



## **5th Grade Humanities Curriculum Guide - 2016**

Team Members: Fields, Scott, Serrano, Pollara

### **Quarter #2 - Researching History**

In this quarter's reading unit "Researching Skills: Westward Expansion," students will focus on reading high-interest nonfiction and researching to build knowledge around the topic of Westward Expansion in the United States. In the writing unit "Lens of History: Research Reports", students will write research reports on subtopics of Westward Expansion. As they begin to learn what is most important to know about a subtopic relating to Westward Expansion, students will come to see that different authors have chosen to present information in similar and different ways. Students will continue to look more critically at how authors present information, including how the point of view of an author influences how information is presented.

### **Unit Topics & Objectives**

#### Researching Skills: Westward Expansion

Students will...

- Determine multiple main ideas of a text and summarize the text, including how key details support the main ideas
- Study structures of texts and considering how the choice of text structures support the author's purposes
- Determine the meaning of unfamiliar words in content-based texts
- Compare and contrast multiple authors' points of view
- Consider the relationships of events, including their causes and consequences
- Ground ideas in text-based evidence, quoting from the text
- Integrate different texts to speak and write about a topic
- Conduct short research projects to research different aspects relating to the Westward Expansion to build their knowledge of that topic
- Take various forms of notes with summarizing and paraphrasing

#### Lens of History: Research Reports

Students will...

- Examine a topic and convey ideas and information clearly
- Engage in research, keep track and cite relevant sources
- Analyze what writers do in terms of craft, structure, and perspective
- Move through the writing process: rehearsing, drafting, revising, and editing
- Set goals for next steps of writing
- Make effective choices about the logical structure of their informational writing

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### **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 at least once every 2 weeks to share their current work and progress toward their personalized goals. Teachers 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 24 hours.

**Emily Fields:** [efields@charlottelabschool.org](mailto:efields@charlottelabschool.org)

**Meg Scott:** [mscott@charlottelabschool.org](mailto:mscott@charlottelabschool.org)

**Denise Glaser-Serrano:** [dserrano@charlottelabschool.org](mailto:dserrano@charlottelabschool.org)

**Maria Pollara:** [mpollara@charlottelabschool.org](mailto:mpollara@charlottelabschool.org)



## 5th Grade Math Curriculum Guide - 2016

Team Members: Berry, Brown, Luft, Newswanger

### Quarter #2 - Decimals and Fractions (November 1 - January 13)

In this unit, students will add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; they will also relate the strategy to a written method and explain the reasoning used. Students will revisit and apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. Finally, they will develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them.

### 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.

<u>Topics</u>	<u>Objectives</u> Students will...	<u>Vocabulary</u>
<b>Add, subtract, multiply, and divide decimals to hundredths</b>	<ul style="list-style-type: none"> <li>Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value</li> <li>Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10</li> </ul>	<i>decimal, decimal point, tenths, hundredths, products, quotients, dividends</i>
<b>Add and subtract fractions with</b>	<ul style="list-style-type: none"> <li>Add and subtract fractions with unlike denominators</li> </ul>	<i>fraction, equivalent, unlike denominator,</i>

<p><b>unlike denominators (including mixed numbers)</b></p>	<p>(including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, <math>\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}</math></p>	<p><i>numerator, mixed numbers</i></p>
<p><b>Word Problems</b></p>	<ul style="list-style-type: none"> <li>• Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators</li> <li>• Create expressions and equations to represent word problems</li> </ul>	<p><i>addition add, sum, subtraction/subtract, difference, estimate, reasonableness</i></p>

### **Math Personalized Learning Approach**

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

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

### **Student Work**

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



assessments every week or two weeks (depending on the skill) and are responsible for submitting posts once every 2 weeks that document their learning related to that skill; this can be in the form of videos, pictures, drawings, texts and pdfs. Teachers check-in with 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>

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. 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.

**Erique Berry:** [eberry@charlottelabschool.org](mailto:eberry@charlottelabschool.org)

**Maggie Brown:** [mbrown@charlottleabschool.org](mailto:mbrown@charlottleabschool.org)

**Jim Luft:** [jluft@charlottelabschool.org](mailto:jluft@charlottelabschool.org)

**Brittany Newswanger:** [bnewswanger@charlottelabschool.org](mailto:bnewswanger@charlottelabschool.org)



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

Team Members: Salas, Najenson, French, Castro, Morales

### **Quarter #2 - Geography: Maps and Globes** (November 1 - January 13)

This unit focuses on the introduction of maps and globes and why they are important. Through a variety of whole group and individual hands-on activities, the students will begin developing a sense of geographical awareness. The students will become familiar with what is represented on maps and globes and how they are used. Students will explore using cardinal directions, locating North and South Poles, Atlantic and Pacific Oceans and northern and southern hemispheres. At the completion of this unit, the students will have skills needed to build upon their geographical knowledge. They will the city of Charlotte and México

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

Throughout the unit, students will be able to fulfill these "I can" statements:

- I can use maps to locate places in the classroom, school, and home.
- I can identify and locate land and water features on maps and globes.
- I can identify physical features such as mountains, hills, rivers, lakes and roads.
- I can differentiate colored symbols on maps and globes.
- I can identify locations using positional words?
- I can spell simple words phonetically, drawing on knowledge of sound-letter relationships

Students will also be able to answer these essential questions:

- *Where do we live and what does it look like?*
- *How do we use maps?*
- *How can maps help us locate specific places?*
- *How can landforms be identified on a map?*

Students will understand and use the following vocabulary words:

*Mapa, globo, pais, ciudad, lago, río, montaña, océano, calle, norte, sur, este, oeste, arriba, abajo, izquierda, derecha, agua, tierra, región, continente*

### **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.

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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 will post to SeeSaw at least once every 2 weeks 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 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 24 hours.

**Astrid Salas:** [msalas@charlottelabschool.org](mailto:msalas@charlottelabschool.org)

**Barbara Najenson:** [bnajenson@charlottelabschool.org](mailto:bnajenson@charlottelabschool.org)

**Carey French** - [cfrench@charlottelabschool.org](mailto:cfrench@charlottelabschool.org)

**Victoria Castro** - [vcastro@charlottelabschool.org](mailto:vcastro@charlottelabschool.org)

**Luis Morales** - [lmorales@charlottelabschool.org](mailto:lmorales@charlottelabschool.org)



## **World Languages & Cultural Studies (Novice High / Intermediate Low Spanish) Curriculum Guide - 2016**

Team Members: French, Castro, Morales

### **Quarter #2 - Environment and Argentina** (November 1 - January 13)

In this unit, students will explore how humans affect the environment and how the environment affects humans. Students will describe the geography and environment of Argentina. They will also learn vocabulary and sentence structures to communicate comparisons between the different regions and countries.

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

Throughout the unit, students will be able to fulfill these "I can" statements:

- I can describe and compare the geographic features and climates of regions of Argentina.
- I can identify the aspects of Argentina's plan for environmental sustainability.
- I can explain how environmental factors impact human life.
- I can compare and contrast the natural resources, sustainable practices, climate change and biodiversity in Argentina vs. the United States.
- I can use superlatives to compare and contrast.
- I can organize vocabulary in categories related to the environment.

Students will also be able to answer these essential questions:

- How does the environment affect humans? How can humans make choices to positively affect the environment?

Students will understand and use the following vocabulary words:

*geografía, recursos naturales, prácticas sustentables, cambio climático, biodiversidad, estado, región, país, capital, reciclar, territorio, ríos, cordillera, calentamiento global, más, menos, tanto, como, comparativos, superlativos, el medio ambiente*

Note: Students in Intermediate Low Spanish may move through this material at a faster pace. The World Languages Team will send out a copy of the additional Q2 Curriculum Guide later in the quarter if a new unit is planned and executed.

### **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 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 at least once every 2 weeks to share their current work and progress toward their personalized goals. Teachers 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.

**Carey French** - [cfrench@charlottelabschool.org](mailto:cfrench@charlottelabschool.org)

**Victoria Castro** - [vcastro@charlottelabschool.org](mailto:vcastro@charlottelabschool.org)

**Luis Morales** - [lmorales@charlottelabschool.org](mailto:lmorales@charlottelabschool.org)



**5<sup>th</sup> grade World Language & Cultural Studies (Chinese)  
Curriculum Guide - 2016, Wang ([qwang@charlottelabschool.org](mailto:qwang@charlottelabschool.org))**

**Quarter #2 - Hobbies & Sports, Time and Daily Activities, School Subjects, Food & Shopping, People & Occupations** (November 1 - January 13)

In this unit, students will learn how to say sports, hobbies, and daily activities; also, students will learn how to tell time. Moreover, students will learn how to ask questions: *What are your hobbies? What time do you get up? What's your favorite subject?*

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.

**Themes, Topics, Goals & Vocabulary, and Connections to NC Social Studies Essential Standards**

Themes	Topics, Goals & Vocabulary	NC Social Studies Essential Standards
Hobbies & Sports	<ul style="list-style-type: none"> <li>• Discuss countries, Olympic games and sports</li> <li>• Vocabulary: <i>ready/go/crawl/jump/run/fly/stop/running/swimming/ soccer/playing pingpong</i></li> <li>• Phrases: <i>What sports do you like? I like ____.</i></li> </ul>	Geography & Culture
	<ul style="list-style-type: none"> <li>• Introduce Chinese paintings, art and common customs/interests</li> <li>• Vocabulary: <i>singing/drawing/dancing//playing instruments/sports</i></li> <li>• Phrases: <i>What are your Hobbies? I like ____.</i></li> </ul>	Culture & Personal Interests
Time & Daily Activities	<ul style="list-style-type: none"> <li>• Introduce the world clock</li> <li>• Discuss the different time zones</li> <li>• Vocabulary: <i>time, hello, goodbye, morning, afternoon, night, north, south, east, west</i></li> </ul>	Geography
	<ul style="list-style-type: none"> <li>• Compare and contrast personal daily schedule with others' of another culture</li> </ul>	Culture

	<ul style="list-style-type: none"> <li>Vocabulary: <i>get up/have breakfast/ lunch/go to school/go home/have dinner/go to sleep</i></li> <li>Phrases: <i>What time do you get up? I get up at ____.</i></li> </ul>	
School Subjects	<ul style="list-style-type: none"> <li>Create a class schedule using subjects, daily schedule and home/school life</li> <li>Vocabulary: <i>ELA/Math/Quest/WL/Music/PE/ Art</i></li> <li>Phrases: <i>What's your favorite subjects? My favorite subjects is____.</i></li> </ul>	Community & Home
Food & Shopping	<ul style="list-style-type: none"> <li>Discuss food that is part of one's culture</li> <li>Compare and contrast food eaten in different countries</li> <li>Vocabulary: <i>apple/banana/orange/grape/carrot/pepper/onion/meat &amp; dairy/beef/pork/lamb/sausage/cheese/drink &amp; snacks/milk/yogurt/juice/cake/cookies/buy/sell</i></li> <li>Phrases: <i>What can I do for you? I want to buy____. How much is it? \$____. Here you are! Thank you.</i></li> </ul>	Culture & Economy
People & Occupations	<ul style="list-style-type: none"> <li>Review family members</li> <li>Discuss occupations and the roles people play within the community</li> <li>Vocabulary: <i>father/mother/sister/brother/grandpa/grandma/uncle/aunt/doctor/ teacher/businessman/ farmer/secretary/lawyer/nurse/workplace/bank/ hospital/farm/company/school</i></li> <li>Phrases: <i>What does your father do? My father/mother is a _____.Where does s/he work? S/he works in a ____.</i></li> </ul>	Community & Home

### 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**

Students have a Chinese Book in which they will collect most of their work, and a radical writing book in which they will practice writing radicals in class. This year, Charlotte Lab School is also 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 will post to SeeSaw weekly to share their current work and progress toward their personalized goals. Teachers will provide feedback 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. We will provide some weekly guidance for which topics to discuss at home.

### **Resources**

North Carolina Social Studies Essential Standards  
NCSSFL-ACTFL Can-Do Statements Progress Indicators for Language Learners  
NCSSFL-ACTFL Proficiency Guide  
My First Chinese Words  
Easy Steps to Chinese Textbook & Workbooks 2,3,4