

Dates: March 9, 2026 - May 1, 2026	Subject: Social Studies
Grades: K-8 SA, K-5 AA	

<p>Content Focus from New York State Social Studies Framework</p>	<p>Overarching Theme: <i>Being Civically Engaged in the Community</i></p> <p>Grades K – 2: Self and Others My Family and Other Families, Now and Long Ago My Community and Other Communities</p> <p>Grades 3 – 5: Communities Around the World New York State and Local History The Western Hemisphere</p> <p>Grades 6 – 8: The Eastern Hemisphere United States and New York State History</p>
<p>Enduring Understanding</p>	<p>There are many ways to be a good citizen. There are many types of occupations that help others. Collaboration is necessary in order to be an effective learner and citizen. Examining social issues helps to expand one's understanding of the world, its people, and themselves. Different types of texts have different purposes and structures. Text is written for a variety of purposes, including gathering and providing information. Writers use different techniques to get across their meaning. Nonfiction texts have special features to help make the meaning clearer.</p>

<p>Essential Questions</p>	<p>How can citizens contribute to a community? How do a community's essential needs affect votes/elections? How can I impact social change? How can I explore topics that interest me through reading? How can engaging in a wide variety of writing benefit me? How can reading help me build background knowledge? How can reading help me increase my vocabulary? How can reading make me a more proficient reader of content across the curriculum? How can reading help me build interests? How can reading teach me how to perform new tasks? How can interests developed through social studies lead to future career choices? How can I reflect on my progress in social studies throughout the school year?</p>
<p>Culminating Task (Including DOK terms in bold)</p>	<p><i>Being Civically Engaged in the Community</i></p> <p>In this 7-week unit, referencing The Multiple Means Learning (MML) approach and using Preferred Mode of Communication (PMC), students will plan an operational community/ city by:</p> <ul style="list-style-type: none"> ● Defining the meaning and purpose of fair elections. (RI) ● Collecting and displaying information about a community's essential needs from up to 3 sources (most/moderate) or 5 sources (minimal) (RI, W) ● Interpreting how needs influence votes and elections in a community (most/moderate) or in both a rural and urban community. (RI). ● Recognizing 5 or 10 ((minimal) aspects of an election. (RI) ● Organizing information clearly. (RI, W) ● Creating a script for a narrative performance, based on a literary text about voting/an election/etc., using language directly from the text ● Revising work as needed through the writing process. (W) ● Assessing their work and/or the work of others throughout the writing process. (W, L) ● Presenting their project to teachers and peers using speaking, listening and socialization skills. (SL) ● Showing evidence of grade-appropriate reading foundational skills. (RF) <p>Culminating Task Ideas: <i>(These are suggestions for how to display the culminating task. They may also serve as a springboard for you to come up with your own ideas)</i></p> <ul style="list-style-type: none"> ● Written report that includes the writing process and all components of the culminating task ● Poster display of the constructed community ● A photo journal that shows students completing all components of the culminating task
<p>Duration of Unit</p>	<p>7 weeks</p>

<p>NYS Next Generation Learning Standards Addressed Across Grades</p>	<p>KR2, KR3, KW4, KSL4, KL6, KRF3 1R2, 1R3, 1W4, 1SL4, 1L6, 1RF3 2R2, 2R3, 2W4, 2SL4, 2L6, 2RF3 3R2, 3R3, 3W4, 3SL4, 3L6, 3RF3 4R2, 4R3, 4W4, 4SL4, 4L6, 4RF3 5R2, 5R3, 5W4, 5SL4, 5L6, 5RF3 6R2, 6R3, 6W4, 6SL4, 6L6 7R2, 7R3, 7W4, 7SL4, 7L6 8R2, 8R3, 8W4, 8SL4, 8L6</p>
<p>Learning Standards for Career Development</p>	<p>Standard 1- Career Development: Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.</p>
<p>New York State Learning Standards for Social Studies</p>	<p>Standard 1: History of the United States and New York Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>Standard 2: World History Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p>Standard 3: Geography Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.</p> <p>Standard 4: Economics Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.</p> <p>Standard 5: Civics, Citizenship, and Government Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>
<p>Assessments to Be Used</p>	<p>Measures to assess progress may include portfolios, quizzes, tests, notebooks, journals, sketchbooks, student work samples/ portfolios, rubrics, self-evaluations, presentations, teacher observations, homework assignments, and culminating tasks.</p>
<p>Materials (including virtual platforms) addressing standards and objectives for this unit</p>	<p>Passport to Social Studies/Civics for All NYC Social Studies Scope and Sequence Teacher made materials Classroom libraries Mosaic Curriculum Books Sora Internet Google Classroom Google Docs/Slides/Forms Rethink</p>

<p>The Five Competencies of Digital Citizenship</p>	<p>Inclusive: I am open to hearing and respectfully recognizing multiple viewpoints, and I engage with others online with respect and empathy. Informed: I evaluate the accuracy, perspective, and validity of digital media and social posts. Engaged: I use technology and digital channels for civic engagement, to solve problems and be a force for good in both physical and virtual communities. Balanced: I make informed decisions about how to prioritize my time and activities online and off. Alert: I am aware of my online actions and know how to be safe and create safe spaces for others online.</p>		
<p>Culturally Responsive Texts</p>	<p>The following books were selected from the Mosaic Curriculum and serve as a sampling of what the Mosaic Curriculum has to offer for meaningful integration of a culturally responsive and sustaining educational framework.</p>		
	<p>What Are My Rights? Go Show the World Separate is Never Equal Last Stop on Market Street Looking Like Me I Remember</p>	<p>Seeing Into Tomorrow Brave Harlem Grown Hey Black Child My Two Border Towns A Place at the Table</p>	<p>The International Day of the Girl Hidden Black History Drawing on Walls We Are Water Protectors She Was the First! We March</p>
	<p>The following books were selected from Sora's online library and serve as a sampling of what Sora has to offer for meaningful integration of a culturally responsive and sustaining educational framework.</p>		
	<p>This Land is My Neighborhood Be the Change in your Community All Kinds of Friends Living in Suburban Communities Sounds Like School Spirit Solar Story The Little Book of Activists Teachers in My Community Green City Celebrating All Families Field Guide to Urban Gardening</p>	<p>Community Service and Volunteering I See 1, 2, 3 Celebrating All Cultures Civic Roles in the Community Let Liberty Rise Celebrating All Appearances Family Meal All Are Welcome Celebrating All Abilities Look Where We Live! One House</p>	<p>How Can People Help Communities? Our World is a Family This Is a School Vivimos en un pueblo Home Sweet Neighborhood. Just Help! Community Gardens Look at That Building! I Voted! What's Great about New York? I'm New Here</p>

Key Terms/Vocabulary	<p>votte, voting, ballot, election, choice, citizen, decision, rights, responsibilities, participation, rule, law, fair, community, voice, leader, candidate, majority, representation, campaign, outcome, democratic process, mayor, governor, president, elected official, government</p> <p>Additional vocabulary from books chosen for unit:</p> <p>Sight words:</p>
Key Student Learning Objectives (IEP Goals: Demonstrating Knowledge of Students)	<p>FOR YOUR USE—IDENTIFYING SPECIFIC STUDENT SKILLS THAT YOU WISH TO ADDRESS</p>

<p>Please note: Make sure that you know each student's PMC and MML so that teaching points can be adjusted to best meet student needs.</p>		<h2>SOCIAL STUDIES TEACHING POINTS</h2>		
<p>READING (RI: Collecting and Defining)</p>				
I can understand the role of government and the responsibilities of citizens and their elected officials in a democratic society.	I can understand and define the meaning of election.	I can recognize aspects of an election.	I can understand and explain the purpose of an election.	I can understand what makes a fair election.
I can identify ways that people can participate in elections at various levels.	I can collect and display information about a community's essential needs from multiple sources	I can interpret how needs influence votes and elections in a community (blue/green) or in both a rural and urban community.	I can use text features to gather information.	I can ask and answer "wh" questions to gain information from text.
I can recognize the main idea of a text.	I can locate details in text to support the main idea.	I can identify ways that voting rights have helped communities.	I can understand what it means to exercise my rights.	I can identify ideas that may be important to me when voting
I can understand the consequences of not participating in elections.	I can evidence my understanding through role play and participating in mock election scenarios.	I can assess my work and the work of others throughout the unit.	I can present my project to teachers and peers using speaking, listening and socialization skills.	I can participate in an end of unit celebration with my peers and teachers.
<p>Window or Mirror? I can practice literacy skills and use technology to consider if a text is a window or mirror. I can decide if the author, speaker, character, or content reflects my lived experiences or identity (mirror) – or provides a window into the lived experiences of people whose identities differ from mine. (Select a text from the Mosaic Curriculum Books, Sora's online library, etc., such as: <i>How Can People Help Communities?</i> by Martha E. H. Rustad)</p>				

WRITING (W: Organizing and Revising)				
I can write facts about elections in my social studies notebook.	I can create a glossary of my vocabulary words from the unit.	I can complete graphic organizers to help me organize my ideas.	I can illustrate a diagram or picture about the topic.	I can create a list of the ways that people can participate in elections at various levels.
I can use my social studies notebook to record information about a community's essential needs gathered from multiple sources.	I can use graphic organizers to show how needs influence votes and elections in a community.	The writing process: I can create a first draft of a script based on a literary text about voting/an election/etc. I can include dialogue from the text.	The writing process: I can revise and edit my work as needed throughout the writing process to make my writing/project clearer.	The writing process: I can make my work better using an editor's checklist.
The writing process: I can help my peers make their writing/project clearer by using a peer checklist.	I can use the internet to add pictures and other information to my project.	I can self-assess my participation in the unit by using a checklist.	The writing process: I can publish my project for display and presentation.	The writing process: I can present my project to teachers and peers.

SUGGESTED DIFFERENTIATION STRATEGIES		
SUPPORT LEVEL NEEDED	SUGGESTED STRATEGIES	Teacher's Plan for Implementation
MOST SUPPORT	Maximize font size, Picture Support, Communication Device, Gestural prompts, Visual prompts, Modeling, Manual-Adaptive Equipment	
MODERATE SUPPORT	Reading Bar, Picture Support, Anchor charts, Modeling, Text prompts, Highlight, Shared Reading	
MINIMAL SUPPORT	Add Notes, Modeling, Anchor Charts	

Pacing Calendar for the Instructional Unit

Break down DOK terms weekly to ensure that ALL DOK terms are addressed with rigorous activities by end of unit

Assessments of each DOK term should be conducted to determine comprehension and next steps

More than one DOK term can be addressed in a given week

Pacing Calendar can be adapted as needed to meet your students' specific needs

DOK terms	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 Defining the purpose of voting and fair elections.					
Week 2 Collecting and displaying information about community's essential needs from up to 3 sources (most/moderate) or 5 sources (minimal).					
Week 3 Interpreting how needs influence votes and elections in a community ((most/moderate)) or in both a rural and urban community (minimal)					
Week 4 Recognizing 5 (most/moderate) or 10 (minimal) aspects of a fair election.					
Week 5 Organizing information clearly. Creating a script for a narrative performance using language directly from the text. Revising work as needed through the writing process.					
Week 6 Assessing their work and/or the work of others throughout the writing process.					
Week 7 Presenting their project to teachers and peers using speaking, listening and socialization skills. Participating in an end of unit celebration.					

Social Studies *Being Civically Engaged in the Community* Rubric

Criteria	Developing	Progressing	Meet Expectations	Exceeding Expectations
	1	2	3	4
ACQUISITION OF INFORMATION FROM SOURCES	I did not define the purpose of elections. I collected and displayed information about elections from 1 source.	I defined the purpose of elections. I collected and displayed information about elections that help one type of community from up to 2 sources.	I defined the purpose of an election. I collected and displayed information about elections that help two types of communities from up to 3 sources.	I defined the purpose of an election and explained what constitutes a "fair election". I collected and displayed information about elections and voting that helps two types of communities from more than 3 sources.
ORGANIZATION AND SUBSTANCE OF PROJECT	I listed two facts, vocabulary words, and/or explicit details from my sources about my topic. I did not include an introduction or conclusion. I did not interpret how different factors may affect voting.	I introduced my topic; I used up to 3 aspects of a budget from my sources to develop the topic and I provided a conclusion. I did not interpret how different factors may affect voting.	I introduced my topic; I used up to 5 aspects of a budget from my sources to develop the topic and I provided a conclusion. I did not interpret how different factors may affect voting.	I introduced my topic, I used five or more facts, vocabulary words, and/or explicit details from my sources to develop the topic in a logical manner, and I provided a conclusion. I interpreted how different factors may affect voting.
PARTICIPATION IN THE WRITING PROCESS	I participated in up to two activities related to the task.	I participated in several activities related to the task, including pre-writing, drafting, and publishing. I did not revise or rewrite my work.	I participated in all activities related to the task, including pre-writing, drafting, revising/editing, rewriting, and publishing. I also assessed my own work and/or the work of my peers. I used technology to enhance my project.	I participated in all activities related to the task, including pre-writing, drafting, revising/editing, rewriting, and publishing. I also assessed my own work and the work of my peers. I gave my peers suggestions on how to improve their writing. I independently used multiple forms of technology to enhance my project.
PRESENTATION OF PROJECT	I needed a great deal of support to present my work. I lacked focus and went off-topic.	I presented my project to my teacher and peers with supports. I conveyed information clearly and I stayed on topic with minimal redirection.	I presented my project to my teacher and peers with minimal support. I waited my turn, I conveyed information clearly, and I stayed on topic.	I presented my project to my teacher and peers independently. I waited my turn, I conveyed information clearly, I stayed on topic, and I answered questions about my presentation.