Willingboro Public Schools
Curriculum template.pending review

Revised June, 2022
name - Supervisor of ?

Curriculum template.pending review
(From New Jersey Student Learning Standards)

<insert NJSLS Curriculum Overview Here>

Course Sequence/Table of Contents:

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Within each unit, please find:

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- ➢ **Suggested Resources**
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- ❖ **Integrated Accommodations and Modifications**
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  - ➢ **Career Readiness Practices**
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This was modeled after the NJSLS Document

Overview	Content Standards	Unit Focus
Unit 1 **All About Me**	● 6.1.2.CivicsPD.1 ● 6.1.2.CivicsPD.2 ● 6.1.2.CivicsDP.2 ● 6.1.2.CivicsPR.1 ● 6.1.2.CivicsPR.2 ● 6.1.2.CivicsPR.3 ● 6.1.2.CivicsPR.4 ● 6.1.2.CivicsCM.1 ● 6.1.2.CivicsCM.2 ● 6.1.2.CivicsCM.3	During Unit 1, students will be introduced to the idea of all about me. They will learn how each person is a special individual with unique qualities. They will discuss the importance of classroom rules and treating everyone with respect.
Unit 1: *Suggested Open Educational Resources*	● Grade K (Social Studies) Teacher Curriculum Institute (TCI) (Me and My World) ● *The Ugly Duckling* (Hans Christian Anderson—many versions, Caldecott Honor, 1999 has best images) ● *I'm Like you, You're Like Me* (Gainer, 1998) ● *Foundations of Democracy: Orb and Effy Learn about Authority* ● *The Zookeeper Learns about Responsibility* ● *Jessica Fish Learns about Privacy* (Center for Civic Education, 1999)	
Unit 2 **Cultural Identity**	● 6.1.2.CivicsDP.1 ● 6.1.2.CivicsDP.3 ● 6.1.2.HistoryCC.1 ● 6.1.2.HistoryCC.3 ● 6.1.2.HistoryUP.2 ● 6.1.2.HistorySE.1	During Unit 2, students will be introduced to cultural identity. Students will learn about families and communities. They will explore cultural backgrounds and how they are similar or different.
Suggested Open Educational Resources	● Grade K (Social Studies) Teacher Curriculum Institute (TCI) (Me and My World)	

Overview	Content Standards	Unit Focus
Unit 3 **Needs and Wants**	● 6.1.2.EconET.1 ● 6.1.2.EconET.2 ● 6.1.2.EconET.3 ● 6.1.2.EconEM.2 ● 6.1.2.EconNE.1 ● 6.3.2.GeoGI.1 ● 6.3.2.GeoGI.2	During Unit 3, students will be introduced to needs and wants. Students will discuss the difference between needs and wants. They will learn about natural resources, scarcity, and bartering.
Unit 3: *Suggested Open Educational Resources*	● Grade K (Social Studies) Teacher Curriculum Institute (TCI) (Me and My World) ● Econolink Online lessons from the Council for Economic Education ● Scarcity Lesson ● *A New Coat for Anna* by Harriet Ziefert (1988) ● *Old MacDonald Went to Trade* ● *An Orange in January* (Aston) or *The Tortilla Factory* (Paulsen) ● *That's Not Fair! How Do We Share?*	
Unit 4 **Where in the World am I?**	● 6.1.2.GeoPP.1 ● 6.1.2.Geo.SV.1 ● 6.1.2.Geo.SV.3 ● 6.1.2.Geo.HE.1 ● 6.1.2.Geo.HE.2 ● 6.1.2.Geo.HE.3 ● 6.1.2.Geo.HE.4	During Unit 4, students will be introduced to maps and globes. They will practice identifying places on maps and globes.
Unit 4: *Suggested Open Educational Resources*	● Grade K (Social Studies) Teacher Curriculum Institute (TCI) (Me and My World) ● *I Read Signs* (Toban, 1987) ● *Over in the Meadow* (Lanstaff, c 1800)	

Unit 1: All About Me
Overview
During Unit 1, students will be introduced to the idea of all about me. They will learn how each person is a special individual with unique qualities. They will discuss the importance of classroom rules and treating everyone with respect.

Essential Questions	**Enduring Understandings**
● Who am I? ● What does it mean to be a member of a classroom community? ● Why do we need rules? ● Why do we need leaders to make decisions? ● What is fairness? ● How can we solve problems in our classroom or family? ● How can I make my classroom a better place?	● Each person is a special individual with unique qualities. ● Our classroom is a community made up of many unique individuals, and we come together to help each other learn. ● Classroom rules help us to stay safe and maintain order in our classroom so that we can learn and grow. ● Parents and teachers exercise authority to help resolve disputes and ensure that everyone is treated fairly. ● Students help everyone learn in the classroom when they treat everyone with respect.

Unit 1: All About Me
Content Standards
6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
6.1.2.CivicsPR.1: Determine what makes a good rule or law.
6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

Unit 1: All About Me
Content Standards
6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
Core Ideas
When all members of the group are given the opportunity to participate in the decision making process everyone's voice is heard.
The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).
Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.
Processes and rules should be fair, consistent, and respectful of the human rights of all people.
Certain character traits can help individuals become productive members of their community.

Student Learning Objectives

Students will…
- Describe how they are special.
- Describe how they are the same as others and different from others.
- Understand that each person is a special individual with unique qualities.
- Explain how to treat others with respect.
- Explain what responsibilities are to themselves, their families and their community.
- Explain what is a rule.
- Explain why we need rules.

Integrated Accommodations and Modifications		
Special Education Students	**English Language Learners**	**At Risk**
- Utilize modifications & accommodations delineated in the student's IEP - Provide additional manipulatives to support instruction - Allow for alternative strategies to solve algorithms or tasks - Provide the steps needed to complete the task - Model frequently - Provide repetition and practice. - Use visuals to demonstrate/model the processes - Restate, reread, and clarify directions/questions - Ask students to restate information, directions, and assignments. - Provide copy of class notes - Distribute study guide for classroom tests. - Provide preferential seating to be mutually determined by the student and teacher - Provide extra textbooks for home. - Provide regular parent/ school communication - Allow extended time to complete assignment	WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors - Modify Assignments - Use testing and portfolio assessment - Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) - Repeat, rephrase, paraphrase key concepts and directions - Allow for extended time for assignment completion as needed - Highlight key vocabulary - Define essential vocabulary in context - Use graphic organizers, visuals, manipulatives and other concrete materials - Use gestures, facial expressions and body language - Read aloud - Build on what students already know and prior experience	- Pair visual prompts with verbal presentations - Ask students to restate information, directions, and assignments. - Provide repetition and and practice - Model skills / techniques to be mastered. - Provide extended time to complete class work - Provide copy of class notes - Provide preferential seating to be mutually determined by the student and teacher - Allow the use of a computer to complete assignments. - Establish expectations for correct spelling on assignments - Provide extra textbooks for home. - Provide Peer Support - Increase one on one time

● Establish procedures for accommodations / modifications for assessments ● Allow student to take/complete tests in an alternate setting as needed ● <u>Appendix A: Special Education Accommodations and Modifications</u>

Gifted and Talented Students	504 Plan
● Utilize advanced, accelerated, or compacted content ● Provide assignments that emphasize higher- level thinking skills. ● Allow for individual student interest ● Gear assignments to development in areas of affect, creativity, cognition, and research skills ● Allow for a variety in types of resources ● Provide problem-based assignments with planned scope and sequence ● Utilize inquiry-based instruction ● Adjust the pace of lessons ● Utilize Choice Boards ● Provide Problem-Based Learning ● Establish flexible Grouping	● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Break long assignments into smaller parts ● Assist student in setting short term goals ● Allow for preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. ● Model and reinforce organizational systems (i.e. color-coding) ● Write out homework assignments, check student's recording of assignments

Interdisciplinary Connections	Computer Science and Design Thinking
ELA Standards ● RI.K.1: With prompting and support, ask and answer questions about key details in text. ● RI.K2: With prompting and support, identify the main topic and retell key details of a text. ● RI.K3: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text. ● RI.K4: With prompting and support, ask and answer questions about unknown words in a text. ● RI.K10: Actively engage in group reading activities with purpose and understanding. ● W.K.2: Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	**Computer Science and Design Thinking Practices** 1. ☐ Fostering an Inclusive Computing and Design Culture 2. ☐ Collaborating Around Computing and Design 3. ☐ Recognizing and Defining Computational Problems 4. ☐ Developing and Using Abstractions 5. ☐ Creating Computational Artifacts 6. ☐ Testing and Refining Computational Artifacts 7. ☐ Communicating About Computing and Design **Computer Science and Design Thinking Standards** ● 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.

● SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. ● SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. ● SL.K.4: Describe familiar people, places, things and events and, with prompting and support, provide additional detail. ● SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail. ● SL.K.6: Speak audibly and express thoughts, feelings and ideas clearly.	● 8.2.2.ITH.3: Identify how technology impacts or improves life.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices
- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards
9.1 Personal Financial Literacy
- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.2 Career Awareness, Exploration, Preparation, and Training
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.4 Life Literacies and Key Skills
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Climate Change
Addressed in Unit 3

SEL Competencies

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

https://www.nj.gov/education/safety/wellness/selearning/index.shtml

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods: - Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy) - Exit tickets, rotational activities (stations), quizzes, and small group activities - Classwork, homework, group work (formative assessment) - Pre-Assessment, teacher's observation, class discussion, and journal	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* **Summative Assessment:** - After reading and discussing lessons about authority and responsibility, students draw a picture or make up a story demonstrating responsibilities to self and others and either write or orally explain why they have these responsibilities and what they like and do not like about their responsibilities. **Other Summative Assessments:** Teachers are encouraged to design their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.
Targeted Academic Vocabulary	

- Common Good
- Communities
- Conflicts
- Diversity
- Equity
- Fairness
- Laws
- Perspectives
- Protect
- Resolve
- Respect
- Responsibilities
- Rights
- Rules

District/School Tasks	District/School Primary and Supplementary Resources

- See Formative/Summative Assessment	**District-Mandated Resources**
	
	  - Grade K (Social Studies) Teacher Curriculum Institute (TCI) (Me and My World)
	Assessment Resources:
	
	Other Resources:
	
	  - *The Ugly Duckling* (Hans Christian Anderson—many versions, Caldecott Honor, 1999 has best images)
	  .
	  - *I'm Like you, You're Like Me* (Gainer, 1998)
	
	  - *Foundations of Democracy: Orb and Effy Learn about Authority*
	
	  - *The Zookeeper Learns about Responsibility*
	
	  - *Jessica Fish Learns about Privacy* (Center for Civic Education, 1999)
	
	  - Happy to Be Me **(SEL)**
	
	  - Arthur Takes a Stand

	• [What Can a Citizen Do?](#) **(Diversity, Equity and Inclusion)** • [How Citizens Can Help Change Laws](#) **(Diversity, Equity and Inclusion/Amistad)** • [Power Up with Kindness!](#) **(Diversity, Equity and Inclusion)** • [Community Life](#)- ReadWorks • [Jon Follows School Rules](#)- ReadWorks • [Caring Makes a Difference](#) **(Holocaust)**

Instructional Best Practices and Exemplars
[See Appendix A for Instructional Best Practices and Exemplars](#)

Pacing Guide
<post link here>

Unit 2: Cultural Identity

Overview

During Unit 2, students will be introduced to cultural identity. Students will learn about families and communities. They will explore cultural backgrounds and how they are similar or different.

Essential Questions	Enduring Understandings
- What is a family? - Why is it important? - How is my family similar and different from other families? - How are families alike and different (needs, homes, foods, clothes, games)? - How do family members (around the world) help take care of one another? - How is our classroom a diverse place? - Why should we celebrate diversity? - What are the holidays that we celebrate? - Why do we celebrate them? - How are events connected (sequences)? - How have I changed over time?	- Families are small groups of people that love and care for each other. - We are part of our families and communities. - Our perspectives are influenced by our cultural backgrounds and our experiences. - Some of our cultural backgrounds are similar and some are different. - We live in an interconnected world. - Our symbols, monuments and holidays reflect our cultural identity. - It is important to understand the perspectives of individuals with different cultural backgrounds and experiences. - We and everything around us changes over time.

Unit 2: Cultural Identity

Content Standards

6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.

6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.

Unit 2: Cultural Identity
Content Standards
6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
Core Ideas
The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).
Historical timelines put events in chronological order to help people understand the past.
Understanding the past helps to make sense of the present.
Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.
The nature of history involves stories of the past preserved in a variety of sources.

Student Learning Objectives
Students will… ● Describe how families can be similar and different. ● Describe how their classroom is a diverse place. ● Explain why we should celebrate diversity. ● Describe different holidays.

- Understand that symbols, monuments and holidays reflect our cultural identity.
- Be open to understand the perspectives of individuals with different cultural backgrounds and experiences.
- Describe how communities have changed over time.

Integrated Accommodations and Modifications		
Special Education Students	**English Language Learners**	**At Risk**
- Utilize modifications & accommodations delineated in the student's IEP - Provide additional manipulatives to support instruction - Allow for alternative strategies to solve algorithms or tasks - Provide the steps needed to complete the task - Model frequently - Provide repetition and practice. - Use visuals to demonstrate/model the processes - Restate, reread, and clarify directions/questions - Ask students to restate information, directions, and assignments. - Provide copy of class notes - Distribute study guide for classroom tests. - Provide preferential seating to be mutually determined by the student and teacher - Provide extra textbooks for home. - Provide regular parent/ school communication - Allow extended time to complete assignment - Establish procedures for accommodations / modifications for assessments - Allow student to take/complete tests in an alternate setting as needed Appendix A: Special Education Accommodations and Modifications	WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors - Modify Assignments - Use testing and portfolio assessment - Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) - Repeat, rephrase, paraphrase key concepts and directions - Allow for extended time for assignment completion as needed - Highlight key vocabulary - Define essential vocabulary in context - Use graphic organizers, visuals, manipulatives and other concrete materials - Use gestures, facial expressions and body language - Read aloud - Build on what students already know and prior experience	- Pair visual prompts with verbal presentations - Ask students to restate information, directions, and assignments. - Provide repetition and and practice - Model skills / techniques to be mastered. - Provide extended time to complete class work - Provide copy of class notes - Provide preferential seating to be mutually determined by the student and teacher - Allow the use of a computer to complete assignments. - Establish expectations for correct spelling on assignments - Provide extra textbooks for home. - Provide Peer Support - Increase one on one time

Gifted and Talented Students	504 Plan
● Utilize advanced, accelerated, or compacted content ● Provide assignments that emphasize higher- level thinking skills. ● Allow for individual student interest ● Gear assignments to development in areas of affect, creativity, cognition, and research skills ● Allow for a variety in types of resources ● Provide problem-based assignments with planned scope and sequence ● Utilize inquiry-based instruction ● Adjust the pace of lessons ● Utilize Choice Boards ● Provide Problem-Based Learning ● Establish flexible Grouping	● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Break long assignments into smaller parts ● Assist student in setting short term goals ● Allow for preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. ● Model and reinforce organizational systems (i.e. color-coding) ● Write out homework assignments, check student's recording of assignments
Interdisciplinary Connections	**Computer Science and Design Thinking**
ELA Standards ● RI.K.1. With prompting and support, ask and answer questions about key details in a text. ● RI.K.4. With prompting and support, ask and answer questions about unknown words in a text. ● W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. ● W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. ● W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. ● SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. ● SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail. ● SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	**Computer Science and Design Thinking Practices** 8. ☐ Fostering an Inclusive Computing and Design Culture 9. ☐ Collaborating Around Computing and Design 10. ☐ Recognizing and Defining Computational Problems 11. ☐ Developing and Using Abstractions 12. ☐ Creating Computational Artifacts 13. ☐ Testing and Refining Computational Artifacts 14. ☐ Communicating About Computing and Design **Computer Science and Design Thinking Standards** ● 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution. ● 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices
- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards
9.1 Personal Financial Literacy
- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community

9.2 Career Awareness, Exploration, Preparation, and Training
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.4 Life Literacies and Key Skills
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Climate Change

Addressed in Unit 3

SEL Competencies

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

https://www.nj.gov/education/safety/wellness/selearning/index.shtml

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. Formative Assessments: ● Draw a picture of your family. Discuss why your family is important. ● Talk about other families, how they are different than yours and how they are the same. ● Have students discuss holidays in their homes and bring in symbols of holidays to share with the class. ● Sequence a story in order of time (what happened first, second, third, etc.) Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods: ● Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy) ● Exit tickets, rotational activities (stations), quizzes, and small group activities ● Classwork, homework, group work (formative assessment) ● Pre-Assessment, teacher's observation, class discussion, and journal	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* **Summative Assessment: Students prepare a visual book of photos of themselves over time from birth to current day and explain orally how they have changed over time. Alternatively, students draw pictures of their families and explain how the members of their family influence them.** **Other Summative Assessments:** Teachers are encouraged to design their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.

Targeted Academic Vocabulary
● Alike   ● Beliefs   ● Change   ● Culture   ● Different   ● Diverse   ● History   ● Holidays   ● Similarities   ● Symbols   ● Timeline   ● Traditions   ● Values

District/School Tasks	District/School Primary and Supplementary Resources
● See Formative/Summative Assessment	**District-Mandated Resources** ● Grade K (Social Studies) Teacher Curriculum Institute (TCI) (Me and My World) **Assessment Resources:** **Other Resources:** ● Holidays **(Diversity, Equity and Inclusion)** ● Eid al Fitr: All About the Holidays **(Diversity, Equity and Inclusion)** ● Dia de los Muertos **(Diversity, Equity and Inclusion)** ● Anansi's Rescue from the River: African American Culture **(Amistad)** ● World Cultures Collection **(Diversity, Equity and Inclusion)** ● Caring Makes a Difference **(Holocaust)** ● Celebrations Around the World-ReadWorks **(Diversity, Equity and Inclusion)** ● Chinese New Year-ReadWorks **(AAPI)** ● Life in Fiji-ReadWorks **(AAPI)** ● Clothing Around the World-ReadWorks **(Diversity, Equity and Inclusion)**

Instructional Best Practices and Exemplars
See Appendix A for Instructional Best Practices and Exemplars

Pacing Guide
<post link here>

Unit 3: Needs and Wants

Overview

During Unit 3, students will be introduced to needs and wants. Students will discuss the difference between needs and wants. They will learn about natural resources, scarcity, and bartering.

Essential Questions	Enduring Understandings
- What do my family and I need to survive? - What is the difference between needs and wants? - What are resources? - Where does my food come from (production)? - How do we obtain what we need? - What is scarcity? - What are my responsibilities for sharing limited resources?	- We all have needs. - There are many things that we want. - Needs are not the same as "wants". - Natural resources, such as air and water, exist in nature. - Human resources are the skills that humans have and can use (such as farming, driving, cooking, writing, selling, etc.). - Food is grown in the soil or raised. - We satisfy our needs and wants by using natural resources, growing food, making clothing , bartering and earning money to buy what we need or want. - When there is not enough of something, there is a "scarcity". - When there is a scarcity (toys, games, food, books, etc.), we find fair ways to share.

Unit 3: Needs and Wants

Content Standards

6.1.2.EconET.1: Explain the difference between needs and wants.
6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.
6.1.2.EconET.3: Describe how supply and demand influence price and output of products.
6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.

Unit 3: Needs and Wants

Content Standards
6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

Core Ideas
Individuals make decisions based on their needs, wants, and the availability of resources.
Limited resources influence choices.
Goods and services are produced and exchanged in multiple ways.
The availability of resources influences current and future economic conditions.
Global interconnections occur between human and physical systems across different regions of the world.

Student Learning Objectives

Students will…
- Explain the difference between needs and wants.
- Explain how we get resources that we need.
- Describe goods and services.

- Explain what scarcity is and why it is a problem.
- Explain what a natural resource is.
- Describe their responsibility for sharing limited resources.

Integrated Accommodations and Modifications		
Special Education Students	**English Language Learners**	**At Risk**
- Utilize modifications & accommodations delineated in the student's IEP - Provide additional manipulatives to support instruction - Allow for alternative strategies to solve algorithms or tasks - Provide the steps needed to complete the task - Model frequently - Provide repetition and practice. - Use visuals to demonstrate/model the processes - Restate, reread, and clarify directions/questions - Ask students to restate information, directions, and assignments. - Provide copy of class notes - Distribute study guide for classroom tests. - Provide preferential seating to be mutually determined by the student and teacher - Provide extra textbooks for home. - Provide regular parent/ school communication - Allow extended time to complete assignment - Establish procedures for accommodations / modifications for assessments - Allow student to take/complete tests in an alternate setting as needed	WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors - Modify Assignments - Use testing and portfolio assessment - Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) - Repeat, rephrase, paraphrase key concepts and directions - Allow for extended time for assignment completion as needed - Highlight key vocabulary - Define essential vocabulary in context - Use graphic organizers, visuals, manipulatives and other concrete materials - Use gestures, facial expressions and body language - Read aloud - Build on what students already know and prior experience	- Pair visual prompts with verbal presentations - Ask students to restate information, directions, and assignments. - Provide repetition and and practice - Model skills / techniques to be mastered. - Provide extended time to complete class work - Provide copy of class notes - Provide preferential seating to be mutually determined by the student and teacher - Allow the use of a computer to complete assignments. - Establish expectations for correct spelling on assignments - Provide extra textbooks for home. - Provide Peer Support - Increase one on one time

Appendix A: Special Education Accommodations and Modifications		

Gifted and Talented Students	504 Plan
- Utilize advanced, accelerated, or compacted content - Provide assignments that emphasize higher- level thinking skills. - Allow for individual student interest - Gear assignments to development in areas of affect, creativity, cognition, and research skills - Allow for a variety in types of resources - Provide problem-based assignments with planned scope and sequence - Utilize inquiry-based instruction - Adjust the pace of lessons - Utilize Choice Boards - Provide Problem-Based Learning - Establish flexible Grouping	- Pair visual prompts with verbal presentations - Ask students to restate information, directions, and assignments. - Provide repetition and and practice - Model skills / techniques to be mastered. - Provide extended time to complete class work - Provide copy of class notes - Break long assignments into smaller parts - Assist student in setting short term goals - Allow for preferential seating to be mutually determined by the student and teacher - Provide extra textbooks for home. - Model and reinforce organizational systems (i.e. color-coding) - Write out homework assignments, check student's recording of assignments

Interdisciplinary Connections	Computer Science and Design Thinking
ELA Standards - RI.K.1. With prompting and support, ask and answer questions about key details in a text. - RI.K.4. With prompting and support, ask and answer questions about unknown words in a text. - W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. - W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. - W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. - SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. - SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	**Computer Science and Design Thinking Practices** 15. ☐ Fostering an Inclusive Computing and Design Culture 16. ☐ Collaborating Around Computing and Design 17. ☐ Recognizing and Defining Computational Problems 18. ☐ Developing and Using Abstractions 19. ☐ Creating Computational Artifacts 20. ☐ Testing and Refining Computational Artifacts 21. ☐ Communicating About Computing and Design **Computer Science and Design Thinking Standards** 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution. 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology. 8.2.2.ETW.2: Identify the natural resources needed to create a product. 8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment.

- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices
- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards
9.1 Personal Financial Literacy
- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.2 Career Awareness, Exploration, Preparation, and Training
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.4 Life Literacies and Key Skills
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Climate Change

- 6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
- 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

SEL Competencies

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

https://www.nj.gov/education/safety/wellness/selearning/index.shtml

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. ● Students sing the familiar tune, "Old MacDonald Had a Farm." What goods on the farm and services might Farmer MacDonald have provided or wanted? Write two new verses for the farm identifying a good or a service. Draw pictures of the goods and services and trade them for goods and services that other farmers in the class want to trade. Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods: ● Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy) ● Exit tickets, rotational activities (stations), quizzes, and small group activities ● Classwork, homework, group work (formative assessment) ● Pre-Assessment, teacher's observation, class discussion, and journal	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* **Summative Assessments:** ● Students draw a chart of how an item of food they eat on a regular basis gets to them. **Other Summative Assessments:** Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.

Targeted Academic Vocabulary

- Exchange
- Good
- Natural Resources
- Need
- Production
- Resources
- Scarcity
- Service

- Want

District/School Tasks	District/School Primary and Supplementary Resources
● See Formative/Summative Assessments	**District-Mandated Resources** ● Grade K (Social Studies) Teacher Curriculum Institute (TCI) (Me and My World) **Assessment Resources:** **Other Resources:** ● Econolink Online lessons from the Council for Economic Education ● Scarcity Lesson ● *A New Coat for Anna* by Harriet Ziefert (1988) ● *Old MacDonald Went to Trade* ● *An Orange in January* (Aston) or *The Tortilla Factory* (Paulsen) ● *That's Not Fair! How Do We Share?* ● Good Boy! (Goods vs. Services) ● Needs vs. Wants ● Reduce, Reuse, Recycle **(Climate Change)** ● Starting Habits for Conservation Early **(Climate Change)** ● Human Made Resources **(Diversity, Equity and Inclusion)** ● Kentucky Farms Feed Me ● How People Got Resources in the Past-ReadWorks ● What is a Farm?-ReadWorks ● Your Food Comes from Farms!-ReadWorks ● Recycling-ReadWorks **(Climate Change)**
Instructional Best Practices and Exemplars	
See Appendix A for Instructional Best Practices and Exemplars	
Pacing Guide	
<post link here>	

Unit 4: Where in the World Am I?
Overview
During Unit 4, students will be introduced to maps and globes. They will practice identifying places on maps and globes.

Essential Questions	Enduring Understandings
- Where do I live? - Where do animals live? - How do I find places? (maps, globes, google earth)	- Space has dimensions. - Maps and globes are geographic resources to help us identify and find places

Unit 4: Where in the World Am I?
Content Standards
6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

Unit 4: **Where in the World Am I?**

Content Standards
6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.

Core Ideas
Physical and human characteristics affect where people live (settle).
A map is a symbolic representation of selected characteristics of a place.
Environmental characteristics influence the how and where people live.

Student Learning Objectives
Students will…   ● Explain how to find people and places using a map.   ● Describe how to use a map and a globe.   ● Describe landforms and natural resources.   ● Explain how weather can affect natural resources.   ● Explain where they live.   ● Identify their town on a map.   ● Use Google Earth to find their school and town.   ● Explain why people and animals live in different places.   ●

Integrated Accommodations and Modifications		
Special Education Students	**English Language Learners**	**At Risk**
- Utilize modifications & accommodations delineated in the student's IEP - Provide additional manipulatives to support instruction - Allow for alternative strategies to solve algorithms or tasks - Provide the steps needed to complete the task - Model frequently - Provide repetition and practice. - Use visuals to demonstrate/model the processes - Restate, reread, and clarify directions/questions - Ask students to restate information, directions, and assignments. - Provide copy of class notes - Distribute study guide for classroom tests. - Provide preferential seating to be mutually determined by the student and teacher - Provide extra textbooks for home. - Provide regular parent/ school communication - Allow extended time to complete assignment - Establish procedures for accommodations / modifications for assessments - Allow student to take/complete tests in an alternate setting as needed Appendix A: Special Education Accommodations and Modifications	WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors - Modify Assignments - Use testing and portfolio assessment - Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) - Repeat, rephrase, paraphrase key concepts and directions - Allow for extended time for assignment completion as needed - Highlight key vocabulary - Define essential vocabulary in context - Use graphic organizers, visuals, manipulatives and other concrete materials - Use gestures, facial expressions and body language - Read aloud - Build on what students already know and prior experience	- Pair visual prompts with verbal presentations - Ask students to restate information, directions, and assignments. - Provide repetition and and practice - Model skills / techniques to be mastered. - Provide extended time to complete class work - Provide copy of class notes - Provide preferential seating to be mutually determined by the student and teacher - Allow the use of a computer to complete assignments. - Establish expectations for correct spelling on assignments - Provide extra textbooks for home. - Provide Peer Support - Increase one on one time
Gifted and Talented Students		**504 Plan**
- Utilize advanced, accelerated, or compacted content - Provide assignments that emphasize higher- level thinking skills. - Allow for individual student interest - Gear assignments to development in areas of affect, creativity, cognition, and research skills - Allow for a variety in types of resources		- Pair visual prompts with verbal presentations - Ask students to restate information, directions, and assignments. - Provide repetition and and practice - Model skills / techniques to be mastered. - Provide extended time to complete class work - Provide copy of class notes

● Provide problem-based assignments with planned scope and sequence ● Utilize inquiry-based instruction ● Adjust the pace of lessons ● Utilize Choice Boards ● Provide Problem-Based Learning ● Establish flexible Grouping	● Break long assignments into smaller parts ● Assist student in setting short term goals ● Allow for preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. ● Model and reinforce organizational systems (i.e. color-coding) ● Write out homework assignments, check student's recording of assignments
Interdisciplinary Connections	**Computer Science and Design Thinking**

ELA Standards
- RI.K.1. With prompting and support, ask and answer questions about key details in a text.

- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

- RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

- RI.K.10. Actively engage in group reading activities with purpose and understanding.

- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Computer Science and Design Thinking Practices

22. ☐ Fostering an Inclusive Computing and Design Culture

23. ☐ Collaborating Around Computing and Design

24. ☐ Recognizing and Defining Computational Problems

25. ☐ Developing and Using Abstractions

26. ☐ Creating Computational Artifacts

27. ☐ Testing and Refining Computational Artifacts

28. ☐ Communicating About Computing and Design

Computer Science and Design Thinking Standards
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices
- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards
9.1 Personal Financial Literacy
- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.2 Career Awareness, Exploration, Preparation, and Training
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.4 Life Literacies and Key Skills
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Climate Change
Addressed in Unit 3
SEL Competencies

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

https://www.nj.gov/education/safety/wellness/selearning/index.shtml

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. • Students identify traffic signs they have seen, and discuss where they are and what purpose they serve. • Students compare the meadow with your city or town. Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods: • Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy) • Exit tickets, rotational activities (stations), quizzes, and small group activities • Classwork, homework, group work (formative assessment) • Pre-Assessment, teacher's observation, class discussion, and journal	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* **Summative Assessment:** • Students identify water and land as examples of natural resources, investigate sources of water and identify some ways in which humans make use of water as an economic resource, specifically for agriculture, transportation and recreation. **Other Summative Assessments:** Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.

Targeted Academic Vocabulary
• Climate   • Continents   • Environment   • Geographic Resources   • Globes   • Landforms   • Maps   • Natural Resources   • Oceans   • Physical Features   • Space   • Weather

District/School Tasks	District/School Primary and Supplementary Resources
• See Formative/Summative Assessments	**District-Mandated Resources** • Grade K (Social Studies) Teacher Curriculum Institute (TCI) (Me and My World)

Assessment Resources:

Other Resources:

- [Still Image of Earth](#)
- *I Read Signs* (Toban, 1987)
- *Over in the Meadow* (Lanstaff, c 1800)
- [What Are Maps?](#)
- [Travel Around the World](#) **(Diversity, Equity and Inclusion)**
- [Maps and Globes](#)-ReadWorks
- [Our Earth](#)-ReadWorks
- [Continents](#)-ReadWorks

Instructional Best Practices and Exemplars
[See Appendix A for Instructional Best Practices and Exemplars](#)

Pacing Guide
<post link here>

Appendix A: **Instructional Best Practices and Exemplars**

Appendix A: Instructional Best Practices and Exemplars: Unit 1

Appendix A: Instructional Best Practices and Exemplars: Unit 2

Appendix A: Instructional Best Practices and Exemplars: Unit 3

Appendix A: Instructional Best Practices and Exemplars: Unit 4

Appendix B:

Exemplars and Explanations

Appendix B: Instructional Exemplars and Explanations: Unit 1

Appendix B: Instructional Exemplars and Explanations: Unit 2

Appendix B: Instructional Exemplars and Explanations: Unit 3

Appendix B: Instructional Exemplars and Explanations: Unit 4

Appendix C:

<subject> Classroom Philosophy, Schedule, Structure, and Expectations