Dates: **May 10 - June 28, 2027**	**Subject:** **Social Studies**
Grades: **K-8 SA, K-5 AA**	
GLOBAL COMMUNITY: World History, Geography, & Cultures "Our World: Cultures, Places, and Perspectives"	

Aligned Passport to Social Studies Units (for reference) **K:** Unit 3 (Geography, People, and Environment) **1:** Unit 3 (The Community) **2:** Unit 3 (Urban, Suburban, Rural Communities) **3:** Case Studies (China, Nigeria, Peru, etc.) **4:** Unit 5 (Immigration & Cultural Change) **5:** Unit 4 (Western Hemisphere Today) **6:** Unit 3–5 (Religions, Civilizations, Trade) **7:** Unit 4–5 (Expansion & Global Connections) **8:** Unit 5–6 (Global Responsibilities & Modern World)	Students build on their understanding of leadership, systems, and communities to explore: ● **World communities and cultures** ● **Geography across the globe** ● **Ways people live in different parts of the world** ● **Cultural traditions, practices, and perspectives** This unit extends MP4 by shifting from: 👉 "How do people and systems shape our country?" to 👉 "How do people, cultures, and environments shape our world?"
Enduring Understanding	Students will understand that: ● People around the world live in **different environments and communities** ● Geography influences how people **live, work, and interact** ● Cultures include traditions, language, food, and ways of life ● Communities around the world share similarities and differences ● People bring their identities and cultures into global communities ● The world is interconnected through **people, place, and culture**

Essential Questions	**Global Community (MP5 focus)** ● What is a global community? ● What makes cultures unique? **Geography & Place** ● How does where people live affect their lives? ● What are different places like around the world? **Culture & Identity** ● What are traditions and culture? ● How do people live in different parts of the world? **Connection to Perspective** ● How are people similar and different across the world? ● Why is it important to learn about others?
Culminating Task (Including DOK terms in bold)	GLOBAL COMMUNITY: World History, Geography, & Cultures "Our World: Cultures, Places, and Perspectives" In this 6-week unit, referencing The Multiple Means Learning (MML) approach and using Preferred Mode of Communication (PMC), students will create an "Our Global Community" Photo Journal & Culture Project. Each student will: ● **Identify** cultural elements (food, clothing, traditions, homes, language) ● **Define** culture and geography ● **Recognize** how people live in different parts of the world ● **Compare** different cultures and communities ● **Formulate** ideas about similarities and differences ● **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)* ● "Our Global Community" Photo Journal + Captions - Includes pages such as: ○ Food from around the world ○ Homes/places ○ Traditions ○ Clothing ○ "This is important because ___" ● Global Culture Storybook - Includes pages such as: ○ One country/community per page ○ Cultural elements ○ Comparisons ● "Same & Different" Culture Comparison Project - My community vs. another community ● Global Map + Culture Overlay - Combine map + cultural symbols
Duration of Unit	32 teaching days

Black Studies Thread Across MP5 Embed these consistently (not isolated lessons):	**1. Identity → Global Identity** ● Identity connected to global communities **2. Cultural Representation** ● Highlight cultures across the African Diaspora and world **3. Challenging Stereotypes** ● Avoid single stories ● Emphasize diversity within cultures **4. Joy, Pride & Connection** ● Celebrate traditions, heritage, and community
Lesson-Level Integration	**Lesson 1: What Is a Global Community?** ● Introduce world/community concept **Lesson 2: Geography Around the World** ● Explore land, environment **Lesson 3: Culture & Traditions** ● Food, clothing, language **Lesson 4: Comparing Communities** ● Similarities and differences **Lesson 5: Our Place in the World** ● Identity + connection

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 **global communities (MP5 focus)** ● Stories about **traditions and identity** ● Stories about **culture and perspective** *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:** world, culture, country, place, different, same **3–5:** culture, tradition, geography, community, comparison **6–8:** culture, global, geography, perspective, diversity 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, Culture & Communities Across Contexts:		
READING (RI: Collecting and Defining)				
Understanding Global Communities: I can explain what a global community is	Understanding Global Communities: I can identify different countries and places	Understanding Culture: I can identify and describe traditions and cultural elements (e.g., language, celebrations, food, clothing, music and dance)	Understanding Culture: I can describe how people live in different places	Comparing Communities: I can identify similarities and differences
Comparing Communities: I can compare my life to people in other places	Comparing Communities: I can compare cultures and communities across time periods and locales	Comparing Communities: I can explain why people in different parts of the world may live differently (e.g., because of their environment and culture)	Application to Culminating Task: I can explain my learning about the world	Application to Culminating Task: I can explain what makes a culture special
Literacy & Text Work: I can learn about people in different places from books.	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, geography, culture, and communities around the world	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: *Common Threads* by Huda Essa)				

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 Global Community” Photo Journal & Culture 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: ● cultural elements ● places ● comparisons	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 write about how my life is the same as or different from people in another community.	I can compare cultures.	I can write captions to describe what I learned about a place or culture.	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 **Global Community** **(What Is the World?)** ● **Identify** places ● **Define** world/community	**Passport to Social Studies focus** Introduction to world geography Understanding that communities exist around the world	**Black Studies Integration** Identity extends beyond local and national to global community Emphasize that people across the world have diverse identities and cultures	**Core Read-Aloud** Our World is a Family **HMH Text Options** ● The Upside Down Boy ● *Marisol McDonald Doesn't Match* **ReadtopiaGo Text Options** ● Families: All Shapes and Sizes	**Instructional Connection** Introduce the concept of the world as a community Connect identity → "I am part of a global community" Begin using globe/map visuals **Student Task** ● Identify continents/world vs. local ● Discuss: "People live all over the world"
Weeks 2 & 3 **Geography Around the World** ● **Describe** environments ● **Compare** different places	**Passport to Social Studies focus** Physical and human geography How people live in different environments	**Black Studies Integration** Highlight that communities across Africa and the diaspora exist in varied environments Challenge stereotypes about regions (e.g., Africa is not one place or environment)	**Core Read-Aloud(s)** Living in Suburban Communities **HMH Text Options** ● *Going Places* ● *Zach Jumps In* **ReadtopiaGo Text Options** ● Animals Around: Baby Animals	**Instructional Connection** Compare: ● Climate ● Homes ● Transportation Emphasize environment → how people live **Student Task** ● Sort and compare environments (hot/cold, city/rural) ● Draw or label differences between places
Weeks 4 **Culture & Traditions** ● **Recognize** cultural elements ● **Explain** traditions	**Passport to Social Studies focus** Cultural characteristics Traditions, language, food, and customs	**Black Studies Integration** Highlight cultures across the African Diaspora and global communities Emphasize cultural pride, representation, and diversity	**Core Read-Aloud** *All Are Welcome* **HMH Text Options** ● *Suki's Kimono* ● *Drum Dream Girl* **Readtopia Text Options** ● Mysteries and Mummies: King Tut's Tomb	**Instructional Connection** Define culture through: ● Food ● Clothing ● Celebrations Reinforce: all cultures have value **Student Task** ● Create a "culture page" (food, clothing, traditions) ● Label and describe using visuals/AAC

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				
Week 5 **Comparing Communities** ● **Compare** cultures ● **Explain** similarities and differences	**Passport to Social Studies focus** Comparing communities across the world Understanding similarities and differences	**Black Studies Integration** Avoid "better vs. worse" thinking Emphasize interconnectedness and shared humanity	**Core Read-Aloud** *My Two Border Towns* **HMH Text Options** ● *The Lemonade War* ● *Sky Color* **ReadtopiaGo Text Options** ● *Relationships: We Belong Together* ● *Relationships: Gratitude* **Readtopia Text Options** ● Mysteries and Mummies: King Tut's Tomb	**Instructional Connection** Compare: ● My life vs. life in another community Use sentence stems: ● "Same…" ● "Different…" **Student Task** ● Complete comparison chart ● Write/draw: ○ "In my community…" ○ "In another community…"
Weeks 6 **Culminating Project** **(Photo Journal & Presentation)** ● **Formulate** ideas ● **Justify** importance ● **Revise & Present**	**Passport to Social Studies focus** Applying knowledge of geography, culture, and global communities Communicating understanding of the world	**Black Studies Integration** Representation of diverse cultures and identities Emphasizing student voice and global awareness	**Core Read-Aloud** *Last Stop on Market Street* (revisit for reflection)	**Instructional Connection** Bring together: ● culture ● geography ● comparison Reinforce: ● "What did we learn about the world?" **Student Task** ● Complete **Global Photo Journal Project**: ○ Culture ○ Place ○ Traditions ○ Comparison ● Write captions: ○ "This shows ___ because ___" ● Present using: ○ visuals ○ writing ○ AAC

Social Studies GLOBAL COMMUNITY: World History, Geography, & Cultures "Our World: Cultures, Places, and Perspectives" **Rubric**

Criteria	Developing	Progressing	Meet Expectations	Exceeding Expectations
	1	2	3	4
UNDERSTANDING GLOBAL COMMUNITY	I need help understanding the world	I can name places with help	I can explain different communities	I can clearly explain global communities
UNDERSTANDING CULTURE	I need help understanding culture	I can name traditions with help	I can describe cultural elements	I can explain why cultures are important
COMPARING COMMUNITIES	I need help comparing	I can identify differences with help	I can compare communities	I can explain similarities and differences clearly
PROJECT CONTENT	My project has limited information	My project includes some ideas	My project includes clear cultural information	My project clearly shows detailed and meaningful 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