

## Grade 6

### What should my students learn across the year in social studies?

By the end of sixth grade, all students should reach the expectations outlined in the NYS standards. This means that no matter what curricular resources your school uses, there are certain experiences all students in sixth grade have. This learning map helps you know what your students should be learning in social studies across the year and details examples of research validated pedagogical practices that you can employ to create access to rich and culturally responsive grade level content.

#### Social Studies

##### The Sixth Grade Experience: A Yearlong Look

The purpose of social studies teaching and learning is to enable students to understand, participate in, and make informed decisions about their world. In social studies, students use rich content, unifying themes, big ideas, and multiple perspectives to learn history, geography, economics, civics, and government. This provides them with the skills needed to assess issues and make thoughtful value judgments while productively solving problems and making decisions. Above all, social studies teaching integrates skills and understandings into a framework for responsible civic participation locally, nationally, and globally. Sixth grade students should be participating in 4 to 5 days of in-person or remote social studies instruction each week as part of a blended learning plan.

The NYCDOE *Passport to Social Studies* curriculum is designed by NYCDOE educators to foster culturally responsive teaching and learning through the principles of quality social studies instruction, which include historical thinking, diverse representation, and multiple perspectives. Important companions to the curriculum include the *Hidden Voices* instructional resources and the *Civics for All* curriculum. *Hidden Voices* instructional resources support learning about and honoring the innumerable people, often excluded from traditional history courses, who have shaped and continue to shape our history and identity. *Hidden Voices* facilitates inclusive learning experiences that validate the diverse perspectives and contributions of underrepresented individuals and groups. *Civics for All* lessons teach civic practices including voting, advocacy, contributing to public processes, and engaging in the improvement of our communities. It is important for students to understand their role in how our country and government work.

*Passport to Social Studies* is the most widely used social studies curriculum in the NYCDOE. It exists in a digital format for teacher access on WeTeachNYC and is being converted for remote and blended learning through Google classroom and other learning management systems. For more information, click [here](#). Student materials in Grades K-8 are available in 11 languages.

The *Passport to Social Studies* Grade 6 curriculum, which is based on the New York State Social Studies Framework, is “The Eastern Hemisphere.” Students study the geography and history of the Eastern Hemisphere, including the development of cultures, civilizations, and empires; interactions between societies; and the comparison of trends in government and economics. It also incorporates some elements of other social sciences. Students are provided the opportunity to explore belief systems across time and to examine the foundations of democracy.

## What do sixth graders typically learn across the year?

Students learn how to:

- Determine what information is needed to answer a question
- Distinguish between fact and opinion
- Make inferences based on explicit information in text
- Identify main ideas and supporting details
- Participate in group discussions and listen well
- Compare and contrast historic and current events

### History

- Create a newspaper of an historical period using primary source documents from a specific country in the Eastern Hemisphere
- Create a timeline that compares the development of two early civilizations of the Eastern Hemisphere
- Examine the role of developing technology in civilizations
- Analyze power structures of successful and declining civilizations

### Geography

- Use special-purpose maps, globes, and photographs to gather, process and report information on the role natural resources have played in the Eastern Hemisphere.
- Create a map that identifies the trade routes linking Africa, Asia, and Europe during the Middle Ages.

### Economics

- Create an infographic that illustrates how nations in the Eastern Hemisphere use available resources to meet their needs.
- Discuss the effects of trade on the economy of a nation in the Eastern Hemisphere.

### Civics

- Analyze how Hammurabi's Code established standards for commercial interactions and justice.
- Examine the role of Greece in establishing democratic principles still followed today..
- Identify situations in which global social actions are required.

The *NYCDOE Social Studies Scope & Sequence*, detailing the content of each unit, can be found [here](#) (Grade 6 begins on page 36).

## Grade 7

### What should my students learn across the year in social studies?

By the end of seventh grade, all students should reach the expectations outlined in the NYS standards. This means that no matter what curricular resources your school uses, there are certain experiences all students in seventh grade have. This learning map helps you know what your students should be learning in social studies across the year and details research validated pedagogical practices that you can employ to create access to rich and culturally responsive grade level content.

#### Social Studies

##### The Seventh Grade Experience: A Yearlong Look

The purpose of social studies teaching and learning is to enable students to understand, participate in, and make informed decisions about their world. In social studies, students use rich content, unifying themes, big ideas, and multiple perspectives to learn history, geography, economics, civics, and government. This provides them with the skills needed to assess issues and make thoughtful value judgments while productively solving problems and making decisions. Above all, social studies teaching integrates skills and understandings into a framework for responsible civic participation locally, nationally, and globally. Seventh grade students should be participating in 4 to 5 days of in-person or remote social studies instruction each week as part of a blended learning plan.

The NYCDOE *Passport to Social Studies* curriculum is designed by NYCDOE educators to foster culturally responsive teaching and learning through the principles of quality social studies instruction, which include historical thinking, diverse representation, and multiple perspectives. Important companions to the curriculum include the *Hidden Voices* instructional resources and the *Civics for All* curriculum. *Hidden Voices* instructional resources support learning about and honoring the innumerable people, often excluded from traditional history courses, who have shaped and continue to shape our history and identity. *Hidden Voices* facilitates inclusive learning experiences that validate the diverse perspectives and contributions of underrepresented individuals and groups. *Civics for All* lessons teach civic practices including voting, advocacy, contributing to public processes, and engaging in the improvement of our communities. It is important for students to understand their role in how our country and government work.

*Passport to Social Studies* is the most widely used social studies curriculum in the NYCDOE. It exists in a digital format for teacher access on WeTeachNYC and is being converted for remote and blended learning through Google classroom and other learning management systems. For more information, click [here](#). Student materials in Grades K-8 are available in 11 languages.

The *Passport to Social Studies* Grade 7 curriculum, which is based on the New York State Social Studies Framework, is “The United States and New York State History.” Grade 7 social studies is the first of a two-year sequence examining the United States and New York State through a historical lens beginning with the settlement of the North American continent by Native Americans and ending with an examination of the United States in the 21st century. Grade 7 is arranged chronologically and traces the human experience in the United States from the settlement of Native Americans until the end of the Civil War, with a focus on the people, events, and places in New York State as applicable. Teachers are encouraged to

incorporate features of New York City history in the course, including local events, landmarks, and memorials. Throughout the course, students make connections across time, connecting their learning to the present day and their own lived experiences.

**What do sixth graders typically learn across the year?**

Students learn how to:

- Ask authentic questions
- State and verify what is known about a problem or question
- Form a tentative thesis about the main idea based on prediction
- Refine questions to gather different types of information
- Implement keyword search strategies
- Select a variety of sources for information
- Evaluate and select information based on usefulness and accuracy

The *NYCDOE Social Studies Scope & Sequence*, detailing the content of each unit, can be found [here](#) (Grade 7 begins on page 41).

## Grade 8

### What should my students learn across the year in social studies?

By the end of eighth grade, all students should reach the expectations outlined in the NYS standards. This means that no matter what curricular resources your school uses, there are certain experiences all students in eighth grade have. This learning map helps you know what your students should be learning in social studies across the year and details research validated pedagogical practices that you can employ to create access to rich and culturally responsive grade level content.

#### Social Studies

##### The Eighth Grade Experience: A Yearlong Look

The purpose of social studies teaching and learning is to enable students to understand, participate in, and make informed decisions about their world. In social studies, students use rich content, unifying themes, big ideas, and multiple perspectives to learn history, geography, economics, civics, and government. This provides them with the skills needed to assess issues and make thoughtful value judgments while productively solving problems and making decisions. Above all, social studies teaching integrates skills and understandings into a framework for responsible civic participation locally, nationally, and globally. Eighth grade students should be participating in 4 to 5 days of in-person or remote social studies instruction each week as part of a blended learning plan.

The NYCDOE *Passport to Social Studies* curriculum is designed by NYCDOE educators to foster culturally responsive teaching and learning through the principles of quality social studies instruction, which include historical thinking, diverse representation, and multiple perspectives. Important companions to the curriculum include the *Hidden Voices* instructional resources and the *Civics for All* curriculum. *Hidden Voices* instructional resources support learning about and honoring the innumerable people, often excluded from traditional history courses, who have shaped and continue to shape our history and identity. *Hidden Voices* facilitates inclusive learning experiences that validate the diverse perspectives and contributions of underrepresented individuals and groups. *Civics for All* lessons teach civic practices including voting, advocacy, contributing to public processes, and engaging in the improvement of our communities. It is important for students to understand their role in how our country and government work.

*Passport to Social Studies* is the most widely used social studies curriculum in the NYCDOE. It exists in a digital format for teacher access on WeTeachNYC and is being converted for remote and blended learning through Google classroom and other learning management systems. For more information, click [here](#). Student materials in Grades K-8 are available in 11 languages.

The *Passport to Social Studies* Grade 8 curriculum, which is based on the New York State Social Studies Framework, is “The United States and New York State History.” Grade 8 social studies is the second of a two-year sequence examining the United States and New York State through a historical lens beginning with the settlement of the North American continent by Native Americans and ending with an examination of the United States in the 21st century. Grade 8 Social Studies is arranged chronologically, beginning with Reconstruction and ending at the present day, and incorporates geography as well as economic, social and political trends. The course content begins with tracing the human

experience in the United States from Reconstruction to the end of World War II, then examining different themes in United States and New York State history from the post-War period up to the present day, including the opportunity to explore contemporary issues. Teachers are encouraged to incorporate features of New York City history in the course, including local events, landmarks, and memorials. Throughout the course, students make connections across time, connecting their learning to the present day and their own lived experiences.

### **What do eighth graders typically learn across the year?**

Students learn how to:

- Ask authentic questions
- Revise questions to arrive at a manageable topic
- Define the purpose of the inquiry and align questions with the purpose
- Plan inquiry to test validate thesis
- Use a variety of search engines to do advanced searching
- Evaluate and select information based on authority, accuracy, and point of view
- Recognize the effect of different perspectives on information
- Read to predict outcomes, to answer questions, and to skim for information.

The *NYCDOE Social Studies Scope & Sequence*, detailing the content of each unit, can be found [here](#) (Grade 8 begins on page 46).