

Grade 9 Scope and Sequence: Global History and Geography I

	T1	T2	T3
	Unit 1 Unit 2 Unit 3	Unit 4 Unit 5 Unit 6	Unit 7 Unit 8 Unit 9
Social Studies Skills Focus	What is the story? (Contextualization)	How was the story constructed? Why? (Sourcing, Argumentation, Evidence)	What is the relationship between stories? (Intertextuality)
NYS Social Studies Regents Exam Writing Focus	CRQ 1 - Historical and Geographic Context	CRQ 2 - Sourcing: Purpose CRQ 2 - Sourcing: Point of View CRQ 2 - Sourcing: Audience	CRQ 3 - Connections Between Documents: Turning Point CRQ 3 -Connections Between Documents: Comparison CRQ 3 -Connections Between Documents: Causality
	Conjunctions for Elaboration: (because, but, so) Appositives for detailed descriptions	Conjunctions for Elaborations Signal words to demonstrate sourcing	Conjunctions for Elaborations Conjunctions for comparison
	Paragraph	Multi-Paragraph	Multi-Paragraph
Social Studies Essential Question	How do rules, laws, and codes impact your everyday life? And to what extent are these rules, laws, and codes fair?	How does conflict impact your everyday life? And who is responsible for causing this conflict?	Who has power over people, regions, and ideas? Why?
Social Studies Content Focus	Neolithic Revolution, Early River Valley Civilizations, Trade Routes, World Religions, Classical Civilizations	Christianity + Rome, Islam, Middle Ages, Mongols, Crusades, Black Death, Ottoman Empire, Ming Dynasty	Renaissance, Scientific Revolution, Reformation, Inquisition, Colonization
Themes	Conflicts of Inequality and Abuse in Laws, Rules and Codes	Conflict between People, Groups, Regions	Conflict between Versions of Truth
SS Primary Sources	Texts that allow students to describe the characteristics of a society: Hammurabi’s Code 10 Commandments Athenian Constitution Twelve Tables Edicts of Ashoka The Records of the Grand Historian Five Relationships Laws of Manu Old Testament	Texts that allow students to analyze rhetorical devices, purpose, and/or POV: New Testament Letters of Paul The Martyrdom of Saints Perpetua and Felicitas Qur’an Council of Clermont Justinian Code St. Valentine’s Massacre Turkish Letters Zheng He Document Set	Texts that allow students to compare versions of events, explain C/E of event, describe significance of event: Diary of Christopher Columbus A Short Account of the Destruction of the Indies The Amistad Case Zong Slave Ship Trial The Recantation of the Galileo Oran Fatwa 95 Theses The Prince Politics Drawn from the Very Words of Holy Scripture

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Assessments

	T1			T2			T3		
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
<div>(Formative)</div> <div>Sample Writing Assessment Task Models (Regents-Aligned)</div>	<div>Regents Prompts</div> <ul style="list-style-type: none">Explain the historical context leading to...(event)Explain the historical context leading to...(stimuli)Explain the geographic context leading to...(event)Explain the geographic context leading to...(stimuli)			<div>Regents Prompts</div> <ul style="list-style-type: none">Using document 2, identify ___’s point of view concerning ___.Using document 2, explain ___’s purpose for writing about what occurred in ___ on ___.Using document 2, explain how audience affects the way ___[author] presents their ideas. [1]			<div>Regents Prompts</div> <ul style="list-style-type: none">Identify and explain a cause-and-effect relationship associated with the events, ideas, or historical developments in documents 1 and 2. Be sure to use evidence from both documents between the events or ideas found in these documents. [1]Identify a turning point associated with the events, ideas, or historical developments related to both documents 1 and 2. [1]Explain why the events, ideas, or historical developments associated with these documents are considered a turning point. Be sure to use evidence from both documents 1 and 2 in your response. [1]Identify a similarity or a difference between the events, ideas, or historical developments presented in documents 1 and 2. [1]Explain a similarity or a difference in the events, ideas, or historical developments presented in these documents. Be sure to use evidence from both documents 1 and 2 in your response. [1]		
<div>(Formative)</div> <div>Sample Scaffolded Practice Tasks</div>	<div><input type="checkbox"/> Sort the sentences for the contextualization paragraph into the correct order</div> <div><input type="checkbox"/> Sort these world events into chronological order</div> <div><input type="checkbox"/> Sort these world events into geographic categories</div> <div><input type="checkbox"/> Sort characteristics of event/person/place/thing into categories</div> <div><input type="checkbox"/> Rewrite non-exemplar sentences to elaborate on descriptive details event/person/place/thing</div>			<div><input type="checkbox"/> Rewrite non-exemplar sentences to elaborate on POV, purpose, and/or audience</div> <div><input type="checkbox"/> Rewrite non-exemplar sentences to use signal words for POV, purpose, and/or audience</div> <div><input type="checkbox"/> Match POV, purpose, and/or audience with a piece of evidence</div> <div><input type="checkbox"/> Describe why this evidence is a non-example</div> <div><input type="checkbox"/> Match claims with evidence</div>			<div><input type="checkbox"/> Describe why this evidence is a non-example</div> <div><input type="checkbox"/> Rewrite non-exemplar sentences to use signal words for connections (causality, comparison, turning point)</div> <div><input type="checkbox"/> Match claims with evidence</div>		
<div>(Summative and Formative)</div> <div>Other Sample Writing Tasks</div>	<div>Task:</div> <ul style="list-style-type: none">Close read [<i>name of primary source</i> (date)] and respond to close reading questions.Write a two paragraph response in which you describe the events leading up to the main historical event described in the primary source.Self-assess your writing response using the rubricComplete writing interview check-out			<div>Task:</div> <ul style="list-style-type: none">Close read [<i>name of primary source</i> (date)] and respond to close reading questions.Write a three paragraph response in which you analyze the purpose of [<i>name of primary source</i> (date)] and the strategies used to convey the author’s purpose.Self-assess your writing response using the rubricComplete writing interview check-out			<div>Task:</div> <ul style="list-style-type: none">Close read document 1 and 2Close read [<i>name of primary source</i> (date)] and respond to close reading questions.Write a four paragraph response in which you compare the ideas presented in document 1 and document 2Self-assess your writing response using the rubricComplete writing interview check-out		
<div>(Summative)</div> <div>Regents-Aligned</div>	<div>Exam Question Bank</div> <div>Regents Aligned Exam</div>			<div>Exam Question Bank</div> <div>Regents Aligned Exam</div>			<div>Exam Question Bank</div> <div>Regents Aligned Exam</div>		

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Exams			
<div>(Summative and Formative)</div> <div>Sample Current Event Connection</div>	<div>Students select a contemporary law, code, or rule from a menu, then</div> <ul style="list-style-type: none">Explain the historical context leading to the law, code, or ruleEvaluate to what extent they believe this law is fairPropose a change to the law, code, or rule	<div>Students select a contemporary conflict from a menu, then</div> <ul style="list-style-type: none">Explain the historical context leading to the conflictExplain who is at fault according to one source (POV)Explain how the author shares their POV (Audience, Rhetorical Devices)	<div>Students select a contemporary conflict of ideas/truths from a menu, then</div> <ul style="list-style-type: none">Explain the historical context leading to the conflictExplain side A’s POVExplain side B’s POVCompare side A and side B