

2nd Grade ELA Q3 Curriculum Guide 2016-2017

Team Members: Whitelaw & Pollara

Quarter #3 - Fairy Tales, Folktales, and Fables (January 17-March 17)

We will continue diving deep into characters this quarter by examining characters in all types of fiction - realistic, folktales and fables. Students will compare and contrast different versions of the same story, develop ideas/opinions about the characters in their texts and interpret the morals and lessons within their stories. Finally students will write about their reading, writing essays to persuade others about the theories they have about the characters.

Unit Topics & Objectives

In these units, students will...

- Build their reading behaviors, decoding skills and fluency
- Develop Fiction/Literature Reading and Writing skills, namely:

A World Beyond Our Own: Fiction, Folktales, and Fairy Tales

- Compare and contrast versions of the same story across cultures
- Interpret morals or lessons
- Closely interpret author's craft
- Observe and use common structures of genre
- Role-play events from the text, empathizing with characters
- Read closely, noticing clues about predictable characters/storylines
- Recreate fairy tales and/or folktales

Studying Characters and their Stories

- Deeply understand challenges that face characters/look for resolution
- Investigate with a critical eye; explore opinion writing
- Persuade and elaborate with facts and opinions
- Identify and analyze deeper meaning in text; relate to self
- Support and elaborate on opinions
- Connect to personal challenges and set goals

Series Book Clubs/Writing About Our Reading

- Develop ideas and opinions about reading, especially characters in text
- Clearly state opinions and retell stories so that opinions make sense
- Gather evidence to support each opinion
- Add quotes to support opinions
- Create multiple paragraph responses
- Write essays to persuade others
- Talk about reading in clubs and partnerships
- Accumulate and synthesize longer pieces of texts
- Use writing to strengthen reading of more complex texts

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 to share their current work and progress toward their personalized goals. Teachers provide regular feedback as well. Families are invited to also leave encouraging comments on their student's work as well.

Homework and Home-School Connections

Homework will consist of daily reading and will be assigned as needed to complete in-class tasks and for extra practice. 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. We also encourage parents to review SeeSaw at home with their children; this allows parents to connect with what your child is learning in ELA. Here are some other things you can do at home to reinforce the learning that is taking place at school:

- *Track the books and genres that your child is reading at home*
- *Set goals for the minutes spent reading and add time to build stamina*
- *Have your child go on RAZ kids to listen to and read a book aloud, then answer comprehension questions*
- *Discuss the book with your child and ask him/her inferential question stems provided*

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 48 hours.

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2nd Grade Math Q3 Curriculum Guide 2016-2017

Team Members: Hollands, Newswanger, Serrano

Quarter #3 - Understanding Partitioning and Multiplication (January 17- March 17)

In this unit students will review analyzing shapes and their attributes while also partitioning shapes. Fractions will be introduced and will be followed by exploring concepts of multiplication through the exploration of equal groups and skip counting.

Students will further 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 the understanding of area, volume, congruence, similarity, and symmetry, which they will build upon in later grades. Students will also partition shapes into equal parts and describe equal shares using the words halves, thirds, and fourths.

After reviewing geometry concepts and introducing the foundational skills of fractions we will begin to build the key skills of multiplication. The first skill will include reviewing even and odd numbers. We will then determine whether a group of objects are odd or even by pairing objects into groups of 2 or equal shares. We will then examine how addition helps find the total number of objects in an array and how to write equations to represent the problem. Students will continue to explore how to calculate equal groups using a variety of strategies while incorporating word problems.

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>
<u>Number, Operations and Algebraic Thinking</u>		
Understanding Multiplication Principles	<ul style="list-style-type: none"> ● Determine if a number is even or odd ● Prove that an even number can be formed from the addition of two equal addends ● Sort objects into a rectangular array to determine if the rows are equal or unequal 	<i>skip-count, odd, even, row, column, rectangular array, equal, addend</i>

	<ul style="list-style-type: none"> • Understand the relationship between repeated addition and arrays • Understand the relationship multiplication has to equal shares, arrays, and skip-counting 	
Geometry		
Recognizing and Drawing Shapes	<ul style="list-style-type: none"> • Identify the attributes of 2D and 3D shapes based on the given attributes • Compare / contrast 2D and 3D shapes • Understand spatial awareness by creating rectangles with specific rows and columns 	<i>cube, face, edge, vertex, surface, partition, equal size, rows, columns, circle, sphere, cone, prism, cylinder</i>
Partitioning Shapes into Equal Shares	<ul style="list-style-type: none"> • Partition shapes into equal shares to solve real world problems 	<i>fraction, part, whole, group, partition, half, halves, thirds, half of, a third of, whole, two halves, three thirds, four fourths, half-circle, quarter-circle, equal shares, partition</i>
Describing and Identifying Fractions	<ul style="list-style-type: none"> • Describe the equal shares using <i>halves, thirds, half of, a third of, etc.</i> • Describe the whole as <i>two halves, three thirds, four fourths</i> • Recognize that equal shares of identical wholes need not have the same shape 	

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 groups and learning stations based upon their score
- 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, parents are able to view snapshots of some of the content activities that are taking place in class. Ask your children to explain the learning that these pictures reflect!

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. Students should have relevant and current Do Now math problems in their binders behind the Math tab and in their Math journals.

Homework and Home-School Connections

Homework will be assigned as needed to complete in-class tasks and for extra practice. If homework is assigned, its purpose is to ensure that students are practicing independently at home. We also encourage parents to review SeeSaw at home with their children; this allows parents to connect with what your child is learning in Math. Here are some other things you can do at home to reinforce the learning that is taking place at school:

- *Sort objects into arrays and skip-count by rows or columns*
- *Practice finding 2D and 3D objects in your home environment and encourage your child to identify and describe the shapes*
- *Partition household objects/food into equal shares (pizza, orange slices, crackers, etc.)*
- *Identify fractions by name*

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 48 hours.

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2nd Grade Quest Q3 Curriculum Guide 2016-2017

Exploring Chemistry

Team Members: Hartzell, Lanier & Snyder

The Quest

In this 2nd Grade Quest, which is aligned with 2nd grade NC Essential Science Standards related to the phases of matter, students will learn to think like a scientist! While observing and completing a variety of weekly experiments, students will practice filling out lab reports and making observations that lead to educated conclusions. They will find evidence of chemical reactions and study solids, liquids, gases, and phases changes. Students will participate in a matter exploration at Discovery Place and a peer review at Google Fiber. After an introduction to the content, students will work with teachers and group members to plan, review, and edit everyday chemical reaction videos. Along the way, they will attend crash courses on WeVideo and Effective Written and Oral Communication in order to present their experiment on our new Quest YouTube channel. The Quest will end with our YouTube channel viewing party!

Course Objectives

The objectives for this Quest include:

- Study the effects chemical reactions and phase changes have on volume, weight, appearance and texture;
- Students will compare and contrast features of solids, liquids and gases;
- Students will learn the steps and process of the Scientific Method, as well as basic skills for science lab reports;
- Students will understand the process of creating videos that are explicit, sequential and instructional for an audience;
- Students will use technology (WeVideo, camera, variety of websites) to create an effective chemical reaction video;
- Students will learn techniques for effective written and oral communication (3 Strategies of a Great Listener, RVB Presentations).

Survival Skills Introduced and Taught:

- Critical Thinking and Problem Solving
- Effective Written and Oral Communication

Course Timeline

WEEK:	CONCEPTS EXPLORED and ACTIVITIES:
January 16th	Everyday Chemistry Orientation <ul style="list-style-type: none"> • Keeping an organized Quest journal • Intro to the 3 Strategies of a Great Listener • Intro to the Scientific Method • What is Science? • Matter Matters class at Discovery Place

	<ul style="list-style-type: none"> • Weekly experiment: Foil Boats
January 23th	<p>Experiments and Observations</p> <ul style="list-style-type: none"> • Following the steps of the Scientific Method • Using the 3 Strategies of a Great Listener • Making a hypothesis (educated guess) • Weekly experiments: Bag of Holes, Elephant Toothpaste
January 30th	<p>Is It a Chemical Reaction?</p> <ul style="list-style-type: none"> • Making scientific observations • Finding evidence of a chemical reaction • Identifying a phase change • Weekly experiments: Ice Cream in a Bag, Melting Chocolate Chips
February 6th	<p>States of Matter and Phase Changes</p> <ul style="list-style-type: none"> • Explore phase changes in a variety of materials • Comparing the properties of solids, liquids, and gases • Comparing phase changes and chemical reactions • Weekly experiments: Gas balloons, Ooblek
February 13th	<p>Designing an Experiment Using Technology</p> <ul style="list-style-type: none"> • WeVideo crash course • Keys to effective written and oral communication • Weekly experiments: TBD
February 20th	<p>Group Experiment Research, Trials, and Peer Review</p> <ul style="list-style-type: none"> • Researching everyday chemical reactions • Storyboarding experiment • Recording and editing • Peer review at Google Fiber • Weekly experiments: TBD
February 27th	<p>Group Experiment Research, Trials, and Peer Review Continued</p> <ul style="list-style-type: none"> • Researching everyday chemical reactions • Storyboarding experiment • Recording and editing • Peer review at Google Fiber • Weekly experiments: TBD
March 6th	<p>Partner Experiment Research, Trials, and Peer Review</p> <ul style="list-style-type: none"> • Researching everyday chemical reactions • Storyboarding experiment • Recording and editing • How To Be a Scientist Challenge • Weekly experiments: TBD

<p>March 13th</p>	<p>Partner Experiment Research, Trials, and Peer Review Continued</p> <ul style="list-style-type: none"> ● Researching everyday chemical reactions ● Recording and editing ● Chemical Reaction vs. Phase Change Challenge ● Weekly experiments: TBD
<p>March 20th</p>	<p>Showcase Week</p> <ul style="list-style-type: none"> ● YouTube Channel Viewing Party at Google Fiber ● Are You Smarter Than A Scientist? Gameshow ● Speaking opportunity (K-1 group)

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 Quest, students post to SeeSaw to share their current work and progress toward their Quest goals. Teachers provide regular feedback as well. Families are invited to also leave encouraging comments on their student's work as well.

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. Here are some other things you can do at home to reinforce the learning that is taking place at school:

- *Discuss chemistry at home - looking at chemistry of items while cooking/mixing in kitchen*
- *Have your child go on RAZ kids to listen to and read a book aloud about Chemistry*
- *Discuss the book with your child and ask him/her comprehension and inferential question stems provided by ELA teacher*
- *Review your child's SeeSaw posts together and discuss what s/he is learning*

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 Quest question arises, please directly email the Quest team and an answer will be provided within 48 hours. 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, Mr. Hartzell.

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World Languages & Cultural Studies (Novice Mid Spanish) Q3 Curriculum Guide 2016-2017

Team Members: Castro, Morales & Benitez

Quarter #3 - Diversity & Culture (January 17- March 17)

This unit focuses on learning how different groups of people live, how cultures vary and how people from diverse cultures eat, dress, speak and honor customs and traditions. Students will learn that where people live, their types of homes, and how they dress can be similar or different based on the location and climate of their surroundings. They will also compare and contrast their culture to other students' cultures.

Unit Objectives & Vocabulary

Interpretive Communication (Reading/Listening Comprehension)

- Independent Reading Level - read a **Level A-B** book independently
- Pronunciation and Fluency - read and pronounce sight words/phrases correctly and fluently
- Vocabulary/High Frequency Words - read and understand vocabulary/high frequency words taught
- Decoding Skills - read and decode 12 consonant and 5 vowel sounds
- Main Idea and Details - identify the main idea and details within a read aloud or independent reading book (in English)
- Connections - make personal connections between the text and self (in English)

Interpersonal Communication (Conversation)

- Speak with Fluency
- Pronounce Words and Phrases Correctly
- Use Everyday Phrases and Vocabulary

Presentational Communication (Writing / Speaking)

- Language Function (Writing) - use letter sounds to spell and write words
- Language Function (Speaking) - speak in 2- to 3- words phrases when presenting
- Comprehensibility - is understood when speaking and presenting information

Geography and Environmental Literacy

- Explain how people adapt to different types of weather

History and Culture

- Explain how people have similarities and differences
- Explain the elements of culture
- Compare and contrast two or more cultures

Students will understand and use the following vocabulary words:
cultura, diversidad, clima, tiempo, gente, comida, ropa, similitud (igual), diferente, línea del ecuador

World Languages Personalized Learning Approach

In World Languages each quarter, students are exposed to the project-based approach. Students work in differentiated groups throughout these projects based on their individual needs. Instruction is a combination of: whole class instruction, small group instruction, partner work and independent work. Differentiated groups are determined through ongoing formal and informal assessments and 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 bi-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.

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 48 hours.

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Luis Morales: lmorales@charlottelabschool.org

Elizabeth Benitez: ebenitez@charlottelabschool.org

**2nd grade World Language & Cultural Studies (Chinese)
Q3 Curriculum Guide 2016-2017
Liao (lliao@charlottelabschool.org)**

Quarter #3 - Weather and Seasons Around the World (January 17-March 17)

In this unit, students will learn how to describe the weather conditions and name the seasons; furthermore, students will expand their vocabulary related to geography, will be able to identify the countries on the map, and their national flags. Overall, students will be expected to learn **17 vocabulary words** and **5 sentence structures**. Also, student will continue to learn the final **20 radicals** and will start to write the characters afterwards. In addition to speaking, listening and writing, students will begin practicing reading skill with phrases; also, 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, Themes, Vocabulary and Connections to NC Social Studies Essential Standards

Interpretive Communication (Reading/Listening Comprehension)

- Read and Understand Chinese Radicals/Characters – read final 20 radicals/phrases
- Understand Content-Specific Vocabulary - recognize and understand next 20 radicals mean

Interpersonal Communication (Conversation)

- Speak with Fluency
- Pronounce Words and Phrases Correctly
- Use Everyday Phrases and Vocabulary

Presentational Communication (Writing / Speaking)

- Write Chinese Radicals / Characters – write final 20 radicals
- Use Content-Specific Vocabulary – use characters for seasons, weather, countries

Geography and Environmental Literacy

- Explain how people adapt to different types of weather

<u>Theme</u>	<u>Goals</u> Students will...	<u>Vocabulary/Phrases</u>
Seasons	<ul style="list-style-type: none"> ● Identify the four seasons ● Describe temperatures throughout the four seasons 	<i>spring, summer, fall, winter</i> <i>Hot, cold, not cold not hot</i> <i>Now it is_____</i>
Weather	<ul style="list-style-type: none"> ● Identify different forms of weather 	<i>sunny, windy, raining, windy,</i> <i>cloudy, snowy, hot, cold, not cold</i>

	<ul style="list-style-type: none"> Describe the weather and how it feels outside 	<i>not hot</i> <i>Today is _____. I feel _____.</i>
Countries	<ul style="list-style-type: none"> Identify various countries Identify the countries on a map 	<i>Japan, India, Germany, Australia, Central African Republic</i> <i>Where are you from? I am from_____.</i>

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 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 bi-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.

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. Here are some other things you can do at home to reinforce the learning that is taking place at school:

- *Ask your child to identify weather, seasons and countries around the world*
- *Have your child draw pictures and label items and known vocabulary*
- *Practice counting objects at home and ask your child to write characters*

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 48 hours.