

3rd Grade ELA Q4 Curriculum Guide 2016-2017

Team Members: Brown, Fields, Serrano, Pollara

Quarter #4 - Nonfiction & Testing Genre Studies (March 21-June 7)

Nonfiction Studies - In this mini-unit of study, students will focus on strategies to tackle nonfiction texts. Students will learn to read what it is the author wants them to learn rather than pinpoint specific facts. Learning to read nonfiction texts with fluency (reading accurately, quickly and with expression) is very important because it allows students to determine importance and to ascertain the main ideas. Students will look for the supportive information that holds up the bigger ideas. Students will learn to glean what matters from texts that often contain an overwhelming amount of information.

Testing Genre Studies - 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.

Unit Topics & Objectives

In these units, students will...

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

Nonfiction Studies

- Look for structure in nonfiction texts
- Grasp the main idea
- Determine importance
- Monitor for meaning
- Analyze author's purpose in nonfiction texts

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. 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 Q4 Curriculum Guide 2016-2017

Team Members: Davino, Carter, Berry, Newswanger, Baldwin

Quarter #4 - Patterns, Time, Measurement and Data & Spiral Review (March 21- June 7)

In this unit, students will tell time to the nearest minute and solve real world problems using elapsed time. Students will continue to use their knowledge of measurement to display data in bar graphs and line plots, as well as find measurements of length, mass and volume. As we progress throughout the last quarter, we will also continue to conduct a spiral review of the main topics from the year (working with all four operations and fractions) and review test-taking strategies in order to prepare for the Math EOGs (End-of-Grade exams).

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, above grade level content.

<u>Topics</u>	<u>Objectives</u> Students will...	<u>Vocabulary</u>
Patterns		
Identify arithmetic patterns	<ul style="list-style-type: none"> • I can identify patterns. • I can explain rules for a pattern using properties of operations. • I can explain relationships between the numbers in a pattern 	<i>algebra, variables, patterns, input/output, skip counting</i>
Measurement and Data		
Measuring lengths and plotting data	<ul style="list-style-type: none"> • Measure and record lengths using rulers marked with halves and fourths of an inch. • Identify each plot on the line as data or a number of objects. • Create a line plot marked off in appropriate units whole numbers, halves, or quarters. 	<i>Scale, line plot, data, fourths, halves, quarters</i>
Tell and write time to the nearest minute	<ul style="list-style-type: none"> • I can recognize minute marks on analog clock face and minute position on digital clock face. • I can tell and write time to the nearest minute. • I can compare an analog clock face with 	<i>time, time intervals, minute, hour, elapsed time,</i>

	<p>a number line.</p> <ul style="list-style-type: none"> ● I can use a number line to add and subtract time. ● I can solve word problems related to adding and subtracting minutes 	
Measure and Estimate liquid Volumes and Masses	<ul style="list-style-type: none"> ● I can explain how to measure liquid volume in liters. ● I can explain how to measure mass in grams and kilograms. ● I can add, subtract, multiply and divide units of liters, grams, and kilograms. ● I can use strategies to represent a word problem involving liquid volume or mass. ● I can solve one step word problems involving masses given in the same units. ● I can solve one step word problems involving liquid volume given in the same units (eg. by using cups, pints, quarts, and gallons). ● I can measure liquid volumes using liters. ● I can measure mass of objects using grams (g), and kilograms (kg). 	<i>volume, mass, measurement, g, kg, l, cups, pints, quarts, gallons</i>
Whole Numbers		
Problem-Solving with all 4 operations	<ul style="list-style-type: none"> ● I can add and subtract within 1000. ● I can multiply and divide numbers through 100. ● I can solve a variety of word problems using all 4 operations. 	<i>sum, difference, factors, products, equal groups, arrays, repeated addition, skip-counting, quotients, divide</i>
Fractions		
Identifying Fractions & Fraction Equivalence	<ul style="list-style-type: none"> ● I can identify fractions of a set and of a whole. ● I can partition shapes into equal parts, making fractions with the denominator 2, 3, 4, 6, 8 ● I can identify equivalent fractions. ● I can order fractions on a number line and compare them using symbols: <, >, =. 	<i>numerator, denominator, part, whole, compare, number line, equivalent</i>

Math Personalized Learning Approach

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

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

Student Work

This year, Charlotte Lab School is using an online portfolio system called SeeSaw, which enables students to independently showcase what they are learning in each one of their content areas. Both students and teachers are able to view and assess progress and growth over time. In Math, 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 Q4 Curriculum Guide 2016-2017

Force and Motion: CLS Field Day

Team Members: Davino, Carter, Lanier, Snyder

The Challenge

Third grade students have been charged by Ms. Markle to create the field day games for CLS students and staff to enjoy on June 6, 2017. The students will learn how force and motion concepts are integrated not only in field day games but also in related careers, including sports. Students will use design thinking to craft their games.

The Quest

In this Quest, students will study force, motion, and energy transfer with the goal of creating field day games for LAB students to enjoy. Field Day games provide a real world opportunity for students to apply what they have learned about force, motion, and energy as they create interactive kid-friendly games for their own peers at Charlotte Lab School. Collaborating in groups with some individual work, students will be exposed to a variety of design opportunities to better understand the effect force has on motion. Students will design and make an authentic game for CLS students to play at CLS field day on June 6, 2017. The game will include teaching labels outlining the force and motion elements, directions and materials.

Course Objectives

<u>Big Ideas</u>	<u>Content & Concepts</u>	<u>Survival Skills</u>
<p>How does physics govern everyday life?</p> <p>How is the design process used by engineers?</p>	<p><i>NC Science Standards</i></p> <p>3.P.1.2 Students know that speed can vary. Students know that varying the speed of a moving object will affect the time it takes for the object to travel a particular distance.</p> <p>3.P.1.3 Students know that the earth 'pulls' on all objects on or near the earth without touching those objects.</p> <p>3.P.3.1 Students know that rubbing objects together results in friction which releases heat energy.</p> <p>3.P.3.2 Students know that objects can transfer energy by touching or by giving off or receiving energy waves.</p> <p><i>ISTE Standards Technology Skills</i></p> <ul style="list-style-type: none"> - Survey creation - Video and photo - Digital evaluation 	<p><i>Adaptability and Accountability:</i> Accepts materials, partners, and tasks without frustration, adjusts to transitions and changes easily and/or prioritizes and uses time efficiently</p> <p><i>Problem Solving:</i> Identifies problems independently and tries different ways to solve problems without assistance.</p> <p><i>Collaboration:</i> Works with others in a group and understands the importance of compromising to achieve a common goal.</p>

Course Outline

All students will rotate between **science** and **process** rotations for this Quest in order to receive the critical skills and background knowledge necessary to complete their final project.

Science Rotation: Students will explore force and motion content including:

- Position, Motion, Force, Gravity and Friction
- Newton's Laws of Motion
- Speed and Direction

Process Rotation:

- Career Exposure and Experiences
- Maker Kitchen
- Design Thinking and Engineering Process

Week	Topics/Activities
1 3/21-3/24	Kick off of the Quest: Collaboration and engineering process <ul style="list-style-type: none">- Science Pre Test on Force and Motion- Survival Skills Pre Assessment: Iteration, Creativity and Collaboration Possible Experiences: <ul style="list-style-type: none">- Discovery Place Guest Speaker- Playgrounds in Charlotte and around the world- Kane's Arcade
2 3/27-3/31	Science: <ul style="list-style-type: none">- Position/Origin- Motion Changes Position- Forces change motion Process: <ul style="list-style-type: none">- Modified Position Twister- Find the Force Scavenger Hunt- Speaker: Sports Skills Teacher- Imagination Playground
3 4/3-4/7	Science: Forces that modify motion <ul style="list-style-type: none">- Gravity is always pulling us toward the Earth.- Gravity is a scientific "mystery" - the "Gravitron"- Friction resists motion Process <ul style="list-style-type: none">- Paper rockets for gravity and friction (as air resistance)- Guest Speakers: Mechanical Engineers, LAB playground designer expert- Exposure to design thinking and fun; Carowinds guest speaker
4 4/17-4/21	Science: Newton's Law of Motion <ul style="list-style-type: none">- Balance- Acceleration- Inertia and Mass Process: <ul style="list-style-type: none">- Tug-of-war- Dance Guest Speaker

	<ul style="list-style-type: none"> - Sports connections to Newton's 1st Law of Motion
5 4/24-4/28	Science: Speed versus Velocity <ul style="list-style-type: none"> - What is speed - What is velocity - Distance v. Time plots allow you to predict motion - Mass effects motion/speed Process: <ul style="list-style-type: none"> - Paper Roller Coasters; Friction tracks and varied marbles - Charlotte Department of Transportation guest speaker
6 5/1-5/5	Science: Brain and Play <ul style="list-style-type: none"> - Science of play - Design an "in motion" final product. - Positive Effects of Brain breaks Process: <ul style="list-style-type: none"> - Possible Bounce U visit - Research the influence of play on success - Guest Speaker: Ms. Whelan
7 5/8-5/12	Testing and Iteration <ul style="list-style-type: none"> - Test field day games and make changes as needed - Review the design process - Design the force and motion labels.
8 5/15-5/19	Field Day Games are Due <ul style="list-style-type: none"> - Post Assessment on Force and Motion - Reflections
9 5/22-5/26	Practice games and provide feedback <ul style="list-style-type: none"> - Tech rotation- Seesaw post practice - Maker Kitchen Experience
10 5/29-6/2	Final Preparations <ul style="list-style-type: none"> - Final labels due. - All field day materials must be complete.
11 6/5-6/9	Field Day Set Up and Day of event

3rd Grade Quest Field Day Game Rubric

Science Content: <ul style="list-style-type: none"> <input type="checkbox"/> At least one property of force and motion: _____ <input type="checkbox"/> At least one concept is explained through the game: _____ 	Comments:
Effectiveness: <ul style="list-style-type: none"> <input type="checkbox"/> Appropriate <input type="checkbox"/> Fun <input type="checkbox"/> Engaging 	Comments:

<input type="checkbox"/> Teaches something to the audience. <input type="checkbox"/> Is what you're doing accessible to all?	
Design: <input type="checkbox"/> Is it durable? <input type="checkbox"/> Is it original and unique? <input type="checkbox"/> Does it involve movement of your hands, feet and/or brain? <input type="checkbox"/> Does it involve energy?	Comments:
Communication and Presentation: <input type="checkbox"/> Includes labels; materials, directions and explanations. <input type="checkbox"/> Includes explanations and names content	Comments:

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 motion, why do things move the way they do?*
- *Observe patterns of motion on the playground, swinging, rolling, sliding and spinning*
- *Have your child go on RAZ kids to listen to and read a book aloud about Engineering, Planes, Cars, Dance, anything that involves motion.*
- *Discuss the book with your child and ask him/her comprehension and inferential question stems provided by ELA teacher*

Teacher-Parent Communication

The best way to communicate general questions is through your student's advisor because multiple teachers work with each student. However, if you have a quest specific questions you can contact your child's quest committee leader.

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World Languages & Cultural Studies (Novice Mid Spanish) Q4 Curriculum Guide 2016-2017

Team Members: French, Castro, Morales

Quarter #4 - Change Over Time (March 21-June 7)

In this quarter, students will learn and explain how people change over time, the impact of how life events bring change, how seasons change over time, and affect our environment. They will also learn how jobs benefit people and the community by spending money to meet their basic needs and wants. Students will explore how the economy is a diverse, mutually supportive web of producers and consumers, supply and demand, and trade and bartering with other countries.

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 24 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 using interrogative sentences in 2- to 3- words phrases when presenting
- Comprehensibility - is understood when speaking and presenting information

Economics and Financial Literacy

- Explain how families have needs and wants and how jobs help people meet their needs.
- Give examples of ways in which businesses in the community meet the needs and wants of consumers.
- Explain why people and countries around the world trade for goods and services.
- Explain how money is used for saving, spending, borrowing and giving.

History and Culture

- Explain how people change over time and the impact of how life events bring change
- Explain how and why neighborhoods/ communities change

Students will understand and use the following vocabulary words:

necesidad, deseo, bienes, servicio, dinero, cambios, tiempo, productores, consumidores, vecindario, comunidad, familia

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/Intermediate Low Spanish)
Q4 Curriculum Guide 2016-2017**

Team Members: French, Castro, Morales

Quarter #4 - Change and Innovation (March 21 - June 7)

This unit focuses on storytelling and noticing the needs, wants, decisions and outcomes of innovators from across the world. Students will practice reading, writing, speaking and listening skills within the social studies context of innovation, history and contemporary times. Students will be able to answer these essential questions:

- How can we make something out of nothing?
- Why is important to understand others' perspectives through storytelling?

Performance Assessments

Interpretive (Reading/Listening): demonstrate understanding of research and retell stories about innovators.

Interpersonal (Conversation): will ask and answer questions about famous innovators.

Presentational (Speaking/Writing): will develop a story about an imaginary inventor and create sentences by using the past tense.

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 **Levels C-E (Novice High)** and **F-H (Intermediate Low)** independently
- Pronunciation and fluency
- Comprehension (literal, within the text)
- Connections (ability to make inferential connections, beyond the text)

Interpersonal Communication (Conversation)

Students have conversations to exchange information in Spanish.

We assess their:

- Fluency and comprehensibility
- Vocabulary and language accuracy
- Communication strategies for carrying on the conversation

Presentational Communication (Writing / Speaking)

Students write, edit, and present information and/or their own ideas in Spanish

We assess their:

- Fluency and comprehensibility
- Complexity and amount of language production
- Effectiveness and impact of student's message or communication

Economics & Financial Literacy

- Explain how the socioeconomics of a particular community can influence the needs and wants of that society
- Describe the needs / wants of the different communities
- Give examples of innovation in various regions throughout the world
- Compare and contrast two or more innovators
- Recognize the day-to-day struggles of people living in poverty (Third World Countries)

History/Culture

- Exemplify how people, inventions, events and developments brought about significant changes to the history and culture within specific communities
- Explain change over time through historical and contemporary narratives (events, people and places)
- Explain how multiple perspectives are portrayed through narratives

Students will understand and use the following vocabulary words:

decidió, fue, creó, hizo, inventó, dijo, necesitaba, quería, tenía, primero, luego, al final, de repente, inventor, negocio, invención, innovación, riesgo, proceso, frustración, máquina, instrumento, herramienta, innovador

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-5th grade World Language & Cultural Studies (Chinese)

Q4 Curriculum Guide 2016-2017, Wang (qwang@charlottelabschool.org)

Quarter #4 - Appearance, Expression, Occupations & Workplaces, Review & Personal Presentation (March 21- June 7)

In this unit, students will learn how to describe people's appearance; they will also learn how to talk about people's occupations and work place. 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)

- Reading and Understanding Chinese Radicals/Characters - Read characters
- Understanding Content-Specific Vocabulary - Recognizes and understands meaning of characters

Interpersonal Communication (Conversation)

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

Presentational Communication (Writing / Speaking)

- Writing Chinese Radicals / Characters - Write characters
- Using Content-Specific Vocabulary - characters for seasons, weather, countries

Civics and Government

- Explaining needs/wants and current occupations
- Knowing workplaces and facility around the community.

History/Culture

- Discussing differences in appearance, family make-up, and professions

Themes	Goals Students will...	Vocabulary & Phrases
Appearance	<ul style="list-style-type: none"> ● Review body parts, clothes ● Learn to describe people's physical appearance ● Learn to talk about people's clothes 	<i>mouth / ear/ nose, head/ hair/ leg/hand/ big/ small/ long/ short/ overweight/ slim/ What does your ___ look like? My ___ has big eyes, brown hair, small nose and big mouth. Do you have ___? Yes, I have ____./ No, I don't have____.</i>

<p>Expressions</p>	<ul style="list-style-type: none"> • Learn how to tell the expressions on the face. • Learn to discuss people's emotion. 	<p>happy/ sad/ excited/ cry/smell/ upset /moody/ angry/surprised/easygoing/active/ humorous How is she/he? S/he is always very happy. Is she/he happy? Yes, s/ he is. No, she/he isn't. She/he is ____.</p>
<p>Occupations</p>	<ul style="list-style-type: none"> • Review family members • Discuss occupations and the roles people play within the community • Discuss future career goals 	<p>father/mother/ sister/brother/grandpa/ grandma/uncle/aunt/ Occupations: doctor/ teacher/ technician businessman/ artist musician/farmer/secretary/ babysitter/lawyer/nurse /shop assistant What does your mother/father do? My father/mother is a ____. What do you want to be when you grow up? I want to be...</p>
<p>Workplace</p>	<ul style="list-style-type: none"> • Learn to talk about people's workplaces and costumes 	<p>workplace: shop/factory/bank/ hospital/farm/ firm/company/school Where does s/he work? S/he works in a ____.</p>
<p>Review & Personal presentation</p>	<ul style="list-style-type: none"> • Review all the themes that we have learn for this year • Create a self-introduction board for presentation 	<p>What's the date today? How is the weather? What's your name? How old are you? Where are you from? What's your favorite color/ animal/subjects/hobbies/ season/food/drink? What do you look like? What is your personality? What do you want to be when you grow up?</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 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, appearances and expressions*
- *Have your child draw pictures and label items and known vocabulary*
- *Have your child identify your family's workplaces*

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
 Easy Steps to Chinese Textbook & Workbooks 2,3,4

Other online resources

1. Body parts - <https://www.youtube.com/watch?v=sL36splAPvk>
2. Expression - <https://www.youtube.com/watch?v=pwZ3SuGwtGY>
3. Appearance - <https://www.youtube.com/watch?v=K9lvOp76A8I&t=226s>
<https://www.youtube.com/watch?v=wZMzpWJ-j6k>
<https://www.youtube.com/watch?v=RCX-emL8CAI>
4. Jobs and occupations - <https://www.youtube.com/watch?v=z3NvXyt9lLI>
<https://www.youtube.com/watch?v=a1ABO7pznw4>