Dates: **November 9 – January 8, 2027**	**Subject:** **Social Studies**
Grades: **K-8 SA, K-5 AA**	
SELF & OTHERS IN THE COMMUNITY: Human Rights, Laws and Rules "Fairness, Rules, and My Voice in the Community"	

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 build on their understanding of identity and community to explore: ● **Human rights and fairness** ● **Rules, laws, and responsibilities** ● **Participation and decision-making in communities** ● **How individuals can make their voices heard** This unit extends MP1 by shifting from: 👉 "Who am I in a community?" to 👉 "How do rules, laws, and rights affect me and others?"
Enduring Understanding	Students will understand that: ● Individuals have rights that should be protected ● Rights come with responsibilities to others ● Rules and laws are created to ensure fairness and safety ● Communities function best when members participate and advocate for fairness ● There are many ways to be a good citizen. ● There are many types of occupations that help others. ● People can take action to improve their community ● Democratic practices (voting, discussion, compromise) support justice and equity

Essential Questions	**Identity + Rights (MP2 focus)** ● What rights should all people have? ● What does fairness mean? **Community & Laws** ● Why do communities create rules and laws? ● What happens when rules are fair or unfair? **Participation & Voice** ● How can people work together to make decisions? ● How can I make my voice heard in my community? **Connection to Justice** ● How do we treat others fairly and respectfully? ● How can we help improve our community?
Culminating Task (Including DOK terms in bold)	*SELF & OTHERS IN THE COMMUNITY: Human Rights, Laws and Rules "Fairness, Rules, and My Voice in the Community"* In this 7-week unit, referencing The Multiple Means Learning (MML) approach and using Preferred Mode of Communication (PMC), students will create an "Our Rights & Responsibilities in the Community" project (e.g., booklet, poster series, or digital presentation). Each student will: ● **Identify** examples of rules and rights in their classroom and community ● **Define** fairness, rights, and responsibilities ● **Recognize** how rules affect people ● **Compare** fair and unfair situations ● **Formulate** ideas for improving fairness in their classroom/community ● **Justify** their thinking using examples ● **Revise** based on 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 "Our Rights & Responsibilities" Booklet - Includes pages such as: ○ What is a right? ○ What is a rule? ○ What is fair/unfair? ○ Our class rules ○ My idea to make our class fair ● Large visual anchor: Class Constitution / Classroom Laws (poster or chart) - Propose rules, Vote on rules, Illustrate each one, Sign as members of the community ● Photo journal or slideshow, "How We Make Our Classroom Fair" - Take or use pictures of: Sharing, Following rules, Helping others. Add captions: "This shows fairness because ___" ● Community Helper & Rules Mini-book - Identify community helpers (teacher, principal, police, etc.). Explain what rules they help enforce. Connect to safety and fairness. ● Fair vs. Unfair Scenario slide deck - Analyze scenarios (school/community). Identify: fair or unfair. Explain why. Suggest a solution. Example: "This is unfair because ___." "To fix it, we should ___." ● Documentation of process (chart, video, reflection): Class Voting & Decision-Making Simulation - Vote on: A class rule, reward system, or a problem-solving solution. Reflect on: How decisions were made; Whether it felt fair
Duration of Unit	35 teaching days

Black Studies Thread Across MP2 Embed these consistently (not isolated lessons):	**1. Identity → Rights** ● Rights connected to dignity, voice, and recognition **2. Historical & Contemporary Justice** ● Introduce examples of fairness/unfairness (age-appropriate) ● Emphasize resilience, resistance, and community strength **3. Challenging Systems** ● Ask: Who makes rules? Are they fair? ● Begin simple critique of systems **4. Joy, Agency, and Voice** ● Highlight action, leadership, and community improvement
Lesson-Level Integration	**Lesson 1: What Are Rights? (Identity → Rights)** ● Connect personal identity to rights and dignity **Lesson 2: Fair vs. Unfair (Justice Lens)** ● Use scenarios to explore fairness **Lesson 3: Why Do We Have Rules? (Laws & Systems)** ● Distinguish between rules and laws **Lesson 4: Classroom & Community Rules** ● Analyze real-world examples **Lesson 5: Having a Voice (Participation)** ● Introduce voting, discussion, advocacy

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

<table>
<tr><td>The Five Competencies of Digital Citizenship</td><td colspan="3">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.</td></tr>
<tr><td rowspan="4">Culturally Responsive Texts

Strengthen “Bridge to Literacy” by intentionally selecting:

● Stories about fairness and justice (MP2 focus)
● Stories about community change
● Stories about voice and participation

This aligns to the curriculum goal of using culturally affirming texts to support learning.</td><td colspan="3">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.</td></tr>
<tr><td>What Are My Rights?
Go Show the World
Separate is Never Equal
Last Stop on Market Street
Looking Like Me
I Remember</td><td>Seeing Into Tomorrow
Brave
Harlem Grown
Hey Black Child
My Two Border Towns
A Place at the Table</td><td>The International Day of the Girl
Hidden Black History
Drawing on Walls
We Are Water Protectors
She Was the First!
We March</td></tr>
<tr><td colspan="3">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.</td></tr>
<tr><td>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</td><td>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</td><td>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</td></tr>
<tr><td>Suggested External Website Resources</td><td colspan="3">● 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.</td></tr>
</table>

Key Terms/Vocabulary	**K–2:** rule, fairness, right, responsibility, choice, voice **3–5:** law, decision, fairness, rights, responsibilities, participation **6–8:** justice, equality, rights, laws, governance, civic participation 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)				
Rights & Fairness: I can define rights and fairness	Rights & Fairness: I can identify examples of fair and unfair situations	Rights & Fairness: I can explain why rules and laws exist	Analyzing Community Systems: I can describe how rules affect people	Analyzing Community Systems: I can compare fair vs. unfair systems
Analyzing Community Systems: I can identify who makes rules and why	Participation & Voice: I can explain how people make decisions in a community	Participation & Voice: I can describe ways to share my ideas (talking, voting, etc.)	Application to Culminating Task: I can suggest ways to make our classroom more fair	Application to Culminating Task: I can explain my ideas about rights and rules
Application to Culminating Task: I can connect fairness to real-life situations	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: ***The Constitution: The Rules We Live By*** - by Latina C Campbell)				

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 “Our Rights & Responsibilities in the Community” project. 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: ● rights, rules, and fairness ● why rules are important ● examples of fairness or unfairness	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 explain my opinion about what is fair	I can give a reason to support my thinking	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 project 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 **Rights & Fairness (What is Fair?)** ● **Identify** rights ● **Define** fairness	**Passport to Social Studies focus** Rules, fairness, and respect Understanding community expectations	**Black Studies Integration** Rights connected to dignity and identity Understanding fairness across people and communities Building early awareness of justice	**Core Read-Aloud** *What Are My Rights?* **HMH Text Options** ● *The Important Book* ● *I Am Helen Keller* ● *Drum Dream Girl* **ReadtopiaGo Text Options** ● *My Community: Different Homes* ● *My Community: Community Helpers*	**Instructional Connection** Define fairness using real-life and text-based examples Connect rights to: ● Safety ● Respect ● Inclusion Compare experiences of characters who had fairness vs. barriers **Student Task** ● Sort: fair vs. unfair scenarios ● Create: "Fair means ___" (AAC, sentence, drawing) ● Class chart: "Everyone has the right to ___"
Weeks 3-4 **Rules & Laws (Why Do We Have Rules?)** ● **Compare** fair and unfair rules ● **Analyze** purpose of rules and laws	**Passport to Social Studies focus** Purpose of rules and laws Community structure and expectations	**Black Studies Integration** Who creates rules? Are rules always fair? (simple introduction to systems) Exploring fairness in school/community contexts	**Core Read-Aloud(s)** *This Is s School* **HMH Text Options** ● *The Little Red Hen Makes Pizza* ● *What Can You Do?* ● *Going Places* **ReadtopiaGo Text Options** ● *Land Around Me: Neighbors*	**Instructional Connection** Distinguish between: ● *Rules (classroom)* ● *Laws (community)* Discuss: ● *Why rules matter* ● *What happens without rules* Introduce idea of fairness in rule-making **Student Task** ● Identify classroom vs. community rules ● "This rule is fair because ___ ● Draw or role-play rules in action

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 5-6 **Participation & Voice** **(How Do We Make Decisions?)** ● **Explain** how decisions are made ● **Apply** participation strategies	**Passport to Social Studies focus** Civic participation Decision-making processes	**Black Studies Integration** Community voice and agency People working together for change Leadership and collective action	**Core Read-Aloud** *Be the Change in Your Community* **HMH Text Options** ● *Wilma Rudolph: Against All Odds* ● *I Am Amelia Earhart* ● *Roberto Clemente* **Readtopia Text Options** ● *Making Dreams Come True: Diana Trujillo*	**Instructional Connection** *Introduce:* ● *Voting* ● *Turn-taking* ● *Agree/disagree respectfully* *Connect character actions to:* ● *Speaking up* ● *Helping others* ● *Solving problems* **Student Task** ● Participate in class vote ● Practice sharing opinions ● Sentence stem: "I think __ because __"
Weeks 7 **Action & Advocacy** **(How Can We Improve Our Community?)** ● **Formulate** ideas for change ● **Justify** opinions ● **Revise & present** final thinking	**Passport to Social Studies focus** Community improvement Rights, responsibility, and action	**Black Studies Integration** Taking action to support fairness Community improvement and leadership Highlighting voices that create change	**Core Read-Aloud** *Separate is Never Equal* **HMH Text Options** ● *Seeds of Change* ● *Never Give Up!* ● *Miss Alaineus* **Readtopia Text Options** ● *Stronger Together: The Secret Gardener*	**Instructional Connection** *Identify problems in classroom/community* *Brainstorm solutions* *Connect fairness → action* **Student Task** ● Create page/project: ● "I would change ___ because ___" ● Prepare final presentation ● Share ideas using visuals, writing, or AAC

Social Studies *SELF & OTHERS IN THE COMMUNITY: Human Rights, Laws and Rules "Fairness, Rules, and My Voice in the Community"* **Rubric**

Criteria	Developing	Progressing	Meet Expectations	Exceeding Expectations
	1	2	3	4
UNDERSTANDING RIGHTS & FAIRNESS	I need help understanding rights or fairness.	I can name some rights or fairness ideas with help.	I can explain rights and fairness with examples.	I can explain rights, fairness, and how they affect people in different situations.
UNDERSTANDING RULES & LAWS	I need help understanding rules.	I can name some rules with help.	I can explain why rules and laws are important.	I can explain how rules and laws help keep people safe and fair.
PARTICIPATION & VOICE (CIVIC SKILLS)	I need help sharing my ideas.	I share my ideas with support.	I can share my ideas and listen to others.	I can share my ideas, listen to others, and help make group decisions.
PROJECT CONTENT (COMMUNITY IMPROVEMENT IDEAS)	My project has few ideas about fairness or rules.	My project shows some ideas about fairness or rules.	My project shows clear ideas about rights, rules, and fairness.	My project shows strong ideas and explains how to make the community better.
USE OF EXPLANATIONS (WHY / BECAUSE)	I need help explaining my ideas.	I explain my ideas with support.	I explain my ideas using "because."	I clearly explain my ideas and give strong reasons and examples.
PRESENTATION (MULTIPLE MODES)	I need help showing my work.	I show my work with support.	I clearly share my work using words, pictures, or AAC.	I confidently share my work and explain my ideas clearly.