

Wyandanch Union Free School District
Social Studies /Global History and Geography I / Grade 9
Scope and Sequence of Skills by Unit // Coordinator Walter Morris

Global History I Title of Unit + Standards	Calendar	Objectives The students will...	Procedure The teacher will...	Prior Knowledge	Skills	Materials	Vocabulary	Resources	Assessments	Field Experience
1. Achieve academic success through social interaction, and following directions to solve problems and accomplish tasks (throughout the entire year) I - Early Civilizations II - Regional Civilizations III - Early Modern Times IV – Enlightenment and Revolution 1-5 September – October Hispanic Heritage Month October Constitution Day	Sept to Oct.	Set up and use a notebook Follow rules of the classroom Be respectful listeners Use appropriate classroom language and behavior Be able to locate and use tools such as dictionary, thesaurus, folders... Work productively in groups Complete individual tasks as part of a group assignment Identify and appreciate the speaker's/writer's purpose and motive for communicating information Distinguish between the conventions of academic writing and the conventions of e-mailing and texting	Develop specific guidelines for academic success Establish classroom library for student use and independent reading Train students in daily use of notebooks Provide practice in effective note-taking and use of notes Develop individual responsibility for various roles in group work and projects Provide opportunities for speaking and listening activities Provide instruction in identifying purpose for reading/listening Establish recognition of positive participation Provide practice in assessment by using and explaining rubrics	Comprehension strategies Understand purpose, audience and topics Participate in group discussions Use a variety of speaking techniques Know how to ask questions Respond respectfully to others Provide instruction	Take notes from written and oral texts such as lectures and interviews Read and follow written, complex directions and procedures to solve problems and accomplish tasks Recognize the types of language that are appropriate to social communication Identify the writer's purpose and motive for communicating information Establish reader's purpose for assigned reading (e.g., to be informed, to follow directions, to be entertained, to solve problems). Use a range of organizational strategies to present information Listen for multiple levels of meaning articulated and unspoken Distinguish between the conventions of academic writing and the conventions of e-mailing and texting 21st Century Skills Group Discussions/ Presentations Teacher Conferencing; Notebook Review; Progress Report	Maps Globe Overhead projector Chalkboard Notebook Computer Printer Television CD Player VHS Player DVD Player Digital projector Speakers Library books	Vocabulary in context Word Wall Academic words: cite compare conclusion consequence contrast demonstrate discuss document evaluate evidence	Prentice Hall textbook Newspapers News Magazines The Internet Periodicals VHS Library DVD Library School and town libraries Guest speakers Stock Market Game	Multiple Choice Questions, Essays, DBQ Essays, Maps, Charts and Documents	Museum of Natural History, United Nations, Metropolitan Museum of Art, Museum of Modern Art, African Burial Ground- Manhattan

Prentice Hall provides support materials for Differentiated Instruction and Enrichment.

Global History I Title of Unit + Standards	Calendar	Objectives The students will...	Procedure The teacher will...	Prior Knowledge	Skills	Materials	Vocabulary	Resources	Assessments	Field Experience
2. Establish effective writing process including prewriting, using organizers, and editing practices to develop portfolios (throughout the entire year) I - Early Civilizations II - Regional Civilizations III - Early Modern Times IV – Enlightenment and Revolution 1-5 September – October Hispanic Heritage Month October Constitution Day Nov - Dec: School-wide read February - Black History Month March - Women’s History Month	Sept to Mar.	Use pre-writing activities (brainstorming, free-writing, note-taking, out-lining, graphic organizers and paragraphing) Use charts, graphs, or diagrams to illustrate informational texts Develop a thesis and strategies of support Develop and maintain a portfolio Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance Assess significant details through note taking and annotating Use an organizational format that provides direction, coherence, and/or unity Define the meaning of and understand the consequences of plagiarism	Review organizational strategies Provide practice and strategies for successful note-taking and annotating Establish use of permanent classroom-based notebook Explain difference between fact and opinion and how to develop a valid thesis Initiate writing as a process and a product with development of a portfolio Establish guidelines and rubric for portfolio development and assessment	Evaluate examples, details or reasons used to support ideas Evaluate the validity & accuracy of ideas & information to identify levels of meaning Ability to locate primary and secondary sources of information for research Identify social and cultural contexts of the time period to enhance understanding	Select and limit topics for informational writing, with assistance Use a range of organizational strategies to present information Analyze and integrate data, facts, and ideas to communicate information State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details Respect the age and cultural traditions of the recipient Write and share personal reactions to experiences, events, and observations, using a form of social communication Use a combination of techniques to extract salient information from texts 21st Century Skills Group Discussions/ Presentations Teacher Conferencing; Notebook Review; Progress Report	Maps Globe Overhead projector Chalkboard Notebook Computer Printer Television CD Player VHS Player DVD Player Digital projector Speakers Library books	Plagiarism Context Rubric Support Revision Proof-read Organize Draft Theme Thesis Edit Revision Response Examples Express Describe Demonstrate Conclusion Supporting details Demonstrate Graphic organizer Introduction Transitional Hierarchical Analyze Reading based vocabulary in context Academic words: analyze authority process define	Prentice Hall textbook Newspapers News Magazines The Internet Periodicals VHS Library DVD Library School and town libraries Guest speakers Stock Market Game	Multiple Choice Questions, Essays, DBQ Essays, Maps, Charts and Documents	Museum of Natural History, United Nations, Metropolitan Museum of Art, Museum of Modern Art, African Burial Ground- Manhattan

Prentice Hall provides support materials for Differentiated Instruction and Enrichment.

Global History I Title of Unit + Standards	Calendar	Objectives The students will...	Procedure The teacher will...	Prior Knowledge	Skills	Materials	Vocabulary	Resources	Assessments	Field Experiences
3. Word identification/decoding strategies (throughout the entire year. I - Early Civilizations II - Regional Civilizations III - Early Modern Times IV – Enlightenment and Revolution 1-5 September – October Hispanic Heritage Month October Constitution Day Nov - Dec: School-wide read February - Black History Month March - Women’s History Month	Sept to Mar.	Build vocabulary acquisition through reading and use of daily notebook Use strategies to decode words Edit for precise language in writing	Develop and maintain word wall Provide instruction in the use of dictionaries and thesauruses, and other specialized word tools Promote computer use of online dictionaries and other vocabulary resources Promote spoken use of precise language Check for understanding of texts by engaging in oral reading activities such as read-arounds	Use knowledge of content and vocabulary to understand informational text Using context clues Awareness of illustrations as clues for meaning	Use precise language Decode unfamiliar words independently Interpret multiple levels of meaning in text Focus on keywords/that signal that the text is heading in a particular direction Use of dictionaries, thesauruses and other specialized word sources Listen for multiple levels of articulated meaning 21st Century Skills Group Discussions/ Presentations Teacher Conferencing; Notebook Review; Progress Report	Maps Globe Overhead projector Chalkboard Notebook Computer Printer Television CD Player VHS Player DVD Player Digital projector Speakers Library books	thesaurus origin derivation syllabication articulated clarify appropriate verifiability validity glossary citations footnotes notations index symbols demonstrate circa hieroglyphics derive literacy Academic words: illustrations maintain	Prentice Hall textbook Newspapers News Magazines The Internet Periodicals VHS Library DVD Library School and town libraries Guest speakers Stock Market Game	Multiple Choice Questions, Essays, DBQ Essays, Maps, Charts and Documents	Museum of Natural History, United Nations, Metropolitan Museum of Art, Museum of Modern Art, African Burial Ground- Manhattan

Global History I Title of Unit + Standards	Calendar	Objectives The students will...	Procedure The teacher will...	Prior Knowledge	Skills	Materials	Vocabulary	Resources	Assessments	Field Experience
<p>4. Use a variety of academic strategies to enhance reading and listening comprehension (throughout the entire year)</p> <p>I - Early Civilizations II - Regional Civilizations III - Early Modern Times IV – Enlightenment and Revolution 1-5</p> <p>September – October Hispanic Heritage Month October Constitution Day Nov - Dec: School-wide read February - Black History Month March – Women’s History Month</p>	Sept to Mar.	<p>Listen respectfully and responsively and demonstrate appropriate body language as a listener</p> <p>Use effective note-taking while listening</p> <p>Develop questions</p> <p>Make distinctions about the relative value and significance of specific data, facts and ideas</p> <p>Listen to and follow complex directions and instructions</p> <p>Analyze purpose of graphics and how they supplement textual information and promote the author’s purpose</p> <p>Evaluate the content and organization of present -actions, applying criteria such as point of view and appropriateness and completeness of reasons, examples, and details</p> <p>Evaluate the possible bias of the writer, in order to judge the validity of the content</p> <p>Respond to collaborative conversation and peer-led discussions</p>	<p>Demonstrate and model note-taking strategies</p> <p>Provide instruction for audience behavior</p> <p>Provide practice in following oral procedures</p> <p>Provide opportunities for group work</p> <p>Allow students to construct meaning from cooperative group discussions</p> <p>Provide multi-media listening opportunities</p> <p>Provide multi-media visual opportunities</p> <p>Provide opportunities to evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes</p> <p>Provide practice analyzing purpose of graphics and how they supplement textual information and promote the author’s purpose</p>	<p>Recognize significant details</p> <p>Note taking strategies</p> <p>Identify point of view</p> <p>Determine meaning of unfamiliar words by using context clues</p> <p>Evaluate examples, details or reasons used to support ideas</p> <p>Context</p> <p>Details</p> <p>Footnotes</p> <p>Side notes</p> <p>Title</p>	<p>Listen attentively:</p> <p>Employ note-taking strategies</p> <p>Ask appropriate questions</p> <p>Ascertain purpose of speaker</p> <p>Ascertain purpose for listening</p> <p>Display appropriate body language</p> <p>To follow complex directions and instructions</p> <p>Maintain appropriate audience behavior</p> <p>Evaluate relative importance of information presented</p> <p>Evaluate possible bias of speaker</p> <p>Respond appropriately to other students individually and in group settings</p> <p>Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes</p> <p>Analyze purpose of graphics and how they supplement textual information and promote the author’s purpose</p> <p>21st Century Skills Group Discussions/ Presentations Teacher Conferencing; Notebook Review; Progress Report</p>	<p>Maps</p> <p>Globe</p> <p>Overhead projector</p> <p>Chalkboard</p> <p>Notebook</p> <p>Computer</p> <p>Printer</p> <p>Television</p> <p>CD Player</p> <p>VHS Player</p> <p>DVD Player</p> <p>Digital projector</p> <p>Speakers</p> <p>Library books</p>	<p>Ascertain Decorum</p> <p>Display Procedures</p> <p>Audience Critique</p> <p>Evaluate Cooperative</p> <p>Respond Respectful</p> <p>Collaborative relative Academic words: process response interpret convey complex identify</p>	<p>Prentice Hall textbook</p> <p>Newspapers</p> <p>News</p> <p>Magazines</p> <p>The Internet</p> <p>Periodicals</p> <p>VHS Library</p> <p>DVD Library</p> <p>School and town libraries</p> <p>Guest speakers</p> <p>Stock Market Game</p>	<p>Multiple Choice</p> <p>Questions, Essays, DBQ</p> <p>Essays, Maps, Charts and Documents</p>	<p>Museum of Natural History, United Nations, Metropolitan Museum of Art, Museum of Modern Art, African Burial Ground- Manhattan</p>

Global History I Title of Unit + Standards	Calendar	Objectives The students will...	Procedure The teacher will...	Prior Knowledge	Skills	Materials	Vocabulary	Resources	Assessments	Field Experience
5. Research techniques October – January I - Early Civilizations II - Regional Civilizations 1-5 September – October Hispanic Heritage Month October Constitution Day Nov - Dec: School-wide read	Oct. to Dec.	Devise a thesis from preliminary search of information Distinguish between paraphrase, direct quote and summary Take relevant notes in an acceptable format Ascertain which notes are relevant and which are not Correctly cite sources Write an outline, first draft, edit, and produce a second draft Provide sufficient credible support to develop a thesis Use the language of research such as documentation, source, notes, paraphrase, citation and works cited Share reading experiences with a peer or adult, for example, read together silently or aloud or discuss reactions to texts	Monitor the various stages of a research project Reinforce note-taking techniques Illustrate note-taking across multi-genres Demonstrate which technique is most effective: summarize, paraphrase, or direct quotes Demonstrate how to devise a thesis and distinguish fact from opinion Explain and implement self-editing and peer editing techniques Teach the language and the use of the components of research such as documentation, source, notes, paraphrase, citation and works cited Set objectives and provide clear and specific feedback	Condense, combine or categorize new information from one or more sources Apply thinking skills, such as define, classify, and infer, to interpret data, facts and ideas from informational texts Definition of plagiarism Draw conclusions and make inferences on the basis of explicit information Read to collect and interpret data, facts and ideas from multiple sources Locate information in a text document Maintain a consistent point of view Draw conclusions and make inferences using explicit and implied information Evaluate the validity and accuracy of ideas and information to identify levels of meaning Identify social & cultural context of the time period to enhance understanding	Present a controlling idea that conveys an individual perspective and insight into a research topic Research print & electronic sources and publish findings using multi-genre response Incorporate effective media and technology to inform about research Analyze and integrate facts and ideas to communicate information Evaluate the usefulness and credibility of data and sources Give credit in acceptable format for source acknowledgement Analyze source information Conduct original research Use the language of research such as documentation, source, notes, paraphrase, citation and works cited 21st Century Skills Group Discussions/ Presentations Teacher Conferencing; Notebook Review; Progress Report	Maps Globe Overhead projector Chalkboard Notebook Computer Printer Television CD Player VHS Player DVD Player Digital projector Speakers Library books	Paraphrase Preliminary Ascertain Relevant Summary Credibility Reliability Work Piece Statistics Data Acknowledgment Attribution Works cited Insight Distinguish Peer Edit Devise Incorporate Conduct Roots TBA Academic words: Source Credit Text	Prentice Hall textbook Newspapers News Magazines The Internet Periodicals VHS Library DVD Library School and town libraries Guest speakers Stock Market Game	Multiple Choice Questions, Essays, DBQ Essays, Maps, Charts and Documents	Museum of Natural History, United Nations, Metropolitan Museum of Art, Museum of Modern Art, African Burial Ground- Manhattan

Prentice Hall provides support materials for Differentiated Instruction and Enrichment.

Global History I Title of Unit + Standards	Calendar	Objectives The students will...	Procedure The teacher will...	Prior Knowledge	Skills	Materials	Vocabulary	Resources	Assessments	Field Experience
6. Analyze and synthesize information from different sources, making connections and showing relationships to other texts, ideas, subjects, self, and the world February – April III - Regional Civilizations IV - Early Modern Times 1-5 February - Black History Month March – Women’s History Month	Feb. to Mar.	Analyze and evaluate non-fiction texts to determine the significance and reliability of information; focus on key words/that signal that the text is heading in a particular direction Use strategies such as discussing with others, reading guides and summaries and reading aloud to assist in comprehension Select and limit topics for informational research Summarize information from single and multiple sources Analyze information from different sources Interpret and evaluate data, facts, and ideas in informational texts Generate questions and complete a graphic organizer Complete graphic organizer to show relationships between sources Form opinions and make judgments about the accuracy of information and personal texts Correctly cite online sources	Demonstrate how to develop a controlling idea Provide opportunities for media research and use in presentation Develop and explain a rubric for project evaluation Provide strategies to analyze and evaluate texts to determine the significance and reliability of information Demonstrate how to summarize information from a source Demonstrate how to analyze and annotate information from different sources Provide practice in the use of graphic organizers Show how to interpret and evaluate data, facts, and ideas in informational texts Provide instruction in proper online citation and following an approved style Provide practice in selecting and limiting a topic	Point of view Note-taking Structural cues Glossaries & dictionaries Organizational formats Hierarchical Chronological Cause/effect Comparison/contrast Defining features and structures of informational texts Annotate Visualize Synthesize Presentation Primary Secondary paraphrase thesis language of research	Interpret and analyze information from media presentations, internet sites, documentary films, graphics, and news Evaluate the possible bias of the speaker or author in order to judge the validity of the content Understand and use strategies to influence or persuade in advertisements Explain effect of historical and contemporary, social and cultural conditions Prepare and give presentations on a range of informational topics Express opinions or make judgments about ideas, information, experiences, and issues in historical articles Articulate personal opinions to clarify stated positions 21st Century Skills Group Discussions/ Presentations Teacher Conferencing; Notebook Review; Progress Report	Maps Globe Overhead projector Chalkboard Notebook Computer Printer Television CD Player VHS Player DVD Player Digital projector Speakers Library books	Transitions Significance Reliability End note Exposition Expository Bias Persuasion Propaganda Critique Colloquial Academic words: task reference similar significant	Prentice Hall textbook Newspapers News Magazines The Internet Periodicals VHS Library DVD Library School and town libraries Guest speakers Stock Market Game	Multiple Choice Questions, Essays, DBQ Essays, Maps, Charts and Documents	Museum of Natural History, United Nations, Metropolitan Museum of Art, Museum of Modern Art, African Burial Ground- Manhattan

Prentice Hall provides support materials for Differentiated Instruction and Enrichment.

Global History I Title of Unit + Standards	Calendar	Objectives The students will...	Procedure The teacher will...	Prior Knowledge	Skills	Materials	Vocabulary	Resources	Assessments	Field Experience
7. Read, review, interpret text and documents Social Studies Theme: Review I - Early Civilizations II - Regional Civilizations III - Early Modern Times IV – Enlightenment and Revolution 1-5	May to June	Analyze and evaluate non-fiction texts to determine the significance and reliability of information; focus on key words/that signal that the text is heading in a particular direction Interpret and evaluate data, facts, and ideas in informational texts Generate questions and complete a graphic organizer Complete graphic organizer to show relationships between sources Use strategies such as discussing with others, reading guides and summaries and reading aloud to assist in comprehension	Demonstrate how to devise a thesis and distinguish fact from opinion Reinforce note-taking techniques Provide strategies to analyze and evaluate texts to determine the significance and reliability of information Provide practice in the use of graphic organizers Show how to interpret and evaluate data, facts, and ideas in information Provide practice in selecting and limiting a topic	Review of the year's curriculum I - Early Civilizations II - Regional Civilizations III - Early Modern Times IV – Enlightenment and Revolution	Interpret and analyze information from media presentations, internet sites, documentary films, graphics, and news Explain effect of historical and contemporary, social and cultural conditions Express opinions or make judgments about ideas, information, experiences, and issues in historical articles Articulate personal opinions to clarify stated positions 21st Century Skills Group Discussions/ Presentations Teacher Conferencing; Notebook Review; Progress Report	Maps Globe Overhead projector Chalkboard Notebook Computer Printer Television CD Player VHS Player DVD Player Digital projector Speakers Library books	TBA	Prentice Hall textbook Newspapers News Magazines The Internet Periodicals VHS Library DVD Library School and town libraries Guest speakers Stock Market Game	Multiple Choice Questions, Essays, DBQ Essays, Maps, Charts and Documents	Museum of Natural History, United Nations, Metropolitan Museum of Art, Museum of Modern Art, African Burial Ground- Manhattan