



1st Grade ELA Curriculum Guide - 2016

Smith (msmith@charlottelabschool.org)

Quarter #1 - Readers Build Good Habits / Small Moments: Writing with Focus, Details, and Dialogue (August 29 - October 28)

In these initial units, "Readers and Writers Build Good Habits" and "Small Moments: Writing with Focus, Details, and Dialogue," students will focus on expectations, routines and procedures involved with Reader's and Writer's Workshop. They will develop skills to independently access grade level appropriate texts and know what to do when they lose their way or become stuck. In writing, students will study what authors do to make great stories and write their own narrative stories that are focused, full of details, and easy to read.

Unit Topics & Objectives

Readers / Writers Build Good Habits

Students will...

- Follow Workshop procedures and explore Writing process
- Predict before reading and check predictions during reading
- Read / write and discuss texts with partners
- Match the story to the pictures
- Build stamina as readers, reading longer and stronger
- Build stamina as writers, building independence

Small Moments: Writing with Focus, Details, and Dialogue

Students will...

- Zoom in on one event
- Add action, dialogue, feelings, thoughts to bring stories to life
- Revise/edit writing to make it easy to read
- Revise/edit for punctuation and capitalization
- Look at books that they are reading to help with writing
- Write and discuss writing with partners

ELA Personalized Learning Approach

Students will work in differentiated groups based on their individual needs. Instruction will be a combination of: whole class instruction, small group instruction, partner work and independent work. Differentiated groups will be determined through ongoing formal and informal assessments and will support their work in strategy and guided reading groups.



Student Work

The majority of student work will be completed within their Reader's and Author's notebooks. This year, Charlotte Lab School will also use an online portfolio system called SeeSaw which will enable students to independently showcase what they are learning in each one of their content areas. Both students and teachers will be able to view and assess progress and growth over time. In ELA, students will post to SeeSaw at least once per week to share their current work and progress toward their personalized goals. Teachers will provide feedback weekly as well. Families are invited to also leave encouraging comments on their student's work as well. For more information about SeeSaw go to - <http://web.seesaw.me/learn-more>

Homework and Home-School Connections

Homework will only consist of daily reading and work that students did not finish during the school day. There will be no formally assigned homework this year. Research has been unable to prove that homework improves student performance. Rather, we ask that you spend your evenings doing other activities that correlate with student success - reading with your student, eating dinner together, playing outside, participating in after school activities, and getting your student to bed early. Students will be encouraged to read and write independently or with adults whenever possible and appropriate.



1st Grade Math Curriculum Guide - 2016

Dreyer (sdreyer@charlottelabschool.org)

Quarter #1 - Graphing, Place Value, Comparing, Adding and Subtracting Numbers

(August 29 - October 28)

During this unit, students will build upon the mathematical knowledge that they gained in Kindergarten. They will continue to collect data and represent it in the form of graphs. They will also work with numbers regularly in the tens place - comparing, adding and subtracting them. By the end of the unit, students will be able to collect and record data that they collected in bar graphs and picture graphs. They will also be able to use a variety of strategies to add and subtract within 20, compare numbers, and use symbols to represent numbers in equations.

Unit Topics, Objectives & Vocabulary

<u>Topics</u>	<u>Objectives</u> Students will...	<u>Vocabulary</u>
Graphing	<ul style="list-style-type: none"> Collect data and represent it using bar and picture graphs 	<i>data, information, graph, chart</i>
Place Value	<ul style="list-style-type: none"> Understand the value of ones and tens place 	<i>place, ones, tens, value</i>
Comparing Numbers	<ul style="list-style-type: none"> Compare numbers to show "greater than," "less than" and "equal to" Visually compare objects in size and quantity (which is more, less, bigger, smaller, etc...) Build towers bigger or smaller Building towers that look like pictures shown 	<i>comparing, less than, greater than, equal to, least, greatest, order, first, second, third, last</i>

<p>Addition</p>	<ul style="list-style-type: none"> ● Represent and solve problems involving addition ● Add within 20 ● Work with addition equations ● Use a symbol for the unknown number in an addition equation ● Understand the Commutative/ Associative properties 	<p><i>adding, sum, adding to, putting together, altogether</i></p>
<p>Subtraction</p>	<ul style="list-style-type: none"> ● Represent and solve problems involving subtraction ● Subtract within 20 ● Work with subtraction equations ● Use a symbol for the unknown number in a subtraction equation 	<p><i>subtracting, taking away, taking apart, taking from, difference</i></p>

Math Personalized Learning Approach

Personalized learning is instruction that offers specific curriculum and learning environments that meet each individual student’s needs. In Kindergarten, students will be placed in different groups throughout the Math block based on individual needs, strengths, and levels. Groups will change as needed throughout the year according to informal and formal assessments.

Student Work

This year, Charlotte Lab School will use an online portfolio system called SeeSaw which will enable students to independently showcase what they are learning in each one of their content areas. Both students and teachers will be able to view and assess progress and growth over time. In Math, students will document their learning related to each skill; this can be in the form of videos, pictures, drawings,



texts and pdfs. Stay tuned for more information on SeeSaw in the coming months - <http://web.seesaw.me/learn-more>

Homework and Home-School Connections

Homework will be assigned on a weekly basis later in the year. We also encourage parents to review SeeSaw at home with students vary depending on what your child is working on. The purpose of Math homework is to ensure that students are practicing independently at home and this allows parents to connect with what your child is learning in Math as well.

1st Grade Quest Curriculum Guide - 2016

Dreyer (sdreyer@charlottelabschool.org)

Quarter #1 - Interactive Playground Design (August 29 - October 28)

The Challenge

How can our new playground be more than just fun? First grade students will collaborate to make our new playground more interactive, so that it will not only be a place to play but also a place to learn more about science. The First grade class will learn about force and motion, the history of play, and playgrounds from around the world. Students will narrate and craft an interactive playground experience to share what they learn.

Course Description

In this First Quarter Quest, students will fulfill goals and objectives set by NC First Grade Science Standards as they focus on how forces affect the motion of an object. Students will learn about simple machines and have the opportunity to learn how push and pull affect motion. Through our Quest, we will analyze the importance of playgrounds in the community as well as looking at this topic from a global perspective. After exposure to urban playgrounds around us, hands-on exploration of playground equipment and simple machines, integration of simple machine characteristics and conversations with experts in the field, we will create an interactive playground experience. Maker Lab is part of quest so students will participate in Maker activities during quest throughout the year.

Course Objectives

In addition to learning topics based on the NC Essential Science Standards, students will also work to create and develop the following skills:

- **Critical Thinking and Problem Solving:** Questioning, Trying, Coping
- **Effective Written and Oral Communication:** Conversing, Conveying, Presenting
- **Collaboration Across Networks and Leading by Influence:** Interacting, Relating, Affecting

Additionally, Maker Lab will be incorporated into the Quest curriculum this year, so students will engage in a variety of making activities throughout the year.

Weekly Timeline

Big Ideas / Targets	Teaching Points
What is play and why is it important?	<ul style="list-style-type: none"> ● Brainstorm why play is important ● Talk about what we will be learning about in this Quest ● What does it mean to play?
Learn about different playgrounds around Charlotte and around the world	<ul style="list-style-type: none"> ● What equipment do most playgrounds have? ● Look at playgrounds around the world. What is the same and what is different? ● Begin talking about forces in motion ● Learn about push and pull

Maker Activity Create simple machines	<ul style="list-style-type: none"> ● Begin talking about the difference between complex vs simple machines ● Students will create their own simple machines. Each homeroom will make either slides, levers, or wheels and axles.
History of play	<ul style="list-style-type: none"> ● What did play look like a long time ago? ● When was the first playground created? ● Timeline of how playgrounds evolved
Maker Activity Create boats to continue talking about forces in motion	<ul style="list-style-type: none"> ● Review forces in motion ● Create boats and talk about push and pull using student created boats
Begin talking about final project	<ul style="list-style-type: none"> ● Talk about collaboration for projects ● What are we going to present to students and parents ● How are we going to divide the group
Begin breaking up into smaller groups to begin creating content	<ul style="list-style-type: none"> ● Groups will be finalized so students can begin creating content ● Students talk with with each other and teacher to decide how they will present and what they will need for their final product
Craft the interactive playground experience	<ul style="list-style-type: none"> ● Working in groups students will craft their interactive playground experience using, pictures, audio and video recordings.
Presentation	<ul style="list-style-type: none"> ● Students will present information

Student Work

Students will post to SeeSaw (a web-based and mobile app) to share their current work and progress toward their personalized goals. Teachers will provide feedback, as well. Families are invited to also leave encouraging comments on their student's work on the SeeSaw app.

Teacher-Parent Communication

The best way to communicate general questions is through your student's advisor, as multiple teachers will be working with your student. However, if you have a quest specific question you can contact your child's quest committee leader, Ms. Dreyer.

Homework and Home-School Connections

Homework will only consist of work that your student did not finish during the school day. There will be no formally assigned homework this year. Since the purpose of Quest is to foster curiosity in your child, we encourage activities that include experiments, building, outdoor exploration, and making, using items easily accessible in your home! We also hope that you will ask your child many questions about what they're learning and doing in Quest each day.



Novice Mid Spanish Curriculum Guide - 2016

Team Members: Salas, Najenson, French, Castro, Morales

Quarter #1 - School and Home Rules in the U.S. & Spain (August 29 - October 28)

In this unit, students will explore school and home rules both nationally and internationally. They will be able to explain how citizenship works in the United States and Spain and the importance of being a strong member of the community. Students will understand how positive relations support the overall community, why we have rules, and the significance of authority figures at home, school, within our city, within our country and in other countries such as Spain; by the end of the unit, students will be able to present a project about their learning.

Unit Objectives, Essential Questions & Vocabulary

Throughout the unit, students will be able to fulfill these "I can" statements:

- I can exemplify positive relationships through fair play and friendship.
- I can explain why citizens obey rules in the classroom, school, home and neighborhood.
- I can exemplify how citizens contribute politically, socially and economically to their community.
- I can exemplify how citizens contribute to the well-being of the community's natural environment.
- I can classify the roles of authority figures in the home, school and community (teacher, principal, parents, mayor, park rangers, game wardens, etc).
- I can explain why national holidays are celebrated.

Students will also be able to answer these essential question:

- How is this classroom its own community?

Students will understand and use the following vocabulary words:

amistad, reglas, colegio, casa, barrio/ vecindario, familia (papá, mamá, hermano, hermana), comunidad, lugares de la comunidad, oficios y trabajos

World Languages Personalized Learning Approach

In World Languages each quarter, students will be exposed to the project-based approach. Students will work in differentiated groups throughout these projects based on their individual needs. Instruction will be a combination of: whole class

301 E. 9th Street, Charlotte, NC 28202

www.charlottelabschool.org



instruction, small group instruction, partner work and independent work. Differentiated groups will be determined through ongoing formal and informal assessments and will support their work in reading, writing, speaking and listening.

Student Work

This year, Charlotte Lab School will use an online portfolio system called SeeSaw which will enable students to independently showcase what they are learning in each one of their content areas. Both students and teachers will be able to view and assess progress and growth over time. In World Languages, students will post to SeeSaw at least once per week to share their current work and progress toward their personalized goals. Teachers will provide feedback weekly as well. Families are invited to also leave encouraging comments on their student's work as well. For more information about SeeSaw go to - <http://web.seesaw.me/learn-more>

Homework and Home-School Connections

Homework will only consist of daily reading, weekly conversational prompts, and work that students did not finish during the school day. There will be no formally assigned homework this year. Research has been unable to prove that homework improves student performance. Rather, we ask that you spend your evenings doing other activities that correlate with student success - reading, writing, speaking with and listening to your child in Spanish.

Teacher-Parent Communication

The best way to communicate general questions is through your student's advisor because multiple teachers work with each student. If a specific World Languages question arises, please directly email the World Languages team and an answer will be provided within 24 hours.

Astrid Salas: msalas@charlottelabschool.org

Barbara Najenson: bnajenson@charlottelabschool.org

Carey French - cfrench@charlottelabschool.org

Victoria Castro - vcastro@charlottelabschool.org

Luis Morales - lmorales@charlottelabschool.org



1st Grade World Language & Cultural Studies (Chinese) Curriculum Guide- 2016 Liao (lliao@charlottelabschool.org)

Quarter #1 - Nationality, Food, Shopping, Clothes & Body (August 29 - October 28)

In this unit, students will learn how to say different nationalities, fruit, food, clothes and body. Moreover, students will learn how to ask questions: "What is your nationality?" and "what is it inside?". Each topic will be taught two weeks so that students will have sufficient time to master the skills. Students will be engaged in a variety of activities that are authentic and meaningful to enhance and to maximize their learning.

Timeline

Week	Topic	Goals	NC Social Studies Essential Standards
8/29-9/2	Nationality	I can say American, Chinese, Korean, England, Brazilian, Canadian Person/People Which Nationality? I can ask "What is your nationality?" And answer, "I am ____."	(K) Geography
9/5-9/9	Nationality	I can say American, Chinese, Korean, England, Brazilian, Canadian Person/People Which Nationality? I can ask "What is your nationality?" And answer, "I am ____."	(K) Geography
9/12-9/16	I am hungry	I can say Apple, Banana, Pear, Strawberry, Grapes, Watermelon. I can say, "I am hungry, I want to eat____."	(K) Environment: Food/Fruit
9/19-9/23	I am hungry	I can say, Apple, Banana, Pear, Strawberry, Grapes, Watermelon. I can say, "I am hungry, I want to eat____."	
9/26-9/30	Shopping	Vocabulary: Buy, Cake, Bread, Milk, Chocolate, Fruits, Ice, Cream, Juice Sentence: I can say, "I want to buy____."	(K) Economics: Needs and wants, currency
9/3-9/7	Shopping	Vocabulary:	(K) Economics:

		Buy, Cake, Bread, Milk, Chocolate, Fruits, Ice, Cream, Juice Sentence: I can say "I want to buy_____."	Needs and wants, currency
9/10-9/14	Clothes	Vocabulary: Shirt, pants, socks, shoes, hat, gloves, jacket Phrase: "My _____."	(K) Economics: Needs and wants
9/17-9/21	Clothes	Vocabulary: Shirt, pants, socks, shoes, hat, gloves, jacket Phrase: "My _____."	(K) Economics: Needs and wants
9/24-9/28	Body	Vocabulary: Hand Foot Leg Nose Ears Eyes Doll I can ask, "What is it inside?" and answer, "It is ____ inside."	(K) Individual

World Languages Learning Approach

In World Languages each quarter, students will be exposed to the project-based approach.

Students will work in differentiated groups throughout these mini-projects based on their individual needs. Instruction will be a combination of: whole class instruction, small group instruction, partner work and independent work. Differentiated groups will be determined through ongoing formal and informal assessments and will support their work in reading, writing, speaking and listening.

Student Work

This year, Charlotte Lab School will use an online portfolio system called SeeSaw which will enable students to independently showcase what they are learning in each one of their content areas. Both students and teachers will be able to view and assess progress and growth over time. In World Languages, students will post to SeeSaw weekly to share their current work and progress toward their personalized goals. Teachers will provide feedback weekly as well. Families are invited to also leave encouraging comments on their student's work as well. For more information about SeeSaw go to - <http://web.seesaw.me/learn-more>.

Students will also have a Chinese Book in which they will collect most of their work.

Homework and Home-School Connections

Homework will only consist of conversational prompts and work that students did not finish during the school day. There will be no formally assigned homework this year. Research has been unable to prove that homework improves student performance. Rather, we ask that you spend your evenings doing other activities that correlate with student success - reading, writing, speaking with and listening to your child in Chinese. We will provide some weekly guidance for which topics to discuss at home.

Teacher-Parent Communication

The best way to communicate general questions is through your student's advisor because multiple teachers work with each student. If a specific World Languages question arises, please directly email the team and an answer will be provided within 24 hours:

Resources

North Carolina Social Studies Essential Standards

NCSSFL-ACTFL Can-Do Statements Progress Indicators for Language Learners

NCSSFL-ACTFL Proficiency Guide

My First Chinese Words