**Sequencing Rationale**

**9th Grade Social Studies Unit on South Asia**

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The most difficult part of sequencing topics in any section of social studies is the decision of what is to stay and what is to go in terms of the most significant information provided to the students. Any part of the world has a long and storied history that is full of dates, peoples, and places that made that part of the world what it is today. Along with that there have been moments throughout time in each part of the world where the interaction between their citizens and peoples of other civilizations have had tremendous impacts on the course of history there and around the world. Due to the vast amount of information that can be presented, the topics that make the cut will be determined by the standards as outlined in the Statement of Purpose (Curriculum Design).

The sequential order of chosen information is essentially set for all sections of this course in a way to logically “walk” the student through all topics that have been decided upon as the information the student ultimately needs to best understand South Asia. Each unit is broken down into multiple segments based on what needs to be presented to students for that part of the world. For South Asia, it would be set up as follows.

In segment one, the geography of South Asia will be discussed. All three standards as identified in the Statement of Purpose from the ODE would be discussed in this section. This section would focus not on memorization of nations and their capitals but rather create an understanding of the relationships of where things are and how that impacts ways of life. In South Asia a major component in segment one would be discussing how weather patterns impact the main way of life in that region, agriculture.

Segments two and three will deal with history. Segment two will cover early history, also known as ancient history. This segment will take only brief class time. Early history will be related to students only in terms of significant events that impacted how that area and its people developed into contemporary times. Segment three will deal with modern or current history but follow mainly the same criteria as early history. Only people, places, and events that have moved this area of the world to become what it is today will be discussed. For example, imperialism and World War II will be discussed but only as a way to establish an understanding of how English language and culture became so entrenched in this area.

Segment four will explain the current political and economic issues in this part of the world. In this segment of the unit we will focus on major issues of concern in this particular area as well as issues that concern Americans and the rest of the world about this area. Current leadership and economic styles will be emphasized over current leaders. Priority will be placed on concepts and generalities that explain both styles over particulars as in the other segments.

As mentioned earlier, and is relatively obvious, there is just too much information available in this subject area. The sequence above is created to eliminate the “clutter” and allow for a more streamlined version of the unit. This unit should take anywhere from four to six weeks to complete and assess.