Dates: **September 10 – November 6, 2026**	**Subject:** **Social Studies**
Grades: **K-8 SA, K-5 AA**	
SELF IN THE COMMUNITY: Individual Rights and Responsibilities "My Community & Me"	

Aligned Passport to Social Studies Units (for reference) **K:** Unit 1 (My School and School Community) **1:** Unit 1 (Families and Communities are Important) **2:** Unit 1 (Rights, Rules, and Responsibilities) **3:** Unit 1 (World Communities) **4:** Unit 4 (Government: Federal, State, Local) **5:** Unit 4 (Western Hemisphere Today) **6:** Unit 5 (Interactions Across the Eastern Hemisphere) **7:** Unit 3 (US Constitution) **8:** Unit 2 (Progressive Era and Civic Change)	Students develop an understanding of **self, identity, and belonging within a community**, while beginning to explore: ● **Lineage, culture, and identity** ● **African and African Diaspora perspectives** ● **Community as interconnected and historically rooted** This unit lays the **foundation for all future units** by centering identity, culture, and community awareness, which will later expand into: ● Rights & civic participation (MP2) ● Geography & local history (MP3) ● Government roles (MP4) ● Global cultures (MP5) Understanding who we are includes understanding: ● **Our names, identities, ancestors, and cultures** ● **Our place in a community** ● **How communities are connected across time and place** This reflects the curriculum emphasis on studying **identity, culture, and connections across the African Diaspora and world contexts**.
Enduring Understanding	Students will understand that: ● Identity is shaped by **family, culture, and history** ● Names, traditions, and community practices are **sources of pride and belonging** ● People in different places live in different ways, but **all communities have value and knowledge** ● The history of Black people **begins before enslavement and includes rich cultural origins** ● Communities are **connected across time (past), place (geography), and people (relationships)** ● Individuals are members of communities with **rights and responsibilities**. ● Rights must be balanced with responsibilities to maintain fairness and safety. ● Rules and laws are created to protect individuals and communities. ● Communities function best when members **participate, collaborate, and respect differences**. ● A Classroom Bill of Rights reflects democratic decision-making and civic responsibility.

Essential Questions	**Identity + Culture (MP1 focus)** ● Who am I and where do I come from? ● How do names, traditions, and culture help tell our stories? **Community foundations (builds into MP2 & MP3)** ● What makes a community? ● How are communities the same and different? **Global awareness (bridges to MP5)** ● How do people live in different places around the world? **Early justice lens (sets up MP2)** ● How do we show care, respect, and fairness in our community? What is my role in my classroom and community? What rights should all individuals have in a community? What responsibilities come with those rights? How do communities create fair rules and laws? How can we work together to make decisions? How does creating a Classroom Bill of Rights demonstrate citizenship?
Culminating Task (Including DOK terms in bold)	*SELF IN THE COMMUNITY: Individual Rights and Responsibilities "My Community & Me"* In this 8-week unit, referencing The Multiple Means Learning (MML) approach and using Preferred Mode of Communication (PMC), students will create an **"All About Me & My Community"** storybook. Each student will: ● **Identify** my name and its story ● **Define** what makes me special ● **Recognize** my family or community ● **Compare** something about another place to my community (Burkina Faso/global connection) ● **Formulate** a **Classroom Bill of Rights** that reflects shared values and models civic participation. ● **Justify** why selected rights and responsibilities are included ● **Revise** through discussion and feedback ● **Publish and present** a final product Culminating Task Ideas: *(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 idea)* • Illustrated **"All About Me & My Community"** storybook that includes a Classroom Bill of Rights • Digital Classroom Bill of Rights (Slides / Docs / AAC-supported formats) • Class charter with symbols, pictures, and student voice • Photo documentation of students modeling rights and responsibilities
Duration of Unit	40 teaching days

Black Studies Thread Across MP1 Embed these consistently (not isolated lessons):	**1. Identity & Lineage** ● Names as cultural identity (Lesson 1) ● Introduce vocabulary: *ancestor, family story, culture* **2. African & Diasporic Cultural Connections** ● Use culturally-based materials (foods, fabrics, music, language) ● Avoid deficit framing (explicit teacher guidance in curriculum) [black_stud...ulum_pk-12 | PDF] **3. Challenging Misconceptions Early** ● Africa = diverse, modern, global (NOT a single place) ● Black history ≠ starts with enslavement **4. Joy, Pride, and Representation** ● Highlight beauty, culture, traditions, and resilience ● Build self-worth through culturally affirming texts and visuals
Lesson-Level Integration	**Lesson 1: What Is My Name? (Identity + Lineage)** Add: ● Explicit connection to *ancestry and family stories* ● Invite families to share name meanings (home-school connection) Bridge Forward: ● MP2: Identity → rights to be recognized and respected ● MP5: Names exist across cultures globally **Lesson 2: My Five Senses (Culture + Experience)** Strengthen: ● Explicitly name cultural connections (foods, textures, music) ● Add language: "People experience the world in ways shaped by culture" Bridge Forward: ● MP3: Environment influences how people live ● MP5: Cultural diversity across the world **Lesson 3: I Am Enough (Identity + Affirmation)** Deepen: ● Include representation of diverse Black identities and experiences ● Pair self-love with cultural pride Bridge Forward: ● MP2: Respect, fairness, and dignity ● MP4: Representation in leadership and community roles **Lesson 4: Water in Burkina Faso (Global Awareness + Geography)** Enhance: ● Add discussion: "Different places → different resources, not better/worse" ● Compare with NYC access inequities (simple version) Bridge Forward: ● MP3: Geography + mapping ● MP5: Global communities and cultural practices **Lesson 5: Juneteenth (History + Transformation)** Reframe as foundation: ● Focus on freedom, resilience, and community celebration ● Introduce early idea of justice and rights (age-appropriate) Bridge Forward: ● MP2: Human rights, laws, fairness ● MP4: Government, freedom, civic responsibility

NYS Next Generation Learning Standards Addressed Across Grades	KR1, KR2, KW2, KSL4, KL6, KRF3 1R1, 1R2, 1W2, 1SL4, 1L6, 1RF3 2R1, 2R2, 2W2, 2SL4, 2L6, 2RF3 3R1, 3R2, 3W2, 3SL4, 3L6, 3RF3 4R1, 4R2, 4W2, 4SL4, 4L6, 4RF3 5R1, 5R2, 5W2, 5SL4, 5L6, 5RF3 6R1, 6R2, 6W2, 6SL4, 6L6 7R1, 7R2, 7W2, 7SL4, 7L6 8R1, 8R2, 8W2, 8SL4, 8L6
Learning Standards for Career Development	Standard 3a – Universal Foundation Skills: Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.
New York State Learning Standards for Social Studies	**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. **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. **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. **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. **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.
Assessments to Be Used	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.
Materials (including virtual platforms) addressing standards and objectives for this unit	Passport to Social Studies/Civics for All NYC Social Studies Scope and Sequence Black Studies as the Study of the World: A Black Studies Curriculum for New York City Public Schools (NYCPS) Teacher made materials Classroom libraries HMH (K-8SA) Readtopia (3-5AA) / ReadtopiaGo (K-2AA) Mosaic Curriculum Books Sora Internet Google Classroom Google Docs/Slides/Forms Rethink

The Five Competencies of Digital Citizenship	**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.
Culturally Responsive Texts Strengthen "Bridge to Literacy" by intentionally selecting: • Stories about identity (MP1) • Stories about fairness/rights (prep for MP2) • Stories about communities (prep for MP3) *This aligns to the curriculum goal of using culturally affirming texts to support learning.*	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. What Are My Rights? Go Show the World Separate is Never Equal Last Stop on Market Street Looking Like Me I Remember Seeing Into Tomorrow Brave Harlem Grown Hey Black Child My Two Border Towns A Place at the Table The International Day of the Girl Hidden Black History Drawing on Walls We Are Water Protectors She Was the First! We March
Suggested External Website Resources	• Annenberg Classroom – Constitution Resources • iCivics – Civic Learning Games and Lessons • Civics Renewal Network • PBS Learning Media – Social Studies • Smithsonian Education Resources • NewsELA – Current Events & Differentiated Texts • Google Arts & Culture • [National Constitution Center Resources via Civics sites] • Street Law – Rights & Government Learning These platforms provide civics-based resources and support engagement with **government, rights, and civic participation**.

Key Terms/Vocabulary	**K–2:** community, rule, right, responsibility, fairness, respect, citizen **3–5:** law, democracy, voice, agreement, consequence, participation **6–8:** civic duty, equality, justice, responsibility, governance, rights Additional vocabulary from books chosen for unit: Sight words:
Key Student Learning Targets (IEP Goals: Demonstrating Knowledge of Students)	FOR YOUR USE—IDENTIFYING SPECIFIC STUDENT SKILLS THAT YOU WISH TO ADDRESS

***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.*	Understanding Communities Across Contexts:			
READING (RI: Collecting and Defining)				
Identity & Community Foundations: I can explain what a community is and how I am part of a community.	Identity & Community Foundations: I can describe my identity using details about my name, family, and culture.	Identity & Community Foundations: I can identify ways people are similar and different within a community.	Understanding Communities Across Contexts: I can compare my community to another community using details from texts and discussions.	Understanding Communities Across Contexts: I can describe how people live in different places and what makes those communities unique and valuable.
Understanding Communities Across Contexts: I can use information from texts (read alouds, visuals, media) to understand people and communities.	Rights, Responsibilities, and Fairness: I can identify rights that help people feel safe, respected, and included in a community.	Rights, Responsibilities, and Fairness: I can explain why rules and agreements are important in a classroom and community.	Rights, Responsibilities, and Fairness: I can match rights with responsibilities (e.g., "If I have the right to speak, I have the responsibility to listen").	Collaborative Thinking & Discussion: I can listen to others' ideas and respond respectfully.
Collaborative Thinking & Discussion: I can share my ideas about fairness, community, and rights using words, visuals, or AAC.	Collaborative Thinking & Discussion: I can compromise and help make group decisions.	Application to Culminating Task: I can help create a shared Classroom Bill of Rights based on fairness and respect.	Application to Culminating Task: I can explain what each right means using examples.	Application to Culminating Task: I can connect our class rights to how we treat each other every day.
Application to Culminating Task: I can reflect on how I follow our agreements in the classroom.	Literacy & Text Work: I can answer "who, what, where, why" questions about a text.	Literacy & Text Work: I can identify the main idea and supporting details in informational texts about communities.	Literacy & Text Work: I can use text features (pictures, labels, headings) to understand information.	Critical Lens Integration: I can explain how a text helps me understand myself or others.
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, etc., such as: ***Fair is Fair*** by Sonny Varela and Peter Mahr)				

WRITING (W: Organizing and Revising)				
I can write headings on my paper, including first name, last name, date, and any other information needed.	I can organize my ideas to create pages for my “All About Me & My Community” storybook. I can use a graphic organizer to help me organize my ideas. I can use my Reading and Writing Notebook to develop my ideas..	I can write facts in my Reading and Writing Notebook. I can include information about: ● My name and identity ● My community ● Another place/community ● Our Classroom Bill of Rights	I can create a glossary of domain specific words.	I can draw, label, write, or use AAC to show my ideas clearly.
I can explain my thinking using words, symbols, or pictures.	I can include examples of rights and responsibilities in my storybook. I can explain why those rights are important.	I can contribute ideas to a Classroom Bill of Rights.	I can write a first draft.	I can use correct capitalization and punctuation..
I can complete a self-assessment of my work and generate next steps based on my assessment. I can improve my work by adding more details or clarifying my ideas.	I can assess the work of a peer and help him/her make corrections.	I can edit my work for clarity and meaning using feedback from others.	I can use an editor’s checklist to self-assess my final product.	I can present my storybook and explain my ideas clearly. I can use visuals, words, or AAC to communicate..

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				
Weeks 1-2 Identity & Names (Who Am I?) ● **Identify** my name and its story	**Passport to Social Studies focus** Self-awareness, identity, belonging Names connect to family and culture	**Black Studies Integration** Names as part of lineage, ancestry, and cultural identity Respecting name pronunciation (identity + dignity)	**Core Read-Aloud** *Your Name is a Song* **HMH Text Options** ● *I Like Myself* ● *I'm Me* ● *My Name is Gabriela* **ReadtopiaGo Text Options** ● *All About Me: One Wonderful You* ● *All About Me: My Shadow*	**Instructional Connection** ● Pair *Your Name is a Song* with *My Name is Gabriela*: ● Compare how names connect to **culture and language** ● Use *I Like Myself* to reinforce **self-worth + identity pride** **Student Task** ● "My Name Story" drawing + sentence/AAC response ● Practice introducing themselves with pride
Weeks 3-4 Self, Confidence, and Belonging Senses, Culture, and Everyday Life ● **Define** what makes me special ● **Recognize** my family or community	**Passport to Social Studies focus** What makes me special Understanding similarities and differences How we explore the world Cultural experiences	**Black Studies Integration** Affirming identity beyond dominant beauty norms Representation and self-love Cultural foods, textures, music, and materials (African Diaspora focus) Identity connected to lived experiences	**Core Read-Aloud(s)** *I Am Enough* **HMH Text Options** ● *Let's Make Music!* ● *The Important Book* ● *Being Different Rocks* ● *Suki's Kimono* ● *Sky Color* **ReadtopiaGo Text Options** ● *Feelings: Feel Feelings: Your Feelings* ● *Show Your Feelings* ● *Healthy Me: Sign Language* ● *Healthy Me: Saying Hello*	**Instructional Connection** ● *Suki's Kimono* → Cultural identity + pride ● *Being Different Rocks* → Accepting differences ● *Sky Color* → Flexible thinking + identity expression ● Sensory explorations tied to **culture (food, music, texture)** ● *The Important Book* → reinforce describing with attributes (supports 5 senses language work) **Student Task** ● Self-portrait using diverse materials (skin tones, hair textures) ● Sentence stem: "I am proud of ___" ● Sensory stations tied to culture (taste, touch, sound) ● Describe objects using AAC/adjectives

Pacing Calendar for the Instructional Unit

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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				
Weeks 5-6 Communities Here & Around the World ● **Compare** something about another place to my community (Burkina Faso/global connection)	**Passport to Social Studies focus** What is a community How people live in different places	**Black Studies Integration** Global African perspective (Burkina Faso) Disrupt deficit views of Africa Compare communities without "better/worse" thinking	**Core Read-Aloud** *The Water Princess* **HMH Text Options** ● *Going Places* ● *Pete the Cat: Rocking in My School Shoes*	**Instructional Connection** ● *Going Places* → Growth + opportunity across communities ● *Pete the Cat* → School = community connection **Student Task** ● Compare: "My community" vs. "Burkina Faso" ● Draw + label differences/similarities
Weeks 7-8 Community, Fairness, and Responsibility (Foundation for MP2) ● **Formulate** a **Classroom Bill of Rights** that reflects shared values and models civic participation. ● **Justify** why selected rights and responsibilities are included ● **Revise** through discussion and feedback ● **Publish and present** a final product	**Passport to Social Studies focus** How we treat others Rules, fairness, and belonging	**Black Studies Integration** Introduce fairness → early version of human rights Community responsibility	**Core Read-Aloud** *Thank You, Omu!* **HMH Text Options** ● *The Little Red Hen Makes Pizza* ● *What Can You Do?* ● *The Black Rabbit* **Readtopia Text Options** ● *Values and Responsibilities: Black Beauty* ● *A Story of Survival: The Swiss Family Robinson*	**Instructional Connection** ● *Little Red Hen* → fairness, cooperation ● *What Can You Do?* → responsibility + contribution **Student Task** ● Role-play: a. Helping b. Sharing c. Taking turns ● Anchor chart: "In our classroom, we…"

Social Studies *SELF IN THE COMMUNITY: Individual Rights and Responsibilities "My Community & Me"* **Rubric**

Criteria	Developing	Progressing	Meet Expectations	Exceeding Expectations
	1	2	3	4
ACQUISITION OF INFORMATION & IDEAS	I needed significant support to identify ideas about identity, community, or rights.	I identified basic ideas about identity, community, or rights with support.	I included accurate ideas about identity, community, and rights in my storybook.	I included accurate ideas and clearly explained how identity, community, and rights are connected.
ORGANIZATION & CONTENT OF STORYBOOK	My storybook has limited pages or ideas and is not clearly organized.	My storybook includes some required parts (identity, community, or rights) with basic organization.	My storybook is clearly organized and includes: ● Identity ● Community ● Classroom Bill of Rights	My storybook is well organized and detailed, clearly connecting identity, community, and rights, with strong examples.
PARTICIPATION IN CREATION PROCESS	I needed frequent reminders to participate in planning and creating my storybook.	I participated in most activities with some support and limited revision.	I participated in all stages (planning, creating, revising) and contributed ideas.	I actively participated, shared ideas, and used feedback to improve my storybook and class work.
CLASSROOM BILL OF RIGHTS UNDERSTANDING	I needed support to understand or explain classroom rights.	I identified some classroom rights with support.	I included classroom rights in my storybook and explained their meaning.	I clearly explained classroom rights and responsibilities and why they are important for fairness and respect.
PRESENTATION OF STORYBOOK	I needed significant support to present my storybook.	I presented with support and shared some ideas.	I clearly presented my storybook using words, visuals, or AAC.	I confidently presented, explained my ideas, and answered questions about my storybook and rights.