

READINGTON PUBLIC SCHOOL DISTRICT
World Language: Chinese 3 Curriculum

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NJ World Languages Standard - Novice-High - All Strands

7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Interpretive Mode			
Proficiency Level	Content Statement	CPI #	Cumulative Progress Indicator(CPI)
Novice-High	Linguistic: The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can <i>use words, lists, and simple sentences</i> independently to: <ul style="list-style-type: none"> Identify the main idea and some supporting details when reading. Understand the gist and some supporting details of conversations dealing with everyday life. Infer the meaning of some unfamiliar words when used in familiar contexts. 	7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
		7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
		7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
		7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
		7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
		7.1.NH.A.6	Identify the main idea and other
	Cultural: <ul style="list-style-type: none"> Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and 		

	<p>past immigration patterns, the impact of immigration on society, and related issues.)</p> <ul style="list-style-type: none"> • The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) • Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.) • Human and animal migration is often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and 		<p>significant ideas in readings from age- and level-appropriate, culturally authentic materials.</p>
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	<p>distribution of resources.)</p> <ul style="list-style-type: none"> • Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.) • The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.) • Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.) • Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global 		
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	<p>problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <ul style="list-style-type: none"> Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) 		
Interpersonal Mode			
Proficiency Level	Content Statement	CPI #	Cumulative Progress Indicator(CPI)
Novice-High	<p>Linguistic: The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can <i>use words, lists, and simple sentences</i> independently to:</p> <ul style="list-style-type: none"> Ask and answer questions related to everyday life. Handle simple transactions related to everyday life: 	7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
		7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
		7.1.NH.B.3	Imitate appropriate gestures, intonation, and common

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	<ul style="list-style-type: none">○ Initiate, maintain, and end a conversation.○ Ask for and give permission.○ Express needs.○ Give reasons.○ Request, suggest, and make arrangements.○ Extend, accept, and decline an invitation.○ Express an opinion and preference.		idiomatic expressions of the target culture(s)/language during daily interactions.
		7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
		7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
Cultural: The Novice-High Cultural Content Statements remain the same for all the strands.			
Presentational Mode			
Proficiency Level	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
Novice-High	Linguistic: The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can <i>use words, lists, and simple sentences</i> independently to: <ul style="list-style-type: none">● Handle simple transactions related to everyday life:<ul style="list-style-type: none">○ Express needs.○ Give reasons.○ Express an opinion and preference.○ Request and suggest.	7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
		7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
		7.1.NH.C.3	Describe in writing people and things from the home and school environment.
		7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in

			writing.
	Cultural: The Novice-High Cultural Content Statements remain the same for all the strands.	7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

Curriculum Design

Grade Level 8 Proficiency level Novice- High

First Quarter	Unit 1 Today's Weather	Unit 2 Seasonal Activities
Second Quarter	Unit 3 Four Treasures of a Chinese Study	Unit 4 Gift Shop Market
Third Quarter	Unit 5 Buying Clothes	Unit 6 Chinese Foods
Fourth Quarter	Unit 7 Chinese Restaurants	Unit 8 Final Review

Text: *Far East Chinese for Youth Revised Edition Workbook*
Far East Chinese for Youth Revise Edition, Level 2
Published by The Far East Book Co., Ltd.
U.S. International Publishing, Inc.
www.fareast.com.tw

Reference: Curricular Units of Study of subsequent pages.

Unit: One

Unit Theme: Today's Weather

Essential Questions: How is the weather in my area similar to and different from that in other areas? How does weather impact my activities?

Enduring Understanding: After learning this unit, student will be able to talk about weather and have an understanding of the impacts of weather on daily activities.

Learning Objectives	Assessment	Instructional Strategies
<p>SWAT</p> <ul style="list-style-type: none"> Initiate and respond to questions about weather. Express personal preferences for weather conditions. Tell how weather impacts extra-curriculum activities. Obtain information from a weather forecast. Plan daily activities based on the weather forecast. Compare the weather conditions in different regions of the world. 	<p>Performance Assessment tasks:</p> <ul style="list-style-type: none"> (Interpersonal) Role play: Two students are arguing if they should go to Beijing in July or December. (Presentational) Talk about the weather of a place in one month using a poster. (Interpretive) Interpreting the main idea of the weather forecast found on Chinese Websites 	<p>Language Items:</p> <ul style="list-style-type: none"> Vocabulary: Frequency words, degree words. Structures: <ol style="list-style-type: none"> Comparison A is more...than B A is not as ...as B Use 会/要 to indicate future actions Ask questions using Mandarin Express “moreover” using Mandarin <p>Major Learning activities:</p> <ul style="list-style-type: none"> Questions and answers. Pictures, thermometers, and drawings to indicate weather. Online resources on weather conditions. Presentation: the weather conditions in a certain month at an imaginary place. Role Play: Two students are discussing what to do for Sunday. Read an authentic weather forecast chart.

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	<p>Other Assessment:</p> <ul style="list-style-type: none"> • Quizzes, tests • Learning tasks • Homework • Classwork • Teacher observation • Student self-assessment • Evaluation checklist 	<ul style="list-style-type: none"> • Games for character recognition • Reading activities, <p>Culture/Comparison/ Connections/</p> <ul style="list-style-type: none"> • Culture <p>Weather conditions in different regions in China</p> <ul style="list-style-type: none"> • Comparison <p>Weather conditions in the US and in China</p> <ul style="list-style-type: none"> • The weather conditions of the world
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Unit: Two

Unit Theme: Seasonal Activities

Essential Questions: How do seasons impact my choice of leisure activities? What is sportsmanlike conduct?

Enduring Understanding: After learning this unit, student will be able to talk about seasonal based weather and activities, preferences in extracurricular activities and discuss abilities in extracurricular activities.

Learning Objectives	Assessment	Instructional Strategies
<p>SWAT</p> <ul style="list-style-type: none"> Talk about season based weather and activities. Comment on leisure activities. Explain preferences in extracurricular activities and provide with reasons. Talk about 2014 World Cup in Brazil. Discuss and comment on abilities in extracurricular activities. 	<p>Performance Assessment Tasks:</p> <ul style="list-style-type: none"> (Interpersonal) Role play: An American student and a Chinese student are talking about the sports and activities they do after class. (Presentational) Talking about the sports and activities you do and your opinion about them. (Interpretive) Interpreting the major details of an announcement about a sporting 	<p>Language Items:</p> <p>Structures:</p> <ol style="list-style-type: none"> Differentiate the usages of 还是 and 或者 Express “if...then...” using “using Mandarin Use Mandarin pinyin to state the score at a sports event. Comment on how well some does something by using Mandarin pinyin for verbs and adjectives Use expressions for cheering for sports competitions. <p>Major Learning activities:</p> <ul style="list-style-type: none"> Investigation: Find out the most popular sport and activity of the class. A class mural: seasonal sports and activities, Talking about a picture of a famous sportsman. A Venn diagram to compare and contract students’ popular sports and seasonal activities in China and the US. Announcements of sports competitions. Going online to find information on the mascots, slogans, and pictograms of the

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	<p>event.</p> <p>Other Assessment:</p> <ul style="list-style-type: none"> • Quizzes, tests • Learning tasks • Homework • Classwork • Teacher observation • Student self-assessment • Evaluation checklist 	<p>Brazilian world cup.</p> <ul style="list-style-type: none"> • Presentation on favorite sports and activity. • Games for Character recognition. • Reading activities. <p>Culture/Comparison/ Connections/</p> <ul style="list-style-type: none"> • Culture <p>Famous Chinese sportsmen</p> <ul style="list-style-type: none"> • Comparison <p>Popular sports in the US and China</p>
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Unit: Three

Unit Theme: Four Treasures of a Chinese Study

Essential Questions: How do I explore Chinese art in my leisure time? How are Chinese art forms similar and different from Western art forms?

Enduring Understanding: After learning this unit, student will have an understanding of Chinese traditional art and develop an appreciation of it.

Learning Objectives	Assessment	Instructional Strategies
<p>SWAT</p> <ul style="list-style-type: none"> Describe the shape of an object. Identify the “four treasures of a Chinese study.” Describe and compare Chinese paintings and Chinese calligraphy works. Express and explain one’s preference for a specific Chinese painting. Present famous Chinese art works. Interpret schedules of art activities and events. 	<p>Performance Assessment Tasks:</p> <ul style="list-style-type: none"> (Interpersonal) Role play: One student asks the other student to teach him Chinese painting. (Presentational) Search online for a Chinese painting. Analyze the painting and then present as many findings and personal opinions to the class as possible about that painting. (Interpretive) Interpreting a flyer announcing an art event of the community library. 	<p>Language Items:</p> <p>Vocabulary:</p> <p>Measure words for books and suppliers, differentiate words for “borrow” and “lend”.</p> <p>Structures:</p> <ol style="list-style-type: none"> Use measure words in appropriate linguistic contexts. Use Mandarin pinyin construction for shapes and colors. Use descriptive words for people and objectives. Understand the Chinese seal and date on authentic Chinese paintings. <p>Major Learning activities:</p> <ul style="list-style-type: none"> PPT to show Chinese paintings and calligraphy works. Role play of the conversations between a Chinese painter and a student. Making plans for art activities. Creating a Chinese art gallery. Comparing and commenting on art works. Writing an email to invite a local calligrapher to school. Experiencing Chinese calligraphy and painting. Games for Character recognition.

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	<p>Other Assessment:</p> <ul style="list-style-type: none"> • Quizzes, tests • Learning tasks • Homework • Classwork • Teacher observation • Student self-assessment • Evaluation checklist 	<ul style="list-style-type: none"> • Reading activities. <p>Culture/Comparison/ Connections/</p> <ul style="list-style-type: none"> • Culture <p>Famous artists and the three major styles of Chinese paintings.</p> <p>Valued reflected in Chinese calligraphy. Cultural indications with colors.</p> <ul style="list-style-type: none"> • Comparison <p>Chinese paintings and western paintings.</p> <ul style="list-style-type: none"> • Communities: <p>Local art events.</p>
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Unit: Four

Unit Theme: Gift Shop Market

Essential Questions: How do people in my community gain access to food and merchandise?
What is unique about China's gift shop markets?

Enduring Understanding: After learning this unit, student will be able to identify Chinese currencies, understand Chinese bargaining culture, and compare and select culturally appropriate gifts for specific occasions.

Learning Objectives	Assessment	Instructional Strategies
<p>SWAT</p> <ul style="list-style-type: none"> Identify Chinese and American currencies. Exchange money between American and Chinese currencies. Use Chinese money to make purchases. Select culturally appropriate presents for specific occasions. Compare and comment on 	<p>Performance Assessment Tasks:</p> <ul style="list-style-type: none"> (Interpersonal) Role play: Two students are talking about when and where they will buy a birthday gift for a friend. (Presentational) Write a paragraph telling your experience of buying gifts at the market. (Interpretive) Interpreting signs of stores, markets, and price of a merchandise in 	<p>Language Items:</p> <p>Structures:</p> <ol style="list-style-type: none"> Use the exchange rate to convert Chinese to American currency. Use 有 to express the existence of objects in a certain location. Use 快要...了 to express immediate future. Use the appropriate measure words for stationery. Use 再 to indicate again for a future action. <p>Major Learning activities:</p> <ul style="list-style-type: none"> Local Markets: what is for sale, how it looks, and preferences for grocery shopping. A slide show of Chinese street markets. A Chinese gift market in Class. Discuss Chinese bargaining culture. Interpreting authentic advertisements for food and gift items from China. Stories and sayings that explain gift giving taboos in China. Games for Character recognition. Reading activities.

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<p>prices of different gift items.</p> <ul style="list-style-type: none"> • Experience Chinese New Year celebrations 	<p>Chinese.</p> <p>Other Assessment:</p> <ul style="list-style-type: none"> • Quizzes, tests • Learning tasks • Homework • Classwork • Teacher observation • Student self-assessment • Evaluation checklist 	<p>Culture/Comparison/ Connections/</p> <ul style="list-style-type: none"> • Culture <p>Gift giving taboos in China. Chinese markets. Bargaining culture. Luck sayings and couplets for Chinese New Year.</p> <ul style="list-style-type: none"> • Comparison <p>Chinese and American currencies.</p> <ul style="list-style-type: none"> • Community <p>Chinese New Year celebrations in the local community.</p>
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Unit: Five

Unit Theme: Buying Clothes

Essential Questions: How do markets and products differ based on the culture of the local community? How does the cultural practice of bargaining differ in China and in America?

Enduring Understanding: After learning this unit, student will be able to comment on clothes and explain individual preferences for clothing, understand sale and discount prices.

Learning Objectives	Assessment	Instructional Strategies
<p>SWAT</p> <ul style="list-style-type: none"> Identify different clothes and use the measure words for them. Comment on clothes and explain individual preferences for clothing. Understand sale and discount prices. Select seasonally appropriate clothing. Describe the fit, style, 	<p>Performance Assessment Tasks:</p> <ul style="list-style-type: none"> (Interpersonal) Role play: mother and daughter are at a shoe store. (Presentational) Telling about the kinds of clothes you like and dislike; telling if you go clothes shopping often and how you feel when you go. (Interpretive) Interpreting the discounts in a clothing advertisement. <p>Other Assessment:</p>	<p>Language Items:</p> <p>Vocabulary:</p> <p>Measure words for clothing, discount and sale phrases in the market place, numbers to indicate shoe and clothing sizes, differentiate using Mandarin pinyin.</p> <p>Structures:</p> <ol style="list-style-type: none"> Indicate sale and discount price. Use Mandarin pinyin with the omission of the noun. Use compound sentences with Mandarin pinyin <p>Major Learning activities:</p> <ul style="list-style-type: none"> Talking about favorite clothes. Packing luggage for different activities and seasons. Shop circulars that shows sales and discounts. Comparing and contrasting prices and choices in clothing at local stores. Team competition of fashion designers with one team presenting Chinese styles and the other western styles. Games for Character recognition. Reading activities.

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<p>brand, and fashion of clothing.</p> <ul style="list-style-type: none"> • Negotiate and bargain for clothing. • Identify Chinese style clothes. 	<ul style="list-style-type: none"> • Quizzes, tests • Learning tasks • Homework • Classwork • Teacher observation • Student self-assessment • Evaluation checklist 	<p>Culture/Comparison/ Connections/</p> <ul style="list-style-type: none"> • Culture Traditional Chinese garments. Culture differences in clothing colors for different occasions. • Comparison The Chinese clothing styles and western clothing styles. • Community A class fashion show.
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Unit: Six

Unit Theme: Chinese Food

Essential Questions: How do I choose what foods to eat today? How is the food in China similar to and different from the food in the US?

Enduring Understanding: After learning this unit, student will be able to make selections of food for different occasions, compare the food at home and the food in China, and understand the beliefs and values related to food Chinese food culture.

Learning Objectives	Assessment	Instructional Strategies
<p>SWAT</p> <ul style="list-style-type: none"> Identify and express personal preferences about food. Make selections of food for different occasions. Compare the food at home and the food in China. Understand the beliefs and values related to the cultural practice of celebrating elderly people's 	<p>Performance Assessment Tasks:</p> <ul style="list-style-type: none"> (Interpersonal) Role play: A Chinese student and an American student at a Chinese grocery store. (Presentational) Telling about favorite food and explaining personal choices (Interpretive) Interpreting the symbols and some characters on elderly people's birthday cards. 	<p>Language Items:</p> <p>Vocabulary:</p> <p>Describe Chinese weight using Mandarin pinyin compared to American weight using Mandarin pinyin descriptive words for taste and quality of food.</p> <p>Structures:</p> <ol style="list-style-type: none"> Use the structural particle with Mandarin pinyin to express past experiences. Use Mandarin pinyin to express emphasis. Use the structure with Mandarin pinyin to express the sequences of two actions where one action happens after another. <p>Major Learning activities:</p> <ul style="list-style-type: none"> A clapping game for food words. Using food cards to make food character combinations. A language experience activity, eating Chinese noodles and rice and commenting on them. Tasting Chinese seasonings. Talking about healthy foods. Photos of Chinese people's birthday parties. Telling about an experience eating an unusual

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<p>birthday in China.</p> <ul style="list-style-type: none"> • Understand the differences between the Chinese weight system and the American weight system. 	<p>Other Assessment:</p> <ul style="list-style-type: none"> • Quizzes, tests • Learning tasks • Homework • Classwork • Teacher observation • Student self-assessment • Evaluation checklist 	<p>or special food.</p> <ul style="list-style-type: none"> • Games for character recognition. • Reading activities. <p>Culture/Comparison/ Connections/</p> <ul style="list-style-type: none"> • Culture <p>Chinese food. Chinese seasoning for cooking. Chinese symbols of longevity.</p> <ul style="list-style-type: none"> • Comparison <p>Chinese food and students' home food.</p> <ul style="list-style-type: none"> • Community <p>Inviting parents to school to make dumplings with students.</p>
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Unit: Seven

Unit Theme: Chinese Restaurant

Essential Questions: How does one act politely when eating out? How special is my experience eating at a Chinese restaurant?

Enduring Understanding: After learning this unit, student will be able to tell about personal preferences for Chinese food, talk about special foods in China, and compare and discuss table manners in the Chinese and American culture.

Learning Objectives	Assessment	Instructional Strategies
<p>SWAT</p> <ul style="list-style-type: none"> Tell about personal preferences for Chinese food. Sustain conversation in a Chinese restaurant. Tell personal choices in choosing a restaurant. Present food choices and provide supporting details. Compare and discuss table manners in 	<p>Performance Assessment Tasks:</p> <ul style="list-style-type: none"> (Interpersonal) Role play: Acting out a scene eating at a Chinese restaurant. (Presentational) Telling about a favorite restaurant in the area and explaining your recommendation. (Interpretive) Identifying major ingredients in dishes listed on a Chinese menu. <p>Other Assessment:</p> <ul style="list-style-type: none"> Quizzes, tests Learning tasks Homework 	<p>Language Items:</p> <p>Vocabulary:</p> <p>Measure words for different dinnerware.</p> <p>Structures:</p> <ol style="list-style-type: none"> Use the question word with Mandarin pinyin to ask people's opinions. Use the measure word with Mandarin pinyin to express politeness. Use Mandarin pinyin to talk about similarities and differences. Use expressions to show politeness in a restaurant. <p>Major Learning activities:</p> <ul style="list-style-type: none"> Setting tables in China and US. Identify healthy foods. Take-out menus from local Chinese restaurants for reading practice. Identifying ingredients of Chinese dishes. Commenting on dishes in the food photos. Creating a menu for the school cafeteria. Acting out scenes in a Chinese restaurant. Making a field trip to a real Chinese restaurant. Making a shopping list. Drawing cartoons to show appropriateness in

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<p>the Chinese and American cultures.</p> <ul style="list-style-type: none"> • Give advice on politeness when eating with Chinese guests. 	<ul style="list-style-type: none"> • Classwork • Teacher observation • Student self-assessment • Evaluation checklist 	<p>table manners.</p> <ul style="list-style-type: none"> • Games for Character recognition. • Reading activities. <p>Culture/Comparison/ Connections/</p> <ul style="list-style-type: none"> • Culture <p>Food taboos, restaurant formalities, Dinnerware in a Chinese restaurant.</p> <ul style="list-style-type: none"> • Comparison <p>Chinese restaurants and Western restaurants.</p> <ul style="list-style-type: none"> • Communities: <p>Real Chinese restaurants.</p> <ul style="list-style-type: none"> • Connection: <p>Life skills-healthy foods.</p>
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Unit: Eight

Unit Theme: Final Review

Objectives:	<p>SWAT master all they have learned through an all-round review.</p> <p>SWAT create a project choosing one of the following formats to showcase the languages they have learned in the whole year.</p>
Assessment:	<p>Final Test</p> <p>Final Project: Video about Myself, Chinese CD Album, Chinese Tutorial Video, A Play, Chinese Board Game, Jeopardy, A Book about Myself.</p> <p>Portfolio</p> <p>Daily Performance</p>
Review Activities:	<p>DVD exercises and games</p> <p>Team competition & Games</p> <p>Vocabulary Brainstorm</p> <p>Character Connection</p> <p>Character Cards</p> <p>Key sentences in topics</p> <p>Readings</p>
Resources:	<p>Textbook , Student Work book & DVD</p> <p>Review packet created by teacher</p> <p>Review handouts created by teacher</p> <p>Materials for games and final project</p>