



HS SPANISH IV CURRICULUM

**Middle Township Public Schools
216 S. Main Street
Cape May Court House, NJ 08210**

Born on: August 2022

Content Area:

Spanish 4 Honors

Grade(s) 11, 12.

Family, Society, and social problems

CRLKSP 1 Act as a responsible and contributing community members and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRLKSP 2 Attend to financial well-being.

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRLKSP 3 Consider the environmental, social and economic impacts of decisions.

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRLKSP 4 Demonstrate creativity and innovation.

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRLKSP 6 Model integrity, ethical leadership and effective management.

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRLKSP 7 Plan education and career paths aligned to personal goals.

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRLKSP 9 Work productively in teams while using cultural/global competence.

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Language Functions: Describe family and society, describe relationships and social problems, make inferences based on context

- Vocabulary: Families, society, social problems.

Formative and Summative: Students will be assessed with quizzes, tests, written/oral classroom activities, class participation, homework, cooperative learning activities, listening comprehension activities, projects, and quarterly benchmark exams.

Description with Modifications, number of days, etc.

Students will listen to the pronunciation of the vocabulary. Students will use newly learned vocabulary and background knowledge to discuss societal issues and the impact of education on a society. Students will demonstrate an understanding of society to take into account when searching and applying for a job. Students will analyze the set of skills that broaden the range of employment opportunities in today's job market.

They will practice vocabulary by completing textbook and workbook activities during class.

10 days

*D-Modifications made for students as stated in their IEPs or 504s.

Description with Modifications, number of days, etc.

Students will watch a video of a job fair, a candidate searching for a job, and an interview process. Students will then analyze the video and discuss the strengths, shortcomings, and make predictions if the candidate got the job and if not, what could he do to obtain the job. They will be completing activities from reproducible books and teacher created materials.

7 days

*D-Modifications made for students as stated in their IEPs or 504s.

Students will watch power point presentations explaining work-related proverbs in Spanish, work and vacation schedules in Spanish-speaking countries, workplace etiquette in Spanish-speaking countries, green industries and jobs in Argentina, Spain, and Guatemala.

7 days

*D-Modifications made for students as stated in their IEPs or 504s.

3. Grammar

Students will watch power point presentations on reflexive pronouns and verbs with prepositions, ser and estar, direct and indirect object pronouns, conditional, preterite, present perfect.

10 days

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Modifications

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Textbook: Exploring Spanish 4th Edition
 Workbook: Exploring Spanish 4th
 Edition Audio: Exploring Spanish Audio
 Script Clips CDs
 Exploring Spanish Check-up Written and Listening Activities (Teacher's Guide)

Internet

Website: <http://pearsonc.educatorpages.com/>

Teacher's Discovery Supplemental books

Power points

Teacher created

materials

Reproducible

books

Video

Suggested Time Frame

24 days

Unit Plan Title:

The Fine Arts

Overview/Rationale

How do ideals of beauty and aesthetics influence daily life? The importance of the arts in our world and how it plays a role in our everyday mind and how it enriches one's mind.

Standard(s) Number and Description

- **7.1.IL.IPRET.1:** Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
- **7.1.IL.IPRET.2:** React to a series of oral and written instructions connected to daily life.
- **7.1.IL.IPRET.3:** Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
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- **7.1.IL.IPRET.5:** Compare and contrast some unique linguistic elements in English and the target language.
- **7.1.IL.IPRET.6:** Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

- **7.1.IL.IPERS.1:** Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language to express original ideas.
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- **7.1.IL.IPERS.4:** Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
 - **7.1.IL.IPERS.5:** Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
 - **7.1.IL.IPERS.6:** Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
- **7.1.IL.PRSNT.1:** Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
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Technology Standard(s) Number and Description

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Interdisciplinary Standard(s) Number and Description

***A.L.9-10.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*

***LA.L.9-10.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

***LA.L.9-10.5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.*

Enduring Understandings:

Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature). Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own. Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs or viewpoints) typical of the target culture(s).

Essential Questions:

How does art reflect cultural beliefs and ideas? How does art help broaden people's minds and enrich their lives? How do different kinds of painting and music allow people to express their ideas and feelings?

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Language Objectives • Language Functions: Answer questions about painting and music, express preferences and opinions about artistic and musical interests, express feelings • Vocabulary: Painting and music, artistic and musical interests

Formative and Summative: Students will be assessed with quizzes, tests, written/oral classroom activities, class participation, homework, cooperative learning activities, listening comprehension activities, projects, and quarterly benchmark exams.

Content Area:	Spanish 4 Honors	Grade(s) 11, 12.
Unit Plan Title:	Watch, enjoy, and inform yourself.	
Overview/Rationale		
How do developments in technology affect our lives? As 21 st century learners, students are to be up to date with the latest technological advancements along with the negative and positive effects from it.		
Standard(s) Number and Description		
<ul style="list-style-type: none">• 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).• 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.• 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.• 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.• 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.		

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Enduring Understandings:

Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature). Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own. Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs or viewpoints) typical of the target culture(s).

Essential Questions:

How do TV-watching habits vary across cultures? How do TV watching preferences vary across cultures? What do these differences say about each culture? What cultural values and beliefs can be inferred from those preferences?

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Language Functions: Describe television equipment and programming, express preferences about TV programs and watching habits, classify TV programs • Vocabulary: Television equipment, programming, and advertising; Program preferences

Key Vocabulary and Terms: (de) alta definición high definition • el avance rápido fast forward • el cable cable • el control remoto remote control • el entretenimiento entertainment • el grabador de DVD DVD recorder • la guía de televisión TV guide • el paquete packet • la pausa pause • el receptor receiver • el reproductor de DVD DVD player • el retroceso rápido rewind • el satélite satellite • la señal digital digital signal • la suscripción membership • la tecla key • el (la) televidente TV viewer • la actuación performance • el comercial commercial • continuado(a) continued • el drama drama • la farándula show business • la miniserie miniseries • el panel panel (of guests or speakers) • el programa show, program • de chismes gossip show • de cocina cooking show • de talento talent show • de vida animal animal program • infantil children's program • la programación programs • la telenovela soap opera • encender to turn on • grabar to record • el público audience • el anuncio commercial • el concurso contest • fastidiar to annoy • el lema slogan • ponerse al día to catch up

Assessment Evidence:

Formative and Summative: *Students will be assessed with quizzes, tests, written/oral classroom activities, class participation, homework, cooperative learning activities, listening comprehension activities, projects, and quarterly benchmark exams.*

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

Instructional Strategies and Activities

**D*

Description with Modifications, number of days, etc.

<p><i>Entertainment</i></p>	<p>Students will listen to the pronunciation of the vocabulary. Students will use newly learned vocabulary and background knowledge to discuss the TV/Video production equipment. Turn to p. 354 and allow a few minutes for students to go over the lesson theme and contents. Then read aloud <i>Compara con tu mundo</i>. Point out that “El show de Cristina” was a very popular talk show created in the U.S., but hosted by a Cuban and aired throughout Latin America for more than 20 years. Then have students look at the photo on pp. 354-355 and respond the questions in <i>¿Qué ves?</i> Finally, discuss as class the question in <i>Compara con tu mundo</i>.</p> <p>Show the <i>Presentación de vocabulario</i> section on pp. 356–357. Ask students to work in pairs and take turns reading the different paragraphs. Encourage them to help each other clarify unknown vocabulary words and phrases as necessary resorting to context and inferences. Make sure they also read the <i>Más vocabulario</i> box. Then, bring the class back together and write the following statements on the board for students to match them with the corresponding vocabulary word.</p> <p>They will practice vocabulary by completing textbook and workbook activities during class. Activities in book 10 days</p> <p>*D-Modifications made for students as stated in their IEPs or 504s.</p>
<p><i>Instructional Strategies and Activities</i></p> <p>*D</p>	<p>Description with Modifications, number of days, etc.</p> <p>*D-Modifications made for students as stated in their IEPs or 504s.</p>
<p><i>Grammar</i></p>	<p>Imperfect subjunctive in adverbial clauses, imperfect subjunctive to express hypothetical or contrary-to-fact situations, comparatives, preterit vs. Imperfect.</p> <p>15 days.</p>

Modifications

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)

Individualized Education Plans (IEPs):

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- ⇒ Manipulatives
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 Internet
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 Teacher's Discovery Supplemental books
 Power points
 Teacher created materials
 Reproducible books
 Video

Content Area:	Spanish 4 Honors	Grade(s) 11, 12.
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Unit Plan Title:	Unit One: Outdoor and indoor exercise & activities lesson 1&2
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Overview/Rationale

How do culture, geography, and climate affect free time activities? The importance of physical activities to maintain good health and live a healthy lifestyle. Be able to discuss food, shelter, clothing, and transportation methods from the target culture. When learning about another culture it is important to be able to compare and relate to the target's culture.

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Technology Standard(s) Number and Description

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. B. Creativity and Innovation; C. Communication and Collaboration Chromebooks, Google Educational tools (Classrooms, drive, docs, slides, voice), Voice thread, blog, YouTube, elmo, google earth, google maps, PowerPoint, poll everywhere, cell phones)

Interdisciplinary Standard(s) Number and Description

***LA.L.9-10.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*

***LA.L.9-10.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

***LA.L.9-10.5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.*

Enduring Understandings:

Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature). Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own. Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs or viewpoints) typical of the target culture(s).

Essential Questions:

What factors influence what activities people choose to do in their free time? How do sports affect people's lives and health? What role does the audience play in sporting events in your community?

CRLKSP 1 Act as a responsible and contributing community members and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRLKSP 2 Attend to financial well-being.

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRLKSP 3 Consider the environmental, social and economic impacts of decisions.

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures,

materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRLKSP 4 Demonstrate creativity and innovation.

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRLKSP 6 Model integrity, ethical leadership and effective management.

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRLKSP 7 Plan education and career paths aligned to personal goals.

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the

value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRLKSP 9 Work productively in teams while using cultural/global competence.

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

- Language Functions: Understand a job application, express opinions about work in an office, ask and answer work-related questions
- Vocabulary: The job search, the job interview, professions, office supplies and equipment

Key Vocabulary and Terms:

Solicitar, hoja de vida, antecedentes academicos, el diploma, el titulo, la solicitud, puesto, desempeñar, letra de molde, planillas, los beneficios, el seguro de salud, el aspirante, jefe, experiencia, las referencias, la referencias, la oficina de personal, el aspirante, la jefa, (p.6)

Oficina, archivos electronicos, la computadora, archivo, el cajon, la fotocopiadora, el fax, el personal de mantenimiento, el personal de limpieza, el agente de relaciones publicas, el analista de sistemas, atrasarse, el becario, la carpeta, la grapadora, jubilarse, el plan de jubilacion privada, el seguro de vida, ser despedido. (p.7)

Assessment Evidence:

Formative and Summative: Students will be assessed with quizzes, tests, written/oral classroom activities, class participation, homework, cooperative learning activities, listening comprehension activities, projects, and quarterly benchmark exams.

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

<i>Instructional Strategies and Activities</i> *D	Description with Modifications, number of days, etc.
1. Jobs	<p>Students will listen to the pronunciation of the vocabulary. Students will use newly learned vocabulary and background knowledge to describe the impact of technology on the modern job market. Students will demonstrate an understanding of the most important factors to take into account when searching and applying for a job. Students will analyze the set of skills that broaden the range of employment opportunities in today's job market.</p> <p>They will practice vocabulary by completing textbook and workbook activities during class. Activities in book pp. p7-11. 8 days</p> <p>*D-Modifications made for students as stated in their IEPs or 504s.</p>
<i>Instructional Strategies and Activities</i> *D	Description with Modifications, number of days, etc.
1. Looking for a job	<p>Students will watch a video of a job fair, a candidate searching for a job, and an interview process. They will be completing activities from reproducible books and teacher created materials. 7 days *D-Modifications made for students as stated in their IEPs or 504s.</p>
2. Communicating in the workplace	<p>Students will watch power point presentations explaining work-related proverbs in Spanish, work and vacation schedules in Spanish- speaking countries, workplace etiquette in Spanish-speaking countries, green industries and jobs in Argentina, Spain, and Guatemala. 7 days</p>

	*D-Modifications made for students as stated in their IEPs or 504s.
3. Grammar	Students will watch power point presentations on reflexive pronouns and verbs with prepositions, ser and estar, direct and indirect object pronouns, conditional, preterite, present perfect. *D-Modifications made for students as stated in their IEPs or 504s.

Modifications

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Textbook: Exploring Spanish 4th Edition
Workbook: Exploring Spanish 4th Edition
Audio: Exploring Spanish Audio Script Clips
CDs
Exploring Spanish Check-up Written and Listening Activities (Teacher's Guide)
Internet
Website: <http://pearsonc.educatorpages.com/>
Teacher's Discovery Supplemental books
Power points
Teacher created
materials Reproducible
books
Video

Suggested Time Frame

25 days