

LESSON OBJECTIVE

1 | Project Expectations**Students will be able to:**

- **Develop specific roles and project expectations; and**
- **Identify tasks the class needs to take to host the grand opening.**

UNIT OBJECTIVE

8 | Grand Opening

Discover, organize, and host a grand opening event that includes students taking on roles in PR, Marketing, Design, Event Planning, Photography, Catering, and Writing.

CURRICULUM OBJECTIVE

Building Faces and Spaces

Housing: Informed individuals examining and applying living space elements to address environmental needs.

National Standards in Family and Consumer Sciences:

Standard

Resources / Materials / Technology:

Teacher:

- Laptop / Projector

Student:

- Paper / Pencil

Opening and/or Advanced Organizer connecting to prior knowledge/learning:

This lesson is intended to challenge students to develop the grand opening expectations, roles, and responsibilities. By explaining basic ground rules and allowing students to help create expectations, it provides students the opportunity to have a voice in the classroom and shows how they can all work together to make the project what it is. It also gives them credit for their creative ideas and keeps them accountable for their actions.

Content of Lesson: *(includes method and/or teaching strategies, teacher actions and strategies to accomplish goal, student actions and behavior expectation, student grouping, student activities)*

Introduction (5 minutes)

- Welcome students and have them sit in assigned seats—their spot will have a name tent.
- Introduce yourself and then have the students look at the sheet you handed them.

Welcome Activity (20 minutes)

- Have student #1 come to the front and read their sheet, then #2 and so on.

Creating Expectation Activity (35 minutes)

- Go over basic classroom rules.
- Then assign each group to draft expectations for homework, late work, in-class activities, or participation.
- Then have each group pick two of their best expectations to share with the class.
- Have the class discuss and vote on the best expectations.

Assign textbooks (5 minutes)

- Have one student from each group get books for group-mates.

Closing (2 minutes)

- Quickly quiz them on the rules and expectations—correct answers get a small prize.

Assignments:

Fill out the getting to know you worksheet.

Assessments: *(Formative and/or connection to summative assessment)*

Formative: A non-graded quiz will show me what they retained/understand.

Summative:

Summary and closure/transition to next lesson:

Tomorrow will work on getting to know each other.

Next Lesson: Getting to Know You

References / Notes: (includes unit/Lesson Bulletin Board/Visuals/Posters, Community connections, and notes)

LESSON OBJECTIVE

2 | Target Audience—the Who!

Students will be able to:

- **Discover their target audience—who is it, and how will we reach them;**
- **Learn the 4 P's of marketing; and**
- **Utilize critical thinking skills to develop an action plan for the Grant Opening event.**

UNIT OBJECTIVE

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Building Faces and Spaces

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National Standards in Family and Consumer Sciences:

Standard

Resources / Materials / Technology:

Teacher:

- Laptop / Projector
- 6 hats—White, Black, Green, Yellow, Red, Blue
- Large 6 Hat instruction cards--laminated

Student:

- Paper / Pencil

Opening and/or Advanced Organizer connecting to prior knowledge/learning:

This lesson is intended to teach students a step-by-step approach to completing a task or facing a challenge.

Content of Lesson: *(includes method and/or teaching strategies, teacher actions and strategies to accomplish goal, student actions and behavior expectation, student grouping, student activities)*

Introduction (5 minutes)

- Have student groups report out on their brainstorm ideas for what their role could do to help prepare for the event.

4 P's of Marketing (15 minutes)

Overview & Activity:



The **marketing mix** is the unique combination of pricing, promotion, product offerings and distribution system (place) to reach a specific group of consumers (the target market).

Target Market - the customers who are most likely to buy the products. Also called *target audience*.

- **Give examples of how different businesses have different target markets. Example: fast food restaurant's target market is different than a health food store's target audience.**
 - **Have students brainstorm different companies they use, and identify who those companies are targeting.**

The Right Principle: companies try to get the right goods to the right people at the right place at the right time at the right price using the right promotional strategies.

- **As a class, work out the 4 P's for the Grand Opening event.**
 - Then review with students the target audience and 4 P's for the event and connect the brainstorm ideas they had with our new 4 P equation. With this info, do the 6 hats exercise.

6 Hats Thinking Exercise (30 minutes)

- Have students count to from 1-6 and have them move quickly into their groups.
- Then give them an overview of what this activity will help them do by reading, "The six thinking hats is a method for doing one sort of thinking at a time. Instead of trying to do everything at once, we wear only one hat at a time. It's a metaphor. There are six colored hats and each color represents a type of thinking."
- Then ask them to put on their thinking caps and noodle the marketing plan we created—have them write their answers or brainstorms on the laminated 6 hat instruction card (this will be hung in the classroom for the duration of the project).



www.marketingteacher.com

White Hat.

The white hat means neutral information. White hat thinking focuses on the available information. There are three key questions:

1. What information do we have?

2. What information is missing?
3. How do we get the information we need?

Red Hat.

The red hat is for emotions, feelings, hunches and intuition. Unlike white hat the red hat is not interested in facts, but only in people's feelings. The purpose of the red hat is to allow us to put forward our feelings so they can take part in the thinking. The red hat provides a clear label for those feelings. Intuition is often based upon experience about a matter, but we cannot exactly explain why we have such an intuition. The red hat allows the thinker to put forward a hunch or intuition without any need to support or justify it.

Black Hat.

The black hat is generally the most used of all the hats. It is the one that prevents us from making mistakes and doing silly things. The black hat is concerned with the truth, reality and critical thinking. The key questions are:

1. Is it true?
2. Does it fit?
3. Will it work?
4. What are the dangers and the problems?

Yellow Hat.

In general the yellow hat is optimistic and looking forward to the future. It can however be used to review the past but from the perspective of what we can learn from past experiences i.e. being positive and looking on the bright side. The key questions are:

1. What are the benefits?
2. Why should it work?

Green Hat.

The green hat is for creative thinking. Creative thinking may mean new ideas, alternatives, new solutions or inventions. It could also mean making something happen. The main uses of green hat are:

1. To explore the situation in terms of ideas, concepts, suggestions and possibilities.
2. To put forward proposals or suggestions of any sort, e.g. suggestions for action, possible decisions, etc.

3. To consider further options or alternatives. The green hat seeks to broaden the range of options before pursuing any one of them in detail. Yellow and black hat thinking are used to assess alternatives.

4. To come up with some new ideas. Lateral thinking techniques can be used deliberately in order to generate some new ideas.

5. To put forward some deliberate provocations. A provocation is not meant to be a usable idea. It is a way of releasing the mind from its usual track.

Blue Hat.

The blue hat gives an overview of our thinking. It covers the following points:

1. Where are we now in our thinking?
2. What should we do next in our thinking?
3. To establish an agenda or sequence for our thinking.
4. To summarize what has been achieved so far in the thinking.

The six thinking hats can be used occasionally as a means of switching thinking or systematically where a sequence of hats is established in advance to enable the thinker(s) to go through each stage of thinking.

Closing (2 minutes)

- Ask students to think through some ideas that fit our 4P plan in each of their roles and have them written down and ready to share the next class.

Assignments:

Ask students to brainstorm again and bring ideas in to share with the class.

Assessments: *(Formative and/or connection to summative assessment)*

Formative: I will post the 6 Hats info sheets and ask that each student contribute at least one idea, so I can see they are engaged and understanding.

Summative:

Summary and closure/transition to next lesson:

Next Lesson: Marketing

References / Notes: (includes unit/Lesson Bulletin Board/Visuals/Posters, Community connections, and notes)

<http://www.marketingteacher.com/lesson-store/>

LESSON OBJECTIVE

3 | Event Planning**Students will be able to:**

- **Create and identify a clear checklist for planning the grand opening event based on their role.**

UNIT OBJECTIVE

8 | Grand Opening

Discover, organize, and host a grand opening event that includes students taking on roles in PR, Marketing, Design, Event Planning, Photography, Catering, and Writing.

CURRICULUM OBJECTIVE

Building Faces and Spaces

Housing: Informed individuals examining and applying living space elements to address environmental needs.

National Standards in Family and Consumer Sciences:

Standard

Resources / Materials / Technology:

Teacher:

- Laptop / Projector
- Teamwork story

Student:

- Paper / Pencil

Opening and/or Advanced Organizer connecting to prior knowledge/learning:

This lesson is intended to have students create an individualized checklist for completing their role successfully for the grand opening event.

Content of Lesson: *(includes method and/or teaching strategies, teacher actions and strategies to accomplish goal, student actions and behavior expectation, student grouping, student activities)*

Introduction (5 minutes)

- Have student groups report out on their brainstorm ideas for what their role could do to help prepare for the event based on the info they have.

What, When, Where, Why, How (25 minutes)

- Have students break into their groups based on their roles for the event.
- As a class discuss the general overview of defining the main questions—who, what, when, where, why, and how.
- Give them the story on teamwork and give them 5 minutes to discover the meaning of the story (see resources):
 - one student should be the reader
 - One student should be the recorder
 - One student should be the reviewer
 - One student should be the summarizer, peace keeper, and time keeper

- What was this story about?
- What should the characters do next time to get the job done?
- What will your team do to make sure this doesn't happen to your team?
- Then ask groups to answer these questions based on their roles for the event—
 - What is your role?
 - What tasks or creative ideas do you have to get your job done?
 - Why are these tasks important?
 - Narrow your list (the group must agree) then assign tasks evenly to group members.
 - What supplies do you need to get your job done?
 - Who do you need to talk to, to get your job done?
 - How much time do you need to get all your tasks completed?
 - Create a checklist of what needs to be done, who is responsible for getting it done, and when it is going to be done by.

Closing (2 minutes)

- Ask each group to report out to the class what they are responsible for completing for the next day.

Assignments:

Have students create a list of what they will need to get their job done and be prepared to report out to the teacher to negotiate or guide them to the next step in completing their job.

Due Friday:

PR: Create 3 invite mock up's and have class vote on invite the next day

Marketing: Create 3 fliers for event and have class pick one the next day

Photography: Take at least 10 photos of project and groups working and have class pick which photos will go in the school paper.

Writing: Write an article for the school paper—share it with the class

Design: Draw a layout of the event space and where snacks, people, and students will be—share with class.

Catering: Present 8 food ideas, cost, and functionality and have students pick top 4 choices.

Assessments: *(Formative and/or connection to summative assessment)*

Formative: I will circulate around the room to ensure that all students have a checklist for getting their work done.

Summative:

Summary and closure/transition to next lesson:

Next Lesson: PR and continued work time

References / Notes: (includes unit/Lesson Bulletin Board/Visuals/Posters, Community connections, and notes)

<http://www.alinden.demon.nl/humor/doceng/teamwork.htm>

A Story about Teamwork

This is a story about a family of 4 people: Every Body, Some Body, Any Body and No Body.

There was an important job to be done, and Every Body was asked to do it. Every Body was sure Some Body would do it.

Any Body could have done it, but No Body did it. Some Body got angry with that, because it was Every Body's job.

Every Body thought Any Body could do it, but No Body realised that Every Body wouldn't do it.

In the end, Every Body blamed Some Body when No Body did what Any Body could have done.

LESSON OBJECTIVE

4 | PR & Work time**Students will be able to:**

- **Document their grand opening planning with reflection and photos; and**
- **Write .**

UNIT OBJECTIVE

8 | Grand Opening

Discover, organize, and host a grand opening event that includes students taking on roles in PR, Marketing, Design, Event Planning, Photography, Catering, and Writing.

CURRICULUM OBJECTIVE

Building Faces and Spaces

Housing: Informed individuals examining and applying living space elements to address environmental needs.

National Standards in Family and Consumer Sciences:

Standard

Resources / Materials / Technology:

Teacher:

- Laptop / Projector

Student:

- Paper / Pencil

Opening and/or Advanced Organizer connecting to prior knowledge/learning:

This lesson is intended to have students create an individualized checklist for completing their role successfully for the grand opening event.

Content of Lesson: *(includes method and/or teaching strategies, teacher actions and strategies to accomplish goal, student actions and behavior expectation, student grouping, student activities)*

Report Out (5 minutes)

- Have student groups compile and report out on their list of supplies needed to do their job.

Reflection (15 minutes)

- Ask students to take 15 minutes to write about what they are doing, how they think the project is going, what they like about their role, and something they have learned.
- Then have them turn them in.

Photos (10 minutes)

- Talk about a photo journal and how it can be used for the event.
- Give each group one disposable camera and ask them to take photos of their group working on the event.
- Make sure they know these photos will be used for the school newspaper and the fliers that will be handed out at the event.

Article Contest (5 minutes)

- Tell students that an article or story about the project will be printed in the local paper. Anyone can write one and submit it and the winner will get extra credit.
 - Tell students we will call the paper tomorrow to talk to the reporter and get ideas about deadlines, content, and writing.
- Discuss what a good article would look like:
 - 500 words or less
 - Describes the event and the project
 - Tells readers a why they think this is important
 - Provides details on the event—who, what, when, where, why, etc.

Work Time (25 minutes)

- Ask students to use the remainder of the class time to work.
- Teacher should circulate to help students stay focused and answer questions.

Assignments:

Remind students of tasks due tomorrow:

PR: Create 3 invite mock up's and have class vote on invite the next day

Marketing: Create 3 fliers for event and have class pick one the next day

Photography: Take at least 10 photos of project and groups working and have class pick which photos will go in the school paper.

Writing: Write an article for the school paper—share it with the class

Design: Draw a layout of the event space and where snacks, people, and students will be—share with class.

Catering: Present 8 food ideas, cost, and functionality and have students pick top 4 choices.

Assessments: *(Formative and/or connection to summative assessment)*

Formative: By presenting completed work samples, I will know where students are at, and what they may need from me to further learn/succeed.

Summative:

Summary and closure/transition to next lesson:

Next Lesson: Calling Media & Work Time

References / Notes: (includes unit/Lesson Bulletin Board/Visuals/Posters, Community connections, and notes)

LESSON OBJECTIVE

5 | Media**Students will be able to:**

- **discover what media to contact, how to contact, and appropriate questions to ask; and**
- **Work collaboratively to make classroom decisions.**

UNIT OBJECTIVE

8 | Grand Opening

Discover, organize, and host a grand opening event that includes students taking on roles in PR, Marketing, Design, Event Planning, Photography, Catering, and Writing.

CURRICULUM OBJECTIVE

Building Faces and Spaces

Housing: Informed individuals examining and applying living space elements to address environmental needs.

National Standards in Family and Consumer Sciences:

Standard

Resources / Materials / Technology:

Teacher:

- Laptop / Projector
- Webcam

Student:

- Paper / Pencil

Opening and/or Advanced Organizer connecting to prior knowledge/learning:

This lesson is intended to have students create an individualized checklist for completing their role successfully for the grand opening event.

Content of Lesson: *(includes method and/or teaching strategies, teacher actions and strategies to accomplish goal, student actions and behavior expectation, student grouping, student activities)*

Report Out and Voting (25 minutes)

- Have student groups present their completed projects and have class vote on what they want for the event.

Skype Prep (15 minutes)

- Talk about how to know what media to contact.
 - Who is your audience? What media will they use/see most?
 - Cost and Time considerations.
 - Who you know makes a difference!
- Show students ways they can contact media.
 - Phone book, web, letters, email
- Have the class develop 5 questions for the newspaper reporter.
 - What is a good question?

Skype (15 minutes)

- Ask questions created by students and also about deadlines, content, and writing.

Work Time (5 minutes)

- Ask students to use the remainder of the class time to work.
- Teacher should circulate to help students stay focused and determine what they will need to do next.

Assignments:

Work with each group to determine assignments for the weekend:

PR: print or create invites for students, staff, public.—May want to recruit class or other groups in getting this done/delivered.

Marketing: Create and post fliers for event. .—May want to recruit class or other groups in getting this done/delivered.

Assessments: *(Formative and/or connection to summative assessment)*

Formative: By presenting completed work samples, I will know where students are at, and what they may need from me to further learn/succeed.

Summative:

Summary and closure/transition to next lesson:

Next Lesson: Work Time

References / Notes: (includes unit/Lesson Bulletin Board/Visuals/Posters, Community connections, and notes)

LESSON OBJECTIVE

6 | Work Time

Students will be able to:

- **Manage work time to complete tasks for upcoming event.**

UNIT OBJECTIVE

8 | Grand Opening

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CURRICULUM OBJECTIVE

Building Faces and Spaces

Housing: Informed individuals examining and applying living space elements to address environmental needs.

National Standards in Family and Consumer Sciences:

Standard

Resources / Materials / Technology:

Teacher:

- Laptop / Projector

Student:

- Paper / Pencil

Opening and/or Advanced Organizer connecting to prior knowledge/learning:

This lesson is intended to have students create an individualized checklist for completing their role successfully for the grand opening event.

Content of Lesson: *(includes method and/or teaching strategies, teacher actions and strategies to accomplish goal, student actions and behavior expectation, student grouping, student activities)*

School Announcement (15 minutes)

- Have student groups write short announcements that will be read over the loud speaker. Make sure each student in each group has a line to read.
- Announcement should include what class they are in, what their group is responsible for, the grand opening event—time, place, snacks, etc.
- Every day following, each group will go and read their announcement.
- Have teacher read each groups announcement and provide feedback.

Work Time (45 minutes)

- Ask students to use the remainder of the class time to work.
- Remind them to take photos, as cameras are due Wednesday in class.
- Ask for volunteers who want to speak at the event. Work with volunteers to determine what they might say or do.
- Teacher should circulate to help students stay focused and determine what they will need to do next.

Assignments:

Work with each group to determine assignments.

Turn in cameras by end of day Wednesday.

Assessments: *(Formative and/or connection to summative assessment)*

Formative:

Summative:

Summary and closure/transition to next lesson:

Next Lesson: Work Time

References / Notes: (includes unit/Lesson Bulletin Board/Visuals/Posters, Community connections, and notes)

LESSON OBJECTIVE

7 | Work Time

Students will be able to:

- **Manage work time to complete tasks for upcoming event.**

UNIT OBJECTIVE

8 | Grand Opening

Discover, organize, and host a grand opening event that includes students taking on roles in PR, Marketing, Design, Event Planning, Photography, Catering, and Writing.

CURRICULUM OBJECTIVE

Building Faces and Spaces

Housing: Informed individuals examining and applying living space elements to address environmental needs.

National Standards in Family and Consumer Sciences:

Standard

Resources / Materials / Technology:

Teacher:

- Laptop / Projector

Student:

- Paper / Pencil

Opening and/or Advanced Organizer connecting to prior knowledge/learning:

This lesson is intended to have students create an individualized checklist for completing their role successfully for the grand opening event.

Content of Lesson: *(includes method and/or teaching strategies, teacher actions and strategies to accomplish goal, student actions and behavior expectation, student grouping, student activities)*

Status Update (15 minutes)

- Have student groups update the class on what they have completed, and what they are working on for the Grand Opening.
- Discover if there are groups that need help to get things done.

Participation Report-out (5 minutes)

- Have students rate their participation, interest, contribution levels.
- Turn them in and tell students they have two days to improve their scores.

Work Time (40 minutes)

- Ask students to use the remainder of the class time to work.
- Teacher should circulate to help students stay focused and determine what they will need to do next.

Assignments:

Work with each group to determine next steps.

Assessments: *(Formative and/or connection to summative assessment)*

Formative: By hearing the group updates, I will have a sense as to where group and individuals are at.

Summative:

Summary and closure/transition to next lesson:

Next Lesson: Work Time

References / Notes: (includes unit/Lesson Bulletin Board/Visuals/Posters, Community connections, and notes)

LESSON OBJECTIVE

8 | Work Time**Students will be able to:**

- **Manage work time to complete tasks for upcoming event.**

UNIT OBJECTIVE

8 | Grand Opening

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Opening and/or Advanced Organizer connecting to prior knowledge/learning:

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Content of Lesson: *(includes method and/or teaching strategies, teacher actions and strategies to accomplish goal, student actions and behavior expectation, student grouping, student activities)*

Status Update (10 minutes)

- Have student groups update the class on anything new their group did from last class meeting.
- Discover if there are groups that need help to get things done.

Run Through (25 minutes)

- Have event planning group lead the class through a quick dry run of how the event will go tomorrow—first in the class, then on location.

Work Time (25 minutes)

- Ask students to use the remainder of the class time to work.
- Teacher should circulate to help students stay focused and determine what they will need to do next.

Assignments:

Work with each group to determine next steps.

Assessments: *(Formative and/or connection to summative assessment)*

Formative: By hearing the group updates, I will have a sense as to where group and individuals are at.

Summative:

Summary and closure/transition to next lesson:

Next Lesson: Work Time

References / Notes: (includes unit/Lesson Bulletin Board/Visuals/Posters, Community connections, and notes)

LESSON OBJECTIVE

9 | Pull Together**Students will be able to:**

- **Work collaboratively to complete the grand opening project.**

UNIT OBJECTIVE

8 | Grand Opening

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CURRICULUM OBJECTIVE

Building Faces and Spaces

Housing: Informed individuals examining and applying living space elements to address environmental needs.

National Standards in Family and Consumer Sciences:

Standard

Resources / Materials / Technology:

Teacher:

- Laptop / Projector

Student:

- Paper / Pencil

Opening and/or Advanced Organizer connecting to prior knowledge/learning:

This lesson is intended to have students create an individualized checklist for completing their role successfully for the grand opening event.

Content of Lesson: *(includes method and/or teaching strategies, teacher actions and strategies to accomplish goal, student actions and behavior expectation, student grouping, student activities)*

Who Needs Help? (10 minutes)

- Discover if there are groups that need help to get things done.
- Create a plan on how the groups can help each other.

Updates (10 minutes)

- Show students a quick glimpse of the photo presentation the teacher created for the grand opening event.
- Announce the winner of the newspaper contest and have the class applaud the winner as they read their article.

Work Time (40 minutes)

- Ask students to use the remainder of the class time to work.
- Teacher should circulate to help students stay focused and determine what they will need to do next.

Assignments:

Work with each group to determine next steps.

Assessments: *(Formative and/or connection to summative assessment)*

Formative:

Summative:

Summary and closure/transition to next lesson:

Next Lesson: Work Time

References / Notes: (includes unit/Lesson Bulletin Board/Visuals/Posters, Community connections, and notes)

LESSON OBJECTIVE

10 | Grand Opening**Students will be able to:**

- **Work together to orchestrate the grand opening event.**

UNIT OBJECTIVE

8 | Grand Opening

Discover, organize, and host a grand opening event that includes students taking on roles in PR, Marketing, Design, Event Planning, Photography, Catering, and Writing.

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National Standards in Family and Consumer Sciences:

Standard

Resources / Materials / Technology:

Teacher:

- Laptop / Projector

Student:

- Paper / Pencil

Opening and/or Advanced Organizer connecting to prior knowledge/learning:

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Content of Lesson: *(includes method and/or teaching strategies, teacher actions and strategies to accomplish goal, student actions and behavior expectation, student grouping, student activities)*

Reflection (10 minutes)

- Ask students to reflect on their experience—how did it go? What was a highlight of the project? What did you learn? How might this help you in the future?

Last Minute Questions(10 minutes)

- Allow for time for students to ask last minute questions, concerns, ideas.
- Have student speakers practice their speeches for the class.

Celebrate (5 minutes)

- Have a 5 minute dance party where students boogie and celebrate their accomplishments!
- Also have a quick snack for students to enjoy.

Prep & Grand Opening (35 minutes)

- Have students gather their things, and do the grand opening event!

Assignments:

Assessments: *(Formative and/or connection to summative assessment)*

Formative:

Summative: Have students rate and reflect on how the Grand Opening went—along with their project work leading up to the event.

Summary and closure/transition to next lesson:

Next Lesson: Work Time

References / Notes: (includes unit/Lesson Bulletin Board/Visuals/Posters, Community connections, and notes)