

How do Stage 1, Stage 2 and Stage 3 of the curriculum development process connect to daily classroom instruction? How do instructors take program learning goals and key performance assessments and use them to develop learning plans and episodes? As instructors unpack the lesson Can-Do Statements by outlining vocabulary and language chunks for each lesson Can-Do Statement with a corresponding check for learning, they complete the bridge from curriculum to learning plan.

LANGUAGE: **Chinese**

GRADES: **3-5**

PERFORMANCE TARGET: **Novice Mid/Novice High**

### Unit Theme: **Let's Go Somewhere**

Students will explore authentic products and practices that relate to traveling in China and other regions where Chinese is spoken. They will travel to get to know different regions in China and to investigate significant aspects of the culture or country. Before leaving on the trip, they will learn about the geographical features and climate of the area. They will also practice greetings so that they can address people they meet using appropriate register, titles, courtesy expressions, and gestures. They will pack their backpacks with items they must take along on a virtual or classroom fieldtrip to a region they have chosen. Once they arrive at their location, they will investigate the area and get to know the people and their customs. At the end of the program student will use their language skills to share with their parents what they have learned about the region.



### Quick Navigation

Click on a program Can-Do Statement below to go to that section of the curriculum.

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**Program Can-Do Statement #5**  
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**I can state which region I want to visit and why.**

**Program Can-Do Statement #6**  
- Presentational -

**I can describe things I see and do on my trip**

## Program Can-Do Statement #1

Program Can-Do Statement:

**I can have introductory conversations with people I meet on my trip in culturally appropriate ways.**



Performance Assessment Task:

**Students assume the roles of different people who are at the airport. They talk with each other to find out who they are, where they live, and where they are going. After completing the initial conversations, students repeat the task multiple times to form common groups based on 1) where they live, 2) where they are going, and 3) whether their assigned role is an adult or a child.**

| Lesson Can-Do   | Vocabulary  | Checks for Learning  |
|---|---|--|
| <b>I can identify different ways to begin and end a conversation.</b><br>Interpretive | <ul style="list-style-type: none"> <li>• 开始，停</li> </ul>  | The teacher teaches a gesture for expressions that begin a conversation (a casual wave facing the teacher) and a gesture for ending a conversation (turning head away from teacher). Students then signal according to the expression that they hear.                  |
| <b>I can recognize different ways to greet different people.</b><br>Interpretive      | <ul style="list-style-type: none"> <li>• 你好！</li> <li>• 您好！</li> </ul>  | The teacher posts pictures of different people in the room (e.g. adult, child, friend, etc.). The teacher says a greeting and the students point to the correct image. Alternatively, students have images and hold up the correct image.                              |
| <b>I can greet different people appropriately.</b><br>Interpersonal                   | <ul style="list-style-type: none"> <li>• 重复使用以前学过的词汇。</li> </ul>  | The teacher distributes images representing different people to each student. The students mix and mingle greeting each other appropriately.   |
| <b>I can tell someone my name and ask their name.</b><br>Interpersonal                | <ul style="list-style-type: none"> <li>• 你，叫，什么，名字，我</li> <li>• 你叫什么名字？</li> <li>• 我叫...</li> </ul>           | The students form an inner-outer circle. They greet each other and then ask and answer questions to learn names.   |
| <b>I can indicate where people are from based on what I hear.</b><br>Interpretive     | <ul style="list-style-type: none"> <li>• 词汇：洲（亚洲，北美洲），国家（中国，美国），地区（西藏，内蒙古），城市（北京，泰安，香港，成都，他们自己的城市）</li> </ul> | The teacher uses images of people from places (cities, regions, countries, continents) where Chinese is spoken. He/she introduces a person showing the image and saying where the person is from. The students write the person's name in the correct location.        |
| <b>I can tell someone where I'm from and ask where they are</b>                       | <ul style="list-style-type: none"> <li>• 重复使用以前学过的词汇</li> <li>• 你，是，人，从...</li> </ul>                         | The teacher creates or has students create identity cards indicating where they are from. Students self-select a location or are given a location by the teacher. Students then mix and mingle with the goal of meeting others from the same city, region, or country. |

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|--|---|--|
| <p><b>from.</b></p> <p><b>Interpersonal</b></p>  | <p>来，哪儿</p> <ul style="list-style-type: none"> <li>• 你从哪儿来？</li> <li>• 我从... ( 国家，城市 ) 来。</li> <li>• 你是哪国人？</li> <li>• 我是... ( 国家 ) 人。</li> </ul> |  |
| <p><b>I can indicate where people are going based on what I hear.</b></p> <p><b>Interpretive</b></p>   | <ul style="list-style-type: none"> <li>• 去</li> <li>• 我要去... ( 地方 )</li> </ul>  | <p>Students have learned gestures that represent things that they might do in different places. As students hear a place named, they gesture what they would do there.</p>   |
| <p><b>I can say where I live.</b></p> <p><b>Interpersonal</b></p>  | <ul style="list-style-type: none"> <li>• 我住在城市，房子，森林，沙漠，海洋，山里面，空中。</li> </ul>   | <p>Students are given are given an image. They make two false statements about the picture and one true statement. Their partner must guess the truth. A student might say “<i>I live in the ocean. I live in a city. I live in a house.</i>” The image is of a house. If the partner says “<i>in a house</i>” he “wins”. The game continues with students alternating making statements and guessing.</p> |
| <p><b>I can tell someone where I’m going and ask where they are going.</b></p> <p><b>Interpersonal</b></p>   | <ul style="list-style-type: none"> <li>• 你/您要去哪儿？</li> <li>• 我要去... ( 地方 )。</li> <li>• 你住在哪里？</li> </ul>  | <p>Students are given a page of images depicting places where they can go. Each student selects three destinations without showing anyone else. They then pair up to ask and answer questions to find out if they are going to any of the same places.</p>   |
| <p><b>I can find out a few details about people that I meet.</b></p> <p><b>Interpersonal</b></p>   | <ul style="list-style-type: none"> <li>• 重复使用以前学过的词汇</li> <li>• 住在 / 你住在哪儿？</li> <li>• 我住在 ... ( 国家，城市 )</li> </ul>                               | <p>Students use a role-play identity card that they have created. They mix and mingle asking and answering questions to find out the name of the person, where they live and where they are going sharing the same information with their partner. As they collect the information, they work together to complete a common map showing where everyone is from and where they are going.</p>               |
| <p><b>Authentic Materials &amp; Resources</b></p>  |   |  |
| <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=b2uLOFCMpJs">https://www.youtube.com/watch?v=b2uLOFCMpJs</a></li> <li>• <a href="https://www.youtube.com/watch?v=QH5pvIO9OGQ">https://www.youtube.com/watch?v=QH5pvIO9OGQ</a></li> <li>• <a href="https://www.youtube.com/watch?v=YiAj2oECPI8">https://www.youtube.com/watch?v=YiAj2oECPI8</a></li> <li>• <a href="https://www.youtube.com/watch?v=HU0mA0XeZsA">https://www.youtube.com/watch?v=HU0mA0XeZsA</a></li> </ul> |   |  |



## Program Can-Do Statement #2

Program Can-Do Statement:

**I can ask and answer questions about regions I and others want to visit.**



Performance Assessment Task:

**The class has been divided into four tour groups each going to a different region. Students ask and answer questions to talk about where they are going and why they are interested in going there. After completing the initial conversation, they repeat the task to find out who is in the same tour group.**

| Lesson Can-Do   | Vocabulary   | Checks for Learning   |
|---|--|---|
| <p><b>I can recognize directions to locate places on a map.</b><br/>Interpretive</p>            | <ul style="list-style-type: none"> <li>• 方向 ( 东, 西, 南, 北, 中, 东北, 东南, 西南, 西北, 西南 ), 方, 从, 走, 向, 开始, 先, 再/然后, 最后</li> <li>• 你从... ( 地方 ) 开始。</li> <li>• 先向... ( 方向 ) 走</li> </ul>                | <p>Students are given a set of images representing places on a map. Students listen as directions are given to a specific place. They trace the route, then select the image of the appropriate place. They wait for a signal from the teacher and then show the image to the teacher.</p>                          |
| <p><b>I can identify which specific region a product or image is from.</b><br/>Interpretive</p> | <ul style="list-style-type: none"> <li>• 重复使用以前学过的词汇</li> <li>• 故宫、泰山、海洋公园、布达拉宫、蒙古包、骑马、熊猫基地</li> <li>• 这是... ( 地方, 东西 )</li> </ul>   | <p>The teacher distributes images of products and places to the students so that each student has three images. The teacher names a product or place and students with those images stand. They then walk to a visual/map representing the place where the product or image is from.</p>                            |
| <p><b>I can identify places and products when I hear them described.</b><br/>Interpretive</p>   | <ul style="list-style-type: none"> <li>• 有, 和尚, 爬山, 房子, 游泳, 玩, 形容词 ( 软, 高, 大, 方便, 古老, 现代, 好玩 ), 颜色 ( 金色, 黄色, 红色, 白色, 银色 ), 很</li> <li>• 这个地方有...</li> <li>• 这个地方是 ... ( 颜色 ) 的。这个地方</li> </ul> | <p>Students are given an image page with places and products. They pair and play a version of slap jack. The teacher describes the place or product without naming it. Students race to touch that image first. In smaller classes this can also be played as a game of twister by putting images on the floor.</p> |

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|--|---|---|
|  | <p>有 ... ( 颜色 )。</p> <p>这个地方很 ... ( 形容词 )。</p>  |   |
| <p><b>I can ask and answer questions to find out where a product or image can be found.</b></p> <p>Interpersonal</p>   | <ul style="list-style-type: none"> <li>• 吗, 有, 没有, 那</li> <li>• 你有...吗?</li> <li>• 有, 你在 ... ( 地方 )。</li> <li>• 没有, 那在 .... ( 地方 )。</li> </ul>              | <p>The teacher creates pairs of cards, one having a place, the other an image. Each student is given a card. They must ask and answer questions to find their pair. Students ask <i>“Do you have an (item)?”</i> <i>“No, it’s in (place).”</i> or <i>“Yes, you are in (place)?”</i></p>   |
| <p><b>I can identify where others want to go based on information they share.</b></p> <p>Interpretive</p>  | <ul style="list-style-type: none"> <li>• 重复使用以前学过的词汇</li> </ul>   | <p>The names of various places are placed on the walls of the classroom. The teacher gives three clues about a place where he/she wants to go. She then calls on a few students who stand and move to the correct place.</p>  |
| <p><b>I can ask and answer questions to find out where I and others want to go and why.</b></p> <p>Interpersonal</p>   | <ul style="list-style-type: none"> <li>• 因为, 喜欢, 不喜欢, 为什么, 想, 形容词 ( 漂亮, 有意思, 不一样 )</li> <li>• 你为什么想去... ( 地方 ) ?</li> <li>• 我想去 ... ( 地方 ) 因为...</li> </ul> | <p>Students determine where they want to go and write that place on a slip of paper. They then pair with others asking and answering questions to determine where they are in world. Once they establish the place they talk to determine why their partner picked that place. Students continue to interview others to see if they can find someone who wants to go to the same place.</p> |
| <p><b>Authentic Materials &amp; Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=eNhlwkEY92E">https://www.youtube.com/watch?v=eNhlwkEY92E</a></li> <li>• <a href="https://www.youtube.com/watch?v=1qt5Md0n_Nc">https://www.youtube.com/watch?v=1qt5Md0n_Nc</a></li> <li>• <a href="https://www.youtube.com/watch?v=2_ePhqHsgpl">https://www.youtube.com/watch?v=2_ePhqHsgpl</a></li> <li>• <a href="https://www.youtube.com/watch?v=hWnm1BQOTZY">https://www.youtube.com/watch?v=hWnm1BQOTZY</a></li> <li>• <a href="https://www.youtube.com/watch?v=9V7BVYWazRI">https://www.youtube.com/watch?v=9V7BVYWazRI</a></li> <li>• <a href="https://www.youtube.com/watch?v=aGT95ljDfKM&amp;list=RDaGT95ljDfKM&amp;t=6">https://www.youtube.com/watch?v=aGT95ljDfKM&amp;list=RDaGT95ljDfKM&amp;t=6</a></li> <li>• <a href="https://www.youtube.com/watch?v=4aZug-J8TS0">https://www.youtube.com/watch?v=4aZug-J8TS0</a></li> <li>• <a href="https://www.youtube.com/watch?v=wi0wXAn1U0s">https://www.youtube.com/watch?v=wi0wXAn1U0s</a></li> </ul> |   |   |

### Program Can-Do Statement #3

Program Can-Do Statement:

**I can ask and answer questions about what I have and need to take on my trip.**



Performance Assessment Task:

**Students are given a backpack with items they need for their trip based on the region they will visit. Nothing is right. Students have items they need and others they don't need. They ask and answer questions to find out where they are going, what they have and to get what they need.**

| Lesson Can-Do   | Vocabulary   | Checks for Learning  |
|---|--|--|
| <p><b>I can recognize items that I need for a trip.</b><br/>Interpretive</p>                          | <ul style="list-style-type: none"> <li>• 背包, 衣服 ( 外套, 毛衣, 长裤, 短裤, 裙子, t 恤, 牛仔 裤, 泳装 ), 太阳眼 睛, 马靴, 球鞋, 人 字拖</li> <li>• 我带了...</li> <li>• 我需要带...</li> </ul> | <p>Students pack a backpack by selecting the correct images as they hear them named.</p>   |
| <p><b>I can identify what others have and don't have.</b><br/>Interpretive</p>                        | <ul style="list-style-type: none"> <li>• 重复使用以前学过的 词汇</li> <li>• 有, 没有</li> </ul>  | <p>Each student has a set of images or objects. As the teacher calls four or five items, the students pick those items up in the order called.</p>   |
| <p><b>I can say what I have and ask others what they have.</b><br/>Interpersonal</p>                  | <ul style="list-style-type: none"> <li>• 有没有, 什么, 们</li> <li>• 你有... ( 东西 ) 吗?</li> <li>• 你有什么?</li> </ul>   | <p>The teacher creates sets of cards with common items so that there are four cards for each "family". Students must mingle to ask and answer questions to find their "family". Once they group as a family, they double check to see what they have. They then collaborate to create a couple of sentences to say where they are going.</p> |
| <p><b>I can identify what others need to pack based on where they are going.</b><br/>Interpretive</p> | <ul style="list-style-type: none"> <li>• 重复使用以前学过的 词汇</li> </ul>   | <p>Students pull an image from a set of images and share where they are going. Based on what is said, the other students hold up an image depicting an item that is needed for that destination. For example, sunscreen for a beach destination.</p>   |
| <p><b>I can identify missing items based on where people are going.</b><br/>Interpretive</p>          | <ul style="list-style-type: none"> <li>• 重复使用以前学过的 词汇</li> </ul>   | <p>The teacher displays a tray of items or images that would be packed for a destination. He/she names some of the items but not all. The students must hold up the image of the missing item.</p>   |
| <p><b>I can ask and answer questions to find out what I need to pack to</b></p>                       | <ul style="list-style-type: none"> <li>• 我需要带... 吗?</li> </ul>   | <p>Each student is given a destination and is told that they must take four very important items. Unfortunately, they are not told what they are. Other students have cards saying what key items are needed</p>   |

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| <p><b>go to a certain region.</b></p> <p>Interpersonal</p>  | <p>for certain destinations. Students must ask and answer questions to find out what they need, asking “Do I need an (item)?” Students can only get one answer per exchange and must continue to circulate trying to identify the four items within a certain amount of time. This activity can be repeated multiple times by having students exchange cards.</p>  |
| <p><b>I can ask for things I need and find out what others need.</b></p> <p>Interpersonal</p> <ul style="list-style-type: none"> <li>• 可以，给</li> <li>• 重复使用以前学过的词汇 (我要去... (地方)。我需要带... (东西)。你有... (东西) 吗？</li> <li>• 你可以给我... (东西) 吗？</li> </ul> | <p>Students are told where they are going, what they need and what they have. The challenge is that some students have multiples of some items and then none of others. The teacher sets a timer and students circulate trying to get and give items according to need. As students acquire all of the items they need, they move to the place where they are going and double check by asking to make sure that everyone in the group is ready based on the list they have.</p> |
| <p><b>Authentic Materials &amp; Resources</b></p>   |  |



## Program Can-Do Statement #4

Program Can-Do Statement:

**I can talk with others about what I like and don't like about the trip.**



Performance Assessment Task:

**The teacher distributes an envelope that has pictures related to the trip. Students work in pairs to decide how to organize the pictures into logical categories such as places, activities, food, and souvenirs. After completing the initial conversation, students talk to identify something in each category that they both like and dislike.**

| Lesson Can-Do  | Vocabulary  | Checks for Learning   |
|--|---|---|
| <p><b>I can recognize key details such as places, activities, food and/or souvenirs about a region.</b></p> <p><b>Interpretive</b></p>   | <ul style="list-style-type: none"> <li>• 重复使用以前学过的词汇</li> <li>• 食物 (北京烤鸭, 包子/馒头, 烤全羊, 火锅, 早茶, 糍粑), 吃</li> </ul>           | <p>As the teacher describes an aspect of a place, students move to the area of the classroom that represents or has a picture of that place.</p>  |
| <p><b>I can recognize if someone likes or dislikes something connected to a region.</b></p> <p><b>Interpretive</b></p>   | <ul style="list-style-type: none"> <li>• 复习“喜欢 / 不喜欢”</li> <li>• 重复使用以前学过的词汇</li> </ul>                                   | <p>Students are given a page of images associated with different regions. The teacher and other speakers of the language give their opinions of different items. When students hear an item mentioned, they mark a “+” or “-” next to that item and jot down the name of the person speaking.</p>   |
| <p><b>I can say what I like or dislike about a region.</b></p> <p><b>Presentational</b></p>  | <ul style="list-style-type: none"> <li>• 重复使用以前学过的词汇</li> <li>• 讨厌</li> </ul>   | <p>The teacher displays an image related to a region. Each student begins to state their opinion: “<i>I like, really like, don't like, hate (item).</i>” The students form a human chain lining up according to likes and dislikes.</p>   |
| <p><b>I can ask questions to find out what others like and don't like about a region.</b></p> <p><b>Interpersonal</b></p>  | <ul style="list-style-type: none"> <li>• 复习“你喜欢...吗?”</li> <li>• 复习“你为什么喜欢/不喜欢...?”</li> <li>• 复习“我喜欢...因为...”</li> </ul> | <p>Students are challenged to find an ideal partner to travel with based on likes and dislikes. The teacher displays images related to a region. Students interview each other to find out what they have in common with regard to a specific region. When they find someone who share two of the same opinions they form a pair and go looking for others with similar ideas. When the teacher calls time, each member of the group shares one of their opinions. This activity can be repeated several times with a focus on different regions.</p> |
| <p><b>Authentic Materials &amp; Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=zXZE1QRD5aQ">https://www.youtube.com/watch?v=zXZE1QRD5aQ</a></li> <li>• <a href="https://www.youtube.com/watch?v=yhXb3CJPq5E">https://www.youtube.com/watch?v=yhXb3CJPq5E</a></li> <li>• <a href="https://www.youtube.com/watch?v=2hODAnV0-5w&amp;t=18s">https://www.youtube.com/watch?v=2hODAnV0-5w&amp;t=18s</a></li> <li>• <a href="https://www.youtube.com/watch?v=YMbY_Yx8Q5c">https://www.youtube.com/watch?v=YMbY_Yx8Q5c</a></li> <li>• <a href="https://www.youtube.com/watch?v=fgWlwiT28nl">https://www.youtube.com/watch?v=fgWlwiT28nl</a></li> <li>• <a href="https://www.youtube.com/watch?v=Ax7pgyAlmAQ">https://www.youtube.com/watch?v=Ax7pgyAlmAQ</a></li> </ul> |   |   |

## Program Can-Do Statement #5

Program Can-Do Statement:

**I can state which region I want to visit and why.**



Performance Assessment Task:

**The teacher selects a variety of pictures that represent images from the region. Students work in pairs to select images of two places they want to visit and develop reasons why. Two pairs of students form a small group and present their information to each other. After completing the initial task, each student posts their favorite picture on the walls of the classroom. Half the class stands next to their picture and the other half circulates to listen to their classmates' descriptions and preferences. The students switch roles allowing all students to talk about their pictures and preferences.**

| Lesson Can-Do  | Vocabulary  | Checks for Learning   |
|--|---|---|
| <p><b>I can recognize images of various regions in the country when I hear them described.</b><br/><i>Interpretive</i></p> | <ul style="list-style-type: none"> <li>• 重复使用以前学过的词汇</li> </ul>   | <p>Students play a version of the fly swatter game. Each pair has a sheet with images. The teacher describes an item. The students race to touch that item on the page first.</p>   |
| <p><b>I can identify a reason a person likes or dislikes a region.</b><br/><i>Interpretive</i></p>                         | <ul style="list-style-type: none"> <li>• 复习“你喜欢...吗?”</li> <li>• 复习“你为什么喜欢/不喜欢...?”</li> <li>• 复习“我喜欢...因为...”</li> </ul>   | <p>Students are given a graphic organizer that has images representing different categories such as food, souvenirs, places, and activities. The teacher and/or students share a reason for liking a disliking an item. Students check the appropriate category based on what they hear. They confirm their answer with their partner.</p>        |
| <p><b>I can give information so that others can locate a place.</b><br/><i>Presentational</i></p>                          | <ul style="list-style-type: none"> <li>• 那儿</li> <li>• 复习“这个地方有...”</li> <li>• 那儿的人吃...</li> <li>• 你可以在那儿(动/动宾)。</li> </ul> | <p>Students prepare three clues that should allow others to identify a place. The clues range from semi-specific to concrete. As students share their clues, students move to that place when they believe they have the answer. Once in a place, a student must stay there until all three clues have been shared.</p>                           |
| <p><b>I can organize information from several regions.</b><br/><i>Presentational</i></p>                                   | <ul style="list-style-type: none"> <li>• 重复使用以前学过的词汇</li> </ul>   | <p>Students work in groups and are given simple images and captions. They work to place captions with images. They then move individual images/captions to the correct table top/space in the room.</p>   |
| <p><b>I can name a place and give reasons why I want or don't want to go there.</b><br/><i>Presentational</i></p>          | <ul style="list-style-type: none"> <li>• 复习“我想去...因为...”</li> </ul>   | <p>Students form small groups. Each group is given a set of images that are turned face down in the middle of the group. Each student draws an image and shares why they want or don't want to go to that place. Once all images have been drawn, students pass their image to the person next to them and share their opinion on that place.</p> |
| <p><b>Authentic Materials &amp; Resources</b></p>  |   |   |

## Program Can-Do Statement #6

Program Can-Do Statement:

**I can describe things I see and do on my trip.**



Performance Assessment Task:

**Each student prepares a spoken report highlighting things to do and see in a specific region. Students carefully select visuals to support what they will say in their presentations. Students share their presentations in small groups. As students listen to each other they locate the region on a map and complete a graphic organizer with key information from the presentations. After completing the task, students repeat the presentations for their parents at the end of the program.**

### Lesson Can-Do

### Vocabulary

### Checks for Learning

**I can recognize the region that is described based on key details.**

Interpretive

- 重复使用以前学过的词汇

Students create a simple tic-tac-toe. They determine who will be “x” and who will be “o”. As the teacher calls out key details, the students mark off an appropriate square if they can name the correct region, trying to get a tic-tac-toe before their partner.

**I can categorize information such as places, activities, food, souvenirs about regions.**

Interpretive

- 重复使用以前学过的词汇

Students work in groups of three to sort images by regions based on what the teacher says. As an item is mentioned the students move the image to the correct place. After each image is named, the students check their answers by looking at the image the teacher displays. The process then repeats with the teacher calling each item a bit more quickly.

**I can provide information on a region that includes key details such as places, activities, food, souvenirs.**

Presentational

- 重复使用以前学过的词汇

Students have previously created a display with images and captions according to regions. Students are randomly assigned to a region and must prepare to share one sentence per student. They share their information within their group, then combine with another group and share with them. All groups then rotate to a different location and the process repeats.

### Authentic Materials & Resources