

<b>Select a Course:</b>	Language Arts Grade K
<b>Teacher:</b>	CORE Language Arts Grade K
<b>Course:</b>	Language Arts Grade K
<b>Year:</b>	2016-17
<b>Months:</b>	- All -

August

Enduring Understandings ✕ Essential Questions ✕ Standards ✕ Knowledge & Skills ✕ Academic Language ✕

September

**Grade Kindergarten ELA and Social Studies Patterns**

Enduring Understandings ✕ Essential Questions ✕ Standards ✕ Knowledge & Skills ✕ Academic Language ✕

Patterns are all around.

There are patterns in text.

There are patterns in spoken language.

Why are patterns important?

What are the different types of patterns?

What is the connection between illustrations and words in the text?

RF.K.1 - Demonstrate understanding of the organization and basic features of print.

RF.K.1a - Follow words from left to right, top to bottom, and page by page.

RF.K.1c - Understand that words are separated by spaces in print.

RF.K.1d - Recognize and name all upper- and lowercase letters of the alphabet.

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

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.

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.1a - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

Follow words from left to right to bottom.

Words are separated by space.

Recognize and name some upper and lowercase letters.

Demonstrate knowledge of letter sounds by producing some letter sounds.

Describe the relationship between illustrations and the story the way they appear.

Identify front cover, back cover and title of book.

Print some uppercase and lowercase letters.

Follow agreed upon rules for discussion.

Trimester 1 Outcomes: Students will know letter names and sounds "s, a, t, i, p, n, c, k, e, h, r, m, d."

2 Sight Words a Week

By the end of Trimester 1 students will have been introduced to:

I  
can  
like  
a  
the  
my  
you  
see  
and  
am  
in  
to  
go  
is  
me  
on  
at  
do  
it  
she  
down  
he  
up  
we

SS.CV.K.1 - Civic and Political Institutions

 People have rules and responsibilities at home and in school.

 What is your role in school and at home?

~ Describe roles and responsibilities of people in authority.

SS.CV.K.2 - Processes, Rules, and Laws  
~ Explain the need for and purposes of rules in various settings, inside and outside of the school.

SS.IS.K-2.5 - Communicating Conclusions  
~ Ask and answer questions about arguments and explanations.

 Know their birthday.

 Name rules and responsibilities at home and school.

 Know their actions have consequences.

 Rule: M

 Diversity: M

 Responsibility: M

 Role: M

 Action: M

 Consequence: M

 Whole Body Listening (listen, eyes on teacher, body facing, quiet mouth, quiet feet, quiet hands, caring, thinking)-M

 Birthday-M

 Weather-M

 Seasons

 Title-M

 Front Cover-M

 Back Cover-M

 Title Page-M

 Illustration-M

 Respect-M

 Patterns-M

 Personal Space-M

 Similar-M

 Different- M

				Discussion-M
There are daily changes in the weather and in the seasons.			Ask questions about weather to prepare for their day. Understand daily changes in the weather and seasons.	

**Technology Standards**

Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
		K-2:2.1 - Follow classroom rules for the responsible use of computers, peripheral devices, and resources. K-2:2.8 - Explain that a password helps protect the privacy of information. K-2:1.2 - Explain that icons (e.g., recycle bin/trash, folder) are symbols used to signify a command, file, or application. K-2:1.3 - Identify, locate, and use letters, numbers, and special keys (e.g., space bar, Shift, Delete) on the keyboard. K-2:1.7 - Explain that computers can store and organize information so that it can be searched. K-2:1.1 - Demonstrate beginning steps in using available hardware and applications (e.g., turn on a computer, launch a program, use a pointing device such as a mouse).		

October

**Grade Kindergarten ELA and Social Studies Observations**

Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
Making observations helps to learn about the world around you. Students can be observent readers.	How do you gain information from reading a text?	RF.K.1d - Recognize and name all upper- and lowercase letters of the alphabet. RF.K.2a - Recognize and produce rhyming words. RF.K.2b - Count, pronounce, blend, and segment syllables in spoken words. RF.K.3c - Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). RI.K.1 - With prompting and support, ask and answer questions about key details in a text. 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. RI.K.7 - With prompting and support,	Recognize rhyming words. Count, pronounce, blend, segment syllables in spoken words. Read sight words. Name author and illustrator and define each role. Ask and answer questions about key details in a text. Describe the relationship between	Rhyming- IN Opinion- IN Syllables: IN Participate: M Capitalize- M Describe: IN Relationships-M

		<p>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).</p> <p>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).</p> <p>SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>	<p>pictures and a story.</p> <p>Form an opinion about a text.</p> <p>Capitalize the beginning letter in a sentence.</p> <p>Participate in conversations with peers and adults.</p>	<p>Identify: IN</p> <p>Procedures-M</p>
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**Technology Standards**

Enduring Understandings	Essential Questions	Standards	Knowledge & Skills	Academic Language
		<p>K-2:1.9 - Explain that the Internet links computers around the world, allowing people to access information and communicate.</p> <p>K-2:2.3 - Explain why there are rules for using technology at home and at school.</p> <p>K-2:2.6 - Follow the school rules for safe and ethical Internet use. (Use of Internet in this grade span is determined by district policy.)</p> <p>K-2:2.7 - Demonstrate knowledge of ergonomics and electrical safety when using computers.</p>		

November

**Grade Kindergarten ELA and Social Studies All About Me, Roles and Responsibilities, and Adaptations**

Enduring Understandings	Essential Questions	Standards	Knowledge & Skills	Academic Language
<p>Students will understand that environments change.</p>	<p>How does weather effect your daily life?</p>	<p>SS.G.K.1 - Human-Environment Interaction ~ Explain how weather, climate, and other environmental characteristics affect people's lives.</p>	<p>Students will be able to identify the best way to travel from place to place.</p> <p>Writing Focus &amp; Outcomes: Example: Talk about winter here and winter in Southern California. Write about which place you would want to live and why.</p> <p>Cause &amp; Effect: Example: It's raining outside, so what does it cause you to do? Put pictures in one box and have students draw or write</p>	<p>Temperature-M</p> <p>Surround- IN</p> <p>Climate-IN</p> <p>Weather-M</p> <p>Anywhere-M</p> <p>Nearby-M</p> <p>Opposite-M</p> <p>Patterns-M</p>

			<p>a sentence about the cause/effect. Another option is to have picture that they cut and paste.</p> <p> Give students a place and ask them what the best transportation to use.</p> <p> Write ways people move from place to place.</p> <p> Give a picture of ways to transport goods and another picture to make it plural and have students add the correct ending. (ex. truck-trucks)</p>	<p> Rain: M</p> <p> Rainbow: M</p> <p> Snow: M</p> <p> Ice: M</p> <p> Sunlight-M</p> <p> Icicle-M</p> <p> Cloud-M</p> <p> Hemisphere: IN</p> <p> Meteorologist-M</p> <p> Hail: M</p> <p> Tornado-M</p> <p> Severe Weather: M</p> <p> Thunderstorm-M</p> <p> Overcast-M</p> <p> Predict: IN</p> <p> Forecast-M</p> <p> Thermometer: M</p>
<p> Students will begin to understand English Language Conventions in writing and speaking.</p> <p> Students will understand different phonics patterns.</p> <p> Students will understand there are different ways to relay information.</p> <p> Students will understand that texts provide a variety</p>	<p> What types of conventions are needed for you to become a better reader and writer?</p> <p> How do authors and illustrators share information with the reader?</p> <p> What are different ways to share information with</p>	<p>L.K.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.1c - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>L.K.1d - Understand and use question words (interrogatives) (e.g., who, what, where,</p>	<p> Trimester 2 Outcomes: Students will know letter names and sounds for "g, o, u, l, f, b, j, z, w, v, y, x."</p> <p> Students will use capitals, punctuation, and phonetic spelling when writing.</p> <p> Students will know when to add /s/</p>	<p> syllables-IN</p> <p> Trimester 2 outcomes:</p> <p>By the end of trimester 2 students will have been introduced to: have blue are was</p>

information.	others?	<p>when, why, how).</p> <p>L.K.2c - Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.5a - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>L.K.5c - Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>RF.K.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.K.3d - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RI.K.1 - With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.3 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>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.</p> <p>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.</p>	<p>or /es/ to common nouns to make them plural.</p> <p> Students will use question words to verify information needed.</p> <p> Students will sort and make connections with objects and words in their environment.</p> <p> Students will be able to answer questions about details in a text.</p>	<p>be play yellow all said with here there come three they no so away one little big funny jump where what red who</p> <p> plural nouns: IN</p> <p> Introduced question words:</p> <ul style="list-style-type: none"> <li>o who</li> <li>o what</li> <li>o when</li> <li>o where</li> <li>o when</li> </ul>
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**Technology Standards**

<b>Enduring Understandings</b> ✕	<b>Essential Questions</b> ✕	<b>Standards</b> ✕	<b>Knowledge &amp; Skills</b> ✕	<b>Academic Language</b> ✕
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December

**Technology Standards**

<b>Enduring Understandings</b> ✕	<b>Essential Questions</b> ✕	<b>Standards</b> ✕	<b>Knowledge &amp; Skills</b> ✕	<b>Academic Language</b> ✕
<p> Students will understand that days off of school have meaning.</p> <p> Students will know the meaning of holidays.</p>	<p> Why is a holiday important?</p>	<p>K-2:1.10 - Demonstrate the ability to use tools in painting and/or drawing programs.</p> <p>SS.H.K.2 - Perspectives ~ Examine the significance of our national holidays and the heroism and achievements of the people associated with them.</p>	<p> Students will know the dates and meanings of important holidays.</p>	<p> Holiday-M</p> <p> National-IN</p> <p> Importance-IN</p>

**Kindergarten ELA and History**

January	Enduring Understandings	Essential Questions	Standards	Knowledge & Skills	Academic Language
	<p> Students will compare how their life is different from in the past.</p>	<p> How has play changed at school and at home overtime?</p> <p> Why are national holidays celebrated?</p>	<p>SS.H.K.2 - Perspectives ~ Examine the significance of our national holidays and the heroism and achievements of the people associated with them.</p> <p>SS.H.K.1 - Change, Continuity, and Context ~ Compare life in the past to life today.</p>	<p> Students will be able to compare past life experiences to life experiences today.</p> <p> Students will be able to name a national holiday, what achievement took place and the person/people that are associated with them.</p> <p> Students will be able to draw pictures representing an example of life in the past and current life.</p> <p> Students will be able to draw a picture of a national holiday including significant people or achievements. Label the holiday picture with holiday name, person/people name and other significant objects. (ex. President's Day, Abraham Lincoln, flag).</p> <p> Students will be able to write a simple sentence (ex: We celebrate....because...)</p> <p> Students will be able to identify letter and sounds for "ai, oa, ie, ee, or, ng, oo/OO, ch, sh, th/th, qu, ou, oi, ue, er, ar."</p>	<p> Compare: IN</p> <p> Experience-IN</p> <p> Contrast: IN</p> <p> Yesterday-M</p> <p> Today: M</p> <p> Future-IN</p> <p> Past: IN</p> <p> Present-IN</p> <p> Same-M</p> <p> Different- M</p> <p> Home: M</p> <p> School-M</p> <p> Life: M</p> <p> Holiday-M</p> <p> Country: IN</p> <p> Hero-IN</p> <p> Label: IN</p> <p> Object-M</p> <p> Celebrate: IN</p> <p> National-IN</p> <p> Significant-IN</p>

				Achievement: IN Honor-IN										
Students will give details to support questions and main ideas. How do you find key the main idea and details in a nonfiction text?	What strategies can help you understand texts?	RF.K.4 - Read emergent-reader texts with purpose and understanding. 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. RL.K.2 - With prompting and support, retell familiar stories, including key details. 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). 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. 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.5 - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.												
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March	<p> <b>Technology Standards</b></p>			
	<p><b>Enduring Understandings</b> ✕</p>	<p><b>Essential Questions</b> ✕</p>	<p><b>Standards</b> ✕</p>	<p><b>Knowledge &amp; Skills</b> ✕</p>
			<p>K-2:3.1 - Use various age-appropriate technologies to locate, collect, and organize information.</p> <p>K-2:3.3 - Use age-appropriate technologies (e.g., a simple graphing application) to gather and analyze data. &amp;</p>	<p><b>Academic Language</b> ✕</p>
April	<p> <b>Grade Kindergarten ELA and Social Studies Citizenship and Community</b> Interdependence and Cause &amp; Effect</p>			
	<p><b>Enduring Understandings</b> ✕</p>	<p><b>Essential Questions</b> ✕</p>	<p><b>Standards</b> ✕</p>	<p><b>Knowledge &amp; Skills</b> ✕</p>
	<p> There are things I need to survive.</p> <p> There are things that I want but do not need to survive.</p> <p> Goods move to meet people's needs.</p>	<p> How does where you live meet your needs?</p> <p> What are the things I need to survive?</p> <p> <b>Deepening Questions:</b>                      - What's the difference between needs and wants?                      - Why do goods need to be moved?</p>	<p>SS.EC.K.1 - Economic Decision Making ~ Explain choices are made because of scarcity (i.e., because we cannot have everything that we want).</p> <p>SS.G.K.2 - Human-Environment Interaction ~ Identify and explain how people and goods move from place to place.</p>	<p> Students will be able to understand and identify where goods come from (i.e., food from grocery store and where it comes from).</p> <p> Students will analyze and explain the difference between their needs and wants (food, clothing and shelter).</p>
				<p><b>Academic Language</b> ✕</p> <p> compare/contrast: M</p> <p> M- Needs and wants (i.e., I need...I want...food, clothing, shelter)</p> <p> Identify: IN</p> <p> describe: M</p> <p> differences-M</p> <p> Models: IN</p> <p> demonstrate-IN</p> <p> recall: M</p> <p> knowledge-IN</p> <p> fact: IN</p> <p> Opinion- IN</p> <p> choices-M</p> <p> Goods come from: farm, grocery store, market, country, state, factory</p> <p> farther: IN</p>

				<ul style="list-style-type: none"> <li> distant: IN</li> <li> ahead: IN</li> <li> border: IN</li> <li> anywhere: IN</li> <li> nearby: IN</li> <li> midway-IN</li> <li> opposite-M</li> <li> goods-M</li> <li> proximity-IN</li> <li> hemisphere-IN</li> </ul>
<p> They will gain information from communicating with others and reading a text.</p>	<p> How do I gain information from communicating with others and reading a text?</p>	<p>L.K.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.4a - Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>L.K.4b - Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> <p>RF.K.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>WIDA.2012.K.1.2 - <a href="#">Emerging ~ Produce simple statements about working collaboratively in small groups or centers using oral sentence starters and models</a></p> <p>WIDA.2012.K.1.3 - <a href="#">Developing ~ Produce statements about working collaboratively in small groups or centers using oral sentence starters and models</a></p> <p>WIDA.SLA.K-2.1.A.1b - <a href="#">Apply word analysis skills, (e.g., Spanish phonics including phonemic awareness, letter-sound correspondence, spelling patterns, syllabification, diphthongs, syllable juncture, accent marks, diérisis, and tildes) to decode new words.</a></p> <p>WIDA.SLA.K-2.3.B.1a - <a href="#">Present brief oral reports, using language and vocabulary appropriate to the message and audience (e.g., show and tell).</a></p>	<p> Students will be able to ask and answer questions through discussion about arguments and explanations.</p> <p> Students will be able to demonstrate understanding of spoken words, syllables and sounds.</p> <p> Students will be able to apply decoding skills and patterns in words.</p> <p> Students will be able to understand and explain multiple meaning words based on kindergarten reading and content.</p> <p> Students will evaluate and determine whether a statement is a fact or an opinion.</p> <p> Trimester 3 Outcomes: Students will be able to identify letter and sounds for "ai, oa, ie, ee, or, ng, oo/OO, ch, sh, th/th, qu, ou, oi, ue, er, ar."</p>	<p> Trimester 3 Outcomes</p> <p>Students will be introduced to:</p> <p>for help look want saw make find not run black did two brown eat four get into now our ran say that this went white will yes</p>
		<p>W.K.7 - Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>		

		W.K.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
	<b>Technology Standards</b>			
	<b>Enduring Understandings</b> ✕	<b>Essential Questions</b> ✕	<b>Standards</b> ✕	<b>Knowledge &amp; Skills</b> ✕
			K-2:2.4 - Identify the purpose of a media message (to inform, persuade, or entertain).  K-2:3.2 - Review teacher-selected Internet resources and explain why each resource is or is not useful.Problem Solving  K-2:3.4 - Use a variety of age-appropriate technologies (e.g., drawing program, presentation software) to communicate and exchange ideas.	<b>Academic Language</b> ✕
May	<b>Technology Standards</b>			
	<b>Enduring Understandings</b> ✕	<b>Essential Questions</b> ✕	<b>Standards</b> ✕	<b>Knowledge &amp; Skills</b> ✕
			K-2:1.5 - Use a word processing application to write, edit, print, and save simple assignments.  K-2:1.6 - Insert and size a graphic in a word processing document.  K-2:1.8 - Use a simple computer graphing application to display data.	<b>Academic Language</b> ✕
	Students will compare how their life is different from in the past.	How has play changed at school and at home overtime?  Why are national holidays celebrated?	SS.H.K.1 - Change, Continuity, and Context ~ Compare life in the past to life today.  SS.H.K.2 - Perspectives ~ Examine the significance of our national holidays and the heroism and achievements of the people associated with them.	Students will be able to compare past life experiences to life experiences today.  Students will be able to name a National holiday, what achievement took place and the person/people that are associated with them.  Students will be able to draw pictures representing an example of life in the past and in current life.  Students will be able to draw a picture of a National holiday including significant people or achievements. Label the holiday picture with holiday name, person/people name and other significant objects (example:
				Compare- IN Experience: IN Contrast: IN Yesterday: M Today: M Future: IN Past: IN Present: IN Same: M Different: M Home: M School: M Life: M Holiday: M

				Presidents day, Abraham Lincoln, flag).  Students will be able to write a simple sentence (example: We celebrate...because...).	Country: IN Hero: IN Label: IN Object: M Celebrate: IN National: IN Significant: IN Achievement: IN Honor: IN	
June	Enduring Understandings	Essential Questions	Standards		Knowledge & Skills	Academic Language
July	Enduring Understandings	Essential Questions	Standards		Knowledge & Skills	Academic Language