Dates: **March 1 - May 7, 2027**	**Subject:** **Social Studies**
Grades: **K-8 SA, K-5 AA**	
NATIONAL COMMUNITY: U.S. History, Government - "Leaders, Government, and How We Make a Difference"	

Aligned Passport to Social Studies Units (for reference) **K:** Unit 1 (My School and School Community) **1:** Unit 3 (The Community) **2:** Unit 1 (Rights, Rules, and Responsibilities) **3:** Unit 1 (World Communities) **4:** Unit 4 (Federal, State, Local Government) **5:** Unit 2 (Early U.S. History & Government Foundations) **6:** Unit 2–5 (Civilizations & Government Systems) **7:** Unit 3 (The U.S. Constitution) **8:** Unit 2 (Reform, Citizenship & Government)	Students build on their understanding of community, geography, and change over time to explore: ● U.S. government and leadership ● Roles and responsibilities of government ● Important people in U.S. history ● How individuals contribute to their country This unit extends MP3 by shifting from: 👉 "How does where we live shape our community and history?" to 👉 "How do people, leaders, and systems shape our country?"
Enduring Understanding	Students will understand that: ● The United States has systems of government that help organize society ● Leaders and government workers have roles and responsibilities ● People in U.S. history have made important contributions and changes ● Government exists to support safety, fairness, and organization ● Individuals can contribute to their country in many ways ● The national community reflects diverse cultures, perspectives, and histories

Essential Questions	**Government & Leadership (MP4 focus)** ● What is government? ● Who are leaders in our country? **Roles & Responsibilities** ● What jobs do people have in government? ● How do leaders help people? **History & Contributions** ● Who are important people in U.S. history? ● How do people make change? **Connection to Identity & Culture** ● How can I help my community or country? ● How do people work together to make a difference?
Culminating Task (Including DOK terms in bold)	*NATIONAL COMMUNITY: U.S. History, Government - "Leaders, Government, and How We Make a Difference"* In this 8-week unit, referencing The Multiple Means Learning (MML) approach and using Preferred Mode of Communication (PMC), students will create an "Important Leaders" report + visual project. Each student will: ● Identify important government roles (president, mayor, community leaders, helpers) ● Define what government is and what leaders do ● Recognize how leaders help people and communities ● Compare different roles in government or community leadership ● Formulate ideas about how leaders make a difference ● Justify why a leader or role is 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)* ● "Important Leaders" Report + Visual Project - Includes pages such as: ○ A leader (past or present) ○ Their role/job ○ How they helped people ○ Why they are important ● "Government Jobs That Help People" Booklet - Includes pages such as: ○ Job (police, president, teacher, mayor) ○ "This job helps by ___" ● "People Who Make a Difference" Hybrid Project Combines: ■ Government roles ■ Historical figures ■ Community leaders
Duration of Unit	41 teaching days

Black Studies Thread Across MP4 Embed these consistently (not isolated lessons):	**1. Identity → Leadership** ● Individuals can shape systems and create change **2. Historical Contributions** ● Highlight contributions of Black leaders in U.S. history (e.g., activists, politicians, community leaders—age appropriate) **3. Power & Systems** ● Government as a system that impacts people's lives ● Who makes decisions? Who is represented? **4. Agency & Action** ● Emphasize leadership, advocacy, and making change
Lesson-Level Integration	**Lesson 1: What Is Government?** ● Introduce purpose of government **Lesson 2: Government Jobs** ● Identify roles (president, mayor, helpers) **Lesson 3: Leaders in U.S. History** ● Introduce key figures **Lesson 4: How Leaders Help People** ● Connect to fairness and community needs **Lesson 5: Making a Difference** ● Connect leadership → student action

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 leaders and changemakers (MP4 focus) ● Stories about history and contributions ● Stories about justice, leadership, and voice *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: leader, government, job, help, rule** **3–5: government, leader, responsibility, decision, citizen** **6–8: democracy, government, leadership, citizenship, authority** 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, Government, & Communities Across Contexts:			
READING (RI: Collecting and Defining)				
Understanding Government & Leaders: I can explain what government is	Understanding Government & Leaders: I can identify leaders in my community and country	Understanding Government & Leaders: I can describe what government jobs do	Understanding Roles & Responsibilities: I can explain how leaders help people	Understanding Roles & Responsibilities: I can describe responsibilities of different jobs
Understanding Roles & Responsibilities: I can compare different leadership roles	Understanding History & Contributions: I can identify important people in U.S. history	Understanding History & Contributions: I can explain how people made a difference	Understanding History & Contributions: I can connect people's actions to change	Application to Culminating Task: I can explain why a leader or role is important
Application to Culminating Task: I can connect leadership to helping others	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 history, government, and my community.	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, such as: How Can People Help Communities? by Martha E. H. Rustad)				

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 "Important Leaders" report + visual 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: ● government ● leaders ● historical figures ● how people help others	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 why leaders are important.	I can compare different roles in government.	I can explain how decisions made by leaders affect people and communities.	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 **Government & Leadership** **(What Is Government?)** ● **Identify** leaders ● **Define** government	**Passport to Social Studies focus** What is government Roles of leaders	**Black Studies Integration** Leadership connected to identity and community Representation: who gets to lead and why it matters	**Core Read-Aloud** *We the Kids: The Preamble to the Constitution* **HMH Text Options** ● I Am Amelia Earhart ● *My Name is Gabriela* **ReadtopiaGo Text Options** ● Communicating: My Needs ● Healthy Me: Saying Hello	**Instructional Connection** Introduce maps (symbols, labels) Define: ● Government = people who make decisions Identify leaders in your classroom or school. **Student Task** ● Identify classroom leaders ● Sentence: "A leader is someone who ___"
Weeks 2 & 3 **Government Jobs & Roles** ● **Describe** leadership roles ● **Compare** different jobs	**Passport to Social Studies focus** Roles in local/state/national government Community helpers	**Black Studies Integration** Highlight diverse leaders and careers Emphasize contributions of historically underrepresented groups	**Core Read-Aloud(s)** Teachers in My Community **HMH Text Options** ● *What Can You Do?* ● *Roberto Clemente* ● *Wilma Rudolph* **ReadtopiaGo Text Options** ● *Communicating: Health Routine*	**Instructional Connection** Identify jobs: ● President ● Mayor ● Police ● Teachers Compare: ● "This job helps people by ___" **Student Task** ● Match job → responsibility ● Draw or label a government/community worker

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 & 5 **Leaders in History** **Identify** important historical figures **Explain** their impact	**Passport to Social Studies focus** U.S. history and leadership Contributions of individuals	**Black Studies Integration** Highlight Black leaders (age-appropriate examples): ● Activists ● Community leaders Focus on agency, resilience, and change	**Core Read-Aloud** Separate Is Never Equal **HMH Text Options** ● *Seeds of Change* ● *I am Helen Keller* **Readtopia Text Options** ● *Making Dreams Come True: Diana Trujillo: A Space Scientist*	**Instructional Connection** Discuss: ● What did this person do? ● How did they help others? **Student Task** ● "Then vs. Now" drawing or page ● Sentence stem: ○ "Before, there was ___" ○ "Now, there is ___"
Week 6 & 7 **How Leaders Help People (Decision-Making & Impact)** ● **Explain** how leaders help ● **Apply** understanding to real life	**Passport to Social Studies focus** Government decisions Helping communities	**Black Studies Integration** Leadership as action Connecting leadership to fairness and helping others	**Core Read-Aloud** Be the Change in Your Community **HMH Text Options** ● *Going Places* ● *Never Give Up!* **Readtopia Text Options** ● *Be the Light: Amanda Gorman: A Poet for the Country*	**Instructional Connection** Connect: ● Leader decisions Discuss: ● "How do leaders help us?" **Student Task** Match: ● Leader → action → impact Sentence: ● "Leaders help by ___"
Weeks 8 **Culminating Project (Leaders & Government Project)** ● **Formulate** ideas ● **Justify** importance ● **Revise & Present**	**Passport to Social Studies focus** Government roles and contributions Civic understanding	**Black Studies Integration** Representation of leaders Emphasizing voice, agency, and community impact	**Core Read-Aloud** *Last Stop on Market Street* (revisit: community + perspective)	**Instructional Connection** Finalize project: ● Government role ● Leader ● Why important **Student Task** ● Complete "Leaders & Government: Making a Difference" project: ○ Role/job ○ Leader/example ○ How they help ○ Why important ● Present using visuals, writing, or AAC

Social Studies *NATIONAL COMMUNITY: U.S. History, Government - "Leaders, Government, and How We Make a Difference"* **Rubric**

Criteria	Developing	Progressing	Meet Expectations	Exceeding Expectations
	1	2	3	4
UNDERSTANDING GOVERNMENT & LEADERS	I need help understanding leaders	I can name leaders with help	I can explain leaders and their roles	I can clearly explain leaders and how they help people
UNDERSTANDING ROLES & RESPONSIBILITIES	I need help understanding jobs	I can name jobs with help	I can explain what jobs do	I can explain how jobs help communities and people
UNDERSTANDING HISTORY & CHANGE	I need help understanding people from history	I can name people with help	I can explain how people made a difference	I can explain how leaders created change
PROJECT CONTENT	My project has limited information	My project includes some parts	My project includes clear ideas about leaders and roles	My project clearly shows strong ideas, examples, and connections
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