

9th- Unit 1

- Content questions were updated to align with the new Common Core Social Studies Standards.
- Process questions were revised to better align with the Common Core Standards.
- Learning activities were expanded to add more depth and options as recommended by LCI.
- Performance task was revised in order to make it more authentic, flexible, and better address the focus of the unit.
- Differentiated activities for ISS and ELL students were added to better address their needs.
- **Differentiation (ELL/ISS) Strategies:**
 1. Complete a web diagram on what they learned about the ice-man artifact. Students can be given guiding questions for the class discussion.
 2. Teacher can create sentence starters/stems to motivate students to begin their exit slips.
 3. Students will be given a graphic organizer to fill in about the parts of a civilization.
 4. *ELL: Fewer but broader questions to complete the interview activity as student will be translating on their own.
 - 5-6. They would describe what roles each member might play to help ensure survival. Students will be placed in heterogeneous ability level groups.
 7. Provide students with a T-Chart graphic organizer that allows them to list the pros/cons of the hunter/gatherer lifestyle and the 21st century lifestyle. Students will then use their organizer to construct their film review.
 8. Students will be given a vocabulary list to help them with complex vocabulary.
 9. Provide an outline and checklist for students to complete this narrative.

9th- Unit 2

- Added content question about Greek philosophy in response to benchmark data.
- Added a learning activity on the collapse of the Roman Empire in response to benchmark data
- Changed Essential Question from (Why do people move or do people move for the same reason?) to (Why do people move?)
- Numbered & edited the content and guiding questions
- Added more process question to align with standards
- Edited standards & applied standards to content questions, guiding questions, process questions, and learning/teaching activities
- **Differentiation Strategies:**
 1. Teacher will provide a more detailed key with descriptions about the regions to better prepare students to participate and make judgements.
 2. Students will be in heterogeneous groups and assigned roles and responsibilities. Students will also be given a checklist for their presentations.
 3. Teacher will provide maps that have the features identified. If needed, teacher will also provide a t-chart with the geographic features identified as well.

4. Teacher will provide students with a “highlighted” reading to direct students to important details.
5. Teacher will model first example of the diagram.
6. Students will create a t-chart identifying the pros/cons of Athenian democracy.
7. Provide students with printouts of the slides and organizer to help them be better prepared to participate in the class discussion.
8. American side of the chart will be completed through a whole class discussion.
9. Teacher will model first example of the diagram.
10. Teacher will provide students with an outline to write their short position paper.

9th- Unit 3

- Adjusted essential question based on recommendations by LCI.
- Revised learning activities in order to more accurately explain what students will be doing and why as well as
- Content questions were updated to align with the new Common Core Social Studies Standards.
- Performance task was revised to provide for more flexibility and peer assessment.
- **Differentiation Strategies:**
 1. Teacher will provide students with an outline to complete their paper. *Teacher may consider turning this into a class/group discussion and having them discuss: “Why are streets necessary?” or “How do streets help us in our daily lives?”. This will help students relate to content and increase their engagement in this activity.
 2. Prior to this activity, teacher will provide a review/homework of the dynastic cycle. Teacher can also relate to how leaders are picked today in order to give context.
 3. Teacher can provide “highlighted” primary sources and graphic organizer/outline to prepare students to write paper.
 4. Teacher will provide “guiding questions” to help students analyze the map. Teacher will make sure groups are heterogeneous and are given assigned roles and responsibilities.
 5. Teacher will model the first example in the organizer.
 6. Teacher will model the first example in the venn diagram.
 7. Teacher will provide “highlighted text”, model how to cite evidence, and provide guiding questions.

9th - Unit 4

- The essential question was changed to reflect a more universal question that provides a broader scope. It is also intended to elicit multiple perspectives.
- Add all of writing standard 2 substandards as recommended by LCI.
- Content questions and learning activities were updated to align with the new Common Core Social Studies Standards.
- Process questions were revised to better align with the Common Core Standards.
- Common Core Standards added to learning activities that were added based on the recommendations of LCI.
- Added content question about Justinian’s Code in response to benchmark data.

- **Differentiation Strategies:**

1. Teacher will model the first document and how to read a graph using a “think aloud”.
2. Students will be placed in heterogeneous groups or base groups on ability and tier the reading and activity with teacher support.
3. Teacher will provide students with “highlighted” text and teacher will model first example.
4. Teacher will share an example of the completed illustrated work.
5. Teacher will provide students with printouts of the slideshow with a section to take notes next to each slide.
6. Teacher will provide “scaffolding questions” and may tier the readings according to ability.
7. Teacher will model a “think aloud” of how to cite evidence. Teacher may use a “It Says, I say, So…” chart to help students learn to use textual evidence.
8. Teacher can share an example of finished work and provide students with a checklist.

9th- Unit 5

- The essential question was changed to leave open whether or not cultural diffusion played a positive and/or negative role.
- Added a process question about collaborative discussion as recommended by
- A content question was added regarding the conquest of China by Genghis Khan asking why governing a society may be more difficult to accomplish than just conquering it.
- In the performance task, added quantitative and technical texts as recommended by LCI.
- Tier three vocabulary words were added to include Confucianism and the Great Wall.
- **Differentiation Strategies:**
 1. Students will be placed heterogeneously into groups and teacher will provide a graphic organizer.
 2. Students will create organizers demonstrating how Shintoism may provide order and stability in Japanese society.
 3. In order to complete this activity, teacher can provide students with a venn diagram.
 4. Teacher will provide a list of guiding questions and checklist to complete their presentation. Teacher will also provide students with a rubric.
 5. Students will be given DBQ's and readings of Mongol conquest and evaluate the use of the saddle, the stirrup, and the crossbow in warfare, and how they gave the Mongols an advantage.
 6. Teacher will “chunking” the text and providing students with a venn diagram to complete during the reading.
 7. Teacher will break up this activity to first list the accomplishments, explain which is the most important, and then provide an outline to complete their short essay. *ELL: Teacher will have students list his accomplishments in order of most important to least.
 8. Teacher will provide students with the map created and have students only write in descriptions. Teacher will also provide students with a rubric and checklist to complete the writing activity.
 9. Teacher will have students complete a think-pair-share activity prior to the class discussion.

9th- Unit 6

- Add absolutism content questions based on Common Core Social Studies standards.
- Content questions were updated to align with the new Common Core Social Studies Standards.
- Process questions were revised to better align with the Common Core Standards.
- Add learning activities for absolutism
- Add resources (primary and secondary sources) for absolutism
- Add process questions for the Common Core Standards (RH.9 – 10.1, RH 9 – 10.2, SL. 9 – 10. 1 and SL. 9 – 10.2) based on the recommendation of LCI
- **Differentiation Strategies:**
 1. Teacher will provide an accompanying glossary of key terms.
 2. Teacher will provide a “highlighted” text and a chart to help them organize information they will pull from the readings.
 - 3-5. Teacher will model the first example.
 6. Teacher will provide an outline and checklist for effective writing.
 7. Teacher will model the first paragraph and provide students with a checklist.
 8. Teacher will provide a chart to organize citations and information from text (it says, i say, so...). Teacher will model how to pull citations from the primary source document.
 9. Teacher will provide students with a graphic organizer to complete their classwork.
 10. Teacher will tier activities or roles for this activity.
 11. Prior to presentations, teacher will provide students with a checklist and guiding questions to complete this activity. Then, teacher will provide students with print-outs of the slideshow to record important information during presentations.
 12. Teacher will provide an outline of key effects of the Renaissance and Reformation

9th- Unit 7

- Change essential question based on the recommendation of LCI
- Added new learning activities based on the benchmark data.
- Revised content questions to create more opportunities for higher-order thinking.
- Added previous global events such as trade along the Silk Road and the Crusades to create connections with the Age of Globalization.
- **Differentiation Strategies:**
 1. Teacher provides graphic organizer that students complete.
 2. Teacher provides sentence stems to help initiate the paragraph.
 3. Teacher will model how to cite textual evidence.
 4. Teacher provides key terms to be included in the paragraph.
 5. Teacher will model first example.
 6. Teacher will provide guiding questions associated with the map in order to facilitate class discussion.
 7. Students will complete a cause and effect chart to help initiate ideas for their argument
 8. Students will be given scaffolding questions to further the discussion.
 9. Teacher will provide students with an example.

10. Teacher will provide students with an example poster and checklist.

10th- Unit 1

- Added a learning activity that aligns with reading standard RH 9-10.3 as recommended by LCI.
- Added reading standard RH 9-10.1 to better align with the performance task as recommend by LCI.
- Content questions were updated to align with the new Common Core Social Studies Standards.
- Added multiple new learning activities that aligns with new Common Core Social Studies Standards.
- **Differentiation Strategies:**
 1. Teacher will provide a vocabulary sheet and graphic organizer.
 2. Teacher will demonstrate activity using a “think aloud” and model first example.
 3. Teacher will have students complete a cause (French philosophers) and effect (American) graphic organizer prior to writing activity.
 4. Provide tiered writing prompts for each situation.
 5. Teacher will model citing evidence from the documents using a “think aloud”
 6. Teacher will provide an outline where students can record “claims” and “supporting evidence” prior to writing activity.
 7. Teacher will complete a close reading of the sources with particular emphasis on addressing vocabulary, guiding questions, and annotating the text. Teacher will model and check for student understanding.
 8. Students will complete this activity using a think-pair-share.

10th- Unit 2

- Changed content/SS Standards to align with EngageNY SS Standards
- Aligned new standards with content questions & learning activities
- Added/edited vocabulary/questions
- Added process questions to align with common core literacy standards
- **Differentiation Strategies:**
 1. Teacher will provide guiding questions.
 2. Students will complete activity using a think-pair-share.
 3. Teacher will provide a flow chart to help analyze each document.
 4. Teacher will model first example.
 5. Teacher will provide guiding questions on the map to help students organize ideas prior to writing activity.
 6. Teacher will provide students with a vocabulary chart and provide sentence stems to help begin their writing task.
 7. Teacher will provide guiding questions and vocabulary terms from the sources. Students will be paired to complete this activity.
 8. Teacher will provide prompts to assist teams in the role playing game.

9. Teacher will provide students with a checklist to assist in time management.
10. Teacher will provide students with a t-chart to assist in organizing ideas prior to writing activity. Teacher will model first example in the t-chart.
11. Teacher will complete a close reading of the sources with special attention paid to annotating and provide students with vocabulary and guiding questions.

10th- Unit 3

- Changed content/SS Standards to align with EngageNY SS Standards
- Aligned new SS standards with content questions & learning activities
- Added/edited vocabulary/questions
- Added process questions to align with common core literacy standards
- New learning activities were added in response to benchmark data
- Reading standards were added in response to recommendations by LCI
- Edited/added standards to performance task
- **Differentiation Strategies:**
 - 1-4. Teacher will group students heterogeneously to complete activity. Teacher will provide tiered questions to accompany the activity.
 5. Provide note taking graphic organizer to help answer accompanying questions
 6. Provide vocabulary list for each of the primary and secondary sources.
 7. Teacher will provide first example for the timeline.
 8. Teacher will preteach difficult vocabulary and provided “highlighted text”.
 9. Students will complete a think-pair-share prior to writing activity to generate ideas for argumentative paragraph.
 10. Provide an essay template graphic organizer for pre-writing.
 11. Teacher will group students heterogeneously and provide students with guiding questions to generate discussion and writing.

10th- Unit 4

- New learning activities were added in response to benchmark data.
- The essential question was changed to reflect a more universal question that provides a broader scope. It is also intended to elicit multiple perspectives.
- Content questions were updated to align with the new Common Core Social Studies Standards.
- Process questions were revised to better align with the Common Core Standards.
- Process questions added to better align unit with the Common Core Standards.
- **Differentiation Strategies:**
 1. Teacher will provide students with a cause and effect chart as a pre-writing activity.
 2. Teacher will provide students with tiered guiding questions to generate ideas and discussion.
 3. Teacher will pre-teach vocabulary (ideology, etc).
 4. Teacher will “chunk” the reading and provide guiding questions.
 5. Students will complete a “k-w-l” chart to activate prior knowledge.

6. Teacher will provide students with guiding questions and note-taking organizer.
7. Teacher will tier the readings according to ability.
8. Teacher will provide students with a check-list and guiding questions to help generate ideas and discussion.
9. Teacher will pre-teach vocabulary and provide a vocabulary key. Teacher will also front-load this activity with an expository advance organizer.
10. Teacher will use homogeneous grouping and tier readings according to ability.

10th- Unit 5

- New learning activities were added in response to benchmark data.
- Content questions were aligned to new Common Core Social Studies Standards.
- **Differentiation Strategies:**
 1. Teacher will group students heterogeneously and chart student responses.
 2. Teacher will provide a cause and effect chart for students to generate ideas for their writing activity.
 3. Students will be group heterogeneously and then jig-sawed to complete readings.
 4. Teacher will provide prompts in the chart and provide first example.
 5. Teacher will have students complete a think-pair-share activity to generate responses.
 6. Teacher will incorporate images and provide a t-chart to organize usefulness of sources.
 7. Teacher will pre-teach vocabulary, provide a note-taking organizer, and utilize heterogeneous grouping strategies.
 8. Prior to discussion, teacher will have students participate in an “everybody writes” and then think-pair-share activity.
 9. Teacher will provide students with an “effective political cartoon” checklist and template to complete this activity.
 10. Teacher will create guiding questions to help students pull important information and key details from the gallery walk.
 11. Teacher will provide guiding questions to help students generate ideas from the map and graph analysis.
 12. Teacher will provide a graphic organizer that helps them organize their research. Students will also be placed into heterogeneous groups.
 13. Teacher will provide a graphic organizer that helps students to chart their benefits and consequences of involvement in foreign conflicts.
 14. Teacher will provide guiding questions to help scaffold students’ participation in the debate.