We will specifically look at the Sahara Desert, Nile River, Ancient Egypt, Pyramids, The Great Sphinx, Iguazu Falls, Cape of Good Hope, Apartheid, Famous Historical Figures, such as Nelson Mandela, and other unique landforms. In addition, we will focus on the overall history of each country and how it shaped the continent today.

Unit Essential Questions:

- Why is Africa identified as a third world continent?
- How does geography affect settlement patterns in Africa today?
- How have physical and political challenges affected the cultural landscape of Africa?
- Explain why natural resources in Africa affect settlement.
- Compare and contrast apartheid in South Africa to the civil rights movement in the United States.
- How does your life compare/contrast to life in Africa?

Unit Big Ideas: Understanding the similarities and differences of the physical and human characteristics that make each country unique. These include major physical features, such as, mountain ranges, bodies of water, climate, natural resources and other physical features unique to those parts of the world. In addition, the students will understand different human characteristics, such as, language, religion, man-made landmarks, and cultural traits unique to those parts of the world.

Unit Materials: CultureGrams, NewsEla, EdPuzzles, and Various Online Resources

Unit

Assignments:

- Formative and Summative Assessments
- Africa Infographic Project - Students select a country and research a specific landmark, tourist attraction, etc. from that country. Students make an infographic with information related to topic.
- Survivor Activity

Unit Key Terminology & Definitions :

Ergs, Silt, Pharaohs, Fellahin, Casbah, Sahel, Malaria, Rifts, Gorge, Apartheid, Organization of African Unity, Desert

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- 7.1.6.B (Advanced) Describe and locate places and regions as defined by physical and human features.
- 7.2.6.A (Advanced) Describe the characteristics of places and regions.
- 7.2.6.B (Advanced) Describe the physical processes that shape patterns on Earth's surface.
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- 7.4.6.B (Advanced) Describe and explain the effects of people on the physical systems within regions.
- 8.1.6.A (Advanced) Explain continuity and change over time using sequential order and context of events.

This Curriculum Map Unit has no Topics to display

Unit: Europe**Unit****Description:**

In the Europe unit students will learn the physical and human characteristics that make each country unique within that continent. We will specifically look at the Mediterranean Sea, Alps, Danube River, Ural Mountains, Euroasia, Eiffel Tower, Vatican City, Acropolis, Parthenon, Colosseum, Chernobyl, Immigration, World War II, Holocaust, Berlin Wall, Cold War, Famous Historical Figures, such as Adolf Hitler and Stalin, and other unique landforms. In addition, we will focus on the overall history of each country and how it shaped the continent today.

Unit Essential**Questions:**

- Explain what caused the mass migration of Europeans to North America?
- Explain the difference between the United Kingdom, Great Britain, and England?
- Explain how European culture has influenced our daily lives?
- Analyze how the physical geography of Europe established political boundaries.

Unit Big Ideas:

Understanding the similarities and differences of the physical and human characteristics that make each country unique. These include major physical features, such as, mountain ranges, bodies of water, climate, natural resources and other physical features unique to those parts of the world. In addition, the students will understand different human characteristics, such as, language, religion, man-made landmarks, and cultural traits unique to those parts of the world.

Unit Materials: CultureGrams, NewsEla, EdPuzzles, and Various Online Resources

Unit**Assignments:**

- Formative and Summative Assessments
- Create a Tourism Website for a European Country Project - students chose a country in Europe and use Google Sites to create a tourism website.

Unit Key**Terminology & Definitions :**

Sirocco, City-States, Pope, Coalition Governments, Moors, Dialect, Navigable, Loess, Reformation, Fjords, Lochs, Holocaust, Chancellor, Cantons, Constitutional Monarchy, Famine, Bog, Peat, Geysers, Uninhabitable, Medieval, Indo-European, Immigrant, Emigrant

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- 7.1.6.B (Advanced) Describe and locate places and regions as defined by physical and human features.
- 7.2.6.A (Advanced) Describe the characteristics of places and regions.
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- 7.4.6.B (Advanced) Describe and explain the effects of people on the physical systems within regions.
- 8.1.6.A (Advanced) Explain continuity and change over time using sequential order

and context of events.

This Curriculum Map Unit has no Topics to display

Unit: Asia

Unit

Description:

In the Asia unit students will learn the physical and human characteristics that make each country unique within that continent. We will specifically look at the Himalayas, Siberia, Mt. Everest, Yangtze River, Ganges River, Indian Ocean, Great Wall of China, Red Square, Taj Mahal, Middle East, Famous Historical figures, such as Mahatma Ghandi, and other unique landforms. In addition, we will focus on the overall history of each country and how it shaped the continent today.

Unit Essential

Questions:

- Explain how religion has impacted the different regions of Asia.
- What is the cause and effect of population in regards to natural resources?
- Why does Asia have such a diverse amount of cultures within the same continent compared to the other continents?
- How was the caste system similar to discrimination in other countries?

Unit Big Ideas: Understanding the similarities and differences of the physical and human characteristics that make each country unique. These include major physical features, such as, mountain ranges, bodies of water, climate, natural resources and other physical features unique to those parts of the world. In addition, the students will understand different human characteristics, such as, language, religion, man-made landmarks, and cultural traits unique to those parts of the world.

Unit Materials: CultureGrams, NewsEla, EdPuzzles, and Various Online Resources

Unit

Assignments:

- Formative and Summative Assessments
- Asia Comic Strip - students will research a country of Asia and complete a comic strip.

Unit Key Terminology & Definitions :

Cold War, Czar, Mosques, Allies, Caste System, Reincarnation, Kimonos, Cyclones, Teak, Emperor, Embargo, Tsunamis, Nomads

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- 7.1.6.B (Advanced) Describe and locate places and regions as defined by physical and human features.
- 7.2.6.A (Advanced) Describe the characteristics of places and regions.
- 7.2.6.B (Advanced) Describe the physical processes that shape patterns on Earth's surface.
- 7.3.6.A (Advanced) Describe the human characteristics of places and regions using the following criteria:
 - Population • Culture • Settlement • Economic activities • Political activities
- 7.4.6.A (Advanced) Describe and explain the effects of the physical systems on people within regions.
- 7.4.6.B (Advanced) Describe and explain the effects of people on the physical systems within regions.
- 8.1.6.A (Advanced) Explain continuity and change over time using sequential order and context of events.

This Curriculum Map Unit has no Topics to display

Unit: Oceania

Unit

Description:

In the Oceania unit students will learn the physical and human characteristics that make each country unique within that continent. We will specifically look at the Outback, Great Barrier Reef, Great Dividing Range, Ayers Rock, Sydney Opera House, Aboriginal People, and other unique landforms. In addition, we will focus on the overall history of each country and how it shaped the continent today.

Unit Essential Questions:

- How did the native people thrive in Oceania before the arrival of Europeans?
- How does physical geography dictate where civilization exist in Oceania?
- Explain how ecotourism is the main aspect of the economy in Oceania.

Unit Big Ideas: Understanding the similarities and differences of the physical and human characteristics that make each country unique. These include major physical features, such as, mountain ranges, bodies of water, climate, natural resources and other physical features unique to those parts of the world. In addition, the students will understand different human characteristics, such as, language, religion, man-made landmarks, and cultural traits unique to those parts of the world.

Unit Materials: CultureGrams, NewsEla, EdPuzzles, and Various Online Resources

Unit Assignments:

- Formative and Summative Assessments
- Australian Slang Letter to a Friend - students write a letter about Australia to a friend using Australian terms and dialect.

Unit Key Terminology & Definitions :

Artesian Wells, Coral Reef, Endemic Species, Marsupials, Outback, Rugby, Bush, Kiwi

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- 7.1.6.B (Advanced) Describe and locate places and regions as defined by physical and human features.
- 7.2.6.A (Advanced) Describe the characteristics of places and regions.
- 7.2.6.B (Advanced) Describe the physical processes that shape patterns on Earth's surface.
- 7.3.6.A (Advanced) Describe the human characteristics of places and regions using the following criteria:
 - Population • Culture • Settlement • Economic activities • Political activities
- 7.4.6.A (Advanced) Describe and explain the effects of the physical systems on people within regions.
- 7.4.6.B (Advanced) Describe and explain the effects of people on the physical systems within regions.
- 8.1.6.A (Advanced) Explain continuity and change over time using sequential order and context of events.

This Curriculum Map Unit has no Topics to display

Unit: Antarctica

Unit Description: In the Antarctica unit students will learn the physical and human characteristics that make each country unique within that continent. We will specifically look at the Race to the South Pole, Research Stations, Ecosystems, Famous Explorers, such as Robert Shackleton, and Extreme Weather Survival Tactics. In addition, we will focus on the overall history of each country and how it shaped the continent today.

Unit Essential Questions:

- How does the location of Antarctica affect its inhabitants?
- Explain why Antarctica is a continent and not a country?
- Analyze and explain how Antarctica's ecosystem is so fragile compared to other ecosystems around the world?
- What can we learn about the past by investigating and analyzing Antarctica today?
- Explain why Antarctica is a desert.

Unit Big Ideas: Understanding the similarities and differences of the physical and human characteristics that make each country unique. These include major physical features, such as, mountain ranges, bodies of water, climate, natural resources and other physical features unique to those parts of the world. In addition, the students will understand different human characteristics, such as, language, religion, man-made landmarks, and cultural traits unique to those parts of the world.

Unit Materials: CultureGrams, NewsEla, EdPuzzles, and Various Online Resources

Unit Assignments:

- Formative and Summative Assessments
- Antarctic Survival Activity - Students use their understanding of Antarctica's physical

- geography to survive a simulated expedition.
- Ernest Shackleton Expedition Reflection Essay

Unit Key

Terminology & Definitions : Ice Shelf, Icebergs, Polar Desert, Krill, Trust Territories, Exclusive Economic Zones, Antifreeze

STANDARDS: STANDARDS

STATE: Pennsylvania [SAS Academic Standards \(2009-2013\)](#)

- 7.1.6.B (Advanced) Describe and locate places and regions as defined by physical and human features.
- 7.2.6.A (Advanced) Describe the characteristics of places and regions.
- 7.2.6.B (Advanced) Describe the physical processes that shape patterns on Earth's surface.
- 7.3.6.A (Advanced) Describe the human characteristics of places and regions using the following criteria:
 - Population • Culture • Settlement • Economic activities • Political activities
- 7.4.6.A (Advanced) Describe and explain the effects of the physical systems on people within regions.
- 7.4.6.B (Advanced) Describe and explain the effects of people on the physical systems within regions.
- 8.1.6.A (Advanced) Explain continuity and change over time using sequential order and context of events.

This Curriculum Map Unit has no Topics to display



Curriculum Map: Social Studies Grade 7

Course: MS Social Studies 7 Sub-topic: General

Grade(s): None specified

Course Description: The first part of this course will focus on early civilizations whose existence played a key role in the development of the modern western world. The second part of the course will be devoted to learning about early U.S. history from the Age of Discovery to the French and Indian War. As we study these civilizations we will concentrate on their timeline, geography, government structure, religion, economy, and people.

Course Textbooks, Workbooks, Materials Citations:

Textbook: Journey Across Time

Nystrom World Atlas

Nystrom Atlas of United States History

Unit: Unit 1 Fertile Crescent

Unit Description: This unit will explore how early civilizations began agriculture in the Fertile Crescent, leading to population growth and the rise of city-state. Students should expect to learn how the development of agriculture transformed small city-states into the world's first empires and how these empires created new inventions, religious beliefs, and ideas that still influence the world today.

Unit Essential Questions:

1. Explain how the geographical characteristics of the Fertile Crescent shaped the development of early civilizations in the region. **Standard - 7.2.7.A/8.4.7.B**
2. How did the early civilizations of Mesopotamia and the Fertile Crescent interact with each other? **Standard - 7.1.7.B/ 8.4.7.D**
3. What were some of the key religious and cultural practices that emerged in the Fertile Crescent region? **Standard - 8.4.7.C**
4. How did early inventions and advancements in writing and agriculture impact the development of human societies, and what were some of the innovations that came out of this early civilization? **Standard - 8.4.7.C - D**

Unit Big Ideas:

- establishment of city-states and government
- written codes of law
- inventions/contributions
- building of empires
- agricultural revolution
- monotheism and polytheism

Unit Materials:

Textbook: Journey Across Time

Atlas:

- Nystrom World Atlas & Activities
- Nystrom Atlas of United States History & Activities

Online Resources:

- EdPuzzle
- NewsELA
- BrainPop

Unit

Assignments: TDA - Writing Assessment: Identify and Explain how the Phoenicians impacted and influenced either ancient or modern civilizations. Support your claim with information from the article.

Standard - 8.1.7.A - C

Unit Key Terminology & Definitions :

Unit 1	
Fertile	Land is able to produce good crops.
Monarchy	A government ruled by a king or queen.
Innovation	An improvement of an existing technological product, system, or method of doing something.
Invention	A new and useful device, method, or process developed from study and experimentation.
Monotheism	Belief in one God
Polytheism	Belief in many gods
Specialization	the development of skills in a specific kind of work

ffggggfffdffffFertile Land is able to produce good crops

Monarchy A government ruled by a king or queen

Innovation An improvement of an existing technological product, system, or method of doing something.

Invention A new and useful device, method, or process developed from study and experimentation.

Monotheism Belief in one God

Polytheism Belief in many gods

Specialization the development of skills in a specific kind of work Fertile Land is able to produce good crops

Monarchy A government ruled by a king or queen

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Monotheism Belief in one God

Polytheism Belief in many gods

Specialization the development of skills in a specific kind of work Fertile Land is able to produce good crops Monarchy A government ruled by a king or queen Innovation An improvement of

good crops. Similarly, a government ruled by a king or queen. **Innovation** An improvement of an existing technological product, system, or method of doing something. **Invention** A new and useful device, method, or process developed from study and experimentation. **Monotheism**

Belief in one God Polytheism Belief in many gods Specialization the development of skills in a specific kind of work Fertile Land is able to produce good crops Monarchy A government ruled

specific kind of work and the end is able to produce good drops. **Innovation** A government idea by a king or queen **Innovation** An improvement of an existing technological product, system, or method of doing something. **Invention** A new and useful device, method, or process developed from study and experimentation. **Monotheism** Belief in one God **Polytheism** Belief in many gods

Specialization the development of skills in a specific kind of work Fertile Land is able to produce good crops Monarchy A government ruled by a king or queen Innovation An improvement of

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useful device, method, or process developed from study and experimentation. Monotheism Belief in one God Polytheism Belief in many gods Specialization the development of skills in a specific kind of work

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

7.1.7.B (Advanced) Explain and locate places and regions as defined by physical and human features.

7.4.7.A (Advanced) Describe and explain the effects of the physical systems on people within regions.

8.4.7.A (Advanced) Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.

8.4.7.B (Advanced) Explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.7.C (Advanced) Differentiate how continuity and change have impacted world history.

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

8.4.7.D (Advanced) Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

Topic:

Unit: Unit 2 Ancient Greece

Unit Description: This unit examines the importance of the geography of Greece and how it effected Ancient Greek development, differences between the different forms of government in Greece, similarities and differences between two major Greek city-states (Athens and Sparta), their rivalry, and then their alliance to fight the Persian Empire, and the rise and fall of Alexander the Great and his empire. Student should expect to learn about Ancient Greece and its lasting legacy on the world.

Unit Essential Questions:

1. What were the major geographical features of ancient Greece and how did they influence the development of Greek city-states? **Standard - 7.2.7.A/B**
2. Compare and contrast the Athenian and Spartan societies and what impact did each have on the development of Greek culture? **Standard - 7.3.7.A/8.1.7.B**
3. What were some of the key cultural characteristics of the Ancient Greeks, including art, architecture, philosophy and science and religion? **Standard - 8.4.7.A - D**
4. Explain the impact that Alexander the Great had on the Hellenistic Period of Greece. **Standard - 7.3.7.A**
5. What lessons can be drawn from the history and accomplishments of Ancient Greece and how does it continue to influence Western Civilization today? **Standard - 8.4.7.A**

Unit Big Ideas:

- Influence of geography of Ancient Greece development
- Greek Mythology
- development of democracy
- Ancient Greek philosophy
- Greco-Persian Wars
- Alexander the Great
- Olympics
- Theater
- Hellenic Art/Architecture

Unit Materials:

Textbook: Journey Across Time

Atlas:

- Nystrom World Atlas & Activities
- Nystrom Atlas of United States History & Activities

Online Resources:

- EdPuzzle
- NewsELA
- BrainPop

Unit

Assignments: Google Earth Timeline of the major events of the Greco-Persian Wars. Students will understand the geography and cultural characteristics of ancient Greece and the impact the Greco-Persian Wars had on civilization today. - **Standard - 7.3.7.A/8.1.7.B**

Greek Olympic event presentation - Using primary and secondary resources, students research an ancient Olympic event and present it to the class. **Standard - 8.4.7.A - D**

Greek Mythology - Using secondary sources students conduct research and create a presentation to connect the use and purpose of myths in ancient societies. **Standard - 8.4.7.A - D**

Research and presentation project. Students will create an informative and engaging ABC book that introduces key aspects of ancient Greek civilization from A to Z. **Standard - 8.4.7.A - D**

Unit Key Terminology & Definitions :

Unit 2	
Democracy	a government where the people have a direct say ("by the people")
Hellenic	of or related to Greece, its people, or its language
Philosophy	Love of wisdom; The practice of seeking the truth
Polis	Greek word for city-state
Rhetoric	The art of using language effectively and persuasively
Myth	A traditional story about gods, ancestors, or heroes, told to explain the natural world or the customs and beliefs of a society.
Agora	the marketplace in ancient Greece
Oracle	someone or something that can predict the future

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- 7.1.7.B (Advanced)** Explain and locate places and regions as defined by physical and human features.
- 7.2.7.A (Advanced)** Explain the characteristics of places and regions.
- 8.4.7.A (Advanced)** Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.
- 8.4.7.B (Advanced)** Explain the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.7.C (Advanced)** Differentiate how continuity and change have impacted world history.
- Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.4.7.D (Advanced)** Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

This Curriculum Map Unit has no Topics to display

Unit: Unit 3 Ancient Rome

Unit

Description: The Ancient Rome unit provides background information on the geography of the Mediterranean region. Students will learn about Roman mythology , daily life in early Rome, the Roman Republic and Julius Caesar, the Pax Romana period of the Roman, Pompeii, and the rise of Christianity. They will learn about ancient Rome's lasting contributions in political ideas and institutions, architecture, and military.

Unit Essential Questions:

1. How did the human and physical geography of Rome change throughout history?
Standard - 7.4.7.A
2. Explain how the two social classes of Ancient Rome interacted and contributed to society. **Standard - 7.1.7.A - B.**
3. Compare and contrast the branches of the Roman Republic and U.S. governments.
Standard - 5.1.7.A - D
4. Identify and explain elements of Roman entertainment, art and architecture and their role in the development in ancient and modern societies. **Standard - 7.3.7.A**
5. Compare and contrast Julius Caesar's and Caesar Augustus' role in the transition from Republic to Empire. **Standard - 7.4.7.A - B.**
6. How did the Punic Wars increase Rome's economic and political status in the Mediterranean?
Standard - 8.4.7.A - D
7. Analyze the events before and after the division of the Eastern and Western Roman Empires. **Standard - 8.4.7.A - D**

Unit Big Ideas:

- development of Roman culture from city-state to republic to empire
- Pax Romana
- Punic Wars
- Julius Caesar
- emperors of Rome
- decline and fall of the empire
- rise of Christianity
- Roman influence on the U.S. Republic

Unit Materials:

Textbook: Journey Across Time

Atlas:

- Nystrom World Atlas & Activities
- Nystrom Atlas of United States History & Activities

Online Resources:

- EdPuzzle
- NewsELA
- BrainPop

Unit

Assignments: Students complete 3 activities of their choice from a Tic Tac Toe Board, demonstrating their understanding of the basics of the 3 Branches of the United States Government. **Standard 5.1.7.A - D**

Research and presentation project. Students will create an informative and engaging ABC book that introduces key aspects of ancient Roman civilization from A to Z. **Standard 8.4.7.A - D**

Unit Key Terminology & Definitions :

Unit 3	
Republic	A government where the leader is not a king or a queen but put into power by citizens with the right to vote
Oligarchy	A government ruled by a few elite people such as Sparta
Patrician	Wealthy Landowning ruling class of Rome
Plebeian	Poor/Common people of Rome...they were the majority of the population
Empire	One nation, usually lead by one person, that controls several other nations
Veto	to reject an idea or decision
Legions	smaller groups of soldiers..between 5,000-6,000 soldiers

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- 5.3.7.A (Advanced)** Compare and contrast the responsibilities and powers of the three branches of government.
- 7.1.7.B (Advanced)** Explain and locate places and regions as defined by physical and human features.
- 8.4.7.A (Advanced)** Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.
- 8.4.7.B (Advanced)** Explain the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.7.C (Advanced)** Differentiate how continuity and change have impacted world history.

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

8.4.7.D (Advanced) Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

This Curriculum Map Unit has no Topics to display

Unit: Unit 4 Middle Ages

Unit Description: In this unit, students will learn about life in Medieval Europe, starting with the Dark Ages. It will include the rise and decline of the system of feudalism, as well as the role and influence that the Catholic Church had on Medieval societies. Students should expect to learn how the Magna Carta limited the role of Medieval kings and how the Muslims and Christians were involved in a religious war due to the Crusades and how these holy wars brought back trade to Western Europe leading to the rise of towns. They will also learn how the Black Death affected Medieval Europe.

Unit Essential Questions:

1. What were the major political, social, and economic structures of the medieval period, and how did they develop over time? **Standard - 7.3.7.A**
2. Explain the role of the Catholic Church in medieval society and how it impacted individuals and communities. **Standard - 8.4.7.A - D**
3. How did events of the late Middle Ages impact medieval Europe and what were the consequences of these developments? **Standard - 7.4.7.A - B**
4. Explain how Charlemagne's interests and achievements led to the transition of Western Europe out of the time period known as the Dark Ages. **Standard - 7.3.7.A**

Unit Big Ideas:

- Dark Ages
- Charlemagne
- Feudalism
- Manors
- Castles
- Religious influences on people, government and architecture
- Crusades
- Black Death
- Rise of towns

Unit Materials:

Textbook: Journey Across Time

Atlas:

- Nystrom World Atlas & Activities
- Nystrom Atlas of United States History & Activities

Online Resources:

- EdPuzzle
- NewsELA
- BrainPop

Unit

Assignments: Students will analyze non-fictional text to create an original representation of the characteristics, interests and achievements of Charlemagne. **Standard - 7.3.7.A.**

Students design and build a medieval castle, incorporating elements such as walls, towers, and a drawbridge. Through research and hands-on construction, they learn about medieval architecture and defense while honing their creativity and teamwork skills. **Standards - 7.2.7.A and 7.3.7.A.**

Unit Key Terminology & Definitions :

Unit 4	
Feudalism	A system where people trade land in order to get protection

Vassal	One who trades land and gets protection.
Lord	One who controls land and gives protection
Fief	Land that a lord controls
Crusade	Military expeditions undertaken by European Christians to recover the Holy Land
Medieval	Latin term meaning Middle Ages
Manor	A large estate, often including farms and a village, ruled by a lord.

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- 7.2.7.A (Advanced)** Explain the characteristics of places and regions.
- 8.4.7.A (Advanced)** Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.
- 8.4.7.B (Advanced)** Explain the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.7.C (Advanced)** Differentiate how continuity and change have impacted world history.
- Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.4.7.D (Advanced)** Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

This Curriculum Map Unit has no Topics to display

Unit: Unit 5 Renaissance

Unit

Description:

This unit will explore ways that this period is considered a "rebirth" . Students will expect to learn how trade returning to western Europe not only brought about the spread of many new ideas but also the rediscovering the works of the Ancient Greeks and Romans. They will learn about the the many inventions during this era and their influence on the spread of ideas and exploration and discovery of new lands. This unit will also examine the cause and effects of the Reformation on western Europe.

Unit Essential Questions:

1. Explain why and where the Renaissance began and how it spread? **Standard - 7.2.7.A/ 7.3.7.A**
2. Explain why trade led to global exploration during the Renaissance. **Standard - 7.4.7.A - B**
3. Explain the cause and effects of the English civil war known as the War of the Roses. **Standard - 8.4.7.D**
4. How did fine arts contribute to Renaissance culture? **Standard - 8.4.7.A - D**
5. Identify 3 significant Protestants during the Reformation and explain the impact they had on society and the Catholic Church. **Standard - 8.4.7.A - C**

Unit Big Ideas:

- Influence of trade from the Silk Road
- Reformation and religious conflict
- Inventions
- England's Tudor Dynasty
- Humanism and Art

Unit Materials:

Textbook: Journey Across Time

Atlas:

- Nystrom World Atlas & Activities

- Nystrom Atlas of United States History & Activities

Online Resources:

- EdPuzzle
- NewsELA
- BrainPop

Unit

Assignments: Class Doors Project - Protestant Reformation: Students use primary and secondary sources to understand Martin Luther's 95 Theses, then synthesize their own list of school improvements. **Standard - 8.4.7.A - C**

Inventions - In this group project focusing on a Renaissance invention, students explore the life of the inventor, detailing their contributions to history. They present the original invention, such as Leonardo da Vinci's flying machine, and provide a modern equivalent, like a contemporary aircraft, highlighting the evolution of technology over time and its impact on society. **Standard - 7.4.7.A - B**

Unit Key Terminology & Definitions :

Unit 5	
Renaissance	Rebirth in something (Cultural rebirth of Greek & Roman ideas)
Reformation	A change in something to make it better.
Indulgence	reduced the church's punishment for a sin (payment to the church)
Protestant	Someone who protested against the practices of the Catholic Church in the 1500's
Secular	Interested in worldly rather than religious matters (separation of Church and State)
Vernacular	Everyday language used in a region
Heresy	Beliefs that contradict the teaching of a religion
Annul	To Cancel
Armada	Spanish naval fleet of 130 ships sent to conquer England in 1588
Fine Arts	art and music intended to create something beautiful

STANDARDS: STANDARDS

STATE: [Pennsylvania SAS Academic Standards \(2009-2013\)](#)

- [7.1.7.B \(Advanced\)](#) Explain and locate places and regions as defined by physical and human features.
- [8.4.7.A \(Advanced\)](#) Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.
- [8.4.7.B \(Advanced\)](#) Explain the importance of historical documents, artifacts, and sites which are critical to world history.
- [8.4.7.C \(Advanced\)](#) Differentiate how continuity and change have impacted world history.
- Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- [8.4.7.D \(Advanced\)](#) Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

This Curriculum Map Unit has no Topics to display

Unit: Unit 6 Age of Exploration

Unit

Description: This introduces students to European exploration and trade from the late 1400s to the 1600s. They will learn about motivated Europeans to explore the New World, including profit from the trade of goods such as gold, silk, sugar, and spices, as well as the desire to spread Christianity. Students study specific explorers from France, Spain, England and Portugal and learn about their interactions with the Amerindians. Students are introduced to the Columbian Exchange and early slave trade in the Americas.

Unit Essential

- Questions:**
1. What were the motivations and factors that led to the Age of Exploration? **Standard - 7.3.7.A/7.4.7A - B**
 2. What were the cultural, political, and economic consequences of the Age of Exploration on Europe and the Americas? **Standard - 8.4.7.A - D**
 3. How did the Age of Exploration period lead to the growth of knowledge about the world? **Standard - 7.3.7.A/7.4.7.A**

Unit Big Ideas:

- Explorers
- Columbian Exchange
- European interactions with indigenous people

Unit Materials:

Textbook: Journey Across Time

Atlas:

- Nystrom World Atlas & Activities
- Nystrom Atlas of United States History & Activities

Online Resources:

- EdPuzzle
- NewsELA
- BrainPop

Unit

Assignments: Students will create an engaging and informative social media post to spotlight a famous explorer of the Americas, highlighting their contributions, challenges, and impact on history. Standard - 7.4.7.B/ 8.4.7.A

Unit Key Terminology & Definitions :

Unit 6	
assimilate	To absorb or become absorbed; to make or become similar
Bourgeoisie	Middle class
Commerce	the buying and selling of goods
Diverse	showing a great deal of variety; very different.
Ethnocentric	judging other cultures against an extreme pride in your own culture
Xenophobic	Unreasonable fear or hatred of foreigners

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- 7.1.7.B (Advanced)** Explain and locate places and regions as defined by physical and human features.
- 7.2.7.A (Advanced)** Explain the characteristics of places and regions.
- 7.4.7.A (Advanced)** Describe and explain the effects of the physical systems on people within regions.
- 8.3.7.A (Advanced)** Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.
- 8.3.7.B (Advanced)** Examine the importance of significant historical documents,

- 8.3.7.C (Advanced) artifacts, and places critical to United States history. Compare how continuity and change have impacted U.S. history.
- Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.7.D (Advanced) Examine conflict and cooperation among groups and organizations in U.S. history.
- Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

This Curriculum Map Unit has no Topics to display

Unit: Unit 7 First Americans

Unit Description: In this history unit, students will be learning about 3 major Native American tribes who lived in Northeast America. These include the Iroquois Confederation, Lenni-Lenape and Susquehannock peoples. They will study closely their daily life and cultural traditions, and then discover what influence they had on the European settlements in that area.

- Unit Essential Questions:**
1. Who were the first Americans and explain the migration patterns that led to their settlements. **Standard - 7.3.7.A/7.4.7.A - B.**
 2. Compare and Contrast Native American and European culture. **Standard - 8.1.7.A - C**
 3. Identify and explain the interactions of the Iroquois, Susquehannocks and Lenape and their impact on the early colonies. **Standard - 8.4.7.A - D.**

Unit Big Ideas:

- Cultures of the Lenape
- Cultures of the Susquehannocks
- Cultures of the Iroquois
- Confederation
- Bering Land Bridge Theory

Unit Materials:

Textbook: Journey Across Time

Atlas:

- Nystrom World Atlas & Activities
- Nystrom Atlas of United States History & Activities

Online Resources:

- EdPuzzle
- NewsELA
- BrainPop

Unit Assignments: Create a Game - In this group project, students collaboratively create a board game centered on a Native American nation from the Northeast woodlands region. Through research and creativity, they design gameplay mechanics and incorporate cultural elements, offering an engaging way to learn about the history and traditions of indigenous peoples in the area. **Standard 8.4.7.A/8.1.7.A - C/8.4.7.A - D.**

Unit Key Terminology & Definitions :

Unit 7	
Amerindians	Term used when referring to the native people of the Americas
Confederation	league or an alliance permanently united for a common purpose
Lineage	The line of descendants of a particular ancestor; family; race.
Nation	a Native American people joined by similar customs and beliefs

Sacred	Devoted or dedicated to a deity or to some religious purpose.
Tribe	Any group of people united by ties of descent from a common ancestor or lineage

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

7.1.7.B (Advanced) Explain and locate places and regions as defined by physical and human features.

7.4.7.A (Advanced) Describe and explain the effects of the physical systems on people within regions.

8.3.7.A (Advanced) Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.

8.3.7.B (Advanced) Examine the importance of significant historical documents, artifacts, and places critical to United States history.

8.3.7.C (Advanced) Compare how continuity and change have impacted U.S. history.

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

8.3.7.D (Advanced) Examine conflict and cooperation among groups and organizations in U.S. history.

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

This Curriculum Map Unit has no Topics to display

Unit: Unit 8 British Colonial Society

Unit

Description: This unit will examine colonial America's establishment of colonies and the development of New England, Middle and Southern cultural and geographic regions.

Unit Essential Questions:

1. Identify and explain how struggles of early European Colonies impacted their stability. **Standard - 8.3.7.C**
2. What strategies, resources, and political steps were necessary for the successful establishment of a colony in the new world? **Standard - 8.4.7.A - D**
3. Compare and contrast the 3 cultural regions that developed in the the early American colonies. **Standard - 7.3.7.A, 7.4.7.A/B**
4. Explain how the geography, climate, and natural resources shaped the economy and daily life of the inhabitants of the 3 colonial regions. **Standard - 7.2.7.A/B**
5. Describe the main "Push and Pull" factors of the settlers in the Northern, Middle and Southern colonies? **Standard - 8.2.7./8.3.7/8.4.7**
6. Explain the impact that the American Colonial Regions had on the Triangular Trade Network and the Atlantic Slave trade? **Standard - 8.4.7.A/C**

Unit Big Ideas:

- development and impact of the Roanoke, Jamestown and Plymouth colonies
- 3 cultural regions of the 13 colonies
- compare and contrast the 3 regions
- aspects of culture
- Triangular trade network
- Middle Passage

Unit Materials:

Textbook: Journey Across Time

Atlas:

- Nystrom World Atlas & Activities
- Nystrom Atlas of United States History & Activities

Online Resources:

- EdPuzzle
- NewsELA
- BrainPop

Unit

Assignments: TDA Writing Assessment: **Writing Prompt:** Although slavery is typically associated with the Southern Colonies, many New England Colonists also owned slaves. Write an essay comparing and contrasting slavery in the New England Colonies with slavery in the Southern Colonies. Use evidence from the text to support your response. **Standard - 8.1.7.A - C**

Colonies Group Project - Students will design and develop a website highlighting the distinct cultural regions within the early British Colonies: New England, the Middle Colonies, and the Southern Colonies. The focus will be on geographical, social and economics aspects. **Standard 7.3.7.A/7.4.7.A/B**

Unit Key Terminology & Definitions :

Unit 8	
Persecution	The act or practice of harassing those who differ in origin, religion or social outlooks
Dissent	Difference of opinion
Plantation	Large farm or estate on which cotton, tobacco or some other cash crop is grown
Indentured Servant	A worker who signed a contract promising to serve a master for a certain number of years (usually 4-7), often in return for passage to America.
Cash Crop	A crop grown in quantity to be sold at a profit rather than for use on the farm.
Lucrative	profitable; moneymaking; remunerative: a lucrative business.
Frontier	the farthest part of a settled area, where the wilderness begins
Colony	a group of people who leave their native country to form in a new land a settlement connected with the parent nation.
Province	one of the territorial divisions of a country
Motley	made up of diverse elements or parts
Cavalier	independent thinking, carefree, adventurous. Sometimes ignores important matters.
Subsistence Farming	farming in which only enough food to feed one's family is produced
Plantation	large estate farmed by many workers

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- 7.4.7.A (Advanced)** Describe and explain the effects of the physical systems on people within regions.
- 8.3.7.A (Advanced)** Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.
- 8.3.7.B (Advanced)** Examine the importance of significant historical documents, artifacts, and places critical to United States history.
- 8.3.7.C (Advanced)** Compare how continuity and change have impacted U.S.

history.

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

8.3.7.D (Advanced) Examine conflict and cooperation among groups and organizations in U.S. history.

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

This Curriculum Map Unit has no Topics to display

Unit: Unit 9 French and Indian War

Unit Description: In this unit students will develop a thorough knowledge of the causes and effects of the French and Indian War. We will analyze eighteenth century warfare in general and summarize the major conflicts of the war. Students will learn what effects this war had on the 13 colonies the disintegration of the bond between Great Britain and the colonies.

Unit Essential Questions: 1. Describe in your own words, the natural environment and resources of the Ohio River Valley and how contention for this area led to the French and Indian War. **Standard - 7.2.7.A/B. 7.3.7.A/ 7.4.7.A/B.**

2. Compare and contrast the organization, styles, and effectiveness of the British Fighting Strategy and the Native American Fighting Strategy and its impact on future wars around the globe.

Standard - 8.3.7.A - D/8.4.7.A - D

3. Identify and explain the short and long term effects that the Treaty of Paris had on: The Colonists, British Monarchy, and the Native American population. **Standard - 8.3.7.A - D/ 8.4.7.A - D**

Unit Big Ideas:

- causes of conflict over the Ohio River Valley
- Seven Years War
- Pitt's influence on the outcome of the war
- 18th century warfare
- short and long term effects of the war

Unit Materials:

Textbook: American History: Beginnings to 1914

Atlas:

- Nystrom World Atlas & Activities
- Nystrom Atlas of United States History & Activities

Online Resources:

- EdPuzzle
- NewsELA
- BrainPop

Unit Assignments: Students will complete a comprehensive timeline chronicling key events of the French and Indian War, highlighting pivotal battles, diplomatic negotiations, and shifts in alliances between 1758 and 1760. The timeline will provide contextual details and analyze the war's impact on colonial territories, indigenous peoples, and the broader geopolitical landscape of North America. **Standard - 8.3.7.A - D/8.4.7.A - D**

Unit Key Terminology & Definitions :

Unit 9	
Skirmish	a minor conflict
Battle	a major conflict with a clear winner/ loser
War	A state of open and declared armed hostile conflict

Militia	A group of civilians trained to fight in emergencies
Provincial Army	Part-time local government soldier. Used for defense of province. Some formal training.
British Regulars	Soldier who fought for the British (Redcoats)
Artillery	Cannons and large guns.
Cavalry	soldiers on horseback
Infantry	foot soldiers
Ally	A nation that joins another nation in some common effort, such as winning a war.
Bayonet	a knife that can be fixed to the end of a rifle and used as a weapon
Musket	a muzzle-loading shoulder gun with a long barrel
Siege	the surrounding of a place in order to force it to surrender. An attack in which one force surrounds a city or fort

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

7.1.7.B (Advanced) Explain and locate places and regions as defined by physical and human features.

8.3.7.A (Advanced) Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.

8.3.7.B (Advanced) Examine the importance of significant historical documents, artifacts, and places critical to United States history.

8.3.7.C (Advanced) Compare how continuity and change have impacted U.S. history.

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

8.3.7.D (Advanced) Examine conflict and cooperation among groups and organizations in U.S. history.

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

This Curriculum Map Unit has no Topics to display

Curriculum Map: Social Studies Grade 8

Course: MS Social Studies 8 Sub-topic: General

Grade(s): 8

Course Description: In this course, the 8th graders will learn about the history of the United States from the American War for Independence (a.k.a. The Revolutionary War) to the year 1914 just on the eve of WWI. The students will be able to explain the political, cultural, and military development of the United States during this time period. The students will learn through a variety of direct instruction, self-guided learning, partner collaboration, and small group collaboration as well.

Unit: Unit 1 - Causes of the American Revolution

Unit Description: **The Causes of the American Revolution** are the reasons why many British Colonists in British America felt that the abuse of power by the British Empire had gone too far. As a result, several of these colonial leaders would move their actions from protest against the British monarchy and Parliament to a war for independence. In this unit, the 8th graders will use a variety of resources to research the different types of people involved on both sides of the escalating conflict, the reasons for frustration by many of the American colonists, the forms of protest that the American colonists took, and the response by the British Empire to regain control of the colonies.

Unit Essential Questions:

Standard 8.1.8.B: Choose a historical event from this unit and compare and contrast using

multiple points of view from primary and secondary sources.

EQ: How would 2 opposing stakeholders (individuals or groups of people) impacted by the British Empire feel about the British Empires increasing control over the British American Colonies in the 1760's and 1770's?

(Choose one historical event to compare and contrast to show the multiple viewpoints of this EQ using primary and secondary sources.)

Standard 8.3.8.A: Explain the role of an individual or group in the social, political, economic, or cultural development of the United States.

EQ: How did an individual or group of people influence the social, political, economic, or cultural development of the United States in the pre-Revolutionary War time period (1760's - 1776)?

(Choose from a choice board of different individuals or groups of people, or supply your own, to answer this EQ. A rubric will be provided to provide the goals of "How" they influenced the time period.)

Unit Big Ideas:

- Identification and definitions of the different groups, individuals, and events related to the deepening conflict between the British central government and the 13 colonies.
- Growing British central government control on the colonists.
- Differing positions held by Americans on the rebellion.
- Popular protest
- Taxation without representation

Unit Materials:

Textbook: American History Beginnings to 1914 (McDougal Littell)

Discovery Education

BrainPop

Newsela

Edpuzzle

Unit

Assignments: Assignment for 1st EQ:

Students read excerpts from Common Sense by Thomas Payne and Samuel Sebury's "Pamphlet." Students then respond to graded questions requiring them to look at and comprehend opposite perspectives.

Assignment for 2nd EQ:

Provide students with a text set in Newsela that includes various articles about protest movements in U.S. history. Students read their selected article to identify similarities and differences between that event and the protests that occurred in the colonies in response to British rule.

**Unit Key
Terminology &
Definitions :**

Sons of Liberty, boycott, Boston Massacre, Boston Tea Party, Loyalist/Tory, Rebel/Whig/Patriot, militia, siege, artillery, Lexington and Concord, King George III, Parliament, Quartering Act, Stamp Act, Townshend Acts, Samuel Adams, John Adams, Samuel Adams, Intolerable Acts, First Continental Congress, Paul Revere, Second Continental Congress, Thomas Paine, Thomas Jefferson, Declaration of Independence, Continental Army

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[8.1.8.B \(Advanced\)](#) Compare and contrast a historical event, using multiple points of view from primary and secondary sources.

[8.3.8.A \(Advanced\)](#) Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

This Curriculum Map Unit has no Topics to display

Unit: Unit 2 - The American Revolution

Unit Description: The American Revolution is the military event that permanently established the United States of America as the nation won its independence from Great Britain as a result of the war. In this unit, 8th graders will use a variety of resources to research the founding principles embedded in the Declaration of Independence, the strengths and weaknesses of both of the warring nations, the role of foreign help for the U.S. during the War, the military strategies implemented by both sides to win the war, the diverse groups of people who assisted in the War efforts, and the terms of the Treaty of Paris that brought an end to the War.

Unit Essential Questions:

Standard 8.3.8.B: Evaluate the importance of historical documents, artifacts and places critical to United States history.

EQ: What principles, explained in the Declaration of Independence that justified America's desire for self-rule, are still seen as culturally relevant today?

Standard 8.3.8.D: Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

EQ: Would the United States have been able to win their independence without the cooperation of foreign allies?

Unit Big Ideas:

Declaration of Independence

Treaty of Paris, 1783

The importance of foreign alliances

Warfare tactics

Significant Battles

Leadership

Unit Materials:

Textbook: American History Beginnings to 1914 (McDougal Littell)

Discovery Education

BrainPop

Newsela

Edpuzzle

Unit

Assignments: TDA - Writing Assessment: Text Based Analysis Utilizing Primary Source Documents

Prompt

Explain which one of the principles stated in the Declaration of Independence has the most relevance today.

Provide evidence to support your answer.

Sources

Declaration of Independence

Text Set of Modern American Principles from Newsela and/or other sources.

Unit Key

Terminology & Definitions :

Lexington, Concord, Second Continental Congress, Continental Army, George Washington, Thomas Jefferson, siege, artillery, revolution, Declaration of Independence, Battles of Saratoga, guerilla warfare, Battle of Trenton, desert, ally, Valley Forge, Marquis de Lafayette, Battle of Yorktown, redoubt, Hessians, Treaty of Paris 1783

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

8.3.8.B (Advanced)

Evaluate the importance of historical documents, artifacts and places critical to United States history.

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

8.3.8.D (Advanced)

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

This Curriculum Map Unit has no Topics to display

Unit: Unit 3 - Confederation to Constitution

Unit

Description: The **Confederation to Constitution Unit** focuses on the the late 1770's and the 1780's as the U.S. established its first constitution, the Articles of Confederation, and within a few short years replaced it with the current U.S. Constitution. In this unit, 8th graders will use a variety of resources to research the first constitution of the United States, the Articles of Confederation and the failures of it. From there, they will research the development of the U.S. Constitution, the System of Federalism created by it, the Bill of Rights added to it, and the Rights and Responsibilities of Citizens embedded within it.

Unit Essential

Questions: 5.1.8.D - Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents: (• Articles of Confederation • United States Constitution • Bill of Rights)

Select from one of these 3 founding documents (the Articles of Confederation, the U.S. Constitution, or the Bill of Rights) to answer the following EQ's.

EQ: 1. What are the basic principles and ideals found in the document?

EQ: 2. Which framer of these founding documents do you think played the most significant role in the establishment of the United States of America, and why do you think they are the most significant?

5.3.8.A - Compare and contrast the responsibilities and powers of the three branches of government between Pennsylvania and the Federal government.

EQ: 3. What are the major responsibilities of the three branches of power in the U.S. Federal Government?

Unit Big Ideas:

The Articles of Confederation

Federalism

The U.S. Constitution

The Bill of Rights

Rights and responsibilities of a U.S. citizen

Unit Materials:

Textbook: American History Beginnings to 1914 (McDougal Littell)

Discovery Education

BrainPop

Newsela

Edpuzzle

Unit

Assignments:

Project Based Learning Assessment - Separation of Powers for the U.S. Government - that demonstrates an understanding of **What are the major responsibilities of the three branches of power in the U.S. Federal Government?**

Unit Key

Shays's Rebellion, Northwest Territory, Articles of Confederation, Land Ordinance of 1785,

Terminology & Definitions : Northwest Ordinance, republic, ratification, Constitutional Convention, Founders, Great Compromise, Three-fifths Compromise, Federalists, Anti-federalists, Bill of Rights

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- [5.1.8.D \(Advanced\)](#) Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents:
- Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution
- [5.3.8.A \(Advanced\)](#) Compare and contrast the responsibilities and powers of the three branches of government between Pennsylvania and the Federal government.

This Curriculum Map Unit has no Topics to display

Unit: Unit 4 - Launching a New Republic

Unit Description: The **Launching a New Republic** unit focuses on the 1790's in America when the nation implemented the new federal government structure established by the new Constitution. 8th graders will use a variety of resources to research the first presidential administration of George Washington, the precedents established by him, the challenges faced by him, and the strategies he utilized to deal with those challenges both internally and externally including rebuilding the nation's economy, the Whiskey Rebellion, and the Ohio-Native Wars. The 8th graders will also research the problems faced by John Adams in his single term as president, and why he did not win reelection.

Unit Essential Questions:

8.3.8.A - Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

EQ: How did an individual or group of people influence the social, political, economic, or cultural development of the United States during the Federalist Era (1789 - 1800)?

8.3.8.D - Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

EQ: <_strong20_style3d_22_color3a_20_23_0000003b_20_20_s3f_3c_2f_strong3e_3c_2f_p3e _style="">

Unit Big Ideas:

The Federalist Era

The U.S. Economic System

Westward expansion

Unit Materials:

Textbook: American History Beginnings to 1914 (McDougal Littell)

Discovery Education

BrainPop

Newsela

Edpuzzle

Unit

Assignments: Analysis Activities for the following potential topics:

- 1) the Precedents of President George Washington
- 2) Hamilton's Economic Plan for the United States
- 3) Comparison and Contrast of Federalists and Democratic-Republicans
- 4) the Whiskey Rebellion
- 5) the Ohio-Native Wars
- 6) Challenges for John Adams as President

Unit Key Terminology & Definitions :

cabinet, precedent, tariff, neutral, states' rights, nullification, sedition, aliens, Federalist, Democratic-Republican,

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[8.3.8.A \(Advanced\)](#) Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

[8.3.8.D \(Advanced\)](#) Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

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

This Curriculum Map Unit has no Topics to display

Unit: Unit 5 - Jeffersonian Democracy

Unit Description: The Jeffersonian Democracy

unit focuses on the first three presidents of the 1800's, Thomas Jefferson, James Madison, and James Monroe who brought Democratic-Republican leadership to the White House for nearly a quarter of a century. In this unit, the 8th graders will use a variety of resources to research the controversial Election of 1800 and its outcome. They will also study the acquisition of the Louisiana Territory and the impact it made on the nation. They will focus on the policies supported by Thomas Jefferson and the international challenges that he faced. Lastly, the 8th graders will be examining the War of 1812 under James Madison, and the passing of the Missouri Compromise of 1820 which set a standard for Westward Expansion for the nation.

Unit Essential Questions:

8.3.8.A - Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

How did an individual or group of people influence the social, political, economic, or cultural development of the United States during the first twenty-five years of the 1800's?

8.3.8.D - Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

the first twenty-five years of the 1800's?

Unit Big Ideas:

Election of 1800
The Louisiana Purchase
War of 1812
the Missouri Compromise of 1820

Unit Materials:

Textbook: American History Beginnings to 1914 (McDougal Littell)

Discovery Education

BrainPop

Newsela

Edpuzzle

Unit

Assignments: Analysis Activities for the following potential topics:

- 1) Election of 1800 (controversies, outcome)
- 2) The Louisiana Purchase (the deal itself, justifications, impact on the U.S.)
- 3) War of 1812 (causes, impacts, success or failure?)
- 4) the Missouri Compromise (expansion and slavery - how was it impacting America?, the Compromise)

Unit Key**Terminology &** Corps of Discovery**Definitions :**

Louisiana Purchase

Embargo Act of 1807

Impressment

Tecumseh

Barbary Pirates

War of 1812

STANDARDS: STANDARDSSTATE: Pennsylvania SAS Academic Standards (2009-2013)

[8.3.8.A \(Advanced\)](#) Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

[8.3.8.D \(Advanced\)](#) Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

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

This Curriculum Map Unit has no Topics to display

Unit: Unit 6 - The Age of Jackson

Unit

Description: **The Age of Jackson** is a period in American History that stretches from the mid-1820's to 1840. In this unit, the 8th graders will use a variety of resources to research the rise of Andrew Jackson to the office of the president, the changes that he implemented as president including the Indian Removal Act and the subsequent Trail of Tears. The 8th graders will also study the effects of the Monroe Doctrine along with the exploding Industrial Revolution in the United States and the rapid changes that it was having on the way Americans worked and lived on a daily basis.

Unit Essential

Questions: 8.3.8.A - Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

How did an individual or group of people influence the social, political, economic, or cultural development of the United States during the Antebellum Period?

8.3.8.D - Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

EQ: How did conflict and cooperation among various groups and organizations impact the growth and the development of the United States during the Antebellum Period?

Unit Big Ideas:

Jacksonian Democracy

Indian Removal and the Trail of Tears

Industrial Revolution

The Monroe Doctrine

Unit Materials:

Textbook: American History Beginnings to 1914 (McDougal Littell)

Discovery Education

BrainPop

Newsela

Edpuzzle

Unit

- Assignments:**
- 1) Andrew Jackson Analysis - some type of culminating activity where the students formulate their opinion based upon whether they believe Andrew Jackson was successful or unsuccessful President. They will need to cite 3-4 specific reasons why to support their response. A variety of platforms can be used to demonstrate this learning (Online Discussion, Poster, Video).
 - 2) Industrial Revolution analysis based on Newsela Articles: A Change Brought on by the Industrial Revolution
 - 3) Trail of Tears Brain Pop

Unit Key

Terminology & Definitions : Industrial Revolution, sectionalism, nationalism, nullification, Tariff of Abominations, secede

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[8.3.8.A \(Advanced\)](#)

Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

[8.3.8.D \(Advanced\)](#)

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

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

This Curriculum Map Unit has no Topics to display

Unit: Unit 7 - Manifest Destiny

Unit

The Manifest Destiny

Description:

unit focuses on the 1840's in the United States when the nation focused much of its energy on the continental and cultural expansion to the West Coast. In this unit, 8th graders will use a variety of resources to research the meaning of the concept known as Manifest Destiny, the Texan Revolution and the eventual annexation of Texas by the United States, the subsequent War with Mexico, the gaining of the Mexican Cession and California as a result, the acquisition of the Oregon Territory, the motivating forces that led Americans to expand to the West including the California Gold rush, and finally the effects that this decade of expansion had on the nation.

Unit Essential Questions:

5.4.8.A - Describe how national interests lead to agreements and conflicts between and

among countries.

How did the Spirit of Manifest Destiny create agreements and conflicts with other nations that led to the expansion of America to the Pacific Coast?

8.3.8.A - Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

How did an individual or group of people influence the social, political, economic, or cultural development of the United States during the period of Manifest Destiny?

Unit Big Ideas:

Mexican-American War

The Gold Rush of 1849

Manifest Destiny

Annexation of Texas

Westward expansion

Unit Materials:

Textbook: American History Beginnings to 1914 (McDougal Littell)

Discovery Education

BrainPop

Newsela

Edpuzzle

Unit Assignments: Student (or Group) based analysis of the concept of Manifest Destiny. Using a choice of formats they must explain what Manifest Destiny was in the 1840's in the United States. It must be explained in 3 sentences.

Unit Key Terminology & Definitions : Manifest Destiny, Tejanos, Californios, Oregon Trail, California Gold Rush

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[5.4.8.A \(Advanced\)](#) Describe how national interests lead to agreements and conflicts between and among countries.

[8.3.8.A \(Advanced\)](#) Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

This Curriculum Map Unit has no Topics to display

Unit: Unit 8 - A Nation Divided

Unit Description: **The Nation Divided Unit** focuses on the decade of the 1850's in the United States where the political divisions found in the nation widened to a point of permanent separation. In this unit, the 8th graders will use a variety of resources to trace the escalating political differences of the North and the South that were increasingly driven by controversial legislation and court decisions over the expansion of

slavery in the West such as the Compromise of 1850, the Fugitive Slave Law, the Kansas-Nebraska Act, and the Dred Scott Decision. The 8th graders will also examine different groups involved with the advancement of human rights during this decade, and, finally, they will study the Elections of 1856 and the watershed Election of 1860 which led to secession by the South and the eventual Attack on Ft. Sumter by the Confederacy.

Unit Essential Questions:

8.1.8.B - Compare and contrast a historical event, using multiple points of view from primary and secondary sources.

How did individuals from different regions with varying perspectives on slavery view this historical event?

8.3.8.A - Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

How did an individual or group of people influence the social, political, economic, or cultural development of the United States during the decades leading up to the Civil War?

Unit Big Ideas:

Political unrest related to the expansion of slavery westward as exemplified by the Kansas-Nebraska Act, Compromise of 1850, and the Dred Scott Decision.

Election of 1856

Election of 1860

John Brown's Raid of Harper's Ferry

Fugitive Slave Act

The attack of Fort Sumter

Unit Materials:

Textbook: American History Beginnings to 1914 (McDougal Littell)

Discovery Education

BrainPop

Newsela

Edpuzzle

Unit

Assignments: TDA - Writing Assessment: Text Based Analysis Utilizing Primary Source Documents

Prompt

Which event from the 1850s do you think had the largest impact on the United States that led to the secession of the Confederate States of America?

Choose from the following:

Provide evidence to support your answer.

Sources

Non-fictional text

Unit Key

Terminology & Definitions : Confederate States of America, secession

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- [8.1.8.B \(Advanced\)](#) Compare and contrast a historical event, using multiple points of view from primary and secondary sources.
- [8.3.8.A \(Advanced\)](#) Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

Topic: A New Spirit of Change

Description: Social changes and abolition

Big Ideas: Women's rights, temperance movement, anti-poverty, institutional reforms of prisons and orphanages, abolition of slavery, Underground Railroad,

Key Terminology & Definitions: abolition, temperance, Seneca Falls Convention, Fugitive Slave Act, Uncle Tom's Cabin, Harriet Tubman, Frederick Douglass,

Unit: Unit 9 - Civil War

Unit The Civil War Unit

Description: deals with the tumultuous years of 1861-1865 in the United States, when the nation was divided into two separate countries. The 8th graders will use a variety of resources to research the military strategies of the U.S.A. and the C.S.A., the Battle of Gettysburg, the Gettysburg Address, the technological advancements during this time period, Abraham Lincoln as a wartime president, the effects of the Civil War, and finally the 13th Amendment that brought an end to slavery for our nation.

Unit Essential Questions:

8.3.8.A - Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

How did an individual or group of people influence the social, political, economic, or cultural development of the United States during the Civil War?

Standard 8.3.8.B: Evaluate the importance of historical documents, artifacts and places critical to United States history.

EQ: What principals explained in the Gettysburg Address are still seen as culturally relevant today?

Unit Big Ideas:

The Battle of Gettysburg

Military strategy of the U.S.A. and C.S.A.

Assassination of Lincoln

Gettysburg Address

13th Amendment

Emancipation Proclamation

Effects of the war

Unit Materials:

Textbook: American History Beginnings to 1914 (McDougal Littell)

Discovery Education

BrainPop

Newsela

Edpuzzle

Cavendish Square Civil War Database

Unit

Assignments: Project-based assignment - choice of topics. Project options: presentation/slides/poster, digital escape room, journal, 3-dimensional model, storyboard, podcast

Compare and contrast the 13th amendment and the Emancipation Proclamation.

Unit Key

Terminology & Definitions : assassination, emancipation, infantry, cavalry, artillery

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[8.3.8.A \(Advanced\)](#) Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

[8.3.8.B \(Advanced\)](#) Evaluate the importance of historical documents, artifacts and places critical to United States history.

This Curriculum Map Unit has no Topics to display

Unit: Unit 10 - Reconstruction

Unit

Description: **The Reconstruction Unit** focuses on the post-Civil War era in the United States (1865-1876), when the nation rebuilt itself from the devastating aftermath of the Civil War. The 8th graders will use a variety of resources to research the Reconstruction Amendments (13th, 14th, and 15th amendments), the conflicting political policies between Congress and the President as to how to best rebuild the nation, the instituted policies established by the Radical Republicans in Congress, the End of Reconstruction that was brokered with the Election of 1876, and the backlash against Radical Republican Reconstruction policies from many in the South when it had come to an end.

Unit Essential Questions:

8.3.8.A - Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

How did an individual or group of people influence the social, political, economic, or cultural development of the United States during the period of Reconstruction after the Civil War?

8.3.8.D - Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

EQ: How did conflict and cooperation among various groups and organizations impact the growth and the development of the United States during the

Reconstruction Period?

Unit Big Ideas:

Reconstruction Amendments (13th, 14th, and 15th)

Presidential versus Congressional Reconstruction

Radical Republican Policies (Freedman's Bureau, freedman's schools)

Backlash against Radical Reconstruction Policies (black codes, KKK, lynching, racism)

Election of 1876 and the weakening of Reconstruction policies

Unit Materials:

Textbook: American History Beginnings to 1914 (McDougal Littell)

Discovery Education

BrainPop

Newsela

Edpuzzle

Unit Assignments:

Group analysis and creation of a product (choice board selection) that explains the impact that the 13th, 14th, and 15th amendments had on the African-American community during the Reconstruction time period.

Unit Key**Terminology &** Reconstruction**Definitions :**

Radical Republican

black codes

Thirteenth Amendment

Fourteenth Amendment

Fifteenth Amendment

Compromise of 1877

STANDARDS: STANDARDSSTATE: Pennsylvania SAS Academic Standards (2009-2013)[8.3.8.A \(Advanced\)](#)

Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

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

[8.3.8.D \(Advanced\)](#)

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

This Curriculum Map Unit has no Topics to display

Unit: Unit 11 - The Birth of Modern America

Unit Description: <_strong20_style3d_22_20_s20_though20_the20_turn20_of20_the20_20th20_century2c_20_where20_america20_found20_itself20_maturing20_as20_a20_nation20_to20_become20_one20_of20_the20_leading20_world20_powers.20_the20_8th20_graders20_will20_use20_a20_variety20_of20_resources20_to20_research20_the20_impact20_on20_american20_and20_native20_american20_lives20_of20_the20_closing20_of20_the20_west2c_20_the20_effects20_of20_a20_america20_becoming20_a20_major20_industrial20_power20_in20_the20_world2c_20_the20_outcome20_of20_expanding20_america27_s20_power20_globally2c_20_and20_the20_reform20_movements20_instituted20_at20_home20_by20_progressive20_leaders. style="">

Unit Essential Questions:

Standard 8.1.8.B: Choose a historical event from this unit and compare and contrast using multiple points of view from primary and secondary sources.

How would 2 opposing stakeholders (individuals or groups of people) impacted by the social, political, and economic growth of America view certain controversial events in American history during the late 19th and early 20th Centuries?

(Choose one historical event to compare and contrast to show the multiple viewpoints of this EQ using primary and secondary sources.)

8.3.8.A - Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

How did an individual or group of people influence the social, political, economic, or cultural development of the United States during the late 19th Century and early 20th Century in America?

Unit Big Ideas:

Improved transportation and communication close the western frontier.

New economic opportunities in the west as Indigenous People are subdued onto reservations.

The growth of big business resulting from growing population, improved transportation, access to natural resources, government support, investment capital, and new inventions.

The "Great Wave" of immigration

Discrimination against African Americans

The Labor Movement

The rise of the Progressive Movement to counter the excesses of the Gilded Age

Voting Rights for women

U.S. colonization of the Pacific and Caribbean.

Spanish-American War and Imperialism

The Panama Canal and Roosevelt Corollary to the Monroe Doctrine

Unit Materials:

Textbook: American History Beginnings to 1914 (McDougal Littell)

Discovery Education

BrainPop

Newsela

Edpuzzle

Unit Assignments: Group mini-project: identify social, political, economic, or cultural topic from the unit (Panama Canal, Spanish-American War, urbanization, etc) and create a poster. Gallery walk and sticky-note feedback.

Unit Key

Terminology & Definitions : transcontinental railroad

Gilded Age

urbanization

Jim Crow

progressivism

Nineteenth Amendment

Imperialism

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[8.1.8.B \(Advanced\)](#) Compare and contrast a historical event, using multiple points of view from primary and secondary sources.

[8.3.8.A \(Advanced\)](#) Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

This Curriculum Map Unit has no Topics to display



L-S HS Advisory Lessons

Timeline and Topics

Grade 9 ~ Implementation in 2023-2024

Lesson	Topic
1 - Sept.	Time Management (How to prioritize, school/'extras' balance, utilizing flex time)
2 - Oct.	Suspending Judgment (Getting to know others before making assumptions)
3 - Nov.	Making Choices (Thinking through decisions)
4 - Dec.	Community Outreach (Service project/activity)
5 - Jan.	Looking at Your Future (Setting goals)
6 - Feb.	Achieving Excellence (Reducing limiting decisions & course selection)
7 - Mar.	Working Together & Utilizing Resources (Working smarter & working together)
8 - Apr.	Healthy Peer Relationships (Understanding our differences & determining healthy peer relationships)
9 - May	Year End Celebration (Celebrating & building each other up, thinking of goals for next year)

Grade 10 ~ Implementation in 2023-2024

Lesson	Topic
1 - Sept.	Showing Growth (Reflections of lessons learned & continuing the positive progress)
2 - Oct.	Perspective Taking (Recognizing varying perspectives influence decisions)
3 - Nov.	Growth Mindset (Our thoughts impact how we feel & our decisions)
4 - Dec.	Community Outreach (Service Project)
5 - Jan.	Looking at Your Future (Goal setting & developing strategy)
6 - Feb.	Achieving Excellence (Planning ahead to achieve goals & the effects of our decisions)
7 - Mar.	Communicating Appropriately (Spoken & unspoken communication)
8 - Apr.	Healthy Peer Relationships (Recognizing the signs of positive & healthy peer relationships)
9 - May	Year End Celebration (Celebrating & building each other up, thinking of goals for next year)

Grade 11 ~ Implementation in 2024-2025

Lesson	Topic
1 - Sept.	Utilizing Resources and Post-Secondary Recommendations - Part 1 (How to use resources and request letters of recommendation)
2 - Oct.	Utilizing Resources and Post-Secondary Recommendations - Part 2 (How to use resources and request letters of recommendation)
3 - Nov.	Articulating Skills and Achievements - Part 1 (Creating a summary about self for adults to use when writing letters of recommendation)
4 - Dec.	Articulating Skills and Achievements - Part 2 (Creating a summary about self for adults to use when writing letters of recommendation)
5 - Jan.	(Course Selection)
6 - Feb.	Interview Skills - Part 1 (Soft skills, eye contact, speech/language)
7 - Mar.	Interview Skills - Part 2 (Soft skills, eye contact, speech/language)
8 - Apr.	Soft Skills and Social Presence - Part 1 (Continuation of soft skills and ensuring the electronic footprint is positive)
9 - May	Soft Skills and Social Presence and Wrap Up - Part 2 (Continuation of soft skills and ensuring the electronic footprint is positive)

LAMPETER-STRASBURG SCHOOL DISTRICT
Lampeter, Pennsylvania 17537

CRITERIA FOR TEXTBOOK SELECTION

DATE: 6/3/2024 PRINCIPAL: DR. B. FEEHEY
TEACHER: JEFFREY MARSH CHAIRMAN: SUSAN RETTEW
GRADE & DEPARTMENT: HS - ENGLISH SUBJECT: AP ENGLISH LITERATURE
BOOK: LITERATURE AND COMPOSITION COMPANY: BEDFORD, FREEMAN, AND WORTH
ESSENTIAL VOICES, ESSENTIAL SKILLS - 3RD EDITION
COPYRIGHT DATE: 2022 # OF BOOKS NEEDED: 25 COST/BOOK: 112.98
Chairperson Signature: [Signature] Principal Signature: [Signature]
+ 1 TEACHER EDITION

FORMAT

	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>
1. How extensively, effectively and wisely are pictures used?	<u>✓</u>	<u> </u>	<u> </u>
2. How extensively, effectively and wisely are graphs, charts and maps used?	<u> </u>	<u>✓</u>	<u> </u>
3. How colorful and attractive is the cover?	<u>✓</u>	<u> </u>	<u> </u>
4. How attractive and modern-looking is the page layout?	<u>✓</u>	<u> </u>	<u> </u>
5. How readable and attractive is the type face?	<u>✓</u>	<u> </u>	<u> </u>
6. How does margin and spacing of print enhance readability and attractiveness?	<u>✓</u>	<u> </u>	<u> </u>
7. How well is textbook referenced and indexed?	<u>✓</u>	<u> </u>	<u> </u>
8. How durable and readable is the paper used in the pages of the book?	<u>✓</u>	<u> </u>	<u> </u>
9. How sturdy is the construction of the book and its binding?	<u>✓</u>	<u> </u>	<u> </u>

CONTENT

1. How well does content meet maturity level of pupils?	<u>✓</u>	<u> </u>	<u> </u>
2. How well does readability level meet most pupils for whom it was selected?	<u>✓</u>	<u> </u>	<u> </u>
3. How well does content meet needs and interest of pupils?	<u>✓</u>	<u> </u>	<u> </u>
4. How adaptable is content to a wide range of individual differences of pupils?	<u> </u>	<u>✓</u>	<u> </u>
5. How well does content deal or relate with situations in which pupils find themselves?	<u>✓</u>	<u> </u>	<u> </u>
6. How well are inter-relationships of materials in the book presented?	<u>✓</u>	<u> </u>	<u> </u>

<u>CONTENT</u>	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>
7. How well are democratic values interwoven into content?	_____	✓ _____	_____
8. How well is balance met between problem-centered and subject-centered materials?	_____	✓ _____	_____
9. How free is content of prejudices on controversial issues?	_____	✓ _____	_____
10. How fairly and completely are controversial issues handled?	✓ _____	_____	_____
11. How correct is factual material of content?	✓ _____	_____	_____
12. How free of bias and prejudices is the factual content and illustrations?	✓ _____	_____	_____
13. How up-to-date are illustrations, references, resources and total content?	✓ _____	_____	_____
14. How interesting and clear is the style of writing?	✓ _____	_____	_____
15. How resourceful is content in terms of illustration devices and character portrayals?	✓ _____	_____	_____
16. How extensive and effective are study helps and aids?	✓ _____	_____	_____
17. How adequate are footnotes for identification purposes?	✓ _____	_____	_____
18. How adequate and effective are evaluative devices for pupil use?	✓ _____	_____	_____

In a paragraph, please explain why you are recommending this book for adoption. (This information will be used to support the recommendation to the Board of School Directors.)

Unlike our current textbook, this textbook from Bedford, Freeman, and Worth is designed specifically for the updated version of the AP English Literature and Composition Exam. The AP English curriculum from the College Board is structured in nine (9) units with essay responses building in difficulty over the course of those units. This textbook aligns exactly with the suggested curriculum from the College Board and guides students through the writing of those free response questions (FRQs). Additionally, the text includes scaffolded step-by-step instructions for writing and reading literature, AP Exam tips and activities, FRQ prompts, and student model essays. This text is far and above any text that aligns with the AP English curriculum and our online assignments through AP Classroom. The literary content is on the level of maturity — in its subject matter and language and difficulty — of a college English course, with works spanning a range of early “period” pieces to 21st century writings.

Mass Media Weight Change

Purpose for Change: To receive NCAA approval, changes needed to be made to the course to meet their standards. Mass Media received NCAA approval in May of 2020 school year. Changes made to the course were implemented in the following school year: 2020-2021.

Changes Made to Course:

1. The biggest one was the research paper—6-8 pages, 6 secondary sources, annotated bibliography, outline
2. Several mini-projects that require research and secondary sources (book banning, social commentary within the various mediums)
3. 2 formal speeches—both persuasive
4. Formal Writing with each unit, assessed and revised
5. Vocab and grammar study added
6. Literature analysis--focus on nonfiction literature and the use of various sources
7. Technical writing component
8. Introduction to technological platforms

Date to Implement: It is recommended the course weight be changing from a 1.00 to a 1.05 for current students and those taking the course beginning with the 2024-25 school year and beyond.

LANCASTER-LEBANON INTERMEDIATE UNIT 13 (LLIU13)
CONTRACTED SERVICES AGREEMENT
ENGLISH LANGUAGE DEVELOPMENT SERVICES
School Year: 2024-2025

The contract for English Language Development (ELD) services (“Agreement”) is made on 8.20.24 by and between LLIU13 and Lampeter Strasburg School District.

BACKGROUND

LLIU13 has extensive background and expertise in providing English Language Development (ELD) services. Lampeter Strasburg School District desires to obtain ELD services from LLIU13, which is willing to provide services in accordance with the terms and conditions of this Agreement.

1. Engagement: Lampeter Strasburg School District has identified a need for ESL services and desires to engage LLIU13 in the fulfillment of that need. LLIU13 agrees to provide such services through appropriately certificated teachers.
2. Term: The term of Agreement is the aforementioned school year.
3. Professional Services: LLIU13 ESL teacher(s) will conduct ESL testing requested by Lampeter Strasburg School District. LLIU13 and Lampeter Strasburg School District each represent that ESL services will be requested and provided without regard to race, color, religion, gender orientation, creed, gender, disability, age, genetics, national origin and/or any other characteristic protected by applicable law.
4. Qualifications: All ESL teachers employed by LLIU13 shall be properly credentialed and experienced with respect to the services required.

Section 1-111 of the Pennsylvania School Code requires that employees of independent contractors obtain criminal background checks and child abuse history clearance records. Lancaster-Lebanon IU13 will secure a criminal record check from the Pennsylvania State Police and a child abuse history clearance record for each teacher who will have direct contact with students.

5. Service Rates: LLIU13 services will be billed at the rate of **\$110** per hour plus applicable mileage for the current school year. This rate applies, but is not limited to, on-site evaluation/consultation time, off-site follow-up documentation/consultation time. An itemized invoice form detailing specific services rendered will be generated and furnished to Lampeter Strasburg School District for services provided.
6. Billing Procedures: LLIU13 will invoice Lampeter Strasburg School District for services once services are completed with payment due thirty (30) days from the invoice date.
7. Independent Contractor: LLIU13 is and shall remain an independent contractor for the performance of the services as set forth in this Agreement; the relationship between LLIU13 and Lampeter Strasburg School District shall be that of an independent

contractor and principal. Lampeter Strasburg School District shall not provide any other compensation or benefit to, or for the benefit of, any ESL teacher(s) rendering services under this Agreement. Nothing contained in the Agreement will be construed to constitute LLIU13, or any ESL teacher providing services, as an employee or agent of Lampeter Strasburg School District; nor shall LLIU13 have any authority to bind the other in any respect.

8. Student Information: LLIU13, in order to fulfill its responsibilities under this Agreement will have a legitimate educational interest in creating and reviewing certain personally identifiable information regarding students ("Student Information"). LLIU13 shall be bound by the Family Educational Rights and Privacy Act ("FERPA"), the Protection of Pupil Rights Act ("PPRA") and any other applicable federal, state and/or local statute or regulation regarding Student Information.

LLIU13 agrees that it shall use Student Information solely for the purpose of delivering educational services in accordance with the terms of this Agreement. LLIU13 further agrees that Student Information in any manner whatsoever; provided, however, that any such information may be disclosed to LLIU13 employees and representatives who need to know such information for the sole purpose of delivery educational services in accordance with the terms of this Agreement and who are provided with a copy of this confidentiality provision of the contract and agree to be bound by the terms thereof to the extent as if they were parties hereto. If LLIU13 is requested or required (by oral questions, interrogatories, requests for information or documents in legal proceedings, subpoenas, civil investigative demands or other similar processes) to disclose any student information, LLIU13 shall provide Lampeter Strasburg School District with prompt written notice of any such request or requirement so that Lampeter Strasburg School District may seek a protective order or other remedy. If, in the absence of a protective order, or other remedy, LLIU13 is nonetheless legally compelled to disclose Student Information to any tribunal, regulatory authority, or agency, LLIU13 may, without liability hereunder, disclose to such tribunal, regulatory authority, or agency only that portion of the Student Information which it is legally required to be disclosed, provided that LLIU13 exercises reasonable efforts to preserve the confidentiality of the Student Information.

9. Indemnification: Both parties are protected under the Commonwealth of Pennsylvania's Tort Claims Act (Act), and as such, cannot and shall not be held responsible or other otherwise liable for those actions or inactions specifically enumerated under the Act. Based on the foregoing, each party agrees to protect, indemnify, and hold harmless the other party and its agents, employees, directors, officers, affiliates, consultants, and/or contractors from and against any and all damages, injuries (including bodily injury, dismemberment, and/or death), claims, liabilities, and costs (including reasonable attorneys' fees), which arise or may be suffered or incurred in whole or in part as a result of the acts or omissions of the indemnifying party, its agents, employees, directors, officers, affiliates, consultants, and/or contractors, and whether arising under this Agreement, to the extent permitted by law.
10. Force Majeure: Neither party will incur any liability to the other if its performance of any obligation under this Agreement is prevented or delayed by causes beyond its control and without the fault or negligence of either party. Causes beyond a party's control may include, but are not limited to, acts of God, war or terrorism, changes in

controlling law, regulations, orders or the requirements of any governmental entity, severe weather conditions, civil disorders, natural disasters, fire, a national or Commonwealth of Pennsylvania emergency, disease, plague, epidemic, pandemic, outbreaks of infectious disease or any other public health crisis, including quarantine or other employee restrictions, general strikes throughout the trade, work stoppages, accidents and freight embargos. and interruptions, loss or malfunctions of utilities, communications or computer (software and hardware) services; other unforeseeable circumstances beyond the control of the Parties against which it would have been unreasonable for the affected party to take precautions and which the affected party cannot avoid even by using its best efforts. Either party shall orally notify the other party within forty-eight (48) hours of a force majeure event and in writing within five (5) days of the date on which either party becomes aware, or should have reasonably become aware, that such cause would prevent or delay its performance. Such notification shall (i) describe fully such cause(s) and its effects on performance, (ii) state whether performance under the Agreement is prevented or delayed and (iii) if performance is delayed, state a reasonable estimate of the duration of the delay.

11. Termination: Either Party may terminate this Agreement with 30 days written notice. In the event both Parties wish to mutually terminate this Agreement, the date of termination shall be as agreed by the Parties without regard to the notice provision.
12. Entire Agreement: This Agreement constitutes the entire understanding between the parties and supersedes all other agreements, oral or written, which may have been entered into between them. This Agreement may be amended and/or modified only by a writing signed by the parties. This Agreement shall be binding on and inure to the benefit of the parties and their respective successors and permitted assigns.

The persons signing this Agreement individually warrant that he or she has full legal power to execute this Agreement on behalf of the behalf of each entity, and to bind and obligate the entity with respect to all provisions contained in this Agreement.

If the terms of this agreement meet your district's approval, please have the appropriate authority to execute the original. We ask that you return the fully executed original to Lancaster Lebanon IU13 and retain a copy for your records.

In witness hereof, and intending to be legally bound, the parties hereto affix their signatures below:

By: _____
Lampeter Strasburg School District

_____ Date

By: _____
Lancaster Lebanon Intermediate Unit 13

_____ Date

Book	Policy Manual
Section	100 Programs
Title	Field Trips
Code	121
Status	Active
Adopted	February 4, 2019

Purpose

The Board recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important component of the instructional program of the schools. Properly planned and executed field trips can:

1. Supplement and enrich classroom learning by providing educational experiences in an environment outside the schools.
2. Arouse new interests among students.
3. Help students relate academic learning to the reality of the world outside of school.
4. Introduce community resources, such as natural, cultural, industrial, commercial, governmental, and educational.
5. Afford students the opportunity to study real things and real processes in their actual environment.

Definition

For purposes of this policy, a **field trip** shall be defined as (1) any trip by students away from school premises that is an integral part of approved planned instruction, is conducted as a first-hand educational experience not available in the classroom, and is supervised by a teacher or district employee; (2) any planned travel activity that supplements or enriches the classroom curriculum.

Authority

All proposed overnight field trips must be approved by the Board. All other proposed field trips must be approved individually by the building principal.

Students on field trips remain under the supervision and responsibility of this Board and are subject to its rules and regulations.

The Board does not endorse, support nor assume responsibility in any way for any district staff member who takes students on trips not approved by the Board or Superintendent. No staff member may solicit district students for such trips within district facilities or on district grounds without Board permission.

Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations for the operation of field trips.

Guidelines

Field trips shall be governed by guidelines which ensure that:

1. The safety and well-being of students will be protected at all times.
2. Permission of the parent/guardian is sought and obtained before any student may participate.
3. The principal approves the purpose, itinerary and duration of each proposed trip.
4. Each field trip is properly planned, integrated with the curriculum, and followed up by appropriate activities that enhance its value.[2]
5. The effectiveness of field trip activities is monitored and evaluated continuously.
6. Teachers are allowed flexibility and innovation in planning field trips.
7. No field trip will be approved unless it contributes to the achievement of specified instructional objectives.

Administration of Medication

The Board directs planning for field trips to start early in the school year and to include collaboration between administrators, teachers, nurses, parents/guardians and other designated health officials.

Decisions regarding administration of medication during field trips and other school-sponsored programs and activities shall be based on the student's individual needs.[3][4]

Medication shall be administered in accordance with applicable laws, regulations, Board policies and district procedures.[5][6]

Legal

[1. 24 P.S. 517](#)

2. Pol. 105

3. Pol. 103.1

4. Pol. 113

5. Pol. 210

6. Pol. 210.1

[24 P.S. 510](#)

Book	Policy Manual
Section	100 Programs
Title	Extracurricular Activities
Code	122
Status	Active
Adopted	February 4, 2019

Purpose

The Board recognizes the educational values inherent in student participation in extracurricular activities and supports the concept of student organizations for such purposes as building social relationships, developing interests in a specific area, and gaining an understanding of the elements and responsibilities of good citizenship.

Definitions

For purposes of this policy, **extracurricular activities** shall be those programs that are sponsored or approved by the Board and are conducted wholly or partly outside the regular school day; are marked by student participation in the processes of initiation, planning, organizing, and execution; and are equally available to all students who voluntarily elect to participate.[\[1\]](#)

For purposes of this policy, an **athletic activity** shall mean all of the following:[\[2\]](#)[\[3\]](#)

1. An athletic contest or competition, other than interscholastic athletics, that is sponsored by or associated with the school, including cheerleading, club-sponsored sports activities and sports activities sponsored by school-affiliated organizations.
2. Noncompetitive cheerleading that is sponsored by or associated with the school.
3. Practices, interschool practices and scrimmages for all athletic activities.

Authority

The Board shall make school facilities, supplies and equipment available and shall assign staff members for the support of extracurricular activities for students. Such availability and assignment shall be in accordance with the Equal Access Act.[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)

The Board encourages secondary level students to pursue clubs and interests that may not be related directly to any of the curriculum programs offered in the district. In pursuit of such goal and in compliance with law, the Board maintains a limited open forum in which secondary students may meet for voluntary student-initiated activities unrelated directly to the curriculum, regardless of the religious, political, philosophical or other content of the speech related to such activities.

Any extracurricular activity shall be considered under the sponsorship of this Board when it has been approved by the Board upon recommendation of the Superintendent.

The Board shall maintain the program of extracurricular activities at no cost to participating students, except that:

1. The Board's responsibility for provision of supplies shall carry the same exemptions as listed in the Board's policy on regular school supplies.[8]
2. Students may assume all or part of the costs for travel and attendance at extracurricular events and trips.
3. The Board may establish a student activity fee at its discretion.[15]

Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Code of Student Conduct if any of the following circumstances exist:[9]

1. The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school district furnished transportation.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the Code of Student Conduct if conducted in school.
5. The conduct involves the theft or vandalism of school property.
6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

Delegation of Responsibility

Each school year, prior to participation in an athletic activity, every student athlete and his/her parent/guardian shall sign and return the acknowledgement of receipt and review of the following:[10][11][12][13]

1. Concussion and Traumatic Brain Injury Information Sheet.
2. Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet.

The Superintendent or designee shall develop administrative regulations to implement the extracurricular activities program. All student groups shall adhere to Board policy and administrative regulations.

Guidelines

Guidelines shall ensure that the program of extracurricular activities:

1. Assesses the needs and interests of and is responsive to district students.

2. Ensures provision of competent guidance and supervision by staff.
3. Guards against exploitation of students.
4. Provides a variety of experiences and diversity of organizational models.
5. Provides for continuing evaluation of the program and its components.
6. Ensures that all extracurricular activities are open to all students and that all students are fully informed of the opportunities available to them.[\[1\]](#)[\[14\]](#)

Equal Access Act

The district shall provide secondary students the opportunity for noncurriculum-related student groups to meet on the school premises during noninstructional time for the purpose of conducting a meeting within the limited open forum on the basis of religious, political, philosophical, or other content of the speech at such meetings. Such meetings must be voluntary, student-initiated, and not sponsored in any way by the school, its agents or employees.[\[5\]](#)

Noninstructional time is the time set aside by the school before actual classroom instruction begins, after actual classroom instruction ends, or during the lunch hour.

The meetings of student groups cannot materially and substantially interfere with the orderly conduct of the educational activities in the school.

The Superintendent or designee shall establish the length of sessions, number per week, and other limitations deemed reasonably necessary.

The district retains the authority to maintain order and discipline on school premises in order to protect the well-being of students and employees and to ensure that student attendance at such meetings is voluntary.

Legal

- [1. 22 PA Code 12.1](#)
- [2. 24 P.S. 5322](#)
- [3. 24 P.S. 5332](#)
- [4. 24 P.S. 511](#)
- [5. 20 U.S.C. 4071 et seq](#)
6. Pol. 103
7. Pol. 103.1
8. Pol. 110
9. Pol. 218
- [10. 24 P.S. 5323](#)
- [11. 24 P.S. 5333](#)
12. Pol. 123.1
13. Pol. 123.2
- [14. 22 PA Code 12.4](#)
15. Pol. 123.3
- [24 P.S. 5321 et seq](#)

[24 P.S. 5331 et seq](#)

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