



## 4th Grade ELA Curriculum Guide - 2016

Team Members: Scott, Fields, Serrano, Pollara, Sadek

### **Quarter #1 - Interpreting Characters: The Heart of the Story and The Arc of a Story: Writing Realistic Fiction** (August 29 - October 28)

In the initial reading unit, "Interpreting Characters," students will focus on structures, routines, and habits of a richly literate reading workshop. There will be an emphasis on growing significant, text-based ideas about characters which will then shift into building interpretations across and entire text to find meaning in recurring images, objects, and details. In the initial writing unit, "The Arc of a Story," students will begin with learning ways to live like writers and see stories everywhere through the moments and issues in their lives. They will develop main characters, especially focusing on the character's wants and needs along with other internal traits. Then the focus will shift to revising and editing, including using the story arc as a planning tool. By the end of the unit, we will move from taking students step-by-step through the fiction-writing process and instead teaching them how to conceive, develop, plan, and carry through their own independent fiction projects.

#### **Unit Topics & Objectives**

##### Interpreting Characters: The Heart of the Story

Students will...

- Develop a love and sense of purpose for reading/writing; building stamina and engagement; generating ideas for reading and writing
- Establish reading logs, book-shopping schedules, workshop structures and expectations
- Build solid ideas grounded in text, including confusing parts and ideas to discuss later
- Develop theories about characters' actions and motivations - how and why they change over the course of a text
- Build interpretations by looking across an entire text, finding patterns, making connections

##### The Arc of a Story: Writing Realistic Fiction

Students will...

- Understand how to choose a seed idea and develop characters by creating external and internal traits
- Develop characters by creating scenes that show character motivations and struggles; sketch possible plot lines using story arcs
- Draft and revise with believability in mind using character actions, words, and setting
- Study published texts
- Write powerful leads and endings
- Publish short stories for class anthology
- Apply planning, drafting, revising skills to independent fiction projects



### **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 48 hours.

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## 4th Grade Math Curriculum Guide - 2016

Team Members: Brown, Berry, Carter, Newswanger

### Quarter #1 - Graphing, Place Value, Comparing Numbers, Estimating, Addition and Subtraction Word Problems (August 29 - October 28)

In this unit students will explore surveying peers and place the information gathered into a bar graph and pictograph. Students will also review some measurement by measuring various items and placing the information onto line plots. They will revisit addition and subtraction word problems; some of these word problems will ask the students to estimate the answers by rounding to any place value. Students will then have to compare numbers based on their place value up to any digit.

### Unit Topics, Objectives & Vocabulary

Below is a list of the topics that will be introduced this quarter. While this represents pacing for a typical 4th 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/ Measurement</b>	<ul style="list-style-type: none"> <li>Collect data by surveying and/or measuring objects</li> <li>Represent data in bar graphs, pictographs, and line plots</li> <li>Ask/answer questions related to graphs</li> </ul>	<i>Bar graph, pictograph, data, line plots, nearest inch, ½ inch, and ¼ inch</i>
<b>Place Value</b>	<ul style="list-style-type: none"> <li>Write numbers in various ways. ie. 285 = 1 hundred + 18 tens + 5 ones</li> <li>Understand the use of commas in a number</li> <li>Be able to read, write, and understand numbers to 1,000,000</li> </ul>	<i>Place, value, ones, tens, hundreds, thousands, ten thousands, hundred thousands, millions, expanded form, base ten</i>
<b>Rounding/ Estimating</b>	<ul style="list-style-type: none"> <li>Estimate answers to word problems and number sentences by rounding</li> <li>Round a number to any place value</li> </ul>	<i>Estimate, about, round</i>
<b>Comparing Numbers</b>	<ul style="list-style-type: none"> <li>Compare two multi-digit whole numbers</li> <li>Successfully use &gt;, =, and &lt; symbols to compare numbers</li> </ul>	<i>Greater than, less than, equal to</i>

<b>Addition/          Subtraction          Word Problems</b>	<ul style="list-style-type: none"> <li>• Fluently add and subtract using various strategies including the standard algorithm</li> <li>• Solve multi-step word problems related to addition and subtraction</li> </ul>	<i>Add, subtract, sum, difference, odd, even, number line, standard algorithm</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, this process will look like this:

- 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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## 4th Grade Quest Curriculum Guide - 2016

Team Members: Luft, Lanier, Hartzell, Snyder

### Quarter #1 - Acoustic Solution Design (August 29-October 28)

Charlotte Lab School is a very unique environment due to the open classroom space. As a result of the open space, noise can be a problem at different times of the day. During this Quest, students will spend time understanding sound, analyzing acoustic improvements made over the summer and will design additional unique and tangible solutions to address transition noise at CLS. Through the process of designing positive and unique solutions to the sound concerns at our school, students will: (1) learn about the types of energy and waves; (2) understand the science of sound; (3) collect data and observe sound in different areas of CLS; and (4) develop solutions to combat excess sound within classrooms and during transitions.

### Course Objectives

Below is a list of objectives and topics that will be introduced this quarter. Some students may need to review prerequisite topics while others may have already mastered what's listed below and will be moving on to more complex applications of these concepts. 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.

Big Ideas	NC Science Standards and Survival Skills	Content
<ul style="list-style-type: none"> <li>• What are waves, sound, and energy?</li> <li>• Why does noise affect the learning process for some students?</li> <li>• How do we measure sound?</li> <li>• Behavior of waves</li> <li>• Exploration of acoustic solutions</li> </ul>	<p>NC Science Standard 4.P.3</p> <ul style="list-style-type: none"> <li>• Recognize that energy takes various forms that may be grouped based on their interaction with matter.</li> <li>• Recognize the basic forms of energy (light, sound, heat, electrical, and magnetic) as the ability to cause motion or create change.</li> </ul> <p>Creativity and Innovation</p> <ul style="list-style-type: none"> <li>• Think creatively and work creatively with others</li> <li>• Implement innovations; create tangible and useful contributions to sound issues at CLS</li> </ul> <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> <li>• Reason effectively and use systems-based thinking</li> <li>• Make judgements and decisions</li> <li>• Solve problems in conventional &amp; innovative ways</li> </ul>	<ul style="list-style-type: none"> <li>• Sound is energy that travels in waves</li> <li>• Understanding of different types of energy (e.g. mechanical, chemical thermal, light, electrical and sound)</li> <li>• Observe and document an understanding that waves carry energy</li> <li>• Build an understanding of decibel levels using Google Science Journal</li> <li>• Study the behavior of waves using oscilloscopes</li> </ul>

	<p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <li>Adapt to change and be flexible as project demands</li> <li>Understand, negotiate, and balance diverse ideas</li> </ul> <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <li>Manage projects and produce results</li> <li>Set and meet goals as a group</li> <li>Be accountable</li> </ul>	<ul style="list-style-type: none"> <li>Integration with math; the wave equation</li> <li>Visit the CLS Silent Sound Museum</li> <li>Independent research exploring the phenomenon of sound and waves</li> </ul>
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### Course Outline

Week	Topics/Activities
Week 1 8/29	<p><b>Sound is energy that travels in waves</b></p> <ul style="list-style-type: none"> <li>What is sound?</li> <li>How is sound created?</li> <li>Discussion of the terms energy, sound, and waves.</li> <li>Students will rate the level of sound at CLS based on their observations and definition of "loudness"</li> <li>Record information and research terms to build familiarity and understanding</li> <li>Discussion comparing sound vs. noise</li> </ul>
Week 2 9/5	<p><b>Sound is energy</b></p> <ul style="list-style-type: none"> <li>Observe and document a variety of different sounds</li> <li>Scientific approach to sound at CLS</li> <li>Noise observations and tracking</li> <li>Explore the idea that sound travels in waves</li> <li>Physically create a wave</li> <li>Introduce pressure waves</li> </ul>
Week 3 9/12	<p><b>Understanding different types of energy</b></p> <ul style="list-style-type: none"> <li>Participate in physical tasks around CLS and outside to observe energy of motion</li> <li>Mechanical energy - specifically potential versus kinetic discussions</li> <li>How is sound (and light) energy different than mechanical energy?</li> </ul>
Week 4 9/19	<p><b>Waves carry energy</b></p> <ul style="list-style-type: none"> <li>Explore waves</li> <li>Manipulate slinkys and jump ropes to explore waves</li> <li>Introduce students to wave apps</li> <li>Visit the Silent Sound Museum</li> <li>Expose students to the wave equation and calculations, including frequency, amplitude, waveforms</li> <li>Integration of multiplication and division</li> </ul>

Week 5 9/26	<b>Research Questions</b> <ul style="list-style-type: none"> <li>● Explore the phenomenon of sound and waves.</li> <li>● Students choose topic of interest to research based on sound and waves.</li> </ul>
Week 6 10/3	<b>Why is noise a problem?</b> <ul style="list-style-type: none"> <li>● Survey the staff and students and list reasons why noise is a problem at CLS</li> <li>● Why should students with sensory issues wear noise eliminating headphones?</li> <li>● Observation protocol</li> <li>● Noise observations using blueprints to identify loud versus. quiet spaces.</li> <li>● Observe and record behaviors that cause the sound to amplify at CLS</li> </ul>
Week 7 10/10	<b>Design Solutions to Noise</b> <ul style="list-style-type: none"> <li>● What is sound absorption?</li> <li>● Visit theatres in Charlotte that are structurally different</li> <li>● Guest speakers</li> <li>● Brainstorm whole group solutions including design solutions and behavior modifications</li> </ul>
Week 8 10/17	<b>Continue Design Solutions and Present</b> <ul style="list-style-type: none"> <li>● Use research to design sound absorption solutions for CLS</li> <li>● Research and persuade an electronics or construction company to donate possible solutions</li> <li>● Plan solution presentations to inform other CLS students and faculty</li> <li>● Rehearse solution presentations</li> <li>● Present to an audience</li> </ul>
Week 9 10/24	<b>Reflect</b> <ul style="list-style-type: none"> <li>● Written assessment on the positive effect this Quest should have on students' learning</li> <li>● Peer and individual Assessment</li> <li>● Small and large group reflections on solutions and how to improve this quest</li> </ul>

### Student Work

Each week, students will post their work and progress toward personalized goals to SeeSaw (a web-based and mobile app) Teachers will provide feedback, as well. Families are also invited to also add comments/questions.

### 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, Mr. Luft ([jluft@charlottelabschool.org](mailto:jluft@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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