



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Reading Kindergarten

Aligned to NJSL Standards

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CCCS born on 8/2011

Addenda adopted 5/2016

NJSLS born on 3/2017

Unit Overview Template

Content Area: ELA

Unit Title: Unit 1: Friendly Faces

Target Course/Grade Level: Kindergarten

Unit Summary:

Introduction to key kindergarten skills

Primary interdisciplinary connections: Science/Social Studies

21st century themes: Summarize, infer/predict, monitor/clarify, analyze/evaluate, ask questions

Learning Targets

STANDARDS NJSLS

Progress Indicators Reading Literature Text

Key Ideas and Details

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

RL.K.4. Ask and answer questions about unknown words in a text.

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.8. (Not applicable to literature)

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

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

Progress Indicators for Reading Informational Text

Key Ideas and Details

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.

Craft and Structure

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

RI.K.5. Identify the front cover, back cover, and title page of a book.

RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

- RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.
- RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

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

Content Statements

Key details, familiar stories, characters, setting, sequence of events, unknown words, types of text, main topic, nouns, verbs, fluency, questions, concepts of print, rhyming words, letter sequence and recognition, letter-sound correspondence, high frequency words, informative/explanatory text, punctuation, phonemes, common objects (categories)

Unit Essential Questions

- Who do you see at home each day?
- Who do you see at school?
- What other people do you see each day?

Unit Enduring Understandings

- We see all kinds of people each day

Unit Learning Targets

Students will...

- Recognize first and last names
- Distinguish between letters and numbers
- Handle a book properly
- Identify main ideas
- Summarize text
- Read with Expression
- Classify and categorize family words
- Write using labels, captions
- Identify rhyming words, single sounds, beginning sounds, words in oral sentences & blend and segment syllables
- Use nouns for people, animals, things, action verbs (present tense)
- Understand characters
- Make inferences and predictions
- Pause for punctuation
- Identify beginning sounds: m & s
- Understand story structure (How an author plans to tell a story)
- Monitor and clarify when reading
- Improve reading rate
- Identify synonyms
- Utilize text and graphic features to help understand their reading
- Analyze and evaluate pictures and text
- Identify high frequency words the, and, like, I
- Find print in their environment
- Understand sequence of events
- Ask questions about their reading
- Read with expression
- Draw, write and speak about the people in their lives

Evidence of Learning

Summative Assessment (X days)

Benchmark and Unit tests

Equipment Needed:

Teacher Resources:

Formative Assessments

- Observation
- Reading log
- Practice book

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Key ideas	5 days
2	Character feelings	5 days
3	Story elements	5 days
4	Using Picture Clues	5 days
5	Sequence of Events	5 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Unit Overview Template

Content Area: ELA

Unit Title: Unit 2: Show and Tell

Target Course/Grade Level: Kindergarten

Unit Summary

Students learn to share what they have learned from the books that they read, in a variety of ways.

Primary interdisciplinary connections: Science/Social Studies/Math

21st century themes: Monitor/clarify, analyze/evaluate, visualize, questions, summarize

Learning Targets

STANDARDS

Progress Indicators Reading Literature Text

Key Ideas and Details

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

RL.K.4. Ask and answer questions about unknown words in a text.

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.8. (Not applicable to literature)

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

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

Progress Indicators for Reading Informational Text

Key Ideas and Details

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.

Craft and Structure

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

RI.K.5. Identify the front cover, back cover, and title page of a book.

RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

RI.K.10. Actively engage in group reading activities with purpose and understanding, and support, name the author and illustrator of a story and define the role of each in telling the story.

Content Statements

Context clues, sensory words, action words, rhyme, punctuation, word choice, adjectives (descriptive words), poems, information, letter-sound correspondence, emergent reader texts, sequence of events, main topic

Unit Essential Questions

- What books do you know?
- What books do you like best?
- What have you learned from books?

Unit Enduring Understandings

- Books help us learn new things

Unit Learning Targets

Students will...

- Compare and contrast story elements
- Understand Characters
- Identify details
- Use graphics and text to make meaning
- Understand story structure
- Pause for Punctuation
- Read with expression
- Increase reading rate
- Use descriptive words (sensory words, adjectives such as colors, numbers, size and shape)
- Use action words (verbs)
- Share information and ideas
- Gather and record information
- Use context clues
- Blend onset and rime
- Blend phonemes
- Identify high frequency words: see, we, a, to,
- Identify letter sounds: m, s, short a, t, c, /k/, p
- Classify and Categorize shape words
- Write sentences
- Share information about the things they've learned through books

Evidence of Learning

Summative Assessment (X days)

Benchmark and Unit assessments

Equipment Needed:

Teacher Resources:

Formative Assessments

- Emerging literacy survey
- Observation checklists
- Practice book
- Reading log

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Same and Different	5 days
2	Learning more about the Characters	5 days
3	Using details to gather information	5 days
4	Using graphic and text to gather information and share	5 days
5	Putting the story parts together	5 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Unit Overview Template

Content Area: ELA

Unit Title: Unit 3: Outside my door

Target Course/Grade Level: Kindergarten

Unit Summary

Students learn to read and write about things in their immediate environment. (nonfiction)

Primary interdisciplinary connections: Sci./S.S./Math

21st century themes: Question, monitor/clarify, visualize, infer/predict, analyze/evaluate

Learning Targets

STANDARDS

Progress Indicators Reading Literature Text

Key Ideas and Details

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

RL.K.4. Ask and answer questions about unknown words in a text.

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.8. (Not applicable to literature)

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

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

Progress Indicators for Reading Informational Text

Key Ideas and Details

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.

Craft and Structure

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

RI.K.5. Identify the front cover, back cover, and title page of a book.

RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

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

Content Statements:

Phonemes, short vowel sounds, words, figurative language, expression, fluency, sequence, verbs, same and different, final sounds, middle sounds, parts of a sentence, capitalization, punctuation, author's purpose, questioning, emergent reading, research

Unit Essential Questions

- What kinds of things do you see outside your home?
- What kinds of things do you see in a park?
- What kinds of things do you see in a town or city?

Unit Enduring Understandings

- There is so much to see outside

Unit Learning Targets

Students will...

- Compare and contrast information
- Use figurative language (simile)
- Draw conclusions
- Identify author's purpose
- Understand cause and effect relationships
- Order sequence of events
- Read with expression and pause for punctuation
- Classify and categorize sensory, color, and number words
- Blend phonemes: final & middle sounds
- Identify high frequency words: come, me, with, my, you, what, are, now
- Identify letter sounds: n, f, b
- Blend words
- Gather and record information
- Identify media forms
- Record and publish research
- Identify sentence parts: subject and verb
- Write complete sentences with capitalization and punctuation
- Use details, exact nouns and exact verbs in their writing
- Organize their ideas using beginning, middle and ending
- Share ideas and information
- Use context clues to gather information
- Write about the things they see at home and outside of the house

Evidence of Learning

Summative Assessment (X days)

Benchmark and Unit tests

Equipment Needed:

Teacher Resources:

Formative Assessments

- Reading log
- Observations
- Practice book
- Emerging Literacy Survey

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Months of the year: Same and Different	5 days
2	Context clues	5 days
3	Informational Texts	5 days
4	Cause and Effect	5 days
5	Sequence of Events	5 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Unit Overview Template

Content Area: ELA

Unit Title: Unit 4: Let's Find Out

Target Course/Grade Level: Kindergarten

Unit Summary

Students learn to read and write about exploring the world that they live in, while exploring their own curiosity.

Primary interdisciplinary connections: Sci./S.S./Math

21st century themes: summarize, question, visualize, infer/predict, analyze/evaluate

Learning Targets

STANDARDS

Progress Indicators Reading Literature Text

Key Ideas and Details

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

RL.K.4. Ask and answer questions about unknown words in a text.

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.8. (Not applicable to literature)

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

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

Progress Indicators for Reading Informational Text

Key Ideas and Details

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.

Craft and Structure

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

RI.K.5. Identify the front cover, back cover, and title page of a book.

RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

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

Content Statements:

Main topic, connections, author's purpose, context clues, role of author & illustrator, syllables, spacing, punctuation, fluency, sight words, phonemes, information, read aloud, organization of writing/drawing

Unit Essential Questions

- What do you do when you explore?
- What kinds of places have you explored?
- What kinds of places would you like to explore?

Unit Enduring Understandings

- It's fun to explore!

Unit Learning Targets

Students will...

- Blend words
- Segment phonemes
- Identify letter sounds l, g, r, & d
- Recognize high frequency words: is, how, find, this, will, be, go, for
- Identify antonyms and synonyms
- Use rhyming words
- Make connections between multiple meaning words
- Classify and Categorize Science words
- Identify details in nonfiction texts
- Draw conclusions based on context clues
- Understand author's purpose
- Ask questions to understand cause and effect relationships
- Place story events in sequence
- Share information and ideas
- Write using proper nouns for people, places and pets
- Write sentences for a story using future and past tense verbs
- Write messages
- Identify parts of a letter
- Write about their own explorations

Evidence of Learning

Summative Assessment (X days)

Benchmark and Unit tests

Equipment Needed:

Teacher Resources:

Formative Assessments

- Reading log
- Observations
- Practice book
- Emerging Literacy Survey

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Details!	5 days
2	Context clues	5 days
3	Why did the author write this?	5 days
4	Why did it happen?	5 days
5	When did it happen?	5 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Unit Overview Template

Content Area: ELA

Unit Title: Unit 5: Growing and Changing

Target Course/Grade Level: Kindergarten

Unit Summary

Students will learn about change through reading and writing and share experiences with peers.

Primary interdisciplinary connections: Sci./S.S./Math

21st century themes: Visualize, monitor/clarify, infer/predict, question, summarize

Learning Targets

STANDARDS

Progress Indicators Reading Literature Text

Key Ideas and Details

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

RL.K.4. Ask and answer questions about unknown words in a text.

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.8. (Not applicable to literature)

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

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

Progress Indicators for Reading Informational Text

Key Ideas and Details

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.

Craft and Structure

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

RI.K.5. Identify the front cover, back cover, and title page of a book.

RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

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

Content Statements:

Characters, high frequency words, pronouns, facts, lists, punctuation, change, antonyms, multiple meaning words, media forms, questioning

Unit Essential Questions

- How have you changed since you were younger?
- How will you change as you get older?
- How do plants and animals change?

Unit Enduring Understandings

- Change is all around us.

Unit Learning Targets

Students will...

- Identify high frequency words: make, play, said, good, she, all, he, no
- Produce and identify short o, x, j, h, k and short e
- Explore multiple meaning words
- Use pronouns in writing (he, she, we, they, it I)
- Write invitations
- Use questions and exclamations in writing
- Identify antonyms
- Classify and categorize describing words and seasons
- Create organized lists
- Read with expression and fluency
- Blend, segment and substitute phonemes
- Share information and ideas in a variety of forms
- Use context clues to draw conclusions
- Ask and answer questions about characters
- Report facts in writing
- Use capitalization and punctuation
- Observe and record changes in characters
- Use proper nouns for days and months
- Describe changes in their lives and in nature

Evidence of Learning

Summative Assessment (X days)

Benchmark and Unit tests

Equipment Needed:

Teacher Resources:

Formative Assessments

- Reading log
- Observations
- Practice book
- Emerging Literacy Survey

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Characters change	5 days
2	Story elements	5 days
3	Sequence of events	5 days
4	Clues	5 days
5	Use the picture!	5 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Unit Overview Template

Content Area: ELA

Unit Title: Unit 6: Look at us

Target Course/Grade Level: Kindergarten

Unit Summary

Students will learn about themselves through reading and writing and share experiences with peers.

Primary interdisciplinary connections: Sci./S.S./Math

21st century themes: Visualize, monitor/clarify, infer/predict, question, summarize

Learning Targets

STANDARDS

Progress Indicators Reading Literature Text

Key Ideas and Details

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

RL.K.4. Ask and answer questions about unknown words in a text.

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.8. (Not applicable to literature)

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

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

Progress Indicators for Reading Informational Text

Key Ideas and Details

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.

Craft and Structure

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

RI.K.5. Identify the front cover, back cover, and title page of a book.

RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic

(e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

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

Content Statements:

Events, high frequency words, prepositions, subject-verb agreement, poetry, opinions, syllables, singulars and plurals, short vowel sounds, setting

Unit Essential Questions

- What have you learned to do at school this year?
- What do you like to do?
- What things do you want to learn to do?

Unit Enduring Understandings

- We are growing up!

Unit Learning Targets

Students will...

- Identify high frequency words: do, down, have, help, look, out
- Produce and identify short u, l, w, v, z blend words
- Use singular and plural
- Use words with -ing
- Substitute phonemes
- Track syllables
- Use prepositions
- Write poetry
- Express an opinion and give reasoning
- Record and publish writing
- Use figurative language
- Classify and categorize places
- Compare and contrast story elements
- Read text in the environment
- Recall events in their lives and details pertaining to them
- Understand cause and effect in stories
- Make predictions and inferences based on text
- Read with expression and fluency
- Reflect upon their own learning

Evidence of Learning

Summative Assessment (X days)

Benchmark and Unit tests

Equipment Needed:

Teacher Resources:

Formative Assessments

- Reading log
- Observations
- Practice book
- Emerging Literacy Survey

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Cause & Effect	5 days
2	Compare & contrast	5 days
3	Sequence of events	5 days
4	Main idea	5 days
5	Context clues	5 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit: