



## 2nd Grade ELA Curriculum Guide - 2016

Team Members: Whitelaw, Hollands, Serrano, Pollara

### **Quarter #2 - Reading: Reading and Writing Becoming Experts / Bigger Books Means Amping Up Reading Power; Writing: The How-To Guide for Nonfiction Writing/Poetry** (November 1 - January 13)

In Reading this quarter, students will work on nonfiction books and focus on growing knowledge as they pay attention to details, put parts of text together, and question texts. They will be using a variety of reading strategies to tackle both tricky words and vocabulary development to navigate them through their nonfiction books. Students will be able to grow knowledge as they read topic sets of text, comparing, contrasting and connecting information across text sets. From studying a variety of mentor texts, students will begin crafting their own information writing, and later on, develop ideas to create poems.

<u>Reading Main Teaching Points</u>	<u>Writing Main Teaching Points</u>
<p><u>Reading and Writing Becoming Experts:</u> <u>Reading Nonfiction</u></p> <ul style="list-style-type: none"> <li>● Distinguish literature from informational texts in reading and writing</li> <li>● Identify main idea and details of a section and explain how that relates to the theme of the text</li> <li>● Determine importance of informational text</li> <li>● Write down main topics and supporting facts</li> <li>● Use text structure and features to distinguish types of text (scientific, technical/procedural, historical)</li> <li>● Research and become expert on a nonfiction topic</li> </ul>	<p><u>The How-To Guide for Nonfiction Writing</u></p> <ul style="list-style-type: none"> <li>● Setting a purpose for writing nonfiction</li> <li>● Activating prior knowledge</li> <li>● Learning about nonfiction (nonfiction vs. fiction)</li> <li>● Learning from nonfiction features</li> <li>● Using Keywords to Build Meaning</li> <li>● Using "Stop and Think" strategies</li> <li>● Learning how to write for an audience</li> </ul>

<p><u>Bigger Books Mean Amping Up Reading Power</u></p> <ul style="list-style-type: none"> <li>● Jot notes while reading to organize into bigger ideas</li> <li>● Notice and understand meaning of literary language</li> <li>● Talk about reading in clubs and partnerships</li> <li>● Accumulate and synthesize longer pieces of texts</li> <li>● Use writing to strengthen reading of more complex texts</li> <li>● Set goals for reading</li> </ul>	<p><u>Poetry- Big Thoughts in Small Packages</u></p> <ul style="list-style-type: none"> <li>● Use mentor poetry texts for deeper understanding of how to read and write poetry</li> <li>● Feel the rhythm of poetry and read it with fluency and expression</li> <li>● Envision parts of poems</li> <li>● Recognize theme and purpose for poems</li> <li>● Explain author's message</li> <li>● Generate ideas for poems</li> <li>● Bring music/life to their poems</li> </ul>
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**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 is using an online portfolio system called SeeSaw, which enables students to independently showcase what they are learning in each one of their content areas. Both students and teachers are able to view and assess progress and growth over time. In ELA, students post to SeeSaw at least once every 2 weeks to share their current work and progress toward their personalized goals. Teachers 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.

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## 2nd Grade Math Curriculum Guide - 2016

Team Members: Davino, Carter, Brown, Newswanger

### Quarter #2 - Understanding Measurement, Time, Money & Geometry

(November 1- January 13)

In this unit students will develop a stronger foundation for measurement of lengths, units of time, and money, and to gain a deeper awareness for how to describe and analyze shapes.

In Measurement, Time and Money, students will learn more about standard and nonstandard forms of measurement, estimate and measure various lengths of objects, and make their own measurement tools to utilize as benchmarks.

Additionally, students will use rulers and other measurement tools such as rules, yard and meter sticks, and measuring tape. Students will also practice telling time to the nearest five minutes and begin to explore elapsed time. Students will continue to explore the concept of money, reviewing the value of coins and dollars, and calculating costs and estimates.

In Geometry, students will investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding of area, volume, congruence, similarity, and symmetry, which they will build upon in later grades. They will also examining the shapes sides and angles and develop spatial awareness.

### 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.

<b>Topics</b>	<b>Objectives</b> Students will...	<b>Vocabulary</b>
<b>Measurement</b>	<ul style="list-style-type: none"><li>• Measure the length of an object by selecting and</li></ul>	<i>measure, about, a little less than, a little more than, longer, shorter,</i>

	<p>using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tape</p> <ul style="list-style-type: none"> <li>• Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen</li> <li>• Estimate lengths using units of inches, feet, centimeters, and meters</li> <li>• Measure to determine how much longer one object is than another, expressing the length difference in a standard length unit</li> <li>• Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units and equations with a symbol for the unknown number to represent the problem</li> </ul>	<p><i>standard units, inch, foot, metric units, centimeter, meter, tools, ruler, yardstick, meter stick, measuring tape, estimate</i></p>
<p><b>Time</b></p>	<ul style="list-style-type: none"> <li>• Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</li> </ul>	<p><i>clocks, hand, hour hand, minute hand, hour, minute, a.m., p.m., o'clock, multiples of 5 (e.g., five, ten, fifteen, etc.), analog clock, digital clock, quarter 'til, quarter after, half past, quarter hour, half hour, thirty minutes before, 30 minutes after, 30 minutes until, 30 minutes past, elapsed time</i></p>

<b>Money</b>	<ul style="list-style-type: none"> <li>Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ (dollars) and ¢ (cents) symbols appropriately</li> </ul>	<i>quarter, dime, nickel, dollar, cent(s), \$, ¢, heads, tails, value, cost, price</i>
<b>Geometry</b>	<ul style="list-style-type: none"> <li>Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes</li> </ul>	<i>attribute, feature, angle, side, triangle, quadrilateral, square, rectangle, trapezoid, pentagon, hexagon, cube, face, edge, vertex, surface, figure, shape, closed, open, partition, equal size, equal shares, half, halves, thirds, half of, a third of, whole, two halves, three thirds, four fourths, rows, columns (review: circle, sphere, half-circle, quarter-circle, cone, prism, cylinder, trapezoid)</i>

### **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 is using an online portfolio system called SeeSaw, which enables students to independently showcase what they are learning in each one of their content areas. Both students and teachers are able to view and assess progress and growth over time. In Math, students take home their graded pre-assessments every week or two weeks (depending on the skill) and are responsible for submitting posts once every 2 weeks that document their learning related to that skill; this can be in the form of videos, pictures, drawings, texts and pdfs. Teachers check-in with 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>

In addition, students 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.

## **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.

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## **World Languages & Cultural Studies (Novice Mid Spanish) Curriculum Guide - 2016**

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

### **Quarter #2 - Geography: Maps and Globes** (November 1 - January 13)

This unit focuses on the introduction of maps and globes and why they are important. Through a variety of whole group and individual hands-on activities, the students will begin developing a sense of geographical awareness. The students will become familiar with what is represented on maps and globes and how they are used. Students will explore using cardinal directions, locating North and South Poles, Atlantic and Pacific Oceans and northern and southern hemispheres. At the completion of this unit, the students will have skills needed to build upon their geographical knowledge. They will the city of Charlotte and México

### **Unit Objectives, Essential Questions & Vocabulary**

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

- I can use maps to locate places in the classroom, school, and home.
- I can identify and locate land and water features on maps and globes.
- I can identify physical features such as mountains, hills, rivers, lakes and roads.
- I can differentiate colored symbols on maps and globes.
- I can identify locations using positional words?
- I can spell simple words phonetically, drawing on knowledge of sound-letter relationships

Students will also be able to answer these essential questions:

- *Where do we live and what does it look like?*
- *How do we use maps?*
- *How can maps help us locate specific places?*
- *How can landforms be identified on a map?*

Students will understand and use the following vocabulary words:

*Mapa, globo, pais, ciudad, lago, río, montaña, océano, calle, norte, sur, este, oeste, arriba, abajo, izquierda, derecha, agua, tierra, región, continente*

### **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.

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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 is using an online portfolio system called SeeSaw which enables students to independently showcase what they are learning in each one of their content areas. Both students and teachers are able to view and assess progress and growth over time. In World Languages, students post to SeeSaw at least once every 2 weeks to share their current work and progress toward their personalized goals. Teachers 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 and using Quizlet/Duolingo to reinforce Spanish vocabulary.

### **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.

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## **World Languages & Cultural Studies (Novice High / Intermediate Low Spanish) Curriculum Guide - 2016**

Team Members: French, Castro, Morales

### **Quarter #2 - Environment and Argentina** (November 1 - January 13)

In this unit, students will explore how humans affect the environment and how the environment affects humans. Students will describe the geography and environment of Argentina. They will also learn vocabulary and sentence structures to communicate comparisons between the different regions and countries.

### **Unit Objectives, Essential Questions & Vocabulary**

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

- I can describe and compare the geographic features and climates of regions of Argentina.
- I can identify the aspects of Argentina's plan for environmental sustainability.
- I can explain how environmental factors impact human life.
- I can compare and contrast the natural resources, sustainable practices, climate change and biodiversity in Argentina vs. the United States.
- I can use superlatives to compare and contrast.
- I can organize vocabulary in categories related to the environment.

Students will also be able to answer these essential questions:

- How does the environment affect humans? How can humans make choices to positively affect the environment?

Students will understand and use the following vocabulary words:

*geografía, recursos naturales, prácticas sustentables, cambio climático, biodiversidad, estado, región, país, capital, reciclar, territorio, ríos, cordillera, calentamiento global, más, menos, tanto, como, comparativos, superlativos, el medio ambiente*

Note: Students in Intermediate Low Spanish may move through this material at a faster pace. The World Languages Team will send out a copy of the additional Q2 Curriculum Guide later in the quarter if a new unit is planned and executed.

### **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

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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 is using an online portfolio system called SeeSaw which enables students to independently showcase what they are learning in each one of their content areas. Both students and teachers are able to view and assess progress and growth over time. In World Languages, students post to SeeSaw at least once every 2 weeks to share their current work and progress toward their personalized goals. Teachers 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.

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**2<sup>nd</sup> Grade World Language & Cultural Studies (Chinese)**  
**Curriculum Guide - 2016**  
**Liao ([lliao@charlottelabschool.org](mailto:lliao@charlottelabschool.org))**

**Quarter #2- Body, Time, Months, & House** (November 1 – January 13)

In this unit, students will learn how to say body movements, time, months, and parts of house; students will be expected to learn **33 vocabulary** and **7 sentence structures**. Also, student will continue to learn how to write another **20 radicals** to prepare them for future reading and writing. In addition to speaking, listening and writing, students will continue to learn Pinyin, the pronunciation of Chinese characters, so that students will be able to spell out the sounds of characters by themselves.

**Unit Topics, Goals and Connections to NC Social Studies Essential Standards**

<b>Topic</b>	<b>Goals</b>	<b>NC Social Studies Essential Standards</b>
<b>Body Movement</b>	I can say: <i>walk, crawl, jump, run, fly, stop; I can ____.</i>	Personal Interests
<b>Time</b>	I can say: <i>old, which/how many, point, spot, past tense</i> <i>What time is it? It is ____.</i>	History (past tense)
<b>Months</b>	I can say: <i>open, bloom, flower</i> <i>identify the months</i> <i>My birthday is on ____.</i>	History: Holidays, Celebration Culture
<b>My family</b>	I can introduce my family members. Mini project: Inquire family members' age and report to the class.	Family & Community
<b>House</b>	I can say: <i>kitchen, bathroom, living room, dining room, family room, bedroom, study room</i> <i>I go ____ (places in the house).</i>	Family & Community



### **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**

Students have a Chinese Book in which they will collect most of their work, and a radical writing book in which they will practice writing radicals in class. This year, Charlotte Lab School is also using an online portfolio system called SeeSaw, which enables students to independently showcase what they are learning in each one of their content areas. Both students and teachers are 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>.

### **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.

### **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  
I Can Write