

5th Grade Humanities Q3 Curriculum Guide 2016-2017

Team Members: Fields, Scott, Serrano & Pollara

Quarter #3 - Researching Debatable Issues (January 17-March 17)

“Argument and Advocacy” is a reading unit that supports students in reading more complex, challenging nonfiction. It is also a unit that aims to support fifth graders in becoming more active and critical citizens. In today’s world, we need people who read to be informed, who try to truly understand an issue before having an opinion, and who do not just accept what they read, but who think deeply enough to question what they read. As fifth graders transition toward middle school, they are figuring out who they are and what they stand for. This unit aims to help students think for themselves, to learn to have an informed viewpoint and to communicate it clearly, as well as to listen to others. The unit also enables them to think about complicated issues with which the world is dealing and to make decisions that will let them live more informed lives (and when needed, to advocate).

In the writing unit “Research-Based Argument Essay,” students will write opinion pieces in which they argue and support their position on a debatable issue. As argument writers, students are expected to structure their writing so that it includes claims that are supported by reasons that are backed by evidence. They’ll learn to suspend judgment, to read critically, to note-take, to build an argument, and to revise and rethink and rebuild.

Unit Topics & Objectives

In these units, students will...

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

Argument and Advocacy

- Investigate debatable issues through reading complex text sets
- Mine texts for relevant information on both sides of the argument
- Summarize texts to hold on to what’s most essential
- Compare and contrast multiple authors’ points of view
- Consider bias and credibility of authors
- Deepen understanding by talking about and reading complex texts with others
- Take various forms of notes with summarizing and paraphrasing

Lens of History: Research Reports

- Investigate to understand an argument
- Use evidence to build arguments
- Bring a critical perspective to their writing
- Consider counterclaims and integrate into writing
- Annotate sources
- Analyze what writers do in terms of craft, structure, and perspective
- Revise writing to strengthen arguments

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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5th Grade Math Q3 Curriculum Guide 2016-2017

Team Members: Brown, Berry, Luft & Newswanger

Quarter #3 - Measurement and Data (January 17- March 17)

In this unit will explore measurement and data. In 5th Grade, students extend their abilities from Grade 4 to express measurements in larger or smaller units within a measurement system. We will have the opportunity to reinforce notions of place value for whole numbers and decimals, and the connection between fractions and decimals (e.g., 2 ½ meters can be expressed as 2.5 meters or 250 centimeters). Building on the skills from 4th grade, 5th grade students might complete a table of equivalent measurements in feet and inches. They will learn and use such conversions in solving multi-step, real world problems.

In addition, students will recognize volume as an attribute of three-dimensional space. They will understand that volume can be measured by finding the total number of same size units of volume required to fill the space without gaps or overlaps. They will also understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume; then they will measure necessary attributes of shapes in order to determine volumes and solve real world and mathematical problems.

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>
Measurement and Data		
Converting Among Standard Measurement Units	<ul style="list-style-type: none"> Convert different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m) Use these conversions in solving multi-step, real world problems 	<i>length, mass, liquid volume, measurement, attribute, volume, solid figure, right rectangular prism</i>
Representing and Interpreting Data	<ul style="list-style-type: none"> Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8) Use operations on fractions for this grade to solve problems involving information presented in line plots 	<i>line plot, data, data point, unit</i>

<p>Understanding and Measuring Volume</p>	<ul style="list-style-type: none"> ● Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume ● Recognize volume as an attribute of solid figures (their capacity) and understand concepts of volume measurement (Example: a cube with side length 1 unit, called a "unit cube" has "one cubic unit" of volume) 	<p><i>volume, capacity, unit, unit cube, gap, overlap, cubic units (cubic cm, cubic in., cubic ft., nonstandard cubic units), edge lengths, height, area of base</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, 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:

- Measure objects around the house, comparing lengths, heights, volume, and time
- Create line plots using measurements and data of the family (heights, ages, family tree/members, etc.)
- Measure volumes as capacity (when cooking, working with liquids, filling the bath, etc.)

Teacher-Parent Communication

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

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5th Grade Quest Q3 Curriculum Guide 2016-2017
Adolescent Development
Team Members: Lanier, Davino, Luft & Snyder

The Challenge

Hey kids, your parents are at an age where everything is confusing. Their children's voices are changing, bodies are changing, and interests are changing. It's like they've been adults their entire lives and they have no ideas how to relate to a soon-to-be teenager! To top it all off, they want to have awkward conversations with you about things like relationships, puberty, and keeping safe online. Let's help them out. Your mission is to create a tool or two that helps you lead the conversation with your parents. With your help, they can do this!

The Quest

Students will gather several components from their knowledge, skill, and interest rotations in order to develop an effective communication tool. This tool will involve the integration of effective oral and written communication, science, research, and lots of creativity. At the end, each student will have their own communication tool to discuss adolescent development and will also have a completed digital citizenship product to share with their parents.

Course Objectives

Big Ideas	Content & Concepts	Survival Skills
Science: What does it mean to be alive? Biology, Human Body Systems The Human Brain, The Adolescent Brain and Emotions Technology: Communication, Privacy, Cyber bullying, Online Safety and Prudence.	<i>NC Science Standards</i> <ul style="list-style-type: none"> ● 5.L.1 - Understand how structures and systems of organisms (to include the human body) perform functions necessary for life. ● 5.L.3 - Understand why organisms differ from or are similar to their parents based on the characteristics of the organism. <i>ISTE 2016 Student Technology Standards</i> <ul style="list-style-type: none"> ● 2b- Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. ● 2c- Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. ● 3d- Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and 	Critical Thinking and Problem-Solving; Effective Oral and Written Communication

	<p>pursuing answers and solutions.</p> <ul style="list-style-type: none"> • 4d- Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems. 	
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Course Timeline

In this Quest, students will experience two knowledge rotations - "Biology and the Human Body" and "Digital Citizenship" Afterwards they will have the choice of four project options to help them create a child-parent discussion tool about adolescent development.

Week	Topics/Activities
1 1/17- 1/20	Orientation week: The purpose of the week of orientation is to prepare the students to understand the Quest, who it affects, their specific mission, their path options (electives), the approval form, and how they will navigate through the entire Quest experience.
2-5 1/23- 2/17	During these weeks, students will rotate between two weeks of Science and two weeks of Technology knowledge content.
6 2/20- 2/24	During these weeks, students will pursue teacher approval of their final project. Students must prove that they can incorporate at least three key concepts based the science and technology rotations, and incorporate the skills built from their elective groups. Upon approval, students will begin additional research, seeking additional help from their teacher and other sources in and outside of the building to complete their project. The first completed draft is due by the end of the first week. All feedback is gathered and edits completed the following week.
7-8 2/27-3/10	
9 3/13- 3/17	Students will publicly share their final projects and receive feedback from peers, teachers, and other community members in a public forum.

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 the topics we are learning about in school – relationships, human body, cyber-bullying. Have your child share first and allow him/her to engage in conversation.*
- *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.

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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 - read and pronounce sight words/phrases correctly and fluently
- Vocabulary/High Frequency Words - read and understand vocabulary/high frequency words taught
- Decoding Skills - read and decode 12 consonant and 5 vowel sounds
- Main Idea and Details - identify the main idea and details within a read aloud or independent reading book (in English)
- Connections - make personal connections between the text and self (in English)

Interpersonal Communication (Conversation)

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

Presentational Communication (Writing / Speaking)

- Language Function (Writing) - use letter sounds to spell and write words
- Language Function (Speaking) - speak 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

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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/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)

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) - construct original sentences
- Language Function (Speaking) - speak 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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World Languages & Cultural Studies (Intermediate Low Spanish) Q3 Curriculum Guide 2016-2017

Team Members: French, Castro & Morales

Quarter #3 - Diversity & Culture (January 18 - 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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5th 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	<ul style="list-style-type: none"> ● Create a class schedule using subjects, daily schedule, home/school life 	<i>ELA/Math/Quest/WL/Music/PE/Art</i> <i>What's your favorite subjects?</i> <i>My favorite subjects is_____.</i>
Food & Shopping	<ul style="list-style-type: none"> ● Discuss food that is part of 	<i>apple/banana/orange/grape/carr</i>

	<p>one's culture</p> <ul style="list-style-type: none"> • Compare and contrast food eaten in different countries 	<p>ot/pepper/onion/meat & dairy/beef/pork/lamb/sausage/cheese/drink & snacks/milk/yogurt/juice/cake/cookies/buy/sell</p> <p>What can I do for you? I want to buy ____. How much is it? \$ ____.</p> <p>Here you are! Thank you.</p>
<p>People & Occupations</p>	<ul style="list-style-type: none"> • Review family members • Discuss occupations and the roles people play within the community 	<p>father/mother/sister/brother/grandpa/grandma/uncle/aunt/doctor/teacher/businessman/farmer/secretary/lawyer/nurse/workplace/bank/hospital/farm/ company/school</p> <p>What does your father do? My father/mother is a ____.</p> <p>Where does s/he work? S/he works in a ____.</p>
<p>Appearance & Expressions</p>	<ul style="list-style-type: none"> • Review body parts • Learn to describe family member's appearance and tell the expressions on the face. 	<p>mouth/ ear/ nose, head/ hair/ leg/hand/ big/ small/ long/ short/ overweight/ slim/ happy/ sad/ excited/ cry/smell/ angry/surprised</p> <p>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 ____.</p>

World Languages Learning Approach

In World Languages each quarter, students will be exposed to the project-based approach. Students will work in differentiated groups throughout these mini-projects based on their individual needs. Instruction will be a combination of: whole class instruction, small group instruction, partner work and independent work. Differentiated groups will be determined through ongoing formal and informal assessments and will support their work in reading, writing, speaking and listening.

Student Work

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