



## **Kindergarten ELA Curriculum Guide - 2016**

Doig ([sdoig@charlottelabschool.org](mailto:sdoig@charlottelabschool.org))

### **Quarter #1 - We are Readers and Writers / Let's Get Started Studying and Writing Opinion Books (August 29 - October 28)**

In these initial units, “We Are Readers and Writers” and “Let’s Get Started Studying and Writing Opinion Books,” students will become acclimated to the procedures of Reader’s and Writer’s Workshop. In Reading, students will learn the basic concepts about print (front/back of book, where to start reading, etc.) Accompanying reading and writing, students will begin to develop sound awareness through Word Study practice. Students will learn how to read pictures, develop story structures, and develop key strategies for beginning readers. In Writing, students will learn how to express their opinion and how to get their thoughts on paper through drawings, labels, sounds and words. Students will be getting to know one friend each day by interviewing, drawing, and labeling a picture of each child. Please keep an eye out for your child’s individual book of the class pictures!

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

##### We Are Readers & Writers!

Students will...

- Develop a love and sense of purpose for reading/writing
- Learn and practice Workshop procedures
- Select books that have interesting pictures and storylines
- Develop concepts about print and story structures
- Utilize reading/writing-like behavior including “just-right” texts and Writing process
- Work in partnerships and learn processes of “reading buddies”

##### Let's Get Started: Studying and Writing Opinion Books

Students will...

- Demonstrate understanding of basic features of written print
- Gain deeper understanding of story structure
- Learn ways to help partner through partner talk
- State own opinion
- Try oral storytelling
- Use patterns in text to guide reading/writing
- Revise thoughts by adding more
- Label key parts of pictures
- Stretch out words and read/write the sounds you hear



### **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 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.



## Kindergarten Math Curriculum Guide - 2016

Byrum ([mbyrum@charlottelabschool.org](mailto:mbyrum@charlottelabschool.org))

### Quarter #1 - Counting, Comparing, Writing Numbers, and Solving Simple Story Problems (August 29 - October 28)

This unit is designed to give students a variety of experiences with counting, comparing and solving simple story problems. A student's first experience with numbers can shape the way he/she approaches mathematics for their entire lives; for this reason, it is important for us to foster their understanding of numbers and to give students real experiences with number sense as well as a variety of concepts. During this unit students will use a variety of representations (pictures, dice, mental images) and manipulatives (cubes, blocks, fingers, claps) to support them with counting. They will compare numbers that represent more or less, greater than, less than and equal to, and add numbers to make larger quantities.

#### Unit Topics, Objectives & Vocabulary

<u>Topics</u>	<u>Objectives</u> Students will...	<u>Vocabulary</u>
<b>Counting &amp; Cardinality</b> <i>(Counting Things in their Lives)</i>	<ul style="list-style-type: none"><li>• Count to 100 by ones and tens</li><li>• Count on from any number in sequence to 20</li><li>• Count sets of objects to 20</li><li>• Understand their experience with numbers</li><li>• Describe the importance of numbers in their lives</li><li>• Create number representations to support counting</li></ul>	number, ones, tens, 1-100, count, how many?
<b>Matching Pictures to Number Count</b>	<ul style="list-style-type: none"><li>• Fluently recognize number count using</li></ul>	number, numeral, digit, 1-20



<b>and Written Numerals</b>	<ul style="list-style-type: none"><li>pictures</li><li>• Write numerals that match pictures</li><li>• Recognize numerals and match them to number count</li></ul>	
<b>Comparing Numbers</b>	<ul style="list-style-type: none"><li>• Compare numbers to show "greater than," "less than" and "equal to"</li><li>• Visually compare objects in size and quantity (which is more, less, bigger, smaller, etc...)</li><li>• Build towers bigger or smaller</li><li>• Building towers that look like pictures shown</li></ul>	greater than, less than, equal to, more, less, bigger, smaller, order, greatest, least, first, second, third, next, last
<b>Addition (Counting Stories)</b>	<ul style="list-style-type: none"><li>• Act out number stories and verbally explain their thinking</li><li>• Use manipulatives to represent numbers as they act stories out</li></ul>	add, count on, total, in all, altogether, put together

### **Math Personalized Learning Approach**

Personalized learning is instruction that offers specific curriculum and learning environments that meet each individual student's needs. In Kindergarten, students will be placed in different groups throughout the Math block based on individual needs, strengths, and levels. Groups will change as needed throughout the year according to informal and formal assessments.

### **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

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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 document their learning related to each skill; this can be in the form of videos, pictures, drawings, texts and pdfs. Stay tuned for more information on SeeSaw in the coming months - <http://web.seesaw.me/learn-more>

### **Homework and Home-School Connections**

Homework will be assigned on a weekly basis later in the year. We also encourage parents to review SeeSaw at home with students. 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.

## Kindergarten Quest Curriculum Guide - 2016

Byrum ([mbyrum@charlottelabschool.org](mailto:mbyrum@charlottelabschool.org))

### Quarter #1 - Weather Information Station (August 29 - October 28)

#### The Challenge

Kindergarten students will collaborate to create a Charlotte Lab School Weather Information Station. The Kindergarten Class will study weather concepts and facts in order to lay the framework for the Lab Weather Information Station which will become part of the Lab Morning News. They will collect weather data in an effort to make simple weather predictions.

#### Unit Description

In this First Quarter Quest, students will fulfill goals and objectives set by NC Kindergarten Science Standards as they focus on understanding changes and observable patterns of weather that occur from day to day and year to year. Students will develop simple skills of observation as they actively participate in weather investigations. Students will observe weather patterns, compare data and reflect upon their observations. They will have the opportunity to use tools (thermometers, etc.) and technological resources to help create their weather station. Maker Lab is part of quest so students will participate in Maker activities during quest throughout the year.

#### Unit Objectives

In addition to the NC Essential Science Standards for Kindergarten, students will work in this Quest to develop and practice the following skills:

- **Collaboration:** Interacting, Relating, Affecting
- **Agility & Adaptability:** Adjusting/Improving, Acceptance/Willing, Flexibility
- **Accessing & Analyzing Information:** Evaluating, Formulating/Hypothesizing, Drawing evidence/Conclusions

#### Unit Timeline

Big Ideas / Targets	Teaching Points	Vocabulary
What is weather and how is it meaningful in our lives?	<ul style="list-style-type: none"> <li>• Brainstorm what weather is &amp; how it affects us</li> <li>• What do we want to learn most about weather</li> </ul>	weather, temperature, precipitation
What are the four seasons?	<ul style="list-style-type: none"> <li>• Share books about the four seasons</li> <li>• Describe the four seasons in our science journals</li> <li>• Describe our current season and record observations</li> <li>• Ask questions to be researched</li> </ul>	Autumn, winter, spring, summer

I can make a book about the four seasons and participate in simple student research to answer my questions.	<ul style="list-style-type: none"> <li>• Create student books on the four seasons</li> <li>• Add types of weather that might be specific to that particular season</li> <li>• Research answers to some of our weather questions</li> </ul>	Weather systems, weather instruments
I can name three different types of clouds and tell you how rain is formed.	<ul style="list-style-type: none"> <li>• Describe cumulus, cirrus and stratus clouds</li> <li>• Cloud experiment</li> <li>• Make rain :)</li> </ul>	Cirrus, stratus, cumulus
I can discuss the water cycle.	<ul style="list-style-type: none"> <li>• Chart out water cycle</li> <li>• Create books to demonstrate what the 3 clouds of study look like</li> </ul>	Condensation, precipitation
I can recognize challenging weather (hurricane, tornado, snowstorm).	<ul style="list-style-type: none"> <li>• Investigate challenging weather through books and the internet</li> <li>• Identify different types "challenging" weather within the 4 seasons</li> </ul>	Tornado, hurricane, water spout
I know how to stay safe in bad weather.	<ul style="list-style-type: none"> <li>• Make predictions, research &amp; discuss particulars regarding "challenging" weather</li> <li>• Observe a tornado simulation by one of our local meteorologist</li> <li>• Review weather safety rules</li> <li>• Participate in a class session at Discovery Place on "Becoming a Mini Meteorologist"</li> </ul>	Meteorologist
I can tell you about weather patterns throughout the 4 seasons.	<ul style="list-style-type: none"> <li>• Record observational changes in the current season as compared to what was observed in the beginning of the year</li> <li>• Brainstorm ways to put what we have learned into practice as we prepare to create our own weather station</li> <li>• Brainstorm a format for the Lab Weather Station</li> </ul>	Graph, rain gauge, anemometer, weather vane
I can help create a weather station.	<ul style="list-style-type: none"> <li>• Meet with our IT expert on how televised productions are created</li> <li>• Create an outline and script for our weather station</li> <li>• Learn how to use and incorporate the digital technologies available to us at Lab to finalize the station preparation</li> </ul>	Digital technology, presentation
I can help be a Lab Weather Reporter.	<ul style="list-style-type: none"> <li>• Piece together our final weather station presentation</li> <li>• Video and air our first Kindergarten Weather Station Presentation</li> <li>• Review and collect suggestions on how to improve upon our final result</li> </ul>	

## Student Work

Students will post to SeeSaw (a web-based and mobile app) 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 on the SeeSaw app.

## **Teacher-Parent Communication**

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, Ms. Byrum.

## **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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## Kindergarten World Language & Cultural Studies (Chinese) Curriculum Guide - 2016, Liao ([lliao@charlottelabschool.org](mailto:lliao@charlottelabschool.org))

### Quarter #1 - Family, Numbers, Animals & Colors (August 29 - October 28)

In this unit, students will learn how to say family members, animals, and colors; also, students will learn how to count from 1 to 10. Moreover, students will learn how to ask questions: *who is this, what is your name, and how old are you*. Each topic 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.

#### Timeline

Week	Topics	Goals	NC Social Studies Essential Standards
8/29-9/2	Family	I can list my family members.	(K) Individual: family / home
9/5-9/9	Family	I can say, "I love my ____ (family member)."	(K) Individual: family / home
9/12-9/16	Family	I can say dog and cat. Project: Mood / Festival Students will use play dough to make moon cakes	
9/19-9/23	Family	I can ask, "Who is this?" and answer, "This is____ (family member)."	
9/26-9/30	Animal	I can say dog, cat, bird, chicken, rabbit, and fish.	(K) Individual: pet/animals
9/3-9/7	Animal	I can ask, "What is your name?" and answer, "My name is ____."	(K) Individual: pet/animals
9/10-9/14	Numbers	I can count from 1 to 10. I can say my age.	(K) Individual: age, number
9/17-9/21	Numbers	I can ask, "How old are you?"	

		and answer the question.	
9/24-9/28	Colors	I can say red, green, yellow, blue, orange, and white.	(K) Individual: Colors

### **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 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>.

Students will also have a Chinese Book in which they will collect most of their work.

### **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.

### **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 Mrs. Liao and an answer will be provided within 24 hours.

### **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