



## **3rd Grade ELA Curriculum Guide - 2016**

Team Members: Hollands, Whitelaw, Fields, Serrano, Pollara

### **Quarter #1 - Building a Reading and Writing Life / Characters into Meaning: Crafting True Stories** (August 29 - October 28)

In these initial units, "Building a Reading and Writing Life" and "Characters into Meaning: Crafting True Stories," students will focus on building expectations, routines and procedures involved with 3rd grade Reader's and Writer's Workshops. We will delve into our reading in more depth, focus on choosing "just-right books" and sticking with them to build stamina and monitor our reading. Linking with writing, we will develop note-taking skills as students continue to build good reading habits. Our main focus in writing will be around creating realistic fiction stories by using what we know from our own experiences and those of the characters we read about in our "just-right books." By the end of the unit, students will have crafted stories of their own, following the drafting, revising and editing process.

### **Unit Topics & Objectives**

Students will...

- Build up autonomy as a reader
- Establish reading identities
- Set goals as an avid reader
- Select "Just-Right" books
- Build stamina as a reader
- Monitor understanding
- Use a variety of "fix it" strategies
- Develop ways to stay engaged as a reader
- Launch strong reading partnerships
- Infer about and interpret character's feelings, actions and motives
- Synthesize character traits and events across chapters/series
- Determine central message of text and lessons learned by characters
- Develop an understanding for qualities of narrative writing
- Use variety of strategies to generate and rehearse writing

### **ELA Personalized Learning Approach**

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

### **Student Work**

The majority of student work will be completed within their Reader's and Author's notebooks. This year, Charlotte Lab School will also use an online portfolio system called SeeSaw which will enable students to independently showcase what they are learning in each one of their content areas. Both students and teachers will be able to view and assess progress and



growth over time. In ELA, students will post to SeeSaw at least once per week to share their current work and progress toward their personalized goals. Teachers will provide feedback weekly as well. Families are invited to also leave encouraging comments on their student's work as well. For more information about SeeSaw go to - <http://web.seesaw.me/learn-more>

### **Homework and Home-School Connections**

Homework will only consist of daily reading and work that students did not finish during the school day. There will be no formally assigned homework this year. Research has been unable to prove that homework improves student performance. Rather, we ask that you spend your evenings doing other activities that correlate with student success - reading with your student, eating dinner together, playing outside, participating in after school activities, and getting your student to bed early. Students will be encouraged to read and write independently or with adults whenever possible and appropriate. Students will also have a reading log for their out of school reading to foster independence and reflection on their reading habits. Families are NOT expected to sign this log. Students are responsible for filling out their logs in order for teachers to discuss and reflect on the student's book choices, stamina, and reading habits.

### **Teacher-Parent Communication**

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

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## 3rd Grade Math Curriculum Guide - 2016

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

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

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 &gt;, =, and &lt; 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>
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### **Math Personalized Learning Approach**

Personalized learning is instruction that offers specific curriculum and learning environments that meet each individual student’s needs. Students will approach the content in a variety of ways and paces based upon their mastery of each concept.

On a weekly/bi-weekly basis:

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

### **Student Work**

This year, Charlotte Lab School will use an online portfolio system called SeeSaw which will enable students to independently showcase what they are learning in each one of their content areas. Both students and teachers will be able to view and assess progress and growth over time. In Math, students will take home their grade pre-assessments every week or two weeks (depending on the skill) and are responsible for submitting 2-3 posts per week that document their learning related to that skill; this can be in the form of videos, pictures, drawings, texts and pdfs. They are expected to correct and comment on their work as needed and teachers will provide weekly feedback on their submitted work through the Seesaw program. In addition, each student will have a Math journal in class for “Do Now” and follow-up activities. The students’ math journals will remain at school at all times.

### **Homework and Home-School Connections**

We encourage parents to review SeeSaw at home with students as well as review Math work in their binder. In addition, students will be provided enrichment activities, review materials, etc. on an as needed basis. Homework will not come home every week for each child and will vary depending on what your child is working on. The purpose of Math homework is to ensure that students are practicing independently at home and this allows parents to connect with what your child is learning in Math as well.



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

### **Teacher-Parent Communication**

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

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## 3rd Grade Quest Curriculum Guide – 2016

Team Members: Davino, Snyder, Hartzell, Lanier

### Quarter #1 - The Perfect Scientific Cookie (August 29 - October 28)

In the first quarter, the 3rd Grade students will study states of matter, heat energy, and chemical reactions with the goal of creating a Perfect “Scientifically Derived” Cookie. Baking provides a real world opportunity for students to apply what they have learned about energy and chemistry to an engaging and tasty topic! Collaborating in groups, students will use the scientific method to experiment with different factors (e.g. ingredients, temperature, chemical change, states of matter) to determine how to make their version of the Perfect Scientific Cookie. Upon determining their ultimate scientific cookie recipe, each team will have the opportunity to create, brand, package, and market their cookie in a Charlotte Lab School fundraiser, with the proceeds supporting the CLS Garden initiative. Maker Lab is part of Quest this year, so students will participate in a variety of maker-based activities to reinforce Quest concepts throughout the year.

### Course Objectives

Based on the NC Essential Science Standards, the objectives for this Quest include:

- Understanding matter and identifying matter in its various phases.
- Understanding heat including energy, transfer, temperature, and how heat impacts states of matter.
- Investigating chemical reactions within the chemistry and science of baking.
- Identifying the variables involved in baking and experimenting with those variables.
- Applying a scientific approach to develop a cookie recipe.
- Collaborating and building consensus as a group.
- Developing and implementing a creative marketing strategy.

Our Quest program is also designed to provide students with authentic practice in the following skills:

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

WEEK	CONCEPTS EXPLORED and ACTIVITIES
Week 1 8-29	<p><b>What makes a perfect cookie?</b></p> <ul style="list-style-type: none"> <li>● History of the cookie</li> <li>● The accidental discovery of the chocolate chip cookie</li> <li>● What is matter?</li> <li>● States of matter (e.g. solid, liquid, gas)</li> <li>● Teacher led experiments</li> <li>● What are phase changes?</li> </ul>

Week 2 9-5	<p><b>The Heat is On</b></p> <ul style="list-style-type: none"> <li>● Introduce heat as a form of energy</li> <li>● Understanding the Scientific Method</li> <li>● Determine the variables in baking and how each variable alters the end product (e.g. temperature, ingredients, states of matter).</li> <li>● Work in teams and experiment with a basic vinegar cookie recipe.</li> <li>● Understand the chemical reactions that occur in baking.</li> </ul>
Week 3 9-12	<p><b>Workshop Week</b> Students will take part in 4 rotations over the next three weeks including:</p> <ol style="list-style-type: none"> <li>1. Research</li> <li>2. Technology</li> <li>3. Matter Experiments</li> <li>4. Building and Designing</li> </ol>
Week 4 9-19	
Week 5 9-26	
Week 6 10-3	<p><b>Revisit and Check In</b></p> <ul style="list-style-type: none"> <li>● Check in with group members and revisit check list.</li> <li>● Complete all workshop stations and report findings to group.</li> <li>● Begin planning and preparing for</li> </ul>
Week 7 10-10	<p><b>Marketing 101</b></p> <ul style="list-style-type: none"> <li>● Baking at Project 658</li> <li>● Bake Sale Preparation</li> <li>● Determine pricing of each cookie/packaging</li> <li>● Design advertisements on posters and through enewsletter.</li> <li>● Define group members roles</li> <li>● In teams, students will name their cookie and create packaging, label, and ingredient list.</li> <li>● Students will identify needed materials (e.g. cash box, change, tables, pricing signs)</li> </ul>
Week 8 10-17	<p><b>Bake Sale</b></p> <ul style="list-style-type: none"> <li>● Bake Sale at CLS</li> <li>● Overall Cookie Conclusions</li> <li>● Complete Group Videos</li> <li>● Matter Post Assessment: What did you learn? Why was this Quest meaningful?</li> </ul>
Week 9 10-24	<p><b>Evaluation/Reflection</b></p> <ul style="list-style-type: none"> <li>● Evaluate what was the most successful sales sites/ strategy.</li> <li>● Record profits.</li> <li>● Evaluate the most helpful workshop in this Quest.</li> <li>● Students reflect on team collaboration and implementation.</li> <li>● Individual Reflections</li> </ul>

### Student Work

Students will post to SeeSaw (a web-based and mobile app) examples of their current work and progress. Teachers will provide feedback, as well. Families are also invited to leave encouraging comments.

### Teacher-Parent Communication

The best way to communicate general questions is through your student's advisor, as multiple teachers within a content team will be working with your student. However, if you



have a quest specific question you can contact your child's quest committee leader, Ms. Davino ([mdavino@charlottelabschool.org](mailto:mdavino@charlottelabschool.org)).

### **Homework and Home-School Connections**

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





## **Novice Mid Spanish Curriculum Guide - 2016**

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

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

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

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

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

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

Students will also be able to answer these essential question:

- How is this classroom its own community?

Students will understand and use the following vocabulary words:

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

### **World Languages Personalized Learning Approach**

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

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

### **Homework and Home-School Connections**

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

### **Teacher-Parent Communication**

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

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## **Novice High and Intermediate Low / Spanish Curriculum Guide - 2016**

Team Members: French, Castro, Morales

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

In this unit students will explore the concept of citizenship and civic engagement. They will be able to explain how citizenship works in both the United States and Puerto Rico and the importance of participation within the community. Students will read and research good citizens throughout the world and deeply understand their contributions to the community; by the end of the unit, students will be able to present a project about their learning.

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

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

- I can explain characteristics of good citizenship.
- I can explain the citizenship differences of the United States and Puerto Rico.
- I can explain why civic participation is important.
- I can read a biography and understand how a person has contributed to their community.
- I can use "de" to describe possession.
- I can recognize cognates.

Students will also be able to answer these essential questions:

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

Students will understand and use the following vocabulary words:

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

#### **World Languages Personalized Learning Approach**

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



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

### **Student Work**

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

### **Homework and Home-School Connections**

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

### **Teacher-Parent Communication**

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

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## Novice Mid-Chinese Curriculum Guide - 2016

Team Members: Liao, Wang

### Quarter #1 - Nationalities, Holidays, Geography, Weather, Sports & Hobbies

(August 29 - October 28)

In this unit, the students will focus on themes such as nationalities, holidays, geography, weather, sports and hobbies. They will describe different nationalities and languages spoken around the world, discuss the significance of Chinese holidays and dates, the geography of Chinese-speaking countries, weather and climate, and their personal interests. Moreover, students will learn how to communicate with each other in Chinese with the vocabulary covered in class. We will spend two weeks on each topic so that students can have sufficient time to master their skills within the theme covered.

### Unit Themes, Objectives, Phrases & Vocabulary

<u>Themes</u>	<u>Objectives</u> Students will...	<u>Phrases &amp; Vocabulary</u>
<b>Countries &amp; Languages</b>	<ul style="list-style-type: none"> <li>Identify the different nationalities: Chinese, American, British, etc.</li> <li>Discuss the different countries and languages that are spoken throughout the world</li> </ul>	<i>nationality, language, country</i> <i>"What is your nationality? -My nationality is ___"</i> <i>"What language do you speak?"</i> <i>-I speak ___"</i>
<b>Dates &amp; Birthdays</b>	<ul style="list-style-type: none"> <li>Review numbers (1-30),</li> <li>Identify months, days, year</li> <li>Review age and birthday</li> <li>Discuss expressions that are associated with dates and birthdays</li> </ul>	<i>numbers 1-30, month, date, year, "What is the date today? -Today is ___."</i> <i>"How old are you? When is your Birthday? -My Birthday is on ___."</i> <i>"Happy Birthday!"</i>

<b>Weather &amp; Seasons</b>	<ul style="list-style-type: none"> <li>• Describe weather conditions</li> <li>• Describe the climate in 4 seasons</li> </ul>	<i>sunny, windy, cloudy, rainy, snowy, warm, cold, hot, cool, dry, humid, spring, summer, fall, winter, "How's the weather? -It's sunny/windy/...", "What's your favorite season? -I like spring. It's warm."</i>
<b>Sports &amp; Hobbies</b>	<ul style="list-style-type: none"> <li>• Describe different types of sports and exercise</li> <li>• Describe what they do in their spare time</li> </ul>	<i>get set, walk, crawl, stand, sit, jump, run, stop, sports, exercise, running, walking, swimming, playing, biking, playing balls, skating, riding bikes, hobbies, singing, drawing, dancing, playing games, reading, shopping, doing sports          "What sports do you like? -I like___", "What are your hobbies? -I like to___."</i>

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



### **Student Work**

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

### **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.

### **Teacher-Parent Communication**

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

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