



2nd Grade ELA Curriculum Guide - 2016

Team Members: Whitelaw, Hollands, Serrano, Pollara

Quarter #1 - Reading and Writing Growth Spurt / Lessons from the Masters: Reading and Writing Fiction (August 29 - October 28)

In these initial units, "Reading and Writing Growth Spurt / Lessons from the Masters: Reading and Writing Fiction," students will focus on expectations, routines and procedures involved with 2nd grade Reader's and Writer's Workshops. They will know how to select a "just-right book" and build their stamina in order to develop a love of reading. Within reading, students will look deeper into characters in their favorite books and use these in Writer's Workshop to develop realistic fiction stories of their own.

Unit Topics & Objectives

Reading and Writing Growth Spurt

Students will...

- Develop a love and sense of purpose for reading/writing
- Establish reading logs, book-shopping schedules, rules in Reading
- Reinforce Workshop structures including selecting "Just Right" books and Writing process
- Build stamina and engagement
- Generate ideas for reading and writing

Lessons from the Masters: Reading and Writing Fiction

Students will...

- Use mentor texts for reading and writing
- Determine importance within text
- Make predictions based on textual evidence
- Infer about and interpret characters actions', thoughts and feelings
- Synthesize character traits and events across chapters
- Utilize small moments to create realistic fiction stories
- Build tension by looking for and writing about problems

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. Students will also have a reading log for their out of school reading to foster independence and reflection on their reading habits. Families are NOT expected to sign this log. Students are responsible for filling out their logs in order for teachers to discuss and reflect on the student's book choices, stamina, and reading habits.

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 ELA question arises, please directly email the ELA team and an answer will be provided within 24 hours.

Kaylee Whitelaw: kwhitelaw@charlottelabschool.org

Stephanie Hollands: shollands@charlottelabschool.org

Denise Glaser-Serrano: dserrano@charlottelabschool.org

Maria Pollara: mpollara@charlottelabschool.org

2nd Grade Math Curriculum Guide - 2016

Team Members: Davino, Carter, Brown, Newswanger, Sadek

Quarter #1 - Graphing, Place Value, Comparing Numbers, Addition and Subtraction (August 29 - October 28)

In this unit students will explore surveying peers and place the information gathered into a bar graph and pictograph. Students will also be able to recognize that three digit numbers can be identified by hundreds, tens, and ones. They will be able to break down numbers into expanded form and compare numbers and add and subtract using a variety of strategies.

Unit Topics, Objectives & Vocabulary

Below is a list of the topics that will be introduced this quarter. While this represents pacing for a typical 2nd grader, teachers will group students according to their level of mastery in each of these concepts and will personalize pacing and work for the students; some students may need to review prerequisite topics while others may have already mastered what is listed below and will move on to deeper content.

<u>Topics</u>	<u>Objectives</u> Students will...	<u>Vocabulary</u>
Graphing	<ul style="list-style-type: none"> ● Collect data by surveying and/or measuring objects ● Represent data in bar graphs and pictographs 	<i>Bar graph, pictograph, data</i>
Place Value	<ul style="list-style-type: none"> ● Understand three digit numbers in relation to place value ● Read and write numbers to 1,000 	<i>Place, value, ones, tens, hundreds, expanded form, base ten</i>
Comparing Numbers	<ul style="list-style-type: none"> ● Compare two three-digit numbers ● Successfully use $>$, $=$, and $<$ symbols to compare numbers 	<i>Greater than, less than, equal to</i>
Addition/ Subtraction	<ul style="list-style-type: none"> ● Fluently add and subtract within 100 ● Add up to four two-digit numbers ● Add and subtract within 1,000 ● Mentally add and subtract 10 or 100 from a given number ● Explain why addition and subtraction strategies work ● Solve one and two-step word problems ● Add and subtract using a number line 	<i>Add, subtract, sum, difference, odd, even, number line</i>

	<ul style="list-style-type: none"> • Understand the difference between odd and even 	
--	--	--

Math Personalized Learning Approach

Personalized learning is instruction that offers specific curriculum and learning environments that meet each individual student's needs. Students will approach the content in a variety of ways and paces based upon their mastery of each concept. On a weekly/bi-weekly basis:

- Students will take a pre-assessment
- Once the assessment is scored, students will be placed into one of the 4 personalized learning groups for enrichment, review, mini-lesson, and foundation skills
- Students will stay in that specific skill group for a week or two depending on the skill
- The skill is taught and practiced and then students will take a post assessment
- After the post assessment is scored, students will either remain in the same group to focus on the same skill with more practice or move on to another skill.

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 take home their grade pre-assessments every week or two weeks (depending on the skill) and are responsible for submitting 2-3 posts per week that document their learning related to that skill; this can be in the form of videos, pictures, drawings, texts and pdfs. They are expected to correct and comment on their work as needed and teachers will provide weekly feedback on their submitted work through the Seesaw program. In addition, each student will have a Math journal in class for "Do Now" and follow-up activities. The students' math journals will remain at school at all times.

Homework and Home-School Connections

We encourage parents to review SeeSaw at home with students as well as review Math work in their binder. In addition, students will be provided enrichment activities, review materials, etc. on an as needed basis. Homework will not come home every week for each child and will 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.



Teachers will check in with weekly comments and feedback in SeeSaw to ensure parent-teacher communication is active and relevant. If a child is not completing SeeSaw requirements or turning in the appropriate work provided by the teacher, parents will be contacted. For more information about SeeSaw go to - <http://web.seesaw.me/learn-more>

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 Math question arises, please directly email the Math team and an answer will be provided within 24 hours.

Mary Ashley Davino: mdavino@charlottelabschool.org

LaQueita Carter: lcarter@charlottelabschool.org

Maggie Brown: mbrown@charlottleabschool.org

Britanny Newswanger: bnewswanger@charlottelabschool.org

Amira Sadek: asadek@charlottelabschool.org

2nd Grade Quest Curriculum Guide – 2016

Team Members: Whitelaw, Hollands, Hartzell, Lanier, Snyder

Quarter #1 - Recycled Soundgarden Design (August 29-October 28)

In this Quest, which is aligned to 2nd grade NC Essential Science Standards and NC Essential Social Studies Standards, students will work as a team to design an engaging and functional sound garden on school grounds. Students will be exposed to many ways to make and manipulate sound and learn about the importance of recycling. Together, this content will be the basis for students' team project to design a recycled sound garden to be incorporated into our new playground. Students will visit local sensory gardens, in addition to working with Discovery Place, local artists, musicians, recycling experts and planners to achieve their final goal, before presenting their project to peers and adults. Maker Lab is part of Quest this year, so students will participate in a variety of maker-based activities to reinforce Quest concepts throughout the year.

Course Objectives

The objectives for this Quest include:

- Build appreciation for sound, how it is created and how it can be manipulated;
- Develop a deeper understanding for how sound is created and how it can be changed depending on shape, composition, volume, design and contents of objects;
- Develop an appreciation for how items from the environment can be reused and recycled;
- Create a soundgarden out of recycled materials.

In addition to the objectives listed below, our Quest program is designed to provide students with authentic practice in the following skills:

- Critical Thinking and Problem Solving
- Collaboration Across Networks and Leading by Influence
- Agility and Adaptability
- Initiative and Entrepreneurship
- Effective Oral and Written Communication
- Accessing and Analyzing Information
- Curiosity and Imagination

Project Timeline

	Weekly Topics, Concepts and Activities
Week 1/2	What is Quest? <ul style="list-style-type: none"> ● Students to work in teams to design posters about their perceptions of sound ● Students to work on team building activities
Week 3	What is sound? <ul style="list-style-type: none"> ● Visit to Discovery Place to participate in "Can You Hear Me?" class ● Explain how instruments create sound ● Explore making different kinds of sounds ● What it means to work in a group to create a final product (our sound garden)

Week 4	What is recycling? <ul style="list-style-type: none"> • Understanding the relationship between recycling and reusing • Understand how the city tackles recycling - talking about how other countries recycle • Walking trip uptown to see how the city encourages recycling • Demonstrating an understanding of how to use recycled materials for a purpose (Maker Lab link)
Week 5	Exploring local sensory gardens <ul style="list-style-type: none"> • Walking trips to Romare Bearden park • Discussing how sounds are emitted • Begin discussing how to plan a sound garden: materials, how to make the garden functional and appealing
Week 6	Exploring how to change sounds <ul style="list-style-type: none"> • Sketching plans individually and in groups • Speak to a landscape architect • Pitching ideas for materials and donations
Week 7/8	Planning the sound garden <ul style="list-style-type: none"> • Students to design the space individually with a given amount of instruments/resources • Add labels and descriptions to tell about ideas • Working as a group, draw individual ideas together and create ONE final sound garden plan • Present group plans to committees and joined committees • Working as a whole grade level, take ideas from group plans to create a FINAL plan • Groups create a final "whole grade" plan with descriptions and labels
Week 8/9	Drafting the information guide/interactive tour <ul style="list-style-type: none"> • Working with groups to record and create a whole grade level QR and augmented reality tour of the sound garden • Researching using nonfiction texts to plan out table of contents for a sound garden information guide • Label information cards to put up in the sound garden Publishing the information guide/interactive tour Building the sound garden <ul style="list-style-type: none"> • Access to technology to type up and create final guides • Building and attaching pieces of the sound garden in the allocated space • Rehearsing how to present the final piece Presenting the soundgarden <ul style="list-style-type: none"> • Presenting the finished space to other grade levels, showing them how to access it and use it properly • Presenting the space to adults, talking about its purpose and their overall Quest • Evaluation - peers and self

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. Whitelaw (kwhitelaw@charlottelabschool.org).

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



Novice High and Intermediate Low / Spanish Curriculum Guide - 2016

Team Members: French, Castro, Morales

Quarter #1 - Voting and Citizenship in the U.S. & Puerto Rico (August 29 - October 28)

In this unit students will explore the concept of citizenship and civic engagement. They will be able to explain how citizenship works in both the United States and Puerto Rico and the importance of participation within the community. Students will read and research good citizens throughout the world and deeply understand their contributions to the community; 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 explain characteristics of good citizenship.
- I can explain the citizenship differences of the United States and Puerto Rico.
- I can explain why civic participation is important.
- I can read a biography and understand how a person has contributed to their community.
- I can use "de" to describe possession.
- I can recognize cognates.

Students will also be able to answer these essential questions:

- What is your responsibility as an U.S. citizen?
- What are responsibilities of Puerto Ricans as U.S. citizens and how do they differ from our responsibilities?
- Why is it important to participate in your community?

Students will understand and use the following vocabulary words:

el ciudadano/la ciudadana, el deber/la responsabilidad, la ciudadanía, la cívica, la comunidad, la ley, el gobierno, participación cívica?, la tolerancia, votar, el derecho, la libertad, las elecciones, el juez, el jurado, la policía, la militar, el presidente, el gobernador, el representante

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 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.

Carey French - cfrench@charlottelabschool.org

Victoria Castro - vcastro@charlottelabschool.org

Luis Morales - lmorales@charlottelabschool.org



2nd Grade World Language & Cultural Studies (Chinese) Curriculum Guide - 2016, Liao (lliao@charlottelabschool.org)

Quarter #1 - Nationality, Fruit, Food, & Body Movement (August 29 - October 28)

In this unit, students will learn how to say different nationalities, fruit, food, and body movement. 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. In addition to speaking and listening, students will begin to learn how to write radicals and simple characters.

Timeline

Weeks	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,	(K) Environment:

		Pear, Strawberry, Grapes, Watermelon. I can say, "I am hungry; I want to eat____."	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: Buy, Cake, Bread, Milk, Chocolate, Fruits, Ice Cream, Juice Sentence: I can say, "I want to buy____."	(K) Economics: Needs and wants, currency
9/10-9/14	Body movement	Vocabulary: Walk, Crawl, Jump, Run, Fly, Stop Sentence: "I ____." "____ (Animal) ____."	(K) Individual: Body
9/17-9/21	Body movement	Vocabulary: Walk, Crawl, Jump, Run, Fly, Stop Sentence: "I ____." "____ (Animal) ____."	(K) Individual: Body
9/24-9/28	Body	Vocabulary: Hand, Foot, Leg, Nose, Ears, Eyes, Doll, Sentence: 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