Dates: **January 11 - February 26, 2027**	**Subject:** **Social Studies**
Grades: **K-8 SA, K-5 AA**	
LOCAL COMMUNITY: NYC/NYS History, Geography "Our Community Then & Now: Mapping, History, and Place"	

Aligned Passport to Social Studies Units (for reference) **K:** Unit 1 (My School and School Community) **1:** Unit 3 (The Community) **2:** Unit 4 (Our Community's Geography) **3:** Unit 1 (World Communities) **4:** Unit 1 (Geography of New York State) **5:** Unit 4 (Western Hemisphere Today) **6:** Unit 1 (Geography of the Eastern Hemisphere) **7:** Unit 1 (Colonial Development & Early Communities) **8:** Unit 2 (Changing Society & Urban Development)	Students build on their understanding of rights, rules, and participation to explore: ● Local community geography (NYC/NYS) ● How communities change over time ● Important people and places in our community ● How geography influences how people live This unit extends MP2 by shifting from: 👉 "How do rules, laws, and rights affect me and others?" to 👉 "How does where we live shape our community and history?"
Enduring Understanding	Students will understand that: ● Communities are shaped by geography (land, water, environment) ● New York City and New York State have unique geographic and historical features ● Communities change over time due to people, events, and decisions ● People and groups have made important contributions to local communities ● Maps and geographic tools help us understand and represent places ● Local communities reflect diverse cultures, histories, and perspectives

Essential Questions	**Geography & Place (MP3 focus)** ● What is geography? ● What makes our community unique? **Local Community** ● What places are important in our community? ● How do people live in our community? **Change Over Time** ● How has our community changed? ● Why do communities change? **Connection to Identity & Culture** ● How do people shape communities? ● How do cultures and histories show up in our community?
Culminating Task (Including DOK terms in bold)	*LOCAL COMMUNITY: NYC/NYS History, Geography "Our Community Then & Now: Mapping, History, and Place"* In this 6-week unit, referencing The Multiple Means Learning (MML) approach and using Preferred Mode of Communication (PMC), students will create an "Our Community Then & Now" map & story project. Each student will: ● **Identify key places in their community (school, park, stores, landmarks)** ● **Define geographic features (buildings, streets, parks, water, etc.)** ● **Recognize how people use and interact with community spaces** ● **Compare past and present elements of their community** ● **Formulate ideas about what makes their community special** ● **Justify why certain places are important** ● **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 Community Map + Storybook - Includes pages such as: ○ My community map (with symbols/labels) ○ Important places ○ "Then and Now" comparison ○ People who shaped our community ○ Why my community matters ● "Then & Now" Photo + Map Project: Compare past and present images ● Community Landmarks Mini-Book: Pages for places, people, and history ● Neighborhood Walk Documentation Photos/drawings + captions: "This place is important because ___"
Duration of Unit	29 teaching days

Black Studies Thread Across MP3 Embed these consistently (not isolated lessons):	**1. Identity → Place** ● Communities linked to culture, identity, and belonging **2. Historical Contributions** ● Highlight contributions of Black individuals and communities in NYC/NYS **3. Place & Power** ● Discuss access to resources, spaces, and opportunities (age-appropriate) **4. Community Pride & Representation** ● Emphasize cultural richness, diversity, and contributions
Lesson-Level Integration	**Lesson 1: What Is a Community Map?** ● Introduce maps, symbols, and geographic tools **Lesson 2: My Community Places** ● Identify important locations **Lesson 3: Geography Around Us** ● Explore land, buildings, transportation **Lesson 4: Our Community Past & Present** ● Compare how things change over time **Lesson 5: People Who Shape Communities** ● Introduce local/community figures

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 communities and neighborhoods (MP3 focus) • Stories about history and change • Stories about local culture and identity *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 The International Day of the Girl Hidden Black History Drawing on Walls We Are Water Protectors She Was the First! We March Seeing Into Tomorrow Brave Harlem Grown Hey Black Child My Two Border Towns A Place at the Table
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:** map, location, place, neighborhood, city, land **3–5:** geography, community, environment, landmark, change **6–8:** urban, region, geography, development, infrastructure 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 History, Geography, & Communities Across Contexts:		
READING (RI: Collecting and Defining)				
Geography & Community: I can explain what a map is and what it shows	Geography & Community: I can explain why maps are important.	Geography & Community: I can identify New York City as my community.	Geography & Community: I can identify places in my community.	Understanding Place: I can describe features of my community (buildings, parks, streets) I can identify physical features in NYC (rivers, parks, land, water).
Understanding Place: I can explain how people use spaces in a community.	Change Over Time: I can compare how a community changes over time.	Change Over Time: I can identify differences between past and present.	Application to Culminating Task: I can explain why places in my community are important.	Application to Culminating Task: I can connect people, places, and history.
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 geography and my community.	Literacy & Text Work: I can use text features (pictures, labels, headings) to understand information.	I can read a map key or legend to understand symbols used on a map.	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, such as: The Complete Book of Maps and Geography)				

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 Community Then & Now” map & story 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: ● My community map (with symbols/labels) ● Important places ● “Then and Now” comparison ● People who shaped our community ● Why my community matters	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 create a map using symbols and labels.	I can describe places in my community; I can explain why these places are important.	I can compare the past and present.	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 **Community & Maps** **(Where We Live)** ● **Identify** important places ● **Define** maps and symbols	**Passport to Social Studies focus** What is a community Maps and geographic representation	**Black Studies Integration** Community connected to identity and belonging Representation of neighborhoods and cultures	**Core Read-Aloud** *Look Where We Live!* **HMH Text Options** ● *Last Stop on Market Street* ● *My Name is Gabriela* ● *Pete the Cat: Rocking in My School Shoes* **ReadtopiaGo Text Options** ● *Land Around Me: Landforms* ● *Being a Scientist: Science is Everywhere*	**Instructional Connection** Introduce maps (symbols, labels) Connect: ● "Where I live" → identity Begin mapping classroom/school **Student Task** ● Draw classroom or school map ● Label key places ● Identify: "This place is important because ___"
Weeks 2 & 3 **Geography & Community Features** ● **Describe** community features ● **Compare** types of places	**Passport to Social Studies focus** Geography of communities Urban environment (NYC connection)	**Black Studies Integration** Community spaces shaped by culture Highlight local places of importance in Black communities (parks, cultural centers, businesses—teacher facilitated)	**Core Read-Aloud(s)** *What's Great About New York?* **HMH Text Options** ● *Harlem Grown* ● *Going Places* **ReadtopiaGo Text Options** ● *Life Cycles: Seasons*	**Instructional Connection** Identify: ● *Buildings* ● *Parks* ● *Transportation* Discuss how geography affects daily life **Student Task** ● Add to map: new features (parks, streets, stores) ● Sort: indoor vs. outdoor / natural vs. human-made

Pacing Calendar for the Instructional Unit

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

DOK terms				
Weeks 4 **Then & Now** **(Community Changes Over Time)** ● **Compare** past and present ● **Explain** change over time	**Passport to Social Studies focus** How communities change Local NYC/NYS history	**Black Studies Integration** Highlight community change and resilience Introduce contributions of Black individuals/ communities to NYC/NYS (age-appropriate)	**Core Read-Aloud** *I Remember* **HMH Text Options** ● *Seeds of Change* ● *The Story of You* **Readtopia Text Options** ● *The Amazing Monarch Butterfly*	**Instructional Connection** *Compare:* ● *Past vs. present buildings, transportation, community (use photos)* **Student Task** ● "Then vs. Now" drawing or page ● Sentence stem: ○ "Before, there was ___" ○ "Now, there is ___"
Week 5 **People Who Shape Communities** ● **Identify** contributors ● **Explain** their impact	**Passport to Social Studies focus** People in communities Contributions and roles	**Black Studies Integration** Highlight local/community leaders (historic or contemporary) Emphasize community contributions and pride	**Core Read-Aloud** *Let Liberty Rise* **HMH Text Options** ● *Wilma Rudolph* ● *Roberto Clemente* **Readtopia Text Options** ● *Storytelling through Poetry: Casey at the Bat*	**Instructional Connection** *Discuss:* ● *Who helps our community* ● *Why people matter* *Connect to previously learned:* ● *identity → rights → community* **Student Task** ● Add "important person" to project ● Sentence: "This person helps our community by ___"
Weeks 6 **Culminating Project** **(Map + Story + Presentation)** ● **Formulate** ideas ● **Justify** importance ● **Revise & Present**	**Passport to Social Studies focus** Geographic representation + historical understanding	**Black Studies Integration** Community pride Representation of diverse voices	**Core Read-Aloud** *Last Stop on Market Street (revisit for reflection)*	**Instructional Connection** *Finalize project:* ● *Map* ● *Story elements* ● *Community importance* **Student Task** ● Complete "Our Community Then & Now" project: ○ Map ○ Important places ○ Then/Now comparison ○ People in community ● Present using visuals, writing, or AAC

Social Studies *LOCAL COMMUNITY: NYC/NYS History, Geography "Our Community Then & Now: Mapping, History, and Place"* **Rubric**

Criteria	Developing	Progressing	Meet Expectations	Exceeding Expectations
	1	2	3	4
UNDERSTANDING GEOGRAPHY (MAPS & PLACES)	I need help understanding places and maps	I can name some places with help	I can identify and explain places on my map	I can clearly explain places and how they are connected
UNDERSTANDING COMMUNITY	I need help identifying my community	I can name parts of my community	I can describe my community and important places	I can explain why places in my community are important
UNDERSTANDING CHANGE OVER TIME	I need help understanding changes	I can identify past or present with help	I can compare "then and now"	I can explain how and why communities change
PROJECT CONTENT (MAP + STORY ELEMENTS)	My project has limited information	My project includes some parts (map or places)	My project includes map, places, and explanations	My project clearly shows map, history, people, and strong ideas
USE OF EXPLANATIONS (WHY / BECAUSE)	I need help explaining	I explain with support	I use "because" to explain my ideas	I give clear reasons and detailed explanations
PRESENTATION (MULTIPLE MODES)	I need help sharing my work	I share with support	I clearly present using visuals, words, or AAC	I confidently present and explain my ideas