

## 3rd Grade ELA Q3 Curriculum Guide 2016-2017

Team Members: Brown, Fields, Serrano & Pollara

### Quarter #3 - Character Studies & Literary Essay (January 17-March 17)

Character Studies - 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.

Literary Essay - Writing to defend claims about literature requires close reading, attention to literary craft, and the ability to cite and defend relevant textual evidence. The unit 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.

### Unit Topics & Objectives

In these units, students will...

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

#### Character Studies

- Notice dialogue and actions; use theories about characters to predict
- Notice patterns and growing theories about characters
- Pay close attention to the climax of a story
- Notice the role secondary characters play in the main character's journey
- Compare/contrast characters, lessons learned and learn lessons alongside characters
- Analyze author's craft
- Analyze parts of a story in relations to the whole

#### Literary Essay

- Generate ideas about literature
- Elaborate on entries of their writing about reading
- Study texts, collecting evidence for their ideas
- Refer to the texts to draw inferences, gather details, and support for the claim
- Revise claims or opinions to create a clear thesis
- Use checklists and rubrics with greater autonomy and independence

## 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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## 3rd Grade Math Q3 Curriculum Guide 2016-2017

Team Members: Davino, Carter, Berry & Newswanger

### Quarter #3 - Area & Perimeter, Attribute of Shapes, Partitioning Shapes, & Fractions

(January 17 - March 17)

In this unit, students will review the concept of multiplication by applying their knowledge to finding the area and perimeter of regular and irregular figures. They 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

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><u>Fractions</u></b>		
<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> </ul>	
<b><u>Measurement and Data</u></b>		
<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, tiling, side length, decomposing</i>

<b>Geometry</b>		
<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>	

### **Math Personalized Learning Approach**

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

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

### **Student Work**

This year, Charlotte Lab School is using an online portfolio system called SeeSaw, which enables students to independently showcase what they are learning in each one of their content areas. Both students and teachers are able to view and assess progress and growth over time. In Math, 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:

- *Identify fractions by name (1 out of 4 M&Ms =  $\frac{1}{4}$ , 1 piece of pizza =  $\frac{1}{8}$ )*
- *Sort objects into arrays and skip-count by rows or columns*
- *Practice finding 2D and 3D objects in your home environment; encourage your child to identify, describe and categorize shapes*
- *Partition household objects/food into equal shares (pizza, orange slices, crackers, etc.)*

## 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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## 3rd Grade Quest Q3 Curriculum Guide 2016-2017

### Life on Land: Why It Matters

Team Members: Davino, Carter, Lanier & Snyder

#### The Challenge

CLS is located in an urban environment surrounded by construction, with limited natural habitat and greenery. Did you know that forests and nature are important for recreation and our mental well-being? Deforestation results in loss of habitat for all species, including humans, a decrease in freshwater quality, an increase in soil erosion, and higher emissions of carbon into the atmosphere. Not taking action on forest conservation impacts both the health of the planet and our communities. How can we help others to become aware of "life on land" and protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests and halt biodiversity loss?

#### The Quest

Students in the Life on Land Quest will be introduced to botany, will keep observation/nature journals to document the role environmental conditions have on plant survival and will catalog our natural environment. Students will rotate through skill and content based stations including science, technology, gardening experiences and journaling to help develop an appreciation for life on land. The final product for this Quest will require students to develop an awareness campaign to promote importance of trees and plants in Charlotte's urban environment.

#### Course Objectives

Big Ideas	Content & Concepts	Survival Skills
Why does life on land matter?  How do we impact the world around us?  What is biodiversity?  How do humans affect plant life and ecosystems?  Why should we plant trees?	<i>NC Science Standards</i> 3.L.2 Understand how plants survive in their environments 3.L.2.1. Remember the function of the following structures as it relates to the survival of plants in their environments: Roots – absorb nutrients, Stems – provide support, Leaves – synthesize food, Flowers – attract pollinators and produce seeds for reproduction 3.L.2.2. Explain how environmental conditions determine how well plants survive and grow 3.L.2.3. Summarize the distinct stages of the life cycle of seed plants 3.L.2.4. Explain how the basic properties (texture and capacity to hold water) and components (sand, clay and humus) of soil determine the	<i>Accessing &amp; Analyzing Information:</i> Research life on land and the process of gathering important and relevant information  <i>Collaboration:</i> Work with others in a group and understand the importance of compromising to achieve a common goal.

	<p>ability of soil to support the growth and survival of many plants.</p> <p><i>ISTE Standards Technology Skills</i></p> <p>2b. Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p>4c. Develop, test and refine prototypes as part of a cyclical design process.</p> <p>6a. Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p> <p>6b. Create original works or responsibly repurpose or remix digital resources into new creations.</p>	
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### Course Outline

<b>Week</b>	<b>Topics/Activities</b>
<p><b>1</b> 1/17- 1/20</p>	<p>All students will rotate between <b>science</b> and <b>research and presentation creation</b> for the first four weeks of this Quest in order to receive the critical skills and background knowledge necessary to complete their final project.</p>
<p><b>2</b> 1/23-1/27</p>	
<p><b>3</b> 1/30-2/3</p>	<p><b>Science Rotation:</b> Students will explore Plant Superpowers as they learn about botany. Some activities include:</p> <ul style="list-style-type: none"> <li>- Observation Journals</li> <li>- Introduction to Botany</li> <li>- Gardening</li> </ul>
<p><b>4</b> 2/6- 2/10</p>	<p><b>Research and Presentation Creation Rotation:</b> Students will perform research and create physical and digital products for displaying systems for classification. Some activities include:</p> <ul style="list-style-type: none"> <li>- Google Classroom</li> <li>- Technology Etiquette</li> <li>- Slideshows</li> <li>- Nature Journals</li> <li>- Plant experiments</li> <li>- QR Codes</li> </ul>
<p><b>5</b> 2/13- 2/17</p>	<p>Students will be introduced to the central problem we are seeking to solve. Namely, to protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forest and halt biodiversity loss.</p> <ul style="list-style-type: none"> <li>- Understanding the importance of habitat preservation.</li> </ul>

	<ul style="list-style-type: none"> <li>- What can we do to avoid the loss of natural habitats and biodiversity.</li> <li>- Experience the outdoors and zoom in on all the life around us.</li> <li>- Plant a Tree</li> </ul>
<p><b>6</b> <b>2/20- 2/24</b></p>	<p>Students will be given the option to select between one of the four interest electives to help develop their final project. Students will submit their final project ideas to committee teachers for approval at the end of the week.</p> <p><b>Elective Options:</b></p> <ol style="list-style-type: none"> <li>1. Mr. Lanier will teach how to create green screen multimedia projects using props to tell an interesting story about plants.</li> <li>2. Mrs. Snyder will teach mapping deforestation and biodiversity in My Maps</li> <li>3. Ms. Davino will teach ways we can preserve life on land with the use of recycled materials to create an informative, dynamic and aesthetically pleasing student-created simulation.</li> <li>4. Ms. Carter will teach how activism and creating a campaign can help preserve life on land. Students will inform others about the human impact on the environment and create a push for change.</li> </ol>
<p><b>7</b> <b>2/27-3/3</b></p>	<p>Students will have two weeks to complete a project and receive feedback from peers and teachers to adjust in preparation for public presentation.</p>
<p><b>8</b> <b>3/6-3/10</b></p>	
<p><b>9</b> <b>3/13- 3/17</b></p>	<p>Students will publicly share their final projects and receive feedback from peers, teachers, and other community members.</p>

### 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:

- *Go for a walk through your neighborhood/on a greenway and discuss plants that you observe*
- *Discuss plants, their needs and their ecosystems, and compare/contrast them to our own*
- *Have your child go on RAZ kids to listen to and read a book aloud about Engineering*
- *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.

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

Team Members: French, Castro & Morales

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

Team Members: French, Castro & Morales

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

This unit focuses on culture, tolerance and appreciation through sports and art in different countries and how both can affect their culture. Students will learn and describe the differences between cultures through different types of artistic expression. Students will also discuss sports and how they affect the culture of a country. Finally, students will explore cultural diversity within their own community and around the world.

### Performance Assessments

Interpretive (Reading/Listening): Read/discuss a text related to music/arts around the world

Interpersonal (Conversation): Record a conversation, interviewing a fan of another team

Presentational (Speaking/Writing): Research a country and give a presentation about products, practices, and perspectives of the culture there.

### Unit Objectives, Essential Questions & Vocabulary

Interpretive Communication (Reading/Listening Comprehension)

Students read books in Spanish and respond to comprehension questions in English.

We assess their:

- Independent Reading Level - ability any book **Level D-F** independently
- Pronunciation and Fluency
- Comprehension (literal, within the text)
- Connections - ability to make inferential connections, beyond the text)
- Text Complexity (complexity of words, sentences and paragraphs)

Interpersonal Communication (Conversation)

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

Presentational Communication (Writing / Speaking)

- Language Function (Writing) - construct original sentences
- Language Function (Speaking) - speak in sentences when presenting
- Comprehensibility - is understood when speaking and presenting information

History and Culture

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

Students will also be able to answer these essential questions:

- How can we learn from other cultures?
- How can you be proud of your own culture while appreciating other cultures?

Students will understand and use the following vocabulary words:

***Cultura, diversidad, tolerancia, el equipo, el partido, el jugador, el tanteo, el árbitro, los fanáticos, jugar, ganar, perder, aclamar, viajar.***

### **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.

### **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 a response will be provided within 48 hours.

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## World Languages & Cultural Studies (Intermediate Low Spanish) Q3 Curriculum Guide 2016-2017

Team Members: French, Castro & Morales

### **Quarter #3 - Diversity & Culture** (January 18 - March 17)

This unit focuses on culture, tolerance and appreciation through sports and art in different countries and how both can affect their culture. Students will learn and describe the differences between cultures through different types of artistic expression. Students will also discuss sports and how they affect the culture of a country. Finally, students will explore cultural diversity within their own community and around the world.

### **Performance Assessments**

Interpretive (Reading/Listening): Read/discuss a text related to music/arts around the world

Interpersonal (Conversation): Record a conversation, interviewing a fan of another team

Presentational (Speaking/Writing): Research a country and give a presentation about products, practices, and perspectives of the culture there

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

Interpretive Communication (Reading/Listening Comprehension)

The students read books in Spanish and respond to comprehension questions in English. We assess their:

- Independent Reading Level - ability any book **Level F-H** independently
- Pronunciation and Fluency
- Comprehension (literal, within the text)
- Connections (ability to make inferential connections, beyond the text)
- Text Complexity (complexity of words, sentences and paragraphs)

Interpersonal Communication (Conversation)

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

Presentational Communication (Writing / Speaking)

- Language Function (Writing) - construct strings of original sentences
- Language Function (Speaking) - speak in strings of sentences when presenting
- Comprehensibility - is understood when speaking and presenting information

History and Culture

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

Students will also be able to answer these essential questions:

- How can we learn from other cultures?
- How can you be proud of your own culture while appreciating other cultures?

Students will understand and use the following vocabulary words:

***el equipo, el partido, el jugador, el tanteo, el árbitro, los fanáticos, jugar, ganar, perder, aclamar, cultura, diversidad, viajar, costumbres, tradiciones, tolerancia, respeto, arte, música, teatro, oportunidades***

### **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.

### **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 a response will be provided within 48 hours.

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**3rd grade World Language & Cultural Studies (Chinese)  
Q3 Curriculum Guide 2016-2017  
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**Quarter #3 - School Subjects, Food & Shopping, People & Occupations, Appearance & Expressions** (January 17-March 17)

In this unit, students will learn how to say school subjects, food, and occupations; also, students will learn common phrases for shopping, how to talk about people's occupations and appearance. Each theme will be taught for two weeks so that students will have sufficient time to master the skills. Students will be engaged in a variety of activities that are authentic and meaningful to enhance and to maximize their learning.

**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 30 characters
- Understand Content-Specific Vocabulary - Recognizes and understands meaning of 30 total characters

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 30 characters
- Use Content-Specific Vocabulary - characters for seasons, weather, countries

Economics and Financial Literacy

- Discuss Chinese currency
- Explain needs/wants and description of current occupations

History/Culture

- Describe the history and customs associated with Chinese New Year
- Discuss differences in appearance, family make-up, and professions

<b>Themes</b>	<b>Goals</b> Students will...	<b>Vocabulary &amp; Phrases</b>
School Subjects	<ul style="list-style-type: none"> <li>● Create a class schedule using subjects, daily schedule, home/school life</li> </ul>	<i>ELA/Math/Quest/WL/Music/PE/Art</i> <i>What's your favorite subjects?</i> <i>My favorite subjects is_____.</i>

<p>Food &amp; Shopping</p>	<ul style="list-style-type: none"> <li>• Discuss food that is part of one's culture</li> <li>• Compare and contrast food eaten in different countries</li> </ul>	<p>apple/banana/orange/grape/carr ot/pepper/onion/meat &amp; dairy/beef/pork/lamb/sausage/cheese/drink &amp; snacks/milk/yogurt/juice/ cake/cookies/buy/sell  <i>What can I do for you? I want to buy ___. How much is it? \$ ____.          Here you are! Thank you.</i></p>
<p>People &amp; Occupations</p>	<ul style="list-style-type: none"> <li>• Review family members</li> <li>• Discuss occupations and the roles people play within the community</li> </ul>	<p>father/mother/ sister/brother/grandpa/ grandma/uncle/aunt/doctor/ teacher/ businessman/ farmer/secretary/ lawyer/nurse/workplace/bank/ hospital/farm/ company/school  <i>What does your father do? My father/mother is a ___.Where does s/he work? S/he works in a ____.</i></p>
<p>Appearance &amp; Expressions</p>	<ul style="list-style-type: none"> <li>• Review body parts</li> <li>• Learn to describe family member's appearance and tell the expressions on the face.</li> </ul>	<p>mouth/ ear/ nose, head/ hair/ leg/hand/ big/ small/ long/ short/ overweight/ slim/ happy/ sad/ excited/ cry/smell/ angry/surprised  <i>What does your ___ look like? My ___ has big eyes, brown hair, small nose and big mouth. S/he is always very happy. Do you have ___? Yes, I have ____./ No, I don't have ____.</i></p>

### 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 occupations, school subjects, appearances and expressions*
- *Have your child draw pictures and label items and known vocabulary*
- *Identify objects when shopping with your child*

### **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 a response will be provided within 48 hours.