

## Third Grade Curriculum Guide 2017-2018

### English Language Arts

Fields & Pollara

Note: Content order subject to change in accordance with meeting student needs

#### **Trimester #1** (August 28-November 21)

In the first few weeks of the trimester, we will focus on developing routines, structures, and habits of strong readers. Students will find their reading identities and reflect on their reading rate and volume. They will work on envisioning, predicting, retelling, and cracking contextual clues when books get confusing. Students will then move into writing workshop with true stories about their own lives. They will lift the level of their narrative writing through purposeful, deliberate revision. Above all, we aim to help students share their voice, their perspective, and their unique story through writing these true narratives.

In the second part of the first trimester, we will move into informational reading and writing. Students will get to transfer learning from Quest into ELA through research and writing about Quest-related topics. Their writing will serve as manuals for other students to engage in the work of gardening.

Reading	Writing
<p><b>Building A Reading Life</b></p> <ul style="list-style-type: none"> <li>● Build up autonomy as a reader</li> <li>● Establish reading identities</li> <li>● Set goals as an avid reader</li> <li>● Select “Just-Right” books</li> <li>● Build stamina and develop ways to stay engaged as a reader</li> <li>● Monitor understanding</li> <li>● Use a variety of “fix it” strategies</li> <li>● Launch strong reading partnerships</li> <li>● Infer about and interpret character’s feelings, actions, and motives</li> <li>● Synthesize character traits and events across chapters/series</li> <li>● Determine central message of text and lessons learned by characters</li> </ul> <p><b>Foundational Fiction Skills</b></p> <ul style="list-style-type: none"> <li>● Empathizing with characters</li> <li>● Drawing conclusions about characters’ actions and motives</li> <li>● Supporting claims with evidence from the text</li> <li>● Comparing and contrasting themes, settings, plots across series</li> <li>● Developing partnerships and communication skills in book clubs</li> <li>● Using mentor reviews and essays to understand craft</li> </ul>	<p><b>Characters into Meaning: Crafting True Stories</b></p> <ul style="list-style-type: none"> <li>● Develop an understanding for qualities of narrative writing</li> <li>● Use variety of strategies to generate and rehearse writing</li> </ul> <p><b>The Art of Informational Writing</b></p> <ul style="list-style-type: none"> <li>● Information writing: organizing and reorganizing</li> <li>● Balancing facts and ideas in information writing</li> <li>● Using elaboration strategies such as studying mentor texts</li> <li>● Making connections within and across chapters</li> <li>● Punctuating with paragraphs</li> </ul>

**Reading to Learn: Grasping Main Idea and Text Structures**

- Using Fix-it strategies – tricky words, predictions, pictures, diagrams
- Using questions to infer answers
- Growing thinking within NF texts
- Determining importance of information (synthesizing)
- Conducting partner conversations that enhance comprehension
- Recounting key details and explain how they support main idea

**Trimester #2** (November 28-March 2)

Our study in poetry aims not just to teach students to write poetry well, but also to make them into more aware and more knowledgeable readers of poetry. This unit also aims to teach children more about reading-writing connections and revision and qualities of good writing that pertain to all of writing, not just to poetry. A goal of this unit in poetry writing is to usher our students into a world in which reading and writing are deeply connected.

Later in the trimester, students will go deeper into informational reading. This unit focuses on research and learning to learn from reading. Students will read a collection of texts on a topic as they learn to synthesize and organize their thinking.

Stories remind us that we care very much about justice and injustice, and about living lives of meaning and significance. We will be teaching children to take their books and their lives seriously. In our unit on social issues, students will learn to use social issues as lenses, not only identifying what issues are present in books, but reading through those lenses, collecting evidence to support their thinking.

As children already eager and ready to persuade others, third-graders are perfectly primed to channel their opinions into writing that can make a difference. This opinion writing unit is meant to help students transfer their passion into working for local and then more global causes, realizing that their voices have power and that well-supported opinions can and do change the world.

Reading	Writing
<p><b>Social Issues Book Clubs</b></p> <ul style="list-style-type: none"> <li>● Notice themes across a text</li> <li>● Consider how characters' actions contribute to events in the story</li> <li>● Support thinking with details and examples from the text</li> </ul>	<p><b>Living Like a Poet</b></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>

**Research Clubs: Elephants, Penguins and Frogs, Oh My!**

- Use the lingo of the topic
- Read with volume and fluency
- Compare and contrast texts
- Determine cause and effect
- Read closely for patterns

**Changing the World: Persuasive Speeches, Petitions, and Editorials**

- Consider audience in order to elaborate
- Organize and categorize writing
- Edit earlier in the writing process
- Paragraph to organize ideas
- Choose words to evoke emotion

**Trimester #3 (March 6 - June 6)**

As students become more proficient readers, the characters who populate their novels will become more complex. The changes involve not just increasingly multifaceted characters, but ones who come up against increasingly difficult challenges and heavier social issues, whose feelings are often ambivalent, and who change, as a result, in significant ways. This unit spotlights the study of character and brings young readers on an intellectual journey akin to the one that characters go on in books. Readers will study characters deeply, first observing, then coming up with hunches or ideas, and then investigating patterns that reveal deeper character traits and motivations in order to articulate evidence-based theories. Readers will use those theories to make predictions as they follow the character on his journey across the story. Students will also compare and contrast characters across books, examining their traits, motivations, the way they respond to problems, and the life lessons they learn and teach.

Writing to defend claims about literature requires close reading, attention to literary craft, and the ability to cite and defend relevant textual evidence. The units aims to make reading a more intense, thoughtful experience for children by equipping them with tools they need to write simple essays that advance an idea about a piece of literature. This unit builds on children’s prior experience with opinion writing. They will now move from writing simple opinions to deeper claims.

In the second part of the third trimester, students will focus on the testing genre. The big work of this unit is to support students in bringing forward all they have learned all year about each genre. It is also about helping students see connections between genres, for example, reminding them to use all they know about story structures in fiction to identify important elements in narrative nonfiction articles. The main goals of the unit are to support students in reading passages and holding on to meaning, to review strategies students already know for each genre, to teach strategies to quickly identify genres, and to teach predictable question types for each one.

Reading	Writing
<p><b>Character Studies</b></p> <ul style="list-style-type: none"> <li>● Notice dialogue and actions; use theories about characters to predict</li> <li>● Notice patterns and growing theories about characters</li> <li>● Pay close attention to the climax of a story</li> <li>● Notice the role secondary characters play in the main character’s journey</li> <li>● Learn lessons alongside the characters</li> <li>● Analyze author’s craft</li> <li>● Analyze parts of a story in relations to the whole</li> <li>● Compare and contrast characters and the lessons they learn</li> </ul>	<p><b>Writing About Reading: Growing Ideas and Supporting Opinions</b></p> <ul style="list-style-type: none"> <li>● Generate ideas about literature</li> <li>● Elaborate on entries of their writing about reading</li> <li>● Study texts, collecting evidence for their ideas</li> <li>● Refer to the texts to draw inferences, gather details, and support for the claim</li> <li>● Revise claims or opinions to create a clear thesis</li> <li>● Use checklists and rubrics with greater autonomy and independence</li> </ul>

### Testing Genre Studies

- Monitor for understanding while reading a variety of passages
- Transfer reading strategies from other genres
- Identify elements of fiction and nonfiction genres
- Identify predictable question types
- Search for evidence in passages to support thinking

### 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 and folders. Charlotte Lab School uses Seesaw, an online portfolio system, 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, and families are invited to also leave encouraging comments on their student's work.

### Homework and Home-School Connection

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. 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.

We also encourage parents to review and engage with SeeSaw at home with their children to connect with 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, listen to and read a book aloud, and answer questions*
- *Discuss the book with your child and ask him/her inferential question stems provided*
- *Comment and ask questions on Seesaw posts made by students and teachers*

### Parent-Teacher Communication

The best way to communicate general questions is through your student's advisor. If a specific ELA question arises, please email your child's ELA teacher directly and a response will be given within 48 hours.

**Emily Fields, 3rd grade ELA lead** ([efields@charlottelabschool.org](mailto:efields@charlottelabschool.org))

**Maria Pollara, 3rd grade Exceptional Children Teacher** ([mpollara@charlottelabschool.org](mailto:mpollara@charlottelabschool.org))

## Mathematics

Carter, Newswanger & Fersner

### Trimester #1 (August 28- November 21)

In this unit, students will explore the foundation of numbers by reviewing place value concepts up to 10,000. They will also revisit and discover mathematical strategies to help solve addition and subtraction problems. By reviewing place value skills, students will be able to apply this knowledge to concepts such as comparing and rounding numbers. In addition, they will survey others and display data in bar graphs, pictographs and line plots.

### Unit Topics, Objectives & Vocabulary

Below is a list of the topics that will be introduced this quarter. While this represents pacing for a typical 3rd 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>
<b>Graphing</b>	<ul style="list-style-type: none"> <li>Collect and interpret data by surveying peers and making connections about the data</li> <li>Represent data in bar graphs, pictographs, and line plots</li> <li>Solve one and two-step problems based on data</li> </ul>	<i>Bar graph, pictograph, line plot, range</i>
<b>Place Value</b>	<ul style="list-style-type: none"> <li>Continue to explore place value up 10,000</li> <li>Understand hundreds, tens, ones, and regrouping</li> </ul>	<i>Place, value, ones, tens, hundreds, thousands</i>
<b>Comparing Numbers</b>	<ul style="list-style-type: none"> <li>Compare two multi-digit numbers based on knowledge of place value skills (hundred, tens, and ones)</li> <li>Successfully use <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to compare numbers</li> </ul>	<i>Greater than, less than, equal to</i>
<b>Addition/ Subtraction</b>	<ul style="list-style-type: none"> <li>Use more than one strategy to solve addition/subtraction problems to 10,000</li> <li>Use a letter to represent an unknown quantity in an addition/subtraction equation</li> <li>Explain thinking and teach another student the strategy</li> </ul>	<i>Algorithm, associative property, add, subtract, sum, difference</i>
<b>Rounding/ Estimation</b>	<ul style="list-style-type: none"> <li>Use place value skills, round a two/three-digit number to the nearest 10 and 100</li> <li>Estimate an answer to an addition and subtraction problem, then check to see if it is correct</li> </ul>	<i>Approximately, estimate, round, number line</i>
<b>Measuring Lengths &amp; Plotting Data</b>	<ul style="list-style-type: none"> <li>Measure and record lengths using rulers marked with halves and fourths of an inch</li> <li>Identify each plot on the line as data or a number of objects</li> <li>Create a line plot marked off in appropriate units whole numbers, halves, or quarters</li> </ul>	<i>Scale, line plot, data, fourths, halves, quarters</i>

<b>Telling and Writing Time</b>	<ul style="list-style-type: none"> <li>● Tell and write time to the nearest minute</li> <li>● Solve word problems involving addition and subtraction of time intervals</li> <li>● Finding the elapsed time by using a number line</li> </ul>	<i>Time, elapsed time, minute, intervals, quarter after, quarter til, quarter after</i>
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### Trimester #2 (November 28 - March 2)

In this unit, students will explore the meaning of multiplication and division. They will begin the unit by learning concepts such as equal groups, repeated addition, and skip counting. The unit will eventually move on to teach students how to find an unknown product in a multiplication problem and unknown factors for division. As we move onto division students will learn the relationship between multiplication while also learning properties of division and multiplication to help solve problems. Students will also review the concept of multiplication by applying their knowledge to finding the area and perimeter of regular and irregular figures.

### Unit Topics, Objectives & Vocabulary

<u>Topics</u>	<u>Objectives</u> Students will...	<u>Vocabulary</u>
<b>Multiplication</b>	<ul style="list-style-type: none"> <li>● Multiply to find the product by using strategies such as, repeated addition, equal groups, skip counting, and arrays</li> <li>● Use multiplication to solve word problems</li> <li>● Will be able to find unknown factors</li> <li>● Use properties of multiplication to solve problems</li> </ul>	<i>Multiplication, Factors, Quotients, Equal groups, Arrays, Repeated addition, Skip counting, Division Products, Equal sharing, Commutative Associative, Distributive</i>
<b>Division</b>	<ul style="list-style-type: none"> <li>● Find the quotient by using equal groups.</li> <li>● Explain what division is and relate it to equal sharing</li> <li>● Understand the relationship between multiplication and division</li> <li>● Use division to solve word problems</li> <li>● Use properties of division to solve problems</li> </ul>	
<b>Understanding Arrays, Perimeter and Area</b>	<ul style="list-style-type: none"> <li>● Relate area to the operations of multiplication and addition</li> <li>● Recognize figures can have the same perimeter and different area or same area and different perimeters</li> <li>● Solve real world problems involving finding the perimeter given the side lengths, finding an unknown side length</li> </ul>	<i>attribute, area, square unit, plane figure, square cm, square m, square in, square ft, nonstandard units, side length, decomposing</i>

### Trimester #3 (March 6- June 6)

In this unit, students will also explore the attributes of shapes and understanding that different attributes can be categorized into a larger category like quadrilaterals. Students will then jump into partitioning polygons and defining parts as a part of a whole/ unit fraction. After getting foundational knowledge of fractions students will then explore finding equivalent fractions and comparing fractions.

### Unit Topics, Objectives & Vocabulary

<u>Topics</u>	<u>Objectives</u> Students will...	<u>Vocabulary</u>
<b>Identifying and Representing Fractions</b>	<ul style="list-style-type: none"> <li>Define a unit fraction and recognize a unit fraction as part of a whole</li> </ul>	<i>partition(ed), equal parts, fraction, equivalent, denominator, numerator, comparison, compare, &lt;, &gt;, =, justify, inequality</i>
<b>Representing Fractions on a Number Line</b>	<ul style="list-style-type: none"> <li>Compare fractions using equal to, less than, and greater than one</li> <li>Find equivalent fractions</li> </ul>	<i>partition(ed), equal parts, fraction, equivalent, denominator, numerator, comparison, compare, &lt;, &gt;, =, justify, inequality</i>
<b>Categorizing Shapes</b>	<ul style="list-style-type: none"> <li>Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category like quadrilaterals</li> <li>Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories</li> </ul>	<i>Attributes, quadrilateral, open figure, closed figure, 2-dimensional, polygon, rhombus/rhombi, rectangle, square, partition, unit fraction, parallelogram, examples, parallelogram, right angle,</i>
<b>Partitioning Shapes into Equal Areas</b>	<ul style="list-style-type: none"> <li>Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole (4 parts with equal area, each part is <math>\frac{1}{4}</math> of the area of the shape)</li> </ul>	<i>partition(ed), equal parts, fraction, equivalent, denominator, numerator, comparison, compare, &lt;, &gt;, =, justify, inequality</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. The process is as follows:

- Students will take a pre-assessment
- Once the assessment is scored, students will be placed into personalized learning groups for enrichment, review, mini-lesson and foundation skills
- Students will stay in that specific skill group for several weeks, 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 Connection**

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.

### **Parent-Teacher 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.

**LaQueita Carter, 3rd grade Math lead** ([lcarter@charlottelabschool.org](mailto:lcarter@charlottelabschool.org))

**Brittany Newswanger, 3rd grade EC Teacher** ([bnewswanger@charlottelabschool.org](mailto:bnewswanger@charlottelabschool.org))

**Shannon Fersner, 3rd grade Assistant Teacher** ([sfersner@charlottelabschool.org](mailto:sfersner@charlottelabschool.org))

## Quest Hartzell

### Trimester #1: The Lab Garden Quest (August 28-November 21)

#### About The Quest

Around February last year, Lab students and teachers filled our new raised garden beds with soil for the first time. We watched our lettuce, carrots, and radishes grow slowly over the winter. And as the gardens grew, so did the curiosity of the students. In a few short months, we started to notice never-before-seen birds, bees, caterpillars, and other diverse wildlife. Students began planting, watering, and caring for the plants, while tasting new foods and sharing their experiences with others. Pretty soon, they were taking pictures, creating art, and trying to capture the beauty of the natural world. It is our hope that, as the garden grows, our community does too. So call this The Lab Garden Quest if you want... but hopefully it ends up becoming a lot more than just that.

#### How The Quest Is Set Up

The Lab school year is broken up into three 12-week trimesters. Our year-long Quest is similarly broken up in this manner. The chart below shows how each trimester is organized. Additional details for each course are provided below the chart.

Trimester	Course Name	Course Description and Science Standards	Length
1	How To Survive Quest	- students attempt challenges as an intro to Quest, gardening, and the 7 Survival Skills	3 weeks
1	Farmer's Market Fridays	-students plant, care for, and harvest fall plants -students explore life cycles, map gardens and work with Lab community to begin Farmer's Market Fridays.  NCSS3.L.2 <i>Understand how plants survive in their environments.</i>  NGSS.3.LS4.3 <i>Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.</i>  NGSS.3.LS1.1 <i>Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</i>  NGSS.3.LS3.2 <i>Use evidence to support the explanation that traits can be influenced by the environment.</i>	9 weeks
2	Using Survival Strengths	-students work individually or in groups to build on a survival strength	3 weeks
2	The Future of Urban Gardening	-students plant, care for, and harvest winter plants -students explore food deserts and the power of plants while planning the future of our cities.  NCSS3.L.2 <i>Understand how plants survive in their environments.</i>	9 weeks

		<p>NGSS.3.LS3.2 <i>Use evidence to support the explanation that traits can be influenced by the environment</i></p> <p>NGSS.3.5.ETS1.3 <i>Plan and carry out tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</i></p>	
3	The Rube Goldberg Lab School Championship	<p>-students compete against Lab Middle for the title of Official 2017 Rube Goldberg Lab Champions</p> <p>-students explore engineering and motion</p> <p>NGSS.3.5.ETS1.3 <i>Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</i></p> <p>NCSS.3.P.1 <i>Understand motion and factors that affect motion.</i></p>	3 weeks
3	The Beauty of Biodiversity	<p>-students plant, care for, and harvest spring/summer plants</p> <p>-students explore energy, pollinators, and vanishing local and global biodiversity</p> <p>NCSS3.L.2 <i>Understand how plants survive in their environments.</i></p>	6 weeks
3	Using Survival Growth Areas	-students work individually or in groups to build on a survival growth area	3 weeks

### Course Title: How To Survive Quest

Quest is a unique subject. What makes it different than just Science, Social Studies, ELA, or Math is the focus on activities that involve students practicing the 7 Survival Skills. These skills have been recognized globally as important to students' future success in an ever-changing workplace. These skills are: **Critical Thinking & Problem Solving, Collaboration Across Networks & Leading By Influence, Agility & Adaptability, Initiative & Entrepreneurialism, Effective Written & Oral Communication, Accessing & Analyzing Information, and Curiosity & Imagination.** During this 3 week course, students will be given a task for certain Survival Skills, ranging from designing logos to group builds. Through these activities, students will gain an understanding of how to be successful during Quest.

- **Guest Expert Highlights:** Dr. Moss Brown shares her vision of Quest
- **Excursions:** Mapping First Ward Park Elementary School Gardens
- **Words To Use At Home:** quest, problem solving, networking, collaborating, initiative, communication, imagination, effort
- **Parent Resources:**
  - Reinventing Education For the 21st Century, <https://www.youtube.com/watch?v=54gzmXlPbsA>
  - *Creating Innovators: The Making Of Young People Who Will Change The World* by Tony Wagner

### Course Title: Farmer's Market Fridays

Students will learn the art of nature journaling in order to observe the life cycles and ecosystems supported in our gardens. Field work will include learning what different plants need to survive and how we can best take care of what is growing in our gardens. Students will develop plant logos and begin planning our Farmer's Market Fridays, a weekly event open to families. Through weekly teacher check-ins, individuals will discover one of their survival strengths! Using the gardens as a "lab" will provide a unique opportunity to introduce science concepts in a relevant and engaging way.

- **Guest Expert Highlights:** Bobbi Mabe, creator of *Growth Through Gardening*, gives interactive lessons about the life of plants, *Pop-Up Produce* helps with fall planting, and *Crown Town Compost* teaches us how to reuse our food waste
- **Excursions:** *Rogue Gardens*, *What's Growing Uptown (Walking Tour)?*, *Charlotte Regional Farmer's Market*
- **Words To Use At Home:** adaptable, curiosity, fertile, life cycle, decay, nutrients, decompose, sketch, evidence, effective, ineffective, iterate

### Course Title: Using Survival Strengths

Throughout the first trimester our students, with the help of their Quest teachers and peers, gained some insight one of their survival strengths and understand, for example, that they may have a strong imagination, while another student may be very agile. Now that the student can identify a survival strength, we can try to apply the skill to an engaging project.

- **Guest Speaker Highlights:** Julia Jackson shares her experiences with *Seed 20*
- **Words To Use At Home:** initiative, entrepreneur, influence, network, collaboration, effective, ineffective, craftsmanship, design,

### Course Title: The Future of Urban Gardening

The idea of this course is to introduce students to some of the social and environmental issues facing our urban communities such as food deserts, urban heat islands, and processed foods while allowing them to use their imagination to envision a greener future. Students will continue their work in the garden, saving seeds from fall crops and beginning preparations for winter planting and care. They will also experiment with vertical gardening and dive into the economics involved in growing, buying, and wasting food.

- **Guest Speaker Highlights:** TBA
- **Excursions/Partnerships:** *An intro to hydroponics and hoop houses at Garinger High School*, *Learning About Living Walls at Queens University*, *Foraging at Little Sugar Creek Greenway*
- **Words To Use At Home:** food desert, urban heat island, native, climate, greenhouse effect, radiate, energy

### Course Title: The Rube Goldberg Lab School Championship

Last year's Rube Goldberg Quest was a crowd favorite, so we will be taking a 3 week break from our Garden Quest to reprise the fun and learning. During this time, students will learn about engineering and force & motion as they collaborate to build an epic chain reaction. Mr. Luff and the 6th graders at Lab Middle think they can create a cooler design than us, so we will be going head-to-head on several design challenges during this course.

- **Guest Speaker Highlights:** TBA
- **Excursions/Partnerships:** Queens University
- **Words to Use At Home:** design, iterate, fail, force, motion, speed, acceleration, push, pull, inclined plane, lever, height, mass

### Course Title: The Beauty of Biodiversity

As Spring is in full bloom, students will begin to notice new life across the city. Pollinators will help our new warm weather plants flourish... but will we see any honeybees? Students will learn the importance of honeybees to our global ecosystem and explore other unique species around the world that are vanishing like the honeybee. We will dive into the concept of energy and host our last Farmer's Market Fridays of the year.

- **Guest Expert Highlights:** Local Bee Keeper
- **Words To Use At Home:** pollen, germination, observation, color, scent

**Course Title: Using Survival Growth Area**

Up until this point of the year, your student will have completed multiple passion projects that align with his or her strength area. Now it's time for them to go out on a limb and try something out that may have been difficult for him/her in the past. In this course, students will be able to showcase their final product of 3rd grade! More details to come!

**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.

**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. We will only be 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.

**Parent-Teacher Communication**

The best way to communicate general questions is through your student's advisor. However, if you have a Quest specific question, please email your child's Quest teacher directly and an answer will be provided within 48 hours.

**Dave Hartzell, 3rd grade Quest teacher ([dhartzell@charlottelabschool.org](mailto:dhartzell@charlottelabschool.org))**

**World Languages & Cultural Studies**  
**Novice High/3rd grade Spanish**  
 Najenson

**Approach to Language Teaching and Learning:**

Twenty-first century schools must reflect the modern world and workplace through a commitment to global awareness, bilingualism, and diversity. The World Languages & Cultural Studies program at Lab is designed to give students authentic opportunities to engage in language learning and learn to interact positively across cultural barriers. The target language (Spanish) will be used as much as possible by both teachers and students during the World Language & Cultural Studies block. Lessons are carefully planned so that students can understand and enjoy the activities that will help them learn and explore the world.

**Trimester #1 Timeline** (August 28-November 21)

<u>Unit Topic</u>	<u>Student Goals</u>	<u>Vocabulary/Structures</u>
<b>All About Me</b>	<ul style="list-style-type: none"> <li>I can introduce myself.</li> <li>I can imitate appropriate greetings.</li> <li>I can ask and say someone's nationality.</li> <li>I can sometimes understand questions about how old I am, and where I live.</li> <li>I can ask and say a home and email address.</li> <li>I can talk about my favorite things.</li> <li>I can recognize some traditional and popular songs.</li> </ul>	-Yo me llamo (my name is).... -Yo soy de (I am from).... -Yo tengo... años (I am....old). -Mi cumpleaños es el... de... (My birthday is on...) -¿Cómo te llamas? (What is your name?) -¿Cuántos años tienes? (How old are you?) -¿De dónde eres? (Where are you from?) -Las partes del cuerpo (body parts).
<b>Citizenship &amp; Community</b>	<ul style="list-style-type: none"> <li>I can ask and talk about my responsibilities at school and home.</li> <li>I can write about what I do in class and at home.</li> <li>I can describe the characteristics of good citizens and classify citizens' responsibilities and rights.</li> <li>I can recognize some similarities and differences between the responsibilities of children in Latin American countries and children in the U.S.</li> <li>I can tell the way people address each other differently based on age and social standing.</li> </ul>	-Obligaciones y responsabilidades en la casa y en la escuela (Responsibilities at home and at school). -Los quehaceres (house chores). -Yo tengo que (I have to )....: -Los buenos ciudadanos son/tienen/pueden (good citizens are/have/can...) -Derechos y obligaciones de los ciudadanos (rights and responsibilities of citizens)....

**Trimester #2: Making Plans** (November 28-January 19), **Directions** (January 22 - March 2)

**Trimester #3: Shopping** (March 6 - April 27), **Review and Literature Focus** (April 27 - June 6)

**Assessments:**

These tools will give teachers and students a variety of data to show progress on specific learning objectives.

<u>What is the assessment?</u>	<u>What does it measure?</u>	<u>How will it be used?</u>	<u>When will it be used?</u>
<b>Performance Rubric</b>	In the comprehension, conversation, and presentation, this rubric measures how well a student is able to communicate in the target language.	Students will participate in performance tasks to demonstrate their ability to use the target language in a real-world context. Teachers will use the rubric to give feedback and show progress throughout the year.	At the end of each unit (twice per trimester)
<b>Fountas &amp; Pinnell Reading Level Evaluation</b>	This evaluation (which is also used to determine ELA Reading levels at Lab) collects data on a student's oral fluency, comprehension, and ability to make connections with a text.	Reading levels will be used to provide students with targeted practice to help them develop vocabulary, familiarity with sentence structures, and opportunities to practice decoding and interpreting meaning from a variety of texts.	Mid-year and End-of-year
<b>Can Do Checklist</b>	Students will be assigned to tasks that will allow them to prove that they can do the communicative tasks or demonstrate the cultural competencies listed for each unit above.	Students will record their own growth areas and performance on SeeSaw (which may also be evaluated by a teacher on the rubric provided above) and in a self-assessment.	Weekly, by unit
<b>Target Language Tracker</b>	Each time students use English or Spanish in class, they will tally the instance on a tracker card.	Students will set their own goals for how much they want to use the target language in each class period and track their growth over time.	Daily, as needed
<b>Phonemic Awareness Tracker</b>	This checklist will allow students to demonstrate the letter-sound associations of the Spanish alphabet and syllables.	Teachers will provide personalized activities for students based on the assessment so that they will develop appropriate patterns of pronunciation.	Biweekly, until all are mastered
<b>High Frequency Words List</b>	Much like the ELA Sight Words list, teachers will track students' understanding of common functional words and phrases.	Students will focus on the High Frequency words list appropriate for their reading level until they can confidently understand and use the words in context.	Biweekly
<b>Personal Goals</b>	Students will choose their own learning goals related to vocabulary, pronunciation, reading, writing, speaking, and listening.	This information will help students chose learning centers that will help them grow their language proficiency and global awareness, and their individual progress will be share through the online portfolio.	Weekly

### **Student Work**

Charlotte Lab School uses an online portfolio system 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. Families are invited view their students' photos and videos of work in Spanish and also to leave encouraging comments on their student's work as well.

### **Homework and Home-School Connection**

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

- *Use web-based tools to practice along with your student. Log-in information will be provided by the end of the first Trimester.*
  - DuoLingo (free language learning app)
  - Quizlet (website and app for building vocabulary)
  - RAZkids (leveled books for listening and reading)
  - YouTube (list of songs and videos provided by the teacher)
- *Take note of target language use in your home and in the community.*
  - Ask your student to find words that they recognize or can guess
  - Look for opportunities that allow your child to notice other languages and cultures
- *Use SeeSaw to connect with your student about what they are learning.*

### **Parent-Teacher Communication**

The best way to communicate general questions is through your student's advisor. If a specific World Language/Cultural Studies question arises, please email the WL/CS teacher and a response will be provided within 48 hours.

**Barbara Najenson, 3rd grade WL/CS Spanish Teacher** ([bnajenson@charlottelabschool.org](mailto:bnajenson@charlottelabschool.org))

**World Languages & Cultural Studies**  
**Novice Mid-High/3rd grade Chinese**  
 Liao

**World Languages Learning Approach**

In World Languages each trimester, 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.

**Trimester #1 Timeline** (August 28-November 21)

Topic	Goals	NC Social Studies Essential Standards
Occupations	Students will learn how to say the occupations Vocabulary: doctor, teacher, actor, chef, police, athlete, artist Sentence: What do you want to be? I want to be_____.	Community
Sports	Students will learn how to say the sports Vocabulary: play, together, tennis, ping pong, basketball, baseball, hockey, and soccer Sentence: Let's play_____ together, ok?	Self
Playground	Students will learn how to say the equipments and games in the playground Vocabulary: see-saw, swings, slides, hide-and-see, hopscotch, make friends Sentence: What do you like to play? I like to _____.	Civic and Government
Writing	Students will continue to practice writing Chinese Characters	
Reading	Students will learn to recognize and read previously learned vocabulary/phrases/short passages	

**Trimester #2 Timeline** (November 28-March 2)

Topic	Goals	NC Social Studies Essential Standards
Go to the Market/ Shopping	Students will learn how to say food and to ask how much it is. Vocabulary: vegetables, meat, cookies, candy, Sentence: I want to buy____. How much is it?	Economics
American Food	Students will learn how to say the American food. Vocabulary: hamburgers, fries, fried chicken, sandwich, coke, salad Sentence: I like to eat/drink____.	Culture
Feelings	Students will learn how to say their feelings and describe others' feelings. Vocabulary: Happy, sad, angry, cry, laugh Sentence: How are you ? I am very/little bit____. He/She is _____.	Civic and Government
Writing	Students will continue to practice writing Chinese Characters	
Reading	Students will learn to recognize and read previously learned vocabulary/phrases/short passages	

**Trimester #3 Timeline** (March 6-June 6)

Topic	Goals	NC Social Studies Essential Standards
Shapes	Students will learn how to say the shapes. Vocabulary: triangle, square, rectangle, oval, diamond, circle, star Sentence: What shape is this? This is____.	
Continents	Students will learn how to say the 7 continents Vocabulary: North America, South America, Asia, Europe, Africa, Antarctica, Australia Sentence: This is_____.	Geography
Zoo animals	Students will learn how to say the animals in the zoo. Vocabulary: lion, tiger, bear, elephant, bear, giraffe, panda Sentence: I saw_____.	Environment
Places in community	Students will learn how to say places in the community. Vocabulary: school, movie theater, playground, grocery store, restaurant, mall Sentence: I went to_____.	Community
Writing	Students will continue to practice writing Chinese Characters	
Reading	Students will learn to recognize and read previously learned vocabulary/phrases/short passages	

### **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. 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.

### **Homework and Home-School Connection**

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

### **Parent-Teacher Communication**

The best way to communicate general questions is through your student's advisor. If a specific World Language/Cultural Studies-Chinese question arises, please email the teacher(s) and a response will be provided within 48 hours.

**Lee-Jung Liao, 3rd grade Chinese Teacher** ([lliao@charlottelabschool.org](mailto:lliao@charlottelabschool.org))