



5th Grade Humanities Curriculum Guide - 2016

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

Quarter #1 - Interpretation Book Clubs and Narrative Craft Writing (August 29 - October 28)

In the initial reading unit, "Interpretation Book Clubs," students will focus on writing about reading with voice and investment, raising the level of their thinking and talking about literature, and analyzing themes in a book club. In the initial writing unit, "Narrative Craft," students will draw on all they know about narrative writing to write personal narratives from their own lives. Students will rely on mentor texts to elevate their writing; they will learn to elaborate with greater sophistication and highlight the central ideas that they want readers to draw from their writing. Through read-aloud, digital media, discussion, and individual reflection, students will begin to explore the development, structure, and function of government in the United States. Students will analyze life in a democratic republic through the rights and responsibilities of citizens.

Unit Topics & Objectives

Interpretation Book Clubs: Analyzing Themes

Students will...

- Take charge of personal reading by setting goals
- Establish reading logs, book-shopping schedules, workshop structures and expectations
- Write about reading with voice and investment
- Link ideas to build larger theories and interpretations
- Debate about book ideas and defend with claims, reasons, and evidence

Narrative Craft

Students will...

- Generate ideas for personal narratives
- Use mentor texts to uncover internal details and revise
- Move through the writing process: rehearsing, drafting, revising, and editing
- Convey the main feeling through elaboration
- Set goals for next steps of writing
- Read with a "writer's eye" to find strategies for narrative writing



ELA Personalized Learning Approach

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

Student Work

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

Homework and Home-School Connections

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

Teacher-Parent Communication

The best way to communicate general questions is through your student's advisor because multiple teachers work with each student. If a specific ELA question arises, please directly email the ELA team and an answer will be provided within 48 hours.

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5th Grade Math Curriculum Guide - 2016

Team Members: Berry, Brown, Luft, Newswanger

Quarter #1 - Ordered Pairs, Coordinate Planes, Numerical Expressions, Order of Operations, Multiplication and Division Review, Decimals (August 29 - October 28)

In this unit students will explore ordered pairs and how to use them on coordinate planes. They will also learn about numerical expressions and use the order of operations to determine the answers to various equations. Students will revisit multiplication and division standards from fourth grade, will review what decimals are and explore place value associated with decimals. By the end of the unit they will then be able to read, write, and compare decimals.

Unit Topics, Objectives & Vocabulary

Below is a list of the topics that will be introduced this quarter. While this represents pacing for a typical 5th 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
Numerical Expressions/ Order of Operations	<ul style="list-style-type: none"> ● Explore different numerical expressions using all four operations ● Use the associate property and distributive property to solve whole number expressions ie: $(8 + 27)+2$ or $(6 \times 30)+(6 \times 7)$ ● Verbally describe expressions without calculating them 	<i>Associative property, distributive property, expression, order of operations (to an extent), equation</i>
Ordered Pairs/ Coordinate Planes	<ul style="list-style-type: none"> ● Generate two numerical patterns given two rules ● Turn the numerical patterns into a line graph on a coordinate plane ● Use ordered pairs to plot on a coordinate plane 	<i>Independent variable, dependent variable, constant rate, numerical pattern, line (linear) graph, coordinate plane, rate, x-axis, y-axis</i>
Multiplication/ Division	<ul style="list-style-type: none"> ● Review various strategies related to multiplying multi-digit whole numbers ● Multiply multi-digit whole numbers using the standard algorithm ● Review multi-digit division strategies ● Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors using the standard algorithm 	<i>Quotient, standard algorithm, dividend, divisor, product</i>

<p>Place Value/ Decimals</p>	<ul style="list-style-type: none"> ● Recognize that in a multi-digit number, a digit in the ones place represents 10 times as much as it represents in the place to its right and 1/10 of the place to its left ● Recognize place value in whole numbers and decimals ● Review comparing decimals 	<p><i>Base-ten system, decimals, greater than, less than, equal to</i></p>
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Math Personalized Learning Approach

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

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

Student Work

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

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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5th Grade Quest Curriculum Guide – 2016

Team Members: Hartzell, Lanier, Snyder, Luft, Scott

Quarter #1 - Home Energy Guide (August 29 - October 28)

In this Quest, which is aligned to 5th grade NC Essential Science Standards, students will gain a better understanding of energy, heat, and how heat is transferred. We will explore local and global relationships between environments and 'heat waste' through field observations, as well as collecting and analyzing data. We will use this research to test school and home energy saving theories and the possible impact of these savings. This knowledge will then be the basis of a web-page design project. Students will be exposed to many valuable resources, including an exciting workshop titled *High Five: The 5 Apps You Need To Try Right NOW*. Students will visit local landmarks, in addition to interacting with Duke Energy, Edisonnation and local energy experts. Maker Lab is part of Quest this year, so students will participate in a variety of maker-based activities to reinforce Quest concepts throughout the year.

Course Objectives

The objectives for this Quest include:

- Build understanding of energy, heat, and and appreciation of their environmental impact
- Develop a deeper understanding for energy transfer and how it relates to energy waste
- Design and develop a Home Energy Guide using innovative digital tools
- Students and CLS faculty will collaborate to develop a public Home Energy Guide Website.

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

Project Timeline

	Activities and Concepts	Optional Home Challenges
Week 1	Quest Kickoff <ul style="list-style-type: none">● No Power Hour experiment - Intro to Mind Mapping● <i>The Quest Team's High Five Workshop</i>	

	<ul style="list-style-type: none"> ● Begin energy/ temperature observations and data collection in Quest area ● <i>What Do You Know About Energy?!</i> Challenge 	
Week 2	Energy <ul style="list-style-type: none"> ● Developing a deeper understanding of energy, specifically thermal energy and how it is transferred ● Collecting Temperature Data using thermometers, thermal apps. ● <i>Discuss energy lessons in context of exercises in Catch the Wind, Harness the Sun: an energy workshop based on the award-winning book by Michael J. Caduto</i> ● Continue energy/ temperature observations and data collection 	Expand No Power Hour mind map based on experience at Camp Thunderbird. DISCUSS FRIDAY Week 3
Week 3	Energy <ul style="list-style-type: none"> ● An introduction to Google Sites and related apps ● Participate in, then develop begin to develop an augmented reality (AR) energy walking tour of uptown Charlotte ● Continue energy/ temperature observations and data collection 	Observe hot spots and energy use around your house DISCUSS FRIDAY
Week 4	Energy <ul style="list-style-type: none"> ● Continue development of augmented reality (AR) energy walking tour of uptown Charlotte ● Speak to an energy expert ● Discuss and analyze energy/ temperature observations and data collected in Quest area ● Develop Home Energy Guide ideas 	Develop a Home Energy Guide Tip for home or school based on what you learned in Quest. DISCUSS FRIDAY
Week 5	Energy <ul style="list-style-type: none"> ● Complete the Augmented Reality Energy Tour ● Continue to develop mind map and research for Home Energy Guide site ● Continue webpage development 	Develop a Home Energy Guide Tip for home or school. DISCUSS FRIDAY
Week 6	Energy <ul style="list-style-type: none"> ● Energy Review Challenge ● Continue to develop mind map and research for Home Energy Guide site ● Continue webpage development 	Develop a Home Energy Guide Tip for home or school. DISCUSS FRIDAY

Week 7	Energy <ul style="list-style-type: none"> ● Team Energy Review Maker Challenge ● Continue to develop mind map and research for Home Energy Guide site ● Continue webpage development ● Initial presentation of website ● Give/receive feedback with team members 	
Week 8	Energy <ul style="list-style-type: none"> ● Refine website based on committee feedback ● Meet 1-on-1 with Committee Leader ● Committee Energy Review Challenge 	
Week 9	Energy <ul style="list-style-type: none"> ● Publish and reflect on websites ● Use resources and energy knowledge to begin Next Steps - Maker Fundraising Project ● Website Launch Party 	

Student Work

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

Teacher-Parent Communication

The best way to communicate general questions is through your student's advisor, as multiple teachers within a content team will be working with your student. However, if you have a quest specific question you can contact your child's quest committee leaders, Mr. Hartzell and Mr. Lanier (dhartzell@charlottelabschool.org and dlanier@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 & Vocabulary</u>
Countries & Languages	<ul style="list-style-type: none"> Identify the different nationalities: Chinese, American, British, etc. Discuss the different countries and languages that are spoken throughout the world 	<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>
Dates & Birthdays	<ul style="list-style-type: none"> Review numbers (1-30), Identify months, days, year Review age and birthday Discuss expressions that are associated with dates and birthdays 	<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>

Weather & Seasons	<ul style="list-style-type: none"> • Describe weather conditions • Describe the climate in 4 seasons 	<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>
Sports & Hobbies	<ul style="list-style-type: none"> • Describe different types of sports and exercise • Describe what they do in their spare time 	<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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