4th Grade Humanities Q3 Curriculum Guide 2016-2017

Team Members: Scott, Fields, Serrano & Pollara

Quarter #3 - Reading History & Bringing History to Life (January 17-March 17)
In the third reading unit, "Reading History: The American Revolution," students will take on a research project regarding the American Revolution. We will emphasize how researchers pay attention to text structure (chronological, problem and solution, cause and effect, compare and contrast) to help organize their notes and thinking. This will also help them synthesize information from multiple texts including primary and secondary sources. Students will also debate the question of independence from Great Britain to help consider various points of views and gain a more complete picture of of the Loyalists' and Patriots' perspectives. We will conclude the unit with another research project on the time period after the Second Continental Congress to focus on the skills of previewing and paraphrasing and extracting main ideas.

In the third writing unit, "Bringing History to Life," students will write a historical text that includes various genres of writing, although the emphasis will be on informational writing. All students will write one chapter that is "All About the American Revolution." For their second chapter, they will write about a subtopic of the American Revolution. Subtopics might include people, places, or events (Paul Revere; Lexington, Mass.; The Shot Heard Round the World). Students will also write stories/historical fiction accounts along with an essay about the importance of their subtopic and the American Revolution to history and our country.

Unit Topics & Objectives
In these units, students will…

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

<u>Reading History</u>

- Consider themes and lessons of texts
- Consider different points of view and recognize firsthand and secondhand sources, including how the point of view will result in differences in the account
- Identify main ideas and supporting details; summarize texts
- Discuss the relationships between historical texts
- Collect and merge ideas from different texts

<u>Bringing History to Life</u>

- Organize their writing, including formatting such as headings and subheadings
- Include information that is rich, detailed, and concrete
- Draw evidence from texts to support analysis, reflection, and research
- Use increasingly sophisticated transition words and phrases in a purposeful way
- Clarify and bring out the structure in their writing
- Thoughtfully choose vocabulary words to underscore the main message of their piece

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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4th Grade Math Q3 Curriculum Guide 2016-2017

Team Members: Brown, Berry, Carter & Newswanger

Quarter #3 - Fractions and Measurement (January 17- March 17)
This unit will explore fractions and measurement. To begin, students will review what they learned about fractions in third grade; as third graders they developed an understanding of fractions as parts of a whole and could compare fractions with like numerators or denominators by comparing the size in pictures or diagrams. By the end of fourth grade we want students to extend their understanding of fraction equivalence and ordering, compare fractions with different numerators and denominators, understand and compare decimal fractions, and add and subtract mixed numbers with like denominators.

In addition, students will deepen their understanding of measurement by knowing relative sizes of measurement units within one system of units including length - km, m, cm; weight - kg, g and lb, oz.; volume - l, ml; and time - hr, min, sec. Staying within a single system of measurement, students will be able to express measurements in a larger unit in terms of a smaller unit (i.e. *I know that 1 ft is 12 times as long as 1 in.)* and be able to generate a conversion table for equivalent measurements (i.e. *feet=inches - (1, 12), (2, 24), (3, 36),…)*

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.

Topics	**Objectives** Students will…	**Vocabulary**
Fractions and Decimals		
Understanding Place Value	• Review that fractions are a part of a whole; review equivalent fractions by placing fractions on a number line	*Partition, Numerator, Denominator, Equivalent, Comparison, Fourths, Halves, Eighths, Sixths, Common denominator*
Adding and Subtracting Fractions	• Understand addition and subtraction of fractions as joining and separating parts referring to the same whole (Example: ⅔ = ⅓ + ⅓)	
Multiplying Fractions by	• Apply and extend previous understandings of multiplication to	

Whole Numbers	multiply a fraction by a whole number • Solve word problems involving the addition and subtraction of fractions; answer word problems dealing with multiplying fractions by whole numbers	
Comparing Fractions	• Compare two fractions with different numerators and different denominators; create common denominators or numerators, or compare them to a benchmark fraction such as ½ • Compare, add and subtract fractions on corresponding measurement tools and create story problems to solve for the answer	
<u>Measurement and Data</u>		
Converting Among Standard Measurement Units	• Know relative sizes of measurement units within one system of units including *km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec* • Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit; record measurement equivalents in a two-column table (1 ft is 12 times as long as 1 in.); generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36).	*km, m, cm; kg, g; lb, oz.; l, ml; hr, min, seconds, conversion table*

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 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:

- *Partition household objects/food into equal shares (pizza, orange slices, crackers, etc.)*
- *Add together fractions around the house (1+2+1 cookies out of a package of 6 = 4/6)*
- *Measure objects around the house, comparing lengths, heights and time*

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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4th Grade Quest Q3 Curriculum Guide 2016-2017
Super Human Engineering

Team Members: Luft, Lanier, Johnson & Snyder

The Challenge

As knowledge grows and our technological capabilities expand, the powers previously associated only with amazing animals and fictional superheroes are becoming closer to reality. However, with great power comes great responsibility. What should we as individuals, community members, and citizens of the world do with these emerging superpowers?

The Quest

In this Quest, students will explore emerging science, technology, and engineering that have led to the development of superhuman powers. Students will examine unique animal adaptations and superhero-like powers and how scientists, technologists, and engineers have drawn from these in their designs. Students will better understand the challenges faced by individuals, communities, and our planet that could benefit from superpowers, learn more about the technologies that enable these modern-day powers, and consider the complex implications of "saving the day" for others. Students will be creating a final product utilizing the science knowledge and technology skills learned to create a superpower story that can solve a societal problem.

Course Objectives

Below is a list of objectives and topics that will be introduced this quarter. 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.

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

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

Course Objectives

Big Ideas	NC Science Standards and Survival Skills	Content
• Engineering Design Cycle • Animal Adaptations	NC Science Standard 4.P.1 Explain how various forces affect the motion of an object. Specifically force and motion as they pertain to flight. NC Science Standard 4.L.1 Understand the	• Understanding STEAM. Science, Technology, Engineering, Art and Math are unique disciplines that help

• The role of story in problem solving • Ethics and responsibility	effects of environmental changes, adaptations and behaviors that enable animals (including humans) to survive in changing habitats. NC Science Standard 4.P.3 Recognize that energy takes various forms that may be grouped based on their interaction with matter. Specifically understanding the behavior of light and sound. Curiosity and Imagination • Think creatively and work creatively with others • Implement innovative superhuman design project Critical Thinking and Problem Solving • Reason effectively and use systems-based thinking • Make judgments and decisions • Solve problems in conventional & innovative ways Agility and Adaptability • Adapt to change and be flexible as project demands • Understand, negotiate, and balance diverse ideas Productivity and Accountability • Manage projects and produce results • Set and meet goals as a group • Be accountable	us understand, design and advance our technological capabilities. • Engineering Process • Circuits and Motors • Einstein's Thought Experiments • Explore science content through animal adaptations: ○ Flight ○ Camouflage ○ Communication • Research and Communication Skills.

Course Outline

Week	**Topics/Activities**
Week 1	**Superhuman Engineering Quest Kickoff** • What is the Quest • Why it's important • What is the goal
Week 2	**Understand Engineering:** • What is an Engineer? • What is a Scientist? • What is Superhuman Engineering?

Week 3	**Understand Animal Adaptations** ● How Do Animals Inspire Engineering ● Focus: Flight, Camouflage and Communication
Week 4	**Research and Communication** ● Students will learn how to research and locate quality results and give attribution for original work. Students will also learn how to search and find creative commons media content
Week 5	**Research and Communication** ● Write and publish a Choose Your Own Adventure story.
Week 6	**Electives** ● Students will be given the option to select from one of four 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.
Week 7	**Final Project** ● Students will have two weeks to complete their final projects and receive feedback from peers and teachers to adjust in preparation for public presentation.
Week 8	**Final Project Work Time Continued**
Week 9	**Presentation and Reflection** ● Students will publicly share their final projects and receive feedback from peers, teachers, and other community members. ● Written assessment on the positive effect this Quest should have on students' learning ● Peer and individual Assessment ● Small and large group reflections on solutions and how to improve this quest

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:

- *Discuss engineering at home - what engineers do, what inspires engineers, objects around the house that were engineered*
- *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.

Jim Luft: jluft@charlottelabschool.org
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Colby Snyder: csnyder@charlottelabschool.org

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 - reads and pronounces sight words/phrases correctly and fluently
- Vocabulary/High Frequency Words - reads and understands vocabulary/high frequency words taught
- Decoding Skills - reads and decodes 12 consonant and 5 vowel sounds
- Main Idea and Details - identifies the main idea and details within a read aloud or independent reading book (in English)
- Connections - makes 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) - uses letter sounds to spell and write words
- Language Function (Speaking) – speaks 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.
Carey French: cfrench@charlottelabschool.org
Victoria Castro: vcastro@charlottelabschool.org
Luis Morales: lmorales@charlottelabschool.org

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 and discuss a text related to music and 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) - constructs original sentences
- Language Function (Speaking) - speaks 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.
Carey French: cfrench@charlottelabschool.org
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Luis Morales: lmorales@charlottelabschool.org

World Languages & Cultural Studies (Intermediate Low 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)
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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4th grade World Language & Cultural Studies (Chinese)
Q3 Curriculum Guide 2016-2017
Wang (qwang@charlottelabschool.org)

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 - recognize and understand 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 – use 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

Themes	**Goals** Students will...	**Vocabulary & Phrases**
School Subjects	• Create a class schedule using subjects, daily schedule, home/school life	*ELA/Math/Quest/WL/Music/PE/Art* *What's your favorite subjects?* *My favorite subjects is___.*

Food & Shopping	• Discuss food that is part of one's culture • Compare and contrast food eaten in different countries	*apple/banana/orange/grape/carrot/pepper/onion/meat & dairy/beef/pork/lamb/sausage/ cheese/drink & snacks/milk/yogurt/juice/ cake/cookies/buy/sell* *What can I do for you? I want to buy___. How much is it? $____. Here you are! Thank you.*
People & Occupations	• Review family members • Discuss occupations and the roles people play within the community	*father/mother/ sister/brother/grandpa/ grandma/uncle/aunt/doctor/ teacher/ businessman/ farmer/secretary/ lawyer/nurse/workplace/bank/ hospital/farm/ company/school* *What does your father do? My father/mother is a ___.Where does s/he work? S/he works in a ___.*
Appearance & Expressions	• Review body parts • Learn to describe family member's appearance and tell the expressions on the face.	*mouth/ ear/ nose, head/ hair/ leg/hand/ big/ small/ long/ short/ overweight/ slim/ happy/ sad/ excited/ cry/smell/ angry/surprised* *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____.

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.