

## *Spanish 4 Curriculum*

### *Content Standard 2: Communication (Interpretive Mode) – How do I understand what others are trying to communicate in Spanish?*

*Students will understand and interpret spoken and written Spanish on a variety of topics.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> <li>• Understand the main ideas and relevant details of extended discussions, lectures and formal presentations on topics related to daily life and/or historical or contemporary themes in the target culture.</li> <li>• Understand the main idea or plot and relevant details or subplots of radio or television programs, films or other forms of media designed primarily by native speakers of the target language.</li> <li>• Comprehend the main ideas and relevant details of live and recorded presentations of culturally significant songs, folktales, plays, comedies and anecdotes.</li> <li>• Recognize the characters and the significance of their roles when reading authentic literary texts and comprehend the main plot and relevant subplot(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Insultos Modernos reflexiones sobre un arte en decadencia, preguntas de comprensión y de discusión.</li> <li>• View Motorcycle Diaries and produce film review in Spanish.</li> <li>• Los Corridos Revolucionarios – Mexican folksongs from early 20<sup>th</sup> century</li> <li>• MTV en Espanol segments recorded from TV</li> <li>• Como agua para chocolate: preguntas de comprensión y de discusión</li> </ul>	<ul style="list-style-type: none"> <li>• Students will demonstrate an understanding of this treatise on insults and being clever with language by responding to various prompts in the target language.</li> <li>• Students will write in Spanish a film review detailing plot, character, setting, and reaction to the film created for Native Speakers and viewed in Spanish.</li> <li>• Students will study some lyrics and listen to songs lauding Zapata and Villa</li> <li>• Students will be exposed to popular music / music videos and identify main ideas and details of a song.</li> <li>• Students will identify characters and their roles in a novel. Students will describe how the reaction to food reflects an emotional state.</li> </ul>	<ul style="list-style-type: none"> <li>• Encuentros Maravillosos Ch. 12 pp. 266-269</li> <li>• Diario de Motocicleta Video</li> <li>• <a href="http://www.mp3.com">www.mp3.com</a> 202831</li> <li>• MTV recordings from Spanish TV stations (local)</li> <li>• E.M. pp. 136-139 Ch7</li> </ul>

- Comprehend the main ideas and significant details of full length feature articles in newspapers, magazines and websites on topics of current or historical importance in the target culture.

- Luis Fonsi – La vida está llena de pruebas

- Students will identify the main purpose of the article (to discuss the fight of Adamari vs. cancer) and how Luis Fonsi and his music reflects that struggle.

- People en Español Magazine, Sept. 2005
- [www. peopleenespanol.com](http://www.peopleenespanol.com)

## *Spanish 4 Curriculum*

### *Content Standard 3: Communication (Presentation Mode )-- How do I present information, concepts and ideas in Spanish in a way that is understood?*

*Students will present information, concepts and ideas to listeners or readers in Spanish on a variety of topics.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> <li>• Prepare oral presentations and/or written summaries on topics of current or historical interest in Spanish.</li> <li>• Perform scenes from plays and/or recite poems or excerpts from short stories in the Spanish.</li> <li>• Prepare oral and/or written analyses in Spanish of the plot, character, descriptions and development, and themes found in authentic literary works, including poems, plays, short stories and short works of fiction or non-fiction.</li> <li>• Describe, explain, express opinions about and analyze stories, plays, poems or other literature, as well as radio programs, music, films, art and websites.</li> <li>• Write letters in Spanish to peers in the target culture, describing and analyzing current events of mutual interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Las reacciones u las expectativas de los padres; composición dirigida Ch.4</li> <li>• Expresándonos Ch. 7 exercises 1&amp; 2 regarding <i>Like Water For Chocolate</i>.</li> <li>• <i>Un perro ha muerto</i> por Pablo Neruda: preguntas de comprensión 1 &amp; 2</li> <li>• <i>Un perro ha muerto</i> por Pablo Neruda: preguntas de comprensión 3 &amp; 4</li> <li>• Pen Pal links facilitated by Spanish Club activities</li> </ul>	<ul style="list-style-type: none"> <li>• Students will write a composition discussing rebellion of a child against parents.</li> <li>• With a classmate, students will prepare and present a scene from the story where the reaction to food reflects an emotional state.</li> <li>• Students will identify phrases or words that clearly express the pain and loneliness of the poet who has lost his dog.</li> <li>• Students will characterize the dog and the relationship between dog and man.</li> <li>• Students will discuss if and how the dog’s death has altered the poet’s spiritual beliefs.</li> <li>• Students will identify a fond memory related by the poet.</li> <li>• Students will submit examples of e-mail exchanges.</li> </ul>	<ul style="list-style-type: none"> <li>• Encuentros Maravillosos p. 78</li> <li>• E.M. p.139</li> <li>• E.M. pp. 24-26 Ch. 2</li> <li>• E.M. pp. 24-26 Ch. 2</li> <li>• EMF Foundation; other Internet websites for correspondence with native speakers.</li> </ul>

- Use a dictionary or thesaurus written entirely in Spanish, as appropriate, to select words for use in preparing written and oral reports.

- *Las idiosincrasias personales:*  
Vocabulario A completa la frase. (Close activity)

- Students will prepare vocabulary study guides in Spanish only and use the appropriate word to complete full sentences in Spanish.

- E.M. pp. 43-45 Ch. 3

## Spanish 4 Curriculum

### ***Content Standard 4: Cultures -- How do I use my understanding of culture to communicate and function appropriately in another culture.***

*Students will demonstrate an understanding of the traditions, products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive, and presentational communication.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> <li>• Identify and analyze products and practices of the target culture, (e.g., social, economic, legal and political) and explore the relationships between these products and practices and the perspectives of the culture.</li> <li>• Identify, experience or read about, and discuss expressive forms of the culture, including but not limited to literature, periodicals, films, television, websites and the fine arts, in order to explore their effects on the larger community.</li> <li>• Interact in a variety of cultural contexts that reflect both peer group and adult activities within the target culture, using the appropriate verbal and nonverbal clues.</li> <li>• Identify, discuss and analyze various patterns of behaviors or interactions that are typical of the target culture.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Los 3 Tenores del Pop</i></li> <li>• <i>La mexicana premiada de Broadway</i></li> <li>• Games in class – Jeopardy, Hollywood Squares, Scrabble, Pictionary, Charades...</li> <li>• <i>Los padres menos ideales</i> activity C</li> <li>• <i>El qué dirán</i> &amp; <i>Vamos a comparar</i> activity that follows</li> </ul>	<ul style="list-style-type: none"> <li>• Students will identify how 3 record setting Latino artists reflect Hispanic cultural perspectives through their work.</li> <li>• Students will read about recent Tony recipient Sara Ramirez and her experience in “<i>Spamalot</i>”.</li> <li>• Students will interact and respond in Spanish to verbal and non-verbal cues in a playful and engaging way.</li> <li>• Students will identify discuss in Spanish family image and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• People en Español Magazine, Sept. 2005 issue pp.166-172</li> <li>• <a href="http://www.peopleenespanol.com">www. peopleenespanol.com</a></li> <li>• People en Español Magazine, Sept. 2005 issue p.66</li> <li>• <a href="http://www. peopleenespanol.com">www. peopleenespanol.com</a></li> <li>• board games in class</li> <li>• E.M. pp. 84-85</li> <li>• Conexiones p. 123 &amp; 147</li> </ul>

- Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the target culture.

- Surrealismo ¿*Sueños o realidad?*

- Students will identify the persistence of surrealism in famous hispanic works.

- *La vida es sueño*, Calderon de la Barca
- *El otro*, Jorge Luis Borges
- *Persistence of Time*, Salvador Dalí

## Spanish 4 Curriculum

**Content Standard 5: Connections (Interdisciplinary Mode) -- How do I use my understanding of Spanish and Hispanic culture to reinforce and expand my knowledge of other disciplines.**

*Students will reinforce and expand their knowledge of other areas of study through the study of Spanish.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> <li>• Use information acquired from other school subjects to complete activities in the world language classroom.</li>   <li>• Acquire more complex and abstract information from a variety of authentic sources in the world language classroom and integrate it with other school subjects.</li>   <li>• Analyze the similarities and differences among sources, selecting the most appropriate information for specific purposes.</li>   <li>• Use new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections.</li> </ul>	<ul style="list-style-type: none"> <li>• Review of literary terms and other studies from English class to assist in poetry analysis of <i>Carta a un desterrado</i> por Claribel Alegria</li>   <li>• Study Aztec artifacts to interpret the duality of native spirituality.</li>   <li>• Preparing projects for presentation to class on student selected topics</li>   <li>• <i>El combate contra el terrorismo</i></li> <li>• <i>¿Cómo afecta el alcohol al organismo?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Students will identify metaphor, alliteration, simile, symbolism, parallelism in poetry.</li> <li>• Students will apply knowledge of the classic <i>The Odyssey</i> to interpret the difference between classic view of woman and feminist values.</li>   <li>• Students will create their own version of art using pictographs or combining man and animal figure to represent ideas.</li>   <li>• Students will use various Internet and library sources to choose what to share with class in an oral presentation.</li>   <li>• Vamos a comparar questions 1-4</li> <li>• Students will better understand effects of world terrorism and drug and alcohol abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Encuentros Maravillosos Ch. 11, p. 233</li>   <li>• Guggenheim Aztec exhibit literature and CD Rom images.</li>   <li>• Internet resources and Media Center resources</li>   <li>• Conexiones pp. 281-284</li> <li>• Conexiones pp. 298-299</li> <li>• Wheeler Clinic pamphlet on marijuana (en español)</li> </ul>

## *Spanish 4 Curriculum*

***Content Standard 6: Connections (Intradisciplinary Mode) -- How do I use my understanding of another language and culture to broaden and deepen my understanding of Spanish and Hispanic culture and access and use information that would otherwise be unavailable to me.***

*Students will acquire and use information from a variety of sources only available in Spanish.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> <li>• Use multiple media resources to analyze aspects of the target culture(s) and apply their knowledge to new situations.</li>   <li>• Access and analyze materials, looking for sources of information for potential use in original work on the target language or culture(s).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>La economía de España</i> Vamos a comparar</li> <li>• <i>El tratado de libre comercio</i> (TLC)</li> <li>• <i>El costo de la vida</i> (canción) song</li> <li>• <i>Fiebre de lotto</i> 10-41 and 10-42</li> <li>• <i>El dinero de plástico nos invade</i></li>   <li>• Preparing projects for presentation to class on finding employment</li> </ul>	<ul style="list-style-type: none"> <li>• Students will debate national and international economics issues (i.e., Why does the US government support NAFTA?).</li>   <li>• Students will read classified ads and job descriptions from authentic sources.</li> <li>• Students will demonstrate an understanding of the training and obligations of different careers and professions.</li> <li>• Students will report on findings reflected in the target culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Conexiones pp. 311 &amp; 322</li> <li>• <i>Ritmos</i>, Juan Luis Guerra pp. 328-329</li>   <li>• Periodicals in Spanish</li> <li>• Conexiones pp. 303 &amp; 312</li> <li>• Conexiones pp. 306-307</li> <li>• Conexiones pp. 332-334</li> </ul>



## Spanish 4 Curriculum

### **Content Standard 7: Comparisons Among Languages -- How do I demonstrate an understanding of the similarities, differences and interactions across languages?**

*Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> <li>• Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.</li> <li>• Evaluate the style of a communicative interaction in Spanish.</li> <li>• Cite evidence to support conclusions, distinguish between fact and opinion, and connect new and previous learning both in written and oral communication.</li> <li>• Read and comprehend longer and more complex texts in abridged and unabridged formats.</li> <li>• Use a writing process in producing work that includes self-assessment and discussion with other students.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>El imperfecto</i> ejercicios A y B</li> <li>• Carta de amor writing assignmt. <i>Una sorija para mi novia</i> por Humberto Padró</li> <li>• Desde otra perspectiva assignmt <i>Una sorija para mi novia</i> por Humberto Padró</li> <li>• <i>Yo... Rigoberta Menchú</i></li> <li>• <i>Declaración Universal de los Derechos Humanos</i></li> <li>• Vamos a comparar 5 questions and 3-1 “un esquema”.</li> <li>• <i>Carta de amor</i> (love letter)</li> <li>• <i>Autoretrato</i> Self-description in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• Students will identify when to use imperfect tense vs. preterite or other perfect tenses.</li> <li>• Students will read identify the tone and style of the piece and note its unique treatment of destiny vs. coincidence</li> <li>• Students will imagine that they are one of the female characters in a reading. They will respond to various questions using support from the reading</li> <li>• Students will report on findings reflected in these readings</li> <li>• Students will report on findings reflected in these readings</li> <li>• Students will list the qualities that describe themselves and actions that exemplify them and share it with a classmate.</li> </ul>	<ul style="list-style-type: none"> <li>• Encuentros Maravillosos pp. 27-31</li> <li>• <a href="http://www.PHSchool.com">www.PHSchool.com</a> jkd-0006</li> <li>• Conexiones pp. 167-171</li> <li>• Conexiones p. 99</li> <li>• Conexiones p. 93</li> <li>• Conexiones p. 75-77</li> <li>• Conexiones p. 171</li> <li>• Conexiones p. 137</li> </ul>

- Produce a range of written work that is coherent, accurate and representative of a variety of literary styles.

- *Una escena dramática*
- *Un reportaje periodístico*
- *Una receta*

- Students will create a scene and a dialogue that could fit into a larger work
- Students will write about an event that has occurred recently at school, in town, or in Connecticut and provide a brief chronology in article format.
- Students will write a recipe with details as would be found in a cookbook.

- Conexiones p. 205
- Conexiones p. 239
- Conexiones p. 273

## *Spanish 4 Curriculum*

### *Content Standard 1: Communication (Interpersonal Mode) – How do I use Spanish to communicate with others?*

*Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions..*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> <li>• Exchange information about current and past events, as well as aspirations in their personal lives and the lives of their friends, families and others within their community.</li> <li>• Exchange information about international current events based on newspaper or magazine articles, television and radio programs, videos, films and Internet resources, and compare and contrast how information is reported in both the target and their native cultures.</li> <li>• Participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>La llorona</i></li> <li>• <i>Francisco Goya</i></li> <li>• <i>El fantasma</i></li>   <li>• La charla</li> <li>• Video segments of news reports from Spanish TV stations</li> <li>• Comparison of People and People en Español</li>   <li>• <i>El arte de la conversación y la simpatía</i></li> </ul>	<ul style="list-style-type: none"> <li>• Students will talk about themselves, describe situations, people, things and themselves telling what has happened.</li>   <li>• Students will bring to class current current events information and will have mini discussions in the target language.</li> <li>• Students will compare pop culture magazines and comment on similarities and differences.</li>   <li>• <i>exprésate mejor</i> 4-16</li> <li>• <i>relaciones interpersonales</i> 4-26</li> </ul>	<ul style="list-style-type: none"> <li>• Conexiones pp. 111-124</li>   <li>• Student/teacher provided materials</li> <li>• Teacher provided video segments as appropriate</li> <li>• Teacher provided periodicals</li>   <li>• Conexiones pp. 110, 118, 127</li> </ul>

<ul style="list-style-type: none"> <li>• Work in groups to develop solutions to problems that are of contemporary or historical interest in both the target and their native cultures.</li> <li>• Exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures.</li> <li>• Share their personal reactions and feelings about authentic literary texts such as poems, plays, short stories and novels.</li> <li>• Employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their message.</li> </ul>	<ul style="list-style-type: none"> <li>• Las idiosincrasias personales “Viajes” Julio Cortázar</li> <li>• Las artes culinarias y la nutrición</li> <li>• Como agua para chocolate</li> <li>• Gazpacho</li> <li>• <i>El Otro</i> por Borges, preguntas de discusión</li> <li>• Los sueños – mensajes del más allá.</li> <li>• Estrategia para comunicarse, ex. 1-10</li> </ul>	<ul style="list-style-type: none"> <li>• Students will work in groups to prepare a dialog between young people who are “opposites”.</li> <li>• Students will prepare debates between two “opposite” candidates for student government president.</li> <li>• Students will discuss trends and tastes in food and recipes</li> <li>• Students will comment on the diversity of Spanish food</li> <li>• Students will discuss their reaction to <i>El Otro</i>.</li> <li>• Students will comment on times when dreams have seemed real.</li> <li>• Students will express the ideas in Spanish – not word for word or using the exact word.</li> <li>• Use of dictionary is not allowed, the importance being communication of the idea.</li> </ul>	<ul style="list-style-type: none"> <li>• E.M. pp. 46-50</li> <li>• Conexiones pp. 240-273</li> <li>• E.M. pp. 136-137</li> <li>• E.M. pp. 145</li> <li>• Conexiones p. 31</li> <li>• E.M. Chapter 1</li> <li>• E.M. pp.18-19</li> </ul>
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## Spanish 4 Curriculum

### ***Content Standard 8: Comparisons Among Cultures – How do I demonstrate and understanding of the similarities, differences and interactions across cultures?***

*Students will demonstrate an understanding of the concept of culture through comparisons across cultures.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> <li>• Discuss and analyze different forms of communication across cultures such as signs, symbols, advertisements, displays, songs and rhymes.</li> <li>• Compare and contrast the treatment of current issues across cultures by drawing on authentic texts.</li> <li>• Analyze how other cultures view the role of the United States in the world arena.</li> <li>• Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s).</li> <li>• Use new and evolving information and perspectives to demonstrate understanding of the similarities and differences across cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Algunos gestos de los hispanos</i> Vamos a comparar actividad</li> <li>• <i>La variedad hispana</i> 5-26 close activity</li> <li>• <i>Como figura la mujer en las ciencias mexicanas</i> 7-1, 7-2</li> <li>• Como agua para chocolate</li> <li>• Gazpacho</li> <li>• <i>El mundo de espectáculo</i> 6-11 Los planes del director del cine (Jon Secada, Antonio Banderas, el tango, el arte flamenco, oracion por Marilyn Monroe...)</li> <li>• Las supersticiones y los estereotipos: expresión personal 1-4</li> <li>• <i>El movimiento ecológico</i> Vamos a comparar</li> </ul>	<ul style="list-style-type: none"> <li>• Students will identify gestures and their meanings in latino and their own cultures.</li> <li>• Students will complete a description of the Hispanic world using comparisons and superlatives in a logical manner.</li> <li>• Students will discuss diversity, rights and accomplishments of women.</li> <li>• Students will discuss the role of US entertainment – film, dance, stage drama, literature, music.</li> <li>• Students will talk about stereotypes and superstitions having read about the same in the target culture.</li> <li>• Students will discuss world preoccupation with pollution of the environment using US, Mexican and Costa Rican models.</li> </ul>	<ul style="list-style-type: none"> <li>• Conexiones pp. 158-9</li> <li>• Conexiones pp. 158-9</li> <li>• Conexiones pp. 207-210</li> <li>• Conexiones pp. 181-204</li> <li>• Encuentros Maravillosos p.157</li> <li>• Conexiones pp. 50, 61, 63</li> </ul>

- Use new and evolving information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the peoples of other cultures.

- *¿Dónde jugarán los niños?* (song) Complete: -- expresar tú opinion: procesos

- Students will discuss what they believe the future will be like for children.

- Conexiones pp. 67, 73

## *Spanish 4 Curriculum*

### *Content Standard 9: Communities – How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?*

*Students will use their world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> <li>• Communicate with members of the target culture and interpret information regarding topics of personal, community or world interest.</li> <li>• Use their target language skills and demonstrate cultural understanding while participating in career exploration, volunteer experience, school-to-work projects, of school/individual exchanges with homestay.</li> <li>• Use various media from the target language and culture for personal enjoyment.</li> <li>• Read literature, listen to music and view films and websites in the target language for enrichment.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Actos de bondad</i></li> <li>• <i>Verano boricueño</i> 11-9, 11-10</li> <li>• Music, videos, films, artwork, stories</li> <li>• Stories, collections of poetry, music lyrics, magazine articles</li> </ul>	<ul style="list-style-type: none"> <li>• Students will use their skills in Spanish to strengthen, repair and initiate relationships(i.e., volunteerism, respect for family, not holding grudges, combating insomnia...)</li> <li>• Students will use Spanish to plan for a summer break and job.</li> <li>• Students will be exposed to various artists, styles, films, and build an appreciation for Hispanic talent.</li> <li>• Students will be exposed to pop culture, current events media, films and musical selections for enrichment.</li> </ul>	<ul style="list-style-type: none"> <li>• Conexiones p. 139</li> <li>• Conexiones p. 337-343</li> <li>• Teacher provided/Student shared materials from varied media.</li> <li>• Teacher provided/Student shared materials from varied media.</li> </ul>

*Curriculum*

*Content Standard:*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>



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*Content Standard:*

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