

Grade 9 Social Studies: Quarter 4 Curriculum Map Scope and Sequence

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q4, Unit 1 Asia & Africa Decolonization	5 weeks	<i>McGraw Hill World History and Geography: Modern Times (Modern Era)</i>	After World War II, colonizers of Europe became weaker because of the costly impact of war on their military and economy. Students will research the spread of nationalism throughout African and Indian colonies comparing and contrasting national movements that lead to decolonization. While Africa and India eventually gained their independence, they faced many economic, political, and social challenges due to their lack of crucial advancements in technology and industry. Students will evaluate various primary and secondary documents that allow inquiry into text, and through writing that addresses the content needs of the standards.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	W.67, W.68, W.69, W.70, W.71, W.73, W.74, W.75, W.76, W.77, W.97
Q4, Unit 2 Latin America	2 weeks	<i>McGraw Hill World History and Geography: Modern Times (Modern Era)</i>	Latin America shared many of the same problems experienced by the developing countries of the non-European world. Students will explore the struggles that led to the rise of military dictatorships and the economic and social issues that led to revolutions in Guatemala and El Salvador. Furthermore, students will evaluate the influence of the United States on Latin America by researching economic sanctions, military intervention, and important treaties. Students will break down informational material and through various writing prompts address the content needs of the standards.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	W.84, W.85, W.86, W.87, W.88, W.89, W.90
Q4, Unit 3 Persian Gulf States	2 weeks	<i>McGraw Hill World History and Geography: Modern Times (Modern Era)</i>	Since World War II the Persian Gulf and its surrounding countries have come to account for a significant proportion of the world's oil production. Students will analyze the strength and weakness of the Persian Gulf states and the major conflicts that have arisen due to radicalism, territorial disputes, and various Persian Gulf Wars. Additionally, students will participate in a collaborative discussion on the role of the United States to secure peace in the Middle East by examining the Oslo Accord and the Camp David Accord. Students will evaluate various primary and secondary documents that allow inquiry into text, and through writing that addresses the content needs of the standards.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	W.91, W.92, W.93, W.94, W.95, W.96, W.100, W.101, W.102, W.103, W.104

Grade 9 Social Studies: Quarter 4 Map Instructional Framework

Planning With the Map

The curriculum map outlines the content and pacing for each grade and subject. For grades 6-8, Social Studies teachers must carefully balance attention between frequently detailed content standards while supporting inquiry, collaboration and high-impact writing.

To support this work, each unit contains a daily lesson framework and a sample daily lesson as guidance. However, please bear in mind that the map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map allows for flexibility and encourages each teacher and teacher team to make thoughtful adjustments, our expectations for student learning are non-negotiable. We must ensure all our children have access to rigorous content and effective teaching practices.

Weekly Guidance

To help promote “backward design” in planning, each map begins with recommended essential texts for each week, along with some critical text dependent questions and a set of weekly assessments in the form of standards-aligned writing prompts.

In order to assist students with the organization of content, and to aid teachers in assessing this writing, these prompts often include explicit organizational language or recommendations for constructing paragraphs. In each case, care has been taken to ensure that students must produce the appropriate social studies content, while still producing grade appropriate written work.

Because of this, these writing prompts will be content oriented, frequently relying on student knowledge for evidence and examples instead of discrete texts. **However, practice with text dependent questions and text analysis should be part the daily routine of every class period.** Moreover, while teachers are encouraged to supplement these writing tasks with level appropriate multiple choice and short answer assessments as necessary to demonstrate content knowledge as well, writing should be the largest part of any social studies assessment.

Vocabulary Instruction

Strategies for building vocabulary may be found in Social Studies Appendix A. The tools in Appendix A are cross-disciplinary protocols directly from the new Expeditionary Learning Curriculum. Students and teachers both will be able to use these increasingly familiar strategies as a common instructional language for approaching new and difficult academic and content area vocabulary. Teachers are encouraged to become familiar with all of these strategies to understand which ones best meet their instructional needs:

Contextual Redefinition...	Appendix A, p.58
Fraye Model.....	Appendix A, p.59
List/Group/Label.....	Appendix A, p.60
Semantic Webbing.....	Appendix A, p.61
SVES (Elaboration).....	Appendix A, p.62
Vocabulary Squares.....	Appendix A, p.63
Word Sorts.....	Appendix A, p.58

Daily Strategies

The daily strategies provided in this map are taken from SCS Social Studies Curriculum Appendix B, the Facing History and Ourselves teaching strategy guide. These are high-yield classroom strategies to foster collaboration, careful reading and robust writing. Anchor topics are provided below as a starting point for the protocol, but the strategies can be used with any of the texts provided in the Anchor Text or supplemental texts. Teachers are encouraged to learn these protocols and use them with flexibility to plan strong, adaptable lessons. Separate protocols are called out specifically for use in analyzing texts through the course of the class. These include the following:

- 3,2,1p. 4
- Chunking.....p. 47
- Document Analysis Templatesp. 61
- Evaluating Arguments in a Resource Book p. 63
- Evidence Logsp. 66
- Read Aloudp. 130
- Reader's Theaterp. 132
- Save the Last Word for Mep. 136
- Text to Text, Text to Self, Text to Worldp. 148
- Two Column Note Takingp. 157
- Word Wallp. 165

Grade 9 Social Studies: Quarter 4, Unit 1

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q4, Unit 1 Asia & Africa Decolonization	5 weeks	<i>McGraw Hill World History and Geography: Modern Times (Modern Era)</i>	After World War II, colonizers of Europe became weaker because of the costly impact of war on their military and economy. Students will research the spread of nationalism throughout African and Indian colonies comparing and contrasting national movements that lead to decolonization. While Africa and India eventually gained their independence, they faced many economic, political, and social challenges due to their lack of crucial advancements in technology and industry. Students will evaluate various primary and secondary documents that allow inquiry into text, and through writing that addresses the content needs of the standards.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	W.67, W.68, W.69, W.70, W.71, W.73, W.74, W.75, W.76, W.77, W.97

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
Texts	Reading Like a Historian: Why was the Sepoy Mutiny a turning point in Indian history?				
Standards	W.71, W.74,				
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	SVES SS Appendix A, p.6): Students will write any new or unclear words in their notebook. Students will define vocabulary term and rewrite the definition in their own words and record it in their notebook.				
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	Close Reading Protocols (SS Appendix B, p.50) Students will work in collaborative groups to close read multiple primary and secondary sources on the Sepoy Mutiny.				
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Storyboard (SS Appendix B, p.146): Storyboard key events of the Sepoy Mutiny in groups based on primary and secondary source from Reading Like a Historian.				
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Save the Last Word: (SS Appendix B, p.136): Students will share in small groups their storyboard of the Sepoy Mutiny for the last 10 minutes of class.				
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	Close Reading Protocols (SS Appendix B, p.50) Students will work in collaborative groups to close read multiple primary and secondary sources on the Sepoy Munity.				

Grade 9 Social Studies: Quarter 4, Unit 1 Vocabulary

Tier 2 Vocabulary - transfer, role, issue, parallel, revenue, goal, diverse, theme, consent, target, evolve, evident,

Tier 3 Vocabulary - principle of nonalignment, discrimination, Pan-Arabism, Intifada, apartheid, HIV/AIDS, Pan-Africanism, privatization, jurisdiction, corruption

Grade 9 Social Studies: Quarter 4, Unit 1 - Week 1

Asia & Africa Decolonization: Week 1	
Essential Question(s)	<ul style="list-style-type: none"> • What was the impact of British imperialism in India? • How did India become the “brightest jewel in the crown”? • Why was the Sepoy Mutiny a turning point in Indian history? • How did Mohandas Gandhi emerge as a leader of the Indian Independence movement in the 1920s?
Student Outcomes	<ul style="list-style-type: none"> • Students will be able to explain the causes of the Sepoy Rebellion by analyzing multiple perspectives and the validity of various primary and secondary resources in collaborative groups. • Students will be able to identify key natural resources and crops of India and explain the positive and negative impact of the East India Company and the British Empire on India. • Students will be able to summarize Gandhi’s influence on India and his philosophy on non-violence.
Texts	<p>Text Book: McGraw Hill World History and Geography: Modern Times (Modern Era), Chapter 19 pp.383-410</p> <p>Required Texts: Article Packet & Question Set: Reading Like a Historian – The Sepoy Rebellion? Article & Question Set: Gandhi DBQ Jigsaw</p> <p>Recommended Protocol(s): Evidence Log, Annotating and Paraphrasing Sources</p> <p>Supplemental Texts: Yalta and Potsdam Conference</p> <ul style="list-style-type: none"> • Article and Question Set: Immigrants Defining British Relations with India • Article and Question Set: Political Cartoon • Map: India Political and Physical Features
Suggested Classroom Strategies	<p>Fishbowl (Appendix B, p.72): Discuss Gandhi’s role in India’s Independence, the Salt March, and his philosophy of non-violence.</p> <p>Storyboard (Appendix B, p.146): Outline the key events of the Sepoy Mutiny.</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Prompt 1: Explain the main causes of the Sepoy Rebellion and its lasting impact on India’s Independence.</p> <p>Prompt 2: Why do you suppose Gandhi preached non-violence in protesting British rule in India? How did he call on Hindus and Muslims in India?</p> <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies. • Use evidence from the sources to support your response.
Standards	<p>W.71 Identify the climate, physical processes, geographical features, human modifications, and population patterns of Asia, and list the major natural resources and their relationship to the economy of the region. (E, G)</p> <p>W.74 Explain the historical factors that created a stable democratic government in India and the role of Mohandas Gandhi, Jawaharlal Nehru, and Indira Gandhi in its development. (C, H, P)</p>

Grade 9 Social Studies: Quarter 4, Unit 1 - Week 2

Asia & Africa Decolonization: Week 2	
Essential Question(s)	<ul style="list-style-type: none"> • What led to renewed protest for Indian independence after World War II? • Explain the conflict between the Hindus and the Muslims in India. • What was the immediate consequence of the creation of Pakistan? • Explain the conflict over Kashmir.
Student Outcomes	<ul style="list-style-type: none"> • Students will be able to break down why India was partitioned into Muslim and Hindu nations by analyzing various perspectives from primary and secondary documents. • Students will be able to trace and outline the Indian independence movement and discuss the current issues that India and Pakistan face today.
Texts	<p>Text Book: McGraw Hill World History and Geography: Modern Times (Modern Era), Chapter 19, pp.383-410</p> <p>Required Texts: Articles, Maps, Graphic Organizer, & Question Set: Reading Like a Historian – Indian Partition Lesson Plan Photo Analysis: Partition of India Articles & Questions: Upfront Article on India and Pakistan</p> <p>Recommended Protocol(s): Image Analysis, Evidence Log, Close Reading Protocol</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Articles: Muslims in India Encounter Intolerance • Articles: Kashmir Conflict Article • Articles: Student Voice Indian and Pakistan Perspective • Articles: One Bloody Memories of Partition Fade Among Pakistani
Suggested Classroom Strategies	<p>Think, Pair, Share - Small Groups (Appendix B, p.152): Reading Like a Historian – Students analyze multiple documents together and discuss their relevance to the partition of India.</p> <p>Graffiti Board (Appendix B, p.86): Reading Like a Historian – Photo Analysis of India asking students to summarize what type of issues India faced through photos during the partition.</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Prompt 1: Was India's partition plan a good decision given what people knew at the time?</p> <p>Prompt 2: Explain the push and pull factors that lead to the partition of India into Hindu and Muslim nations.</p> <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies. • Use evidence from the sources to support your response.
Standards	<p>W.71 Identify the climate, physical processes, geographical features, human modifications, and population patterns of Asia, and list the major natural resources and their relationship to the economy of the region. (E, G)</p> <p>W.73 List the reasons for, and the effects of, the partition of the Indian subcontinent into India and Pakistan in 1947. (G, H, P)</p>

Grade 9 Social Studies: Quarter 4, Unit 1 - Week 3

Asia & Africa Decolonization: Week 3	
Essential Question(s)	<ul style="list-style-type: none"> • How was Africa divided up by Europe? Explain the decision making process. • What was the purpose of the Pan-African Conference and how did it contrast with the Berlin Conference? • What issues did Kenya face under Jomo Kenyatta? How was Jomo Kenyatta tied to the extremist wing of the Mau Mau?
Student Outcomes	<ul style="list-style-type: none"> • Students will be able to explain the difference between imperialism and colonialism. • Students will be able to identify key natural resources and physical features of Africa and participate in a mock Berlin Conference. • Students will be able to outline the key purpose of the Pan-African Conference and discuss the issues many African nations faced after independence.
Texts	<p>Text Book: McGraw Hill World History and Geography: Modern Times (Modern Era), Chapter 19, pp.383-410</p> <p>Required Texts: Article & Class Discussion: The Berlin Conference Activity Article & Questions: The All African People's Conference Political Cartoon & Group Analysis: Perspectives on Imperialism Article & Questions: Compare & Contrast the Independence of Congo and Kenya Article & Questions: Kenyatta arrest</p> <p>Recommended Protocol(s): Evidence Log, Close Reading Protocol</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Graphing: African Independence in the Twentieth Century (A part of The Pan African Conference Packet) • Article and Question Set: Colonizing & Independence of Africa DBQ (A part of The Pan African Conference Packet) • Picture Analysis: Class Discussion on African Perceptions • Map & Question Set: Africa in 1914 • Picture Analysis: The Dark Continent • Article and Question Set: The Man and the Elephant • Map Political & Physical Features: Africa • Articles: Decolonization
Suggested Classroom Strategies	<p>Close Reading Protocol (Appendix B, p.72): The All African Conference.</p> <p>Think-Pair-Share (Appendix B, p.152): Perspectives on Imperialism</p> <p>Big Paper- Building a Silent Conversation (Appendix B, p.27): Compare and contrast the independence of Congo and Kenya.</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Prompt 1: Explain how African nations were formed before World War I and describe the issues many African nations faced both after colonialism and today.</p> <p>Prompt 2: What is the message on imperialism that all the political cartoonists are arguing? Based upon all that we have learned, do you agree or disagree with them? Why?</p>

	<p>As you write, follow the directions below.</p> <ul style="list-style-type: none">• Address all parts of the prompt.• Include information and examples from your own knowledge of social studies.• Use evidence from the sources to support your response.
Standards	<p>W.67 Identify Africa's climate, physical processes, geographical features, resources, human modifications, and population patterns and list the major natural resources and their relationship to the economy of the region. (E, G)</p> <p>W.68 Describe the development and goals of nationalist movements in Africa, including the ideas and importance of nationalist leaders, including Jomo Kenyatta, Patrice Lumumba, and Gamal Abdel Nasser. (H, P)</p> <p>W.70 Evaluate the challenges in Africa, including its geopolitical, cultural, military, and economic significance and the international relationships in which Africa is involved including the civil war in the Democratic Republic of Congo. (C, E, P)</p>

Grade 9 Social Studies: Quarter 4, Unit 1 - Week 4

Asia & Africa Decolonization: Week 4	
Essential Question(s)	<ul style="list-style-type: none"> Define the word <i>apartheid</i>. What type of restriction did apartheid laws have on Black Africans in South Africa? How did Nelson Mandela become the face of the apartheid movement? What are sanctions? What role did they play in ending apartheid laws?
Student Outcomes	<ul style="list-style-type: none"> Students will be able to explain how apartheid laws restricted Black Africans and compare and contrast apartheid laws to Jim Crow Laws from 1900 to the 1960s. Students will be able to discuss the impact the ANC and Nelson Mandela had on the end of apartheid. Students will be able to compare and contrast the decolonization in Africa and India and describe the conflict and limited economic growth that both continents face today.
Texts	<p>Text Book: McGraw Hill World History and Geography: Modern Times (Modern Era), Chapter 19, pp.383-410</p> <p>Required Texts: Article & Graphic Organizer: Apartheid Laws Article & Questions: African National Congress Article & Questions: Sanctions Article & Questions: Decolonization India & Africa</p> <p>Recommended Protocol(s): Evidence Log, Close Reading Protocol</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> Article & Graphic Organizer: Apartheid Timeline Article: Decolonization Africa South, African Aggression Article: Decolonization Africa Clinging On Article: Decolonization Africa Apartheid Article: Decolonization Africa Collapse of Apartheid
Suggested Classroom Strategies	<p>Fishbowl (Appendix B, p.152): Compare Apartheid Laws to Jim Crow Laws. Discuss how South Africa government controlled and divided up the majority through apartheid laws.</p> <p>Two-Minute Interview (Appendix B, p.161): Decolonization of India and Africa – Apartheid Laws</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Prompt 1: Explain the main objectives of the Pan African Conference and their vision/future for Africa.</p> <p>Prompt 2: Describe whether colonial education had a positive or negative effect on Africans.</p> <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> Address all parts of the prompt. Include information and examples from your own knowledge of social studies. Use evidence from the sources to support your response.
Standards	<p>W.67 Identify Africa's climate, physical processes, geographical features, resources, human modifications, and population patterns and list the major natural resources and their relationship to the economy of the region. (E, G)</p>

W.69 Explain the fight against and dismantling of the apartheid system in South Africa, including the role of Nelson Mandela and the African National Congress in ending apartheid. (H, P)

Grade 9 Social Studies: Quarter 4, Unit 1 - Week 5

Asia & Africa Decolonization: Week 5	
Essential Question(s)	<ul style="list-style-type: none"> • Where is the Suez Canal? • Who depended on the Suez Canal? • Who is Nasser? Describe Nasser's agenda and rule of Egypt? • Did Egypt have the right to nationalize the Suez Canal? • Explain the difference between the Hutu and Tutsis. • Who created the animosity between the Hutu and the Tutsis? • What are modern day problems that face African nations?
Student Outcomes	<ul style="list-style-type: none"> • Students will be able to identify the significance of the Suez Canal to trade and explain why Egypt seized the Suez Canal from Great Britain. • Students will be able to outline the events that led up to the Rwanda Genocide and discuss whether the Rwanda Genocide could have been prevented. • Students will be able to identify a major problem in Africa and work in collaborative groups to research real world solutions and present their findings to the class.
Texts	<p>Text Book: McGraw Hill World History and Geography: Modern Times (Modern Era), Chapter 19, pp.383-410</p> <p>Required Texts: Article, Maps, & Graphic Organizer: Suez Canal Article & Questions: Rwanda Genocide Article & Questions: Modern Problems of Africa</p> <p>Recommended Protocol(s): Evidence Log, Close Reading Protocol</p> <p>Supplemental Text:</p> <ul style="list-style-type: none"> • Article, Graphs & Questions: Africa Demography • Article & Questions: Conflict Diamonds • Article & Questions: Rwandan Genocide • Article & Question Set: Rwanda & Darfur
Suggested Classroom Strategies	<p>Jigsaw (Appendix B, p.101): Modern Problems of Africa</p> <p>Save the Last Word for Me (Appendix B, p.136): The Rwanda Genocide</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Prompt 1: Before, during, and after the genocide, the international community, including the United States, was aware at least in part of the atrocities occurring in Rwanda during the spring of 1994. Why did the international community fail to act when necessary to prevent the genocide or lessen its effect? Think about the history of American involvement in Somalia during the fall of 1993 as a reference.</p> <p>Prompt 2: Compare patterns and results of decolonization in Africa and India.</p> <p>Prompt 3: Compare and contrast the position the United States and the Soviet Union faced during the Suez Canal Crisis and explain why Nasser kept playing the United States and the Soviet Union off against each other.</p> <p>As you write, follow the directions below.</p>

	<ul style="list-style-type: none">• Address all parts of the prompt.• Include information and examples from your own knowledge of social studies.• Use evidence from the sources to support your response.
Standards	<p>W.67 Identify Africa’s climate, physical processes, geographical features, resources, human modifications, and population patterns and list the major natural resources and their relationship to the economy of the region. (E, G)</p> <p>W.68 Describe the development and goals of nationalist movements in Africa, including the ideas and importance of nationalist leaders, including Jomo Kenyatta, Patrice Lumumba, and Gamal Abdel Nasser. (H, P)</p> <p>W.97 Determine the central ideas of a text describing the origin and course of the Rwanda Genocide. (C, H, P)</p> <p>W.100 Using census data and population pyramids, identify and describe the demographic changes worldwide since 1980. (C, E, G, H, P)</p>

Grade 9 Social Studies: Quarter 4, Unit 2

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q4, Unit 2 Latin America	2 weeks	<i>McGraw Hill World History and Geography: Modern Times (Modern Era)</i>	Latin America shared many of the same problems experienced by the developing countries of the non-European world. Students will explore the struggles that led to the rise of military dictatorships and the economic and social issues that led to revolutions in Guatemala and El Salvador. Furthermore, students will evaluate the influence of the United States on Latin America by researching economic sanctions, military intervention, and important treaties. Students will break down informational material and through various writing prompts address the content needs of the standards.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	W.84, W.85, W.86, W.87, W.88, W.89, W.90

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
Texts	Amazon Rainforest – Activity				
Standards	W.87				
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Semantic Webbing (SS Appendix A, p.5): Students will create a list of vocabulary terms that relate to the word “deforestation”.				
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	Learning Targets, Agenda and Essential Question: Watch a short video on deforestation and break students into groups for the deforestation activity.				
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Think-Pair-Share (SS Appendix B, p.148) Students will work in collaborative groups to close read and find solutions to stopping deforestation in the Amazon.				
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Iceberg Diagram (SS Appendix B, p.146): Students will create a graphic organizer to outline the issues of deforestation.				
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	3 - 2 - 1 (SS Appendix B, p.4): Students will share out three things they learned, two questions they still have, and one aspect of the class that they like/enjoyed.				

Grade 9 Social Studies: Quarter 4, Unit 2 Vocabulary

Tier 2 Vocabulary - transfer, role, issue, parallel, revenue, goal, diverse, theme, consent, target,

Tier 3 Vocabulary - trade embargo, cartels, magic realism, megacity, privatization, jurisdiction, corruption

Grade 9 Social Studies: Quarter 4, Unit 2 - Week 1

Latin America: The Spread of Communism: Week 1	
Essential Question(s)	<ul style="list-style-type: none"> • Why are environmentalists concerned with the deforestation of the Amazon rainforest? • Who is destroying the Amazon rainforest? What solutions have environmentalists proposed to slow deforestation? • Who built the Panama Canal and whom did it benefit? • Describe the benefits of NAFTA. • What is a maquiladora? Where are they located?
Student Outcomes	<ul style="list-style-type: none"> • Students will be able to identify the members of NAFTA and explain the pros and cons of the agreement. • Students will be able to examine the effects of NAFTA on the creation of maquiladora. • Students will be able to describe cultural attitudes towards women and men in Mexico and the effects of maquiladora on workers wages. • Students will be able to outline the role of the U.S in building the Panama Canal & discuss its economic/political impact on Panama and the U.S.
Texts	<p>Text Book: McGraw Hill World History and Geography: Modern Times (Modern Era), Chapter 18, pp.365-382</p> <p>Required Texts: Article & Political Cartoons: Panama Canal Article & Questions Set Activity: Deforestation of the Rainforest Article & Questions Set: NAFTA & Maquiladora</p> <p>Recommended Protocol(s): Image Analysis, Evidence Log</p> <p>Supplemental Texts: Map & Questions: Political and Physical Features of South America</p>
Suggested Classroom Strategies	<p>Socratic Seminar (Appendix B, p.147): Deforestation – What are some of the solutions to stop deforestation in the Amazon Rainforest?</p> <p>Think - Pair - Share (Appendix B, p.152): NAFTA and Maquiladora – Describe the cultural attitudes towards women and men in Mexico and the effects of maquiladora on workers wages.</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Prompt 1: What has been the long-term impact of NAFTA on the United States, Canadian and Mexico economy Who benefited the most? Who benefited the least? Explain your answer.</p> <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies. • Use evidence from the sources to support your response.
Standards	<p>W.87 Evaluate the presence and influence of the United States in Latin America, including economic sanctions, military intervention in the War on Drugs, Organization of American States (OAS), and the Panama Canal. (E, H, P)</p> <p>W.88 Explain the importance of trade and regional trade treaties, including NAFTA, MERCOSUR, CAFTA, and CARICOM. (E, G)</p> <p>W.89 Trace the impact of drug trafficking on and movements of people to the United States, their monetary and affective connections to their homelands, and return migration to Latin America. (C, G)</p>

Grade 9 Social Studies: Quarter 4, Unit 2 - Week 2

Latin America: The Spread of Communism: Week 2	
Essential Question(s)	<ul style="list-style-type: none"> • What were some of the fears associated with the Cold War? • How has America tried to stop the drug trade? • How did President Eisenhower's administration benefit from Guatemala? • Should America be spending money and resources trying to catch drug traders prior to arriving in the United States? • Why did the United States gain interest in eating bananas?
Student Outcomes	<ul style="list-style-type: none"> • Students will be able to identify at least five ways the United States tried to stop the drug trade in Latin America and discuss the issues of fighting the drug trade in Latin America. • Students will be able to explain American involvement in Guatemala and compile evidence arguing the positive or negative consequences of the United States involvement in the coup of the Guatemalan dictator.
Texts	<p>Text Book: McGraw Hill World History and Geography: Modern Times (Modern Era), Chapter 18, p.p365-382</p> <p>Required Texts:</p> <ul style="list-style-type: none"> • Article & Question Analysis: Latin America Drug Trade Article • Article & Questions: Guatemalan Coup of 1954 <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Article: Genocide in Guatemala • Map: Map out South America
Suggested Classroom Strategies	<p>Town Hall Circle (Appendix B, p.154): Latin American Drug Trade - Should America be spending money and resources to catch drug traders prior to arriving in the United States?</p> <p>Big Paper Silent Conversation (Appendix B, p.27): Guatemalan Coup - Who controlled and profited from the United Fruit Company? Is it ethical for the Eisenhower Administration to profit from Guatemala?</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Prompt 1: Should American be spending money and resources trying to catch drug traders prior to arriving in the United States? Why or why not?</p> <p>Prompt 2: Who controlled and profited from the United Fruit Company? Is it ethical for the Eisenhower administration to profit from Guatemala?</p> <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies. • Use evidence from the sources to support your response.
Standards	<p>W.85 Explain the struggle for economic autonomy, political sovereignty, and social justice that led to revolutions in Guatemala and Cuba, and armed insurgencies and civil war in many parts of Central America. (C, E, P)</p> <p>W.86 Compare the rise of military dictatorships in Argentina, Brazil, and Guatemala and the shift to democracy. (H, P)</p> <p>W.87 Evaluate the presence and influence of the United States in Latin America, including economic sanctions, military intervention in the War on Drugs, Organization of American States (OAS), and the Panama Canal. (E, H, P)</p>

Grade 9 Social Studies: Quarter 4, Unit 3

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q4, Unit 3 Persian Gulf States	2 weeks	<i>McGraw Hill World History and Geography: Modern Times (Modern Era)</i>	Since World War II the Persian Gulf and its surrounding countries have come to account for a significant proportion of the world's oil production. Students will analyze the strength and weakness of the Persian Gulf states and the major conflicts that have arisen due to radicalism, territorial disputes, and various Persian Gulf Wars. Additionally, students will participate in a collaborative discussion on the role of the United States to secure peace in the Middle East by examining the Oslo Accord and the Camp David Accord. Students will evaluate various primary and secondary documents that allow inquiry into text, and through writing that addresses the content needs of the standards.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	W.91, W.92, W.93, W.94, W.95, W.96, W.100, W.101, W.102, W.103, W.104

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
Texts	Upfront – How Did the Middle East Get That Way?				
Standards	W.90, W.91, W.92, W.93, W.94, W.95, W.96, W. 101, W.102, W.103, W.104				
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Vocabulary Square (Appendix A, p.7) Culture, OPEC, Arab Spring				
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	Learning Targets, Agenda and Essential Question: Look at key natural resources of the Middle East and watch a short video of Middle East history.				
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Evidence Logs (Appendix B, p.66): Students will outline the key reasons why the Middle East is destabilized.				
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Think - Pair - Share (Appendix B, p.152) Students in small groups will analyze and recreate issues facing the Middle East				
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	Harvard Visible Thinking Routine: Generate, Sort, Connect, Elaborate (Concept Map)				

Grade 9 Social Studies: Quarter 4 Unit 3 Vocabulary

Tier 2 Vocabulary - intense, manipulation, chemical, drama, arbitrarily, projection, migration, currency, dynamic, evolve, evident

Tier 3 Vocabulary - microchip, ecology, deforestation, desertification, greenhouse effects, sustainable development, peacekeeping forces, nuclear proliferation, bioterrorism, pandemic, nongovernmental organization, multinational corporation, globalization, collateralized debt obligation, subprime investment, corruption, jurisdiction

Grade 9 Social Studies: Quarter 4, Unit 3 - Week 1

Persian Gulf States: Week 1	
Essential Question(s)	<ul style="list-style-type: none"> To what extent does the Middle East geography contribute to regional and cultural differences? What impact do beliefs and values have on society? What does OPEC stand for? What is the world economic interest in the Middle East? What were the leading causes of the Arab Spring? How has Middle Eastern history shaped what the region has become? What were the four major problems that characterized many of the newly independent Muslim nations?
Student Outcomes	<ul style="list-style-type: none"> Students will be able to explain the instability in the Middle East by creating a timeline of key historical events that shaped the area. Students will be able to identify the leading causes of the Arab Spring and research secular groups that have gained momentum since the Arab Spring in Egypt.
Texts	<p>Text Book: McGraw Hill World History and Geography: Modern Times (Modern Era), Chapter 20, pp.411-428</p> <p>Required Texts:</p> <ul style="list-style-type: none"> Article & Question Set: Upfront – How Did the Middle East Get That Way? Article & Question Set: Has the Arab Spring Failed? <p>Recommended Protocol(s): Image Analysis, Think - Pair - Share</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> Primary Source Packet: Modern Middle East - Islamic Fundamentalism Article: Post Cold War Middle East Conflict, Imperialism, and Nationalism
Suggested Classroom Strategies	<p>Analyzing Visual Images (Appendix B, p.10): End of the Soviet Union impact on the Middle East.</p> <p>Storyboard (Appendix B, p.146): Why did America and Europe want to promote secular governments in the Middle East? Storyboard based on article.</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Prompt 1: Explain the main causes of the Arab Spring and the lasting affects it had on the Middle East.</p> <p>Prompt 2: How did Colonel Edward House predict that the lines drawn in the desert sand by European diplomats was “making a breeding place for future war?”</p> <p>As you write, follow the directions below.</p> <ul style="list-style-type: none"> Address all parts of the prompt. Include information and examples from your own knowledge of social studies. Use evidence from the sources to support your response.
Standards	<p>W.90 Evaluate the geographic impact, such as the growing innovations of technical geographical tools including GPS and GIS, these resources are having on retail, transportation, communication, and tech industries. (C, E, G)</p> <p>W.91 Identify the weaknesses and strength of the oil-rich Persian Gulf states, including Saudi Arabia, Kuwait, and others. (E, G, P)</p> <p>W.92 Analyze the use of geo-technology in the search for new sources of oil and the geographic causes and effects of transitioning to alternative energy sources. (E, G)</p> <p>W.93 Analyze reactions by surrounding Arab countries of the U.N. decision to establish Israel, the four Arab-Israeli Wars, and the rise of the Palestinian Liberation Organization. (G, H, P)</p> <p>W.94 Analyze the attempts to secure peace in the Middle East, including the Camp David Accords and the Oslo Accords. (H, P)</p> <p>W.95 Summarize the Iranian Revolution of 1978–1979 after Khomeini, the Iranian hostage crisis, and more recent nuclear issues. (H, P)</p> <p>W.96 Explain the defeat of the Soviet Union and the rise of the Mujahedin and the Taliban in Afghanistan. (G, H, P)</p>

	<p>W.101 Initiate and participate in collaborative discussions explaining the origins of the Persian Gulf War and the postwar actions of Saddam Hussein. (E, H, P)</p> <p>W.102 Describe Islamic revivalism and radicalism, including Muslim communities in Europe. (C, P)</p> <p>W.103 Trace the increase in terrorist attacks against Israel, Europe, and the United States. (C, P)</p> <p>W.104 Utilize primary and secondary sources describing America's response to, and the wider international consequences of, the September 11, 2001 terrorist attacks, including the United States invasion of Afghanistan and Iraq. (C, G, H, P)</p>
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Grade 9 Social Studies: Quarter 4, Unit 3 - Week 2

Persian Gulf States: Week 2	
Essential Question(s)	<ul style="list-style-type: none"> • What is Zionism? • What is a theocracy? How is it different or similar to a democracy or a dictatorship? • How does the United States rely on OPEC? • What factors cause people to use terrorism as a tool to affect change? • Evaluate the role of religion and government on the lives of the people of Iraq, Iran, and Afghanistan
Student Outcomes	<ul style="list-style-type: none"> • Students can identify the weaknesses and strengths of the Persian Gulf states. • Students can describe the rise of the Palestinian Liberation Organization due to the establishment of Israel and the four Arab-Israel Wars. • Students can research the rise of the Mujahedin and Taliban in Afghanistan and describe the increase in Islamic revivalism and its connection with terrorist attacks around the world.
Texts	<p>Text Book: McGraw Hill World History and Geography: Modern Times (Modern Era), Chapter 20, pp.411 -428</p> <p>Required Texts:</p> <ul style="list-style-type: none"> • Article & Questions: Upfront – Iran, OPEC, Iraq & Afghanistan • Article & Questions: Upfront – The Birth of Israel <p>Recommended Protocol(s): Image Analysis, Evidence Logs</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Chart: Total International Terrorist Attacks 1982-2003 • Political Cartoon: Palestine and Israel • Article, Political Cartoon & Questions: Rise and Fall of the Taliban • Poster Analysis: Iranian Revolution • Article & Questions: The Iraq War 2003 • Article & Questions: The Middle East Mess • Article, Political Cartoon & Questions: Civil War in Lebanon
Suggested Classroom Strategies	<p>Jigsaw (Appendix B, p.101): OPEC, Iran & Afghanistan</p> <p>Evidence Logs (Appendix B, p.66): Impact of the Taliban on Afghanistan .</p> <p>Anticipation Guide (Appendix B, p.16): Conflict over Israel and Palestine</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Prompt 1: What do you think is a fair solution to the conflict between Israel and the Palestinians? Make sure to consider both sides' points of view.</p> <p>Prompt 2: Discuss the impact that the Taliban had on Afghanistan and break down the leading causes on why the United States invaded Afghanistan.</p> <p>As you write, follow the directions below.</p>

	<ul style="list-style-type: none"> • Address all parts of the prompt. • Include information and examples from your own knowledge of social studies. • Use evidence from the sources to support your response. •
Standards	<p>W.90 Evaluate the geographic impact, such as the growing innovations of technical geographical tools including GPS and GIS, these resources are having on retail, transportation, communication, and tech industries. (C, E, G)</p> <p>W.91 Identify the weaknesses and strength of the oil-rich Persian Gulf states, including Saudi Arabia, Kuwait, and others. (E, G, P)</p> <p>W.92 Analyze the use of geo-technology in the search for new sources of oil and the geographic causes and effects of transitioning to alternative energy sources. (E, G)</p> <p>W.93 Analyze reactions by surrounding Arab countries of the U.N. decision to establish Israel, the four Arab-Israeli Wars, and the rise of the Palestinian Liberation Organization. (G, H, P)</p> <p>W.94 Analyze the attempts to secure peace in the Middle East, including the Camp David Accords and the Oslo Accords. (H, P)</p> <p>W.95 Summarize the Iranian Revolution of 1978–1979 after Khomeini, the Iranian hostage crisis, and more recent nuclear issues. (H, P)</p> <p>W.96 Explain the defeat of the Soviet Union and the rise of the Mujahedin and the Taliban in Afghanistan. (G, H, P)</p> <p>W.101 Initiate and participate in collaborative discussions explaining the origins of the Persian Gulf War and the postwar actions of Saddam Hussein. (E, H, P)</p> <p>W.102 Describe Islamic revivalism and radicalism, including Muslim communities in Europe. (C, P)</p> <p>W.103 Trace the increase in terrorist attacks against Israel, Europe, and the United States. (C, P)</p> <p>W.104 Utilize primary and secondary sources describing America’s response to, and the wider international consequences of, the September 11, 2001 terrorist attacks, including the United States invasion of Afghanistan and Iraq. (C, G, H, P)</p>