
New York 9 World History – Alternate Sequence

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	New York
Grade	9 (High)
Subject	World History – Alternate Sequence
Course category	Social Studies
Standards family	Social Studies
Framework	New York State K-12 Social Studies Framework
Issuing agency	New York State Education Department
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — What the Land Allowed

Unit 3: Classical Civilizations: Expansion, Achievement, Decline · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How did geography help and hinder empires?
Standards	Ny9 Geography And Expansion -> 9.3a conceptual understanding — Geographic factors encouraged and hindered a state's/empire's expansion and interactions.
Learning target	"I can explain geographic factors that encouraged and factors that hindered one empire's expansion."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will explain how geographic factors encouraged and hindered a state's or empire's expansion and interactions.

Success criteria (student-friendly)

- "I give factors on both sides, not only one."
- "I use distance and cost, not just terrain."
- "I can show geography affecting interaction as well as expansion."

Academic vocabulary

expansion, frontier, corridor, barrier, supply line, hinterland, interaction, logistics

Materials and technology

- Physical maps of Eurasia and Mesoamerica
- Source sets the district supplies
- Notebooks
- Chart paper

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.

Support area	This week's plan
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

A mapped account of one empire's expansion naming at least two encouraging and two hindering geographic factors.

Family communication

Ask at home how long a journey has to be before it stops being worth making.

Day 41 — Two Hemispheres, One Standard

Week 9, Day 1 · Unit 3 · Standards: 9.3a

Focus	9.3 names Eurasia AND Mesoamerica.
Learning target	"I can explain geographic factors that encouraged and factors that hindered one empire's expansion."
Vocabulary in use	expansion, frontier, corridor
Local date	_____

Learning sequence

Establish at the unit's start that this key idea covers classical civilizations in both, and that the class will keep at least one Mesoamerican case in view throughout. New York wrote both in deliberately, and a unit that quietly drops one is not teaching the standard.

Check for understanding

Pupil names a classical civilization in each region named by the standard.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — What Made Expansion Cheap

Week 9, Day 2 · Unit 3 · Standards: 9.3a

Focus	The encouraging factors.
Learning target	"I can explain geographic factors that encouraged and factors that hindered one empire's expansion."
Vocabulary in use	expansion, frontier, corridor
Local date	_____

Learning sequence

Rivers, coastlines, plains, passes and predictable weather lower the cost of moving people, goods and orders. Pupils mark them on a physical map for their chosen case and predict the direction of expansion before reading what happened.

Check for understanding

Pupil predicts a direction of expansion from physical evidence.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — What Made It Expensive

Week 9, Day 3 · Unit 3 · Standards: 9.3a

Focus	The hindering factors.
Learning target	"I can explain geographic factors that encouraged and factors that hindered one empire's expansion."
Vocabulary in use	expansion, frontier, corridor
Local date	_____

Learning sequence

Deserts, mountains, forests, distance and hostile frontiers raise the cost. Pupils identify where each empire's expansion slowed or stopped and test whether geography explains it -- sometimes it does, and sometimes the real limit was political.

Check for understanding

Pupil names a geographic limit on expansion and tests the explanation.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — The Cost of Holding On

Week 9, Day 4 · Unit 3 · Standards: 9.3a

Focus	Expansion is not the hard part.
Learning target	"I can explain geographic factors that encouraged and factors that hindered one empire's expansion."
Vocabulary in use	expansion, frontier, corridor
Local date	_____

Learning sequence

Taking territory is cheaper than holding it. Pupils calculate roughly, from the sources, how long a message or an army took to cross their empire, and connect that number to the administrative arrangements the next week studies.

Check for understanding

Pupil states a travel time across an empire and what it implies for control.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

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Day 45 — Geography and Interaction

Week 9, Day 5 · Unit 3 · Standards: 9.3a

Focus	9.3a's second noun.
Learning target	"I can explain geographic factors that encouraged and factors that hindered one empire's expansion."
Vocabulary in use	expansion, frontier, corridor
Local date	_____

Learning sequence

The standard says expansion AND INTERACTIONS. The same features that carry armies carry traders, envoys, ideas and disease. Pupils identify on their map who else used the empire's routes, which opens unit 4.

Check for understanding

Pupil names one interaction a geographic feature made possible.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

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- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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