

High School Social Studies

What should my students learn in social studies each year?

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 high school have. This learning map helps you know what your students should be learning 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.

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.

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.

Social Studies

Grade 9 - Global History and Geography I

Global History and Geography should be taught five times a week for 45 minutes per period, in person or remotely as part of a blended learning plan. Grade 9 Global History and Geography content is not assessed on the Regents Exam in Global History and Geography II, however, the skills and practices that are taught during this course will be assessed in the exam.

Global History and Geography I has six units of study. Although the content introduced in the first year of Global is not Grade 9 begins with an investigation of some of the skills and concepts that are fundamental to the study of Global History. During the first unit, students are introduced to the development of the first civilizations, continue with an examination of classical societies, and in Unit 2, students trace the expansion of trade networks and their global impact. Unit 3 asks students to develop the skill of comparison looking at the Ming and Ottoman empire. Unit's 4 and 5 look at societies throughout the world in the period leading up to the First Global Age. The final Unit of Global History and Geography I, Unit 6, investigates the interactions and disruptions of the period 1500-1750. The course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems.

The first unit reviews content from Grade 6 and therefore does not go into the same depth of content detail to develop specific skills that students will need throughout the high school social studies. Subsequent units spend greater time on particular topics while focusing on integrating skills with content. While the course emphasizes the importance of historical and spatial thinking, all of the social studies practices and standards are included in the study of Global History and Geography.

The *NYCDOE Social Studies Scope & Sequence: Grades 9-12* is available on [WeTeachNYC](#) (Grade 9 begins on page 5).

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Social Studies

Grade 10 - Global History and Geography II

Global History and Geography II should be taught five times a week for 45 minutes per period, in person or remotely as part of a blended learning plan. Grade 10 Global History and Geography content is assessed on the Regents Exam in Global History and Geography II which will be administered in June 2021.

The first unit of Grade 10 provides a snapshot of the world circa 1750. The course continues chronologically up to the present. Several concepts are woven throughout the course including industrialization, nationalism, imperialism, conflict, technology, and the interconnectedness of the world.

Please note that some units may require extra time and attention while others are shorter in length. For example, Unit 1, The World in 1750, is a brief introduction and will not require as much time as later units such as Unit 2, with a focus on the period 1750-1914. Unit 3 investigates the period from WWI to the end of the cold war while Unit 4 discuss worldwide events collectively described as decolonization. The last two units focus on contemporary global issues, applying a more thematic approach. While the course emphasizes the importance of historical and spatial thinking, all of the social studies practices and standards are included in the study of global history and geography

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Grade 11 - U.S. History and Government

United States History and Government should be taught five times a week for 45 minutes per period, in person or remotely as part of a blended learning plan. Grade 11 United States History and Government content and skills are assessed on the Regents Exam in United States History and Government (Framework) which will be administered for the first time in June 2021.

Grade 11, United States History and Government begins with the colonial and constitutional foundations of the United States and explores the government structure and functions written in the Constitution. In Unit 2 the development of the nation and the political, social, and economic factors that led to the challenges our nation faced in the Civil

War are addressed. Unit 3 explores the theme of industrialization, urbanization, and the accompanying problems and constitutional and civic issues. Unit 4 and 5 examines America's emergence as a world power, the two world wars of the 20th century, and the Cold War. In Unit 6 and 7 students explore the expansion of the federal government, the threat of terrorism, and the place of the United States in an increasingly globalized and interconnected world.

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Social Studies

Grade 12 - Participation in Government and Economics

Social Studies should be taught five times a week for 45 minutes per period, in person or remotely as part of a blended learning plan. In 12th grade social studies is divided into two half-year courses, Participation in Government and Economics. There is not a Regents exam for Grade 12 courses in social studies.

Participation in Government

This course aims to provide students with opportunities to become engaged in the political process by acquiring the knowledge and practicing the skills necessary for active citizenship. Participation in Government is intended to increase students awareness of current political and civic events and should present local, national, and global circumstances, allowing teachers to select flexibly from current events to illuminate key ideas and conceptual understandings. Participation in government and in our communities is fundamental to the success of American democracy. In both a brick and mortar, remote or blended context, Participation in Government should be more hands on and project based providing students the opportunity to engage in authentic civically framed work.

Economics

This course examines the principles of the United States economy in a global context. In the first unit, students will examine their individual responsibility for managing their personal finances. In Unit 2, they will analyze the role of supply and demand in determining the prices individuals and businesses face in the product and factor markets, and the global nature of these markets. In the last unit of the course, students will study changes to the workforce in the United States, and the role of entrepreneurs in our economy, as well as the effects of globalization. Students will explore the challenges facing the United States free market economy in a global environment and various policy-making opportunities available to government to address these challenges.

TheNYCDOE Social Studies Scope & Sequence: Grades 9-12 is available on [WeTeachNYC](#) (Participation in Government begins on page 31 and Economics begins on page 36).

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