

3rd Grade Curriculum Guide

Workshop Model & Personalized Learning Approach

At Charlotte Lab School, teachers use the Workshop Model for instruction in all content areas. They start class with a mini-lesson where they teach and model a specific strategy, skill or concept. Then students have an opportunity to practice with support first, then independently with groups and/or with partners. During this portion of the workshop, Lab personalizes learning by differentiating tasks, pacing and learning environments that meet each individual student's needs to ensure that students show proficiency in each objective. The type of differentiation is based on ongoing formal and informal assessments and will support their strategy and guided groups. At the end of the workshop, the teachers will bring the students back together to share and reflect on what they have learned.

Student Work

The majority of student work will be completed within their notebooks and returned in folders or binders. K-3 students at Lab use SeeSaw, an online portfolio system, which enables students to showcase what they are learning in each of their content areas. Both students and teachers are able to view and assess progress and growth over time. Students post to SeeSaw to share their current work and progress toward their personalized goals. Families are invited to leave comments and questions on their child's work that will further engage them in the learning process. New for the 2018-19 school year, students will have personal student trackers for each content area unit; this will allow students to hold themselves accountable for the "I can" statements or objectives they are learning, the work they are completing, and the concepts in which they are proficient. This will also be a way for Advisors to have an ongoing dialogue with students about what and how they are doing in class. These trackers will go home every 6 weeks along with a hard copy portfolio of the students' work for the unit.

Homework and Home-School Connection

Homework will consist of work that students did not finish during the school day or differentiated work that the students are assigned for additional practice. Therefore, other than reading nightly, there will be no formally assigned homework. 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 - discussing tasks from SeeSaw/books that they're reading, eating dinner together, playing outside, participating in after school activities, and getting your student to bed early. Some suggestions for extended work are:

- ELA - completing an out-of-school reading log. Families are NOT expected to sign this log; students are responsible for filling out their logs so teachers can confer with them about their book choices, stamina, and habits. Students can also access RAZ kids for texts and comprehension questions;
- Math - reviewing Math facts and working on IXL and Prodigy for repetition and overall Math success;
- Quest - reviewing Science & Humanities concepts/survival skills from Quest journals and projects;
- World Languages - reviewing Spanish and Chinese vocabulary on Quizlet and Duolingo.

Parent-Teacher Communication

The best way to communicate general questions is through your student's advisor. If a specific content area question arises, please email your child's content area teacher directly and a response will be given within 48 hours. Here are the faculty members that work with the 3rd grade:

- **Barbara Najenson**, 3rd grade WL/CS Spanish & Quest (grade chair) (bnajenson@charlottelabschool.org)
- **Alex Ritchie**, 3rd grade ELA & Quest lead (aritchie@charlottelabschool.org)
- **Sara Wycinsky**, 3rd grade Math & Quest (swycinsky@charlottelabschool.org)
- **Leslie Chambers**, EC Teacher & 3rd grade Advisor (lchambers@charlottelabschool.org)
- **Mary Ashley Robinson**, Math Intervention/Coach & 3rd grade Advisor (mrobinson@charlottelabschool.org)
- **Dave Hartzell**, Quest/Survival Skills Lead & 3rd grade Advisor (dhartzell@charlottelabschool.org)
- **Brittany Newswanger**, EC Teacher (bnewswanger@charlottelabschool.org)
- **Emily Fields**, ELA Intervention/Coach (efields@charlottelabschool.org)
- **Lee-Jung Liao**, K-3 Chinese (lliao@charlottelabschool.org)

English Language Arts

Ritchie, Chambers & Fields

Lab Approach to ELA

Students work in differentiated groups based on their individual needs and reading levels. Instruction will be a combination of: whole class instruction, small group instruction, book clubs, partner work and independent work. Differentiated groups will be determined through ongoing Fountas & Pinnell 1:1 reading assessments and pre-/post- unit assessments that support their work in strategy and guided reading groups.

Note: Content order is subject to change in accordance with meeting student needs

Trimester #1 (August 27-November 20)

In the first few weeks of the trimester, we will focus on developing routines, structures, and habits of strong readers. Students will find their reading identities and reflect on their reading rate and volume. They will work on envisioning, predicting, retelling, and cracking contextual clues when books get confusing. Students will then move into writing workshop with true stories about their own lives. They will lift the level of their narrative writing through purposeful, deliberate revision. Above all, we aim to help students share their voice, their perspective, and their unique story through writing these true narratives.

In the second part of the first trimester, we will move into informational reading and writing. Students will get to transfer learning from Quest into ELA through research and writing about Quest-related topics. Their writing will serve as manuals for other students to engage in the work of gardening.

| Reading | Writing |
|--|--|
| <p>Building A Reading Life</p> <ul style="list-style-type: none"> ● Build up autonomy as a reader ● Establish reading identities ● Set goals as an avid reader ● Select “Just-Right” books ● Build stamina and develop ways to stay engaged as a reader ● Monitor understanding ● Use a variety of “fix it” strategies ● Launch strong reading partnerships ● Infer about and interpret character’s feelings, actions, and motives ● Synthesize character traits and events across chapters/series ● Determine central message of text and lessons learned by characters <p>Foundational Fiction Skills</p> <ul style="list-style-type: none"> ● Empathizing with characters ● Drawing conclusions about characters’ actions and motives ● Supporting claims with evidence from the text ● Comparing and contrasting themes, settings, plots across series ● Developing partnerships and communication skills in book clubs ● Using mentor reviews and essays to understand craft | <p>Characters into Meaning: Crafting True Stories</p> <ul style="list-style-type: none"> ● Develop an understanding for qualities of narrative writing ● Use variety of strategies to generate and rehearse writing <p>The Art of Informational Writing</p> <ul style="list-style-type: none"> ● Information writing: organizing and reorganizing ● Balancing facts and ideas in information writing ● Using elaboration strategies such as studying mentor texts ● Making connections within and across chapters ● Punctuating with paragraphs |

Reading to Learn: Grasping Main Idea and Text Structures

- Using Fix-it strategies – tricky words, predictions, pictures, diagrams
- Using questions to infer answers
- Growing thinking within NF texts
- Determining importance of information (synthesizing)
- Conducting partner conversations that enhance comprehension
- Recounting key details and explain how they support main idea

Trimester #2 (November 27-March 1)

Our study in poetry aims not just to teach students to write poetry well, but also to make them into more aware and more knowledgeable readers of poetry. This unit also aims to teach children more about reading-writing connections and revision and qualities of good writing that pertain to all of writing, not just to poetry. A goal of this unit in poetry writing is to usher our students into a world in which reading and writing are deeply connected.

Later in the trimester, students will go deeper into informational reading. This unit focuses on research and learning to learn from reading. Students will read a collection of texts on a topic as they learn to synthesize and organize their thinking.

Stories remind us that we care very much about justice and injustice, and about living lives of meaning and significance. We will be teaching children to take their books and their lives seriously. In our unit on social issues, students will learn to use social issues as lenses, not only identifying what issues are present in books, but reading through those lenses, collecting evidence to support their thinking.

As children already eager and ready to persuade others, third-graders are perfectly primed to channel their opinions into writing that can make a difference. This opinion writing unit is meant to help students transfer their passion into working for local and then more global causes, realizing that their voices have power and that well-supported opinions can and do change the world.

| Reading | Writing |
|--|--|
| <p>Social Issues Book Clubs</p> <ul style="list-style-type: none"> ● Notice themes across a text ● Consider how characters' actions contribute to events in the story ● Support thinking with details and examples from the text <p>Research Clubs: Elephants, Penguins and Frogs, Oh My!</p> <ul style="list-style-type: none"> ● Use the lingo of the topic ● Read with volume and fluency ● Compare and contrast texts ● Determine cause and effect ● Read closely for patterns | <p>Living Like a Poet</p> <ul style="list-style-type: none"> ● Use mentor poetry texts for deeper understanding of how to read and write poetry ● Feel the rhythm of poetry and read it with fluency and expression ● Envision parts of poems ● Recognize theme and purpose for poems ● Explain author's message ● Generate ideas for poems ● Bring music/life to their poems <p>Changing the World: Persuasive Speeches, Petitions, and Editorials</p> <ul style="list-style-type: none"> ● Consider audience in order to elaborate ● Organize and categorize writing ● Edit earlier in the writing process ● Paragraph to organize ideas ● Choose words to evoke emotion |

Trimester #3 (March 5-June 5)

As students become more proficient readers, the characters who populate their novels will become more complex. The changes involve not just increasingly multifaceted characters, but ones who come up against increasingly difficult challenges and heavier social issues, whose feelings are often ambivalent, and who change, as a result, in significant ways. This unit spotlights the study of character and brings young readers on an intellectual journey akin to the one that characters go on in books. Readers will study characters deeply, first observing, then coming up with hunches or ideas, and then investigating patterns that reveal deeper character traits and motivations in order to articulate evidence-based theories. Readers will use those theories to make predictions as they follow the character on his journey across the story. Students will also compare and contrast characters across books, examining their traits, motivations, the way they respond to problems, and the life lessons they learn and teach.

Writing to defend claims about literature requires close reading, attention to literary craft, and the ability to cite and defend relevant textual evidence. The units aims to make reading a more intense, thoughtful experience for children by equipping them with tools they need to write simple essays that advance an idea about a piece of literature. This unit builds on children’s prior experience with opinion writing. They will now move from writing simple opinions to deeper claims.

In the second part of the third trimester, students will focus on the testing genre. The big work of this unit is to support students in bringing forward all they have learned all year about each genre. It is also about helping students see connections between genres, for example, reminding them to use all they know about story structures in fiction to identify important elements in narrative nonfiction articles. The main goals of the unit are to support students in reading passages and holding on to meaning, to review strategies students already know for each genre, to teach strategies to quickly identify genres, and to teach predictable question types for each one.

| Reading | Writing |
|---|--|
| <p>Character Studies</p> <ul style="list-style-type: none"> ● Notice dialogue and actions; use theories about characters to predict ● Notice patterns and growing theories about characters ● Pay close attention to the climax of a story ● Notice the role secondary characters play in the main character’s journey ● Learn lessons alongside the characters ● Analyze author’s craft ● Analyze parts of a story in relations to the whole ● Compare and contrast characters and the lessons they learn | <p>Writing About Reading: Growing Ideas and Supporting Opinions</p> <ul style="list-style-type: none"> ● Generate ideas about literature ● Elaborate on entries of their writing about reading ● Study texts, collecting evidence for their ideas ● Refer to the texts to draw inferences, gather details, and support for the claim ● Revise claims or opinions to create a clear thesis ● Use checklists and rubrics with greater autonomy and independence |
| <p>Testing Genre Studies</p> <ul style="list-style-type: none"> ● Monitor for understanding while reading a variety of passages ● Transfer reading strategies from other genres ● Identify elements of fiction and nonfiction genres ● Identify predictable question types ● Search for evidence in passages to support thinking | |

Mathematics

Wycinsky, Newswanger & Robinson

Lab Approach to Math

In Math, students in grades 2-5 will follow a Math Learning Pathway created by the Lab Math team. These pathways are a progression of skills and activities that students need to learn based on a particular Math topic. Throughout each Pathway:

- Students take a pre-assessment of what they know about the topic;
- Based on the pre-assessment, students start their Math Learning Pathway at the appropriate step:
 - 1) Beginning Proficiency
 - 2) Approaching Proficiency
 - 3) Achieving Proficiency
- Depending on whether the Pathway is a topic that is cumulative from years prior or brand new math topic, students may have additional steps on their pathway:
 - 4) Exceeding Proficiency - project-based application
 - 5) Above grade level - introduction to a new skill related to this Math topic
- Students take a post assessment to evaluate their understanding of these skills and connect their learning to “test-like” math questions;
- If a student needs additional practice, s/he will get additional practice during our Learning Lab block.

Trimester #1 (August 27-November 20)

In this unit, students will explore the foundation of numbers by reviewing place value concepts up to 10,000. They will revisit and discover mathematical strategies to help solve addition and subtraction problems. By reviewing place value, students will apply this knowledge to concepts such as comparing and rounding numbers. In addition, they will survey others and display data in bar graphs, pictographs and line plots.

Unit Topics, Objectives & Vocabulary

Below is a list of the topics that will be introduced this quarter. While this represents pacing for a typical 3rd 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> |
|----------------------------------|---|--|
| Graphing | <ul style="list-style-type: none"> ● Collect and interpret data by surveying peers and making connections about the data ● Represent data in bar graphs, pictographs, and line plots ● Solve one and two-step problems based on data | <i>Bar graph, pictograph, line plot, range</i> |
| Addition/ Subtraction | <ul style="list-style-type: none"> ● Use more than one strategy to solve addition/subtraction problems to 10,000 ● Use a letter to represent an unknown quantity in an addition/subtraction equation ● Explain thinking and teach another student the strategy | <i>Algorithm, associative property, add, subtract, sum, difference</i> |
| Comparing Numbers | <ul style="list-style-type: none"> ● Compare two multi-digit numbers based on knowledge of place value skills (hundred, tens, and ones) ● Successfully use $>$, $=$, and $<$ symbols to compare numbers | <i>Greater than, less than, equal to</i> |
| Place Value | <ul style="list-style-type: none"> ● Continue to explore place value up 10,000 ● Understand hundreds, tens, ones, and regrouping | <i>Place, value, ones, tens, hundreds, thousands</i> |
| Rounding/ Estimation | <ul style="list-style-type: none"> ● Use place value skills, round a two/three-digit number to the nearest 10 and 100 ● Estimate an answer to an addition and subtraction problem, then check to see if it is correct | <i>Approximately, estimate, round, number line</i> |

Trimester #2 (November 27-March 1)

In this unit, students will explore the meaning of multiplication and division. They will begin the unit by learning concepts such as equal groups, repeated addition, and skip counting. The unit will eventually move on to teach students how to find an unknown product in a multiplication problem and unknown factors for division. As we move onto division students will learn the relationship between multiplication while also learning properties of division and multiplication to help solve problems. Students will also review the concept of multiplication by applying their knowledge to finding the area and perimeter of regular and irregular figures.

Unit Topics, Objectives & Vocabulary

| <u>Topics</u> | <u>Objectives</u> Students will... | <u>Vocabulary</u> |
|---|--|--|
| Multiplication | <ul style="list-style-type: none"> • Multiply to find the product by using strategies such as, repeated addition, equal groups, skip counting, and arrays • Use multiplication to solve word problems • Will be able to find unknown factors • Use properties of multiplication to solve problems | <i>Multiplication, Factors, Quotients, Equal groups, Arrays, Repeated addition, Skip counting, Division Products, Equal sharing, Commutative Associative, Distributive</i> |
| Division | <ul style="list-style-type: none"> • Find the quotient by using equal groups. • Explain what division is and relate it to equal sharing • Understand the relationship between multiplication and division • Use division to solve word problems • Use properties of division to solve problems | |
| Understanding Arrays, Perimeter and Area | <ul style="list-style-type: none"> • Relate area to the operations of multiplication and addition • Recognize figures can have the same perimeter and different area or same area and different perimeters • Solve real world problems involving finding the perimeter given the side lengths, finding an unknown side length | <i>attribute, area, square unit, plane figure, square cm, square m, square in, square ft, nonstandard units, side length, decomposing</i> |
| Measuring Lengths & Plotting Data | <ul style="list-style-type: none"> • Measure and record lengths using rulers marked with halves and fourths of an inch • Identify each plot on the line as data or a number of objects • Create a line plot marked off in appropriate units whole numbers, halves, or quarters | <i>Scale, line plot, data, fourths, halves, quarters</i> |
| Telling and Writing Time | <ul style="list-style-type: none"> • Tell and write time to the nearest minute • Solve word problems involving addition and subtraction of time intervals • Finding the elapsed time by using a number line | <i>Time, elapsed time, minute, intervals, quarter after, quarter til, quarter after</i> |

Trimester #3 (March 5-June 5)

In this unit, students will also explore the attributes of shapes and understanding that different attributes can be categorized into a larger category like quadrilaterals. Students will then jump into partitioning polygons and defining parts as a part of a whole/ unit fraction. After getting foundational knowledge of fractions students will then explore finding equivalent fractions and comparing fractions.

Unit Topics, Objectives & Vocabulary

| <u>Topics</u> | <u>Objectives</u> Students will... | <u>Vocabulary</u> |
|---|---|--|
| Identifying and Representing Fractions | <ul style="list-style-type: none"> • Define a unit fraction and recognize a unit fraction as part of a whole | <i>partition(ed), equal parts, fraction, equivalent,</i> |

| | | |
|--|---|--|
| Representing Fractions on a Number Line | <ul style="list-style-type: none"> • Compare fractions using equal to, less than, and greater than one • Find equivalent fractions | <i>denominator, numerator, comparison, compare, <, >, =, justify, inequality</i> |
| Categorizing Shapes | <ul style="list-style-type: none"> • Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category like quadrilaterals • Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories | <i>Attributes, quadrilateral, open figure, closed figure, 2-dimensional, polygon, rhombus/rhombi, rectangle, square, partition, unit fraction,</i> |
| Partitioning Shapes into Equal Areas | <ul style="list-style-type: none"> • Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole (4 parts with equal area, each part is $\frac{1}{4}$ of the area of the shape) | <i>parallelogram, examples, parallelogram, right angle,</i> |

Sample Math Learning Pathway

Grade Level **Pathway:** *Math Topic*

Pre-Assessment Score: _____

Post-Assessment Score: _____

| Step | Task | Teacher Notes / Check-In | |
|------|--|--|---|
| 1. | <p><i>Introducing the new Math topic.</i></p> <ul style="list-style-type: none"> - <i>Review previous skills if necessary.</i> - <i>Build a solid foundation of the current skill.</i> - <i>Activities may include: word problems, skill practice (addition problems, multiplication problems, etc.)</i> | <p><input type="checkbox"/> I can...</p> <p>Exit Ticket: _____ Teacher Initials: _____</p> | <p>Foundational skill building will take place in the beginning steps of the pathway</p> <p>When the students move past the foundational steps, they will work on application activities</p> <p>The final steps in the pathway will give students an opportunity to extend their learning through various real world projects and activities</p> |
| 2. | <p><i>In this step, students will complete activities that allow them to gain practice with a strategy or skill.</i></p> <ul style="list-style-type: none"> - <i>Activities may include: multi-step word problems, additional skill practice, etc.</i> | <p><input type="checkbox"/> I can...</p> <p>Exit Ticket: _____ Teacher Initials: _____</p> | |
| 3. | <p><i>In this step, students will complete activities that will provide an opportunity to apply the Math skill to a specific task.</i></p> <ul style="list-style-type: none"> - <i>Activities may include: application of fractions by using a recipe, application of area and perimeter by creating gardens.</i> | <p><input type="checkbox"/> I can...</p> <p>Exit Ticket: _____ Teacher Initials: _____</p> | |
| 4. | <p><i>If applicable, In this step students will extend their learning to multiple levels of understanding through a real world task.</i></p> <ul style="list-style-type: none"> - <i>Activities may include: creating a town/city using student's understanding of area, perimeter and geometry, creating a brochure for prospective LAB families interpreting, analyzing and gathering data.</i> | <p><input type="checkbox"/> I can...</p> <p>Exit Ticket: _____ Teacher Initials: _____</p> | |
| 5. | <p><i>If applicable, in this step, students will extend their learning to the next grade level, learning the next level of this concept.</i></p> <ul style="list-style-type: none"> - <i>Activities may include: moving from 1 digit x 1 digit to 2 digit x 1 digit</i> | <p><input type="checkbox"/> I can...</p> <p>Exit Ticket: _____ Teacher Initials: _____</p> | |

"I can statement" Reflection: How did you do with this unit? Think about your strengths and areas of growth. What do you need to practice?

Quest

Ritchie, Wycinsky & Najenson

Lab Approach to Quest

How Lab defines a “quest” is *a real and meaningful challenge (real work that real people do in real world jobs) that help students to understand and practice skills that they will remember 20 years in the future!* While quests are heavily rooted in Science, the Quest activities that students engage in are inherently interdisciplinary; they focus on a variety of science content, Tony Wagner’s 7 Survival Skills and Design Thinking. Throughout each quest, students explore the community, meet with field experts in the field and gain valuable hands-on experience.

Quest Topics

| Timeline | Topic & Content | Product |
|--------------|---|--|
| Trimester #1 | <ul style="list-style-type: none"> ● How to Survive Quest ● Games/Challenge ● Nutrition: School & Garden | <ul style="list-style-type: none"> ● Journal ● Cardboard Challenge ● Healthy Garden Recipes |
| Trimester #2 | <ul style="list-style-type: none"> ● Earth Science: Landforms | <ul style="list-style-type: none"> ● Map |
| Trimester #3 | <ul style="list-style-type: none"> ● Force & Motion: Field Day Games | <ul style="list-style-type: none"> ● Field Day games with prizes for most Science content gained |

Please check our website throughout the year for more detailed information about each quest.

World Languages & Cultural Studies

Novice High/Spanish

Najenson

Lab Approach to World Languages/Cultural Studies

Twenty-first century schools must reflect the modern world and workplace through a commitment to global awareness, bilingualism, and diversity. The World Languages & Cultural Studies program at Lab is designed to give students authentic opportunities to engage in language learning and learn to interact positively across cultural barriers. The target language (Spanish) will be used as much as possible by both teachers and students during the World Language & Cultural Studies block. Lessons are carefully planned so that students can understand and enjoy the activities that will help them learn and explore the world.

Trimester #1 Timeline (August 27-November 20)

| Unit Topic | Student Goals | Vocabulary/Structures |
|------------------------------------|---|---|
| All About Me | <ul style="list-style-type: none"> ● I can introduce myself. ● I can imitate appropriate greetings. ● I can ask and say someone's nationality. ● I can understand basic familiar information from an identification card. ● I can sometimes understand questions about how old I am, and where I live. ● I can ask and say a home and email address. ● I can describe the physical and personal characteristics of family and friends. ● I can recognize some traditional and popular songs. ● I can identify some typical products related to familiar everyday life | <p>-Yo me llamo/soy de/ tengo... años/ vivo en.../ mi cumpleaños es el... de.../Mi correo electrónico es...@(arroba).(punto) com.</p> <p>-¿Cómo te llamas? ¿Cuántos años tienes? ¿Cuándo es tu cumpleaños? ¿De dónde eres? ¿Dónde vives?</p> <p>-Las partes del cuerpo: cabeza, hombros, rodillas, pies, ojos, orejas, boca, nariz, cara, manos.</p> <p>-Canciones: "cumpleaños feliz"/ "las mañanitas", "cara-cabeza", and "cabeza, hombros, rodillas y pies".</p> |
| Citizenship & Community | <ul style="list-style-type: none"> ● I can talk about my responsibilities at school. ● I can describe my responsibilities at home. ● I can write about what I do in class and at home. ● I can sometimes understand statements and questions about my family/school. ● I can describe the characteristics of good citizens. ● I can classify citizens' responsibilities and rights. ● I can recognize some similarities and differences between the responsibilities of children in Latin American countries and the U.S. ● I can tell the way people address each other differently based on age and social standing. ● I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations. | <p>-Obligaciones y responsabilidades en la casa y en la escuela: mis quehaceres/<u>Yo tengo que</u>... poner la mesa, sacar la basura, cortar el césped, barrer la cocina, lavar el carro, cuidar a mis hermanos, etc.</p> <p>-Los quehaceres de mi familia.</p> <p>-Los buenos ciudadanos son.../tienen.../pueden...</p> |

Trimester #2 Timeline (November 27- March 1)

| <u>Unit Topic</u> | <u>Student Goals</u> | <u>Vocabulary/Structures</u> |
|--|--|---|
| Making Plans & Places around Town | <ul style="list-style-type: none"> I can talk about my daily routine. I can talk about my pastimes and extracurricular activities. I can describe the places that I visit around town. I can write a letter to a friend describing the activities I can do around town. I can shop at the grocery store. I can ask and answer how much an item costs at the clothing store. I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. | <p>-Rutina diaria: me levanto, me lavo los dientes, me peino el cabello, me baño, voy a la escuela, juego, tomo el desayuno, almuerzo, como la merienda, ceno, estudio, me voy a dormir.</p> <p>-Plan, fin de semana, después de la escuela.</p> <p>-Deportes, pasatiempos: juego al fútbol, tenis, basket, voleibol, ajedrez. Hago taekwondo, natación.</p> <p>-Voy al cine, a la tienda, al teatro, al parque, a la biblioteca, al museo, al teatro, de viaje.</p> <p>-Prefiero, prefieres, puedo, puedes, podemos.</p> |
| Directions & Geography/ Environment | <ul style="list-style-type: none"> I can describe the different means of transportation I use to travel. I can talk about my ancestors' country of origin. I can write about the places I would like to travel to and the activities I can do there. I can talk about the clothes I need to take according to the weather in the country I will visit. I can ask for and give directions around the city. I can identify some typical practices related to familiar everyday life. | <p>-Yo voy en carro, tren, trole, bus, etc.</p> <p>-Norte, Sur, Este, Oeste.</p> <p>Arriba, abajo, derecha, izquierda.</p> <p>Sigue, continúa, derecho, cuadra, dobla.)</p> <p>-Ir de viaje y que ropa</p> <p>llevar: la falda, el pantalón, la camisa, la camiseta, la blusa, el gorro, la bufanda, los calcetines, los zapatos, las botas.</p> <p>-Formas de relieve y cuerpos de agua: montaña, colina, llanura, río, lago, mar, océano.</p> |

Trimester #3 Timeline (March 5- June 5)

| <u>Unit Topic</u> | <u>Student Goals</u> | <u>Vocabulary/Structures</u> |
|--|---|---|
| Environmental Changes & Economics | <ul style="list-style-type: none"> I can describe how people adapt to weather conditions. I can describe the different activities I can do in various seasons. I can write about the clothes I have to wear according to the weather. I can distinguish between goods and services. I can talk/write about resources in the community and different professions. I can contrast needs from wants. In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. | <p>-En verano yo voy a la playa y tomo helado. En yo</p> <p>-En invierno yo llevo/me pongo/uso guantes y bufanda. En ... yo llevo/me pongo...</p> <p>-Servicios y productos.</p> <p>-Bombero, policia, panadero, doctor, dentista, etc.</p> <p>-Necesidades y deseos: albergue, sol, aire, agua, caramelos y joyas.</p> |
| Changes over Time & Review | <ul style="list-style-type: none"> I can compare and contrast the cycle of life of different living beings. I can describe the parts of a plant. | <p>-Plantas, seres humanos, animales.</p> <p>-La oruga se transforma en mariposa <u>pero</u> el renacuajo se transforma en rana.</p> <p>-Primero el huevo, segundo el pollito, tercero...</p> |

| | | |
|--|--|--|
| | <ul style="list-style-type: none"> ● I can write about the cycle of life of different animals. ● I can talk about my favorite movie. ● I can write about the characteristics of my favorite animals. ● I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations. | <p>-Mi animal favorito es el... Me gusta el ... porque es...tiene... puede...</p> <p>-Mi película favorita es... La película es intensa, de acción, de terror, divertida, dramática... En la película hay...</p> |
|--|--|--|

Assessments:

These tools will give teachers and students a variety of data to show progress on specific learning objectives.

| <u>What is the assessment?</u> | <u>What does it measure?</u> | <u>How will it be used?</u> | <u>When will it be used?</u> |
|---|--|--|---|
| Performance Rubric | In the comprehension, conversation, and presentation, this rubric measures how well a student is able to communicate in the target language. | Students will participate in performance tasks to demonstrate their ability to use the target language in a real-world context. Teachers will use the rubric to give feedback and show progress throughout the year. | At the end of each unit (twice per trimester) |
| Fountas & Pinnell Reading Level Evaluation | This evaluation (which is also used to determine ELA Reading levels at Lab) collects data on a student's oral fluency, comprehension, and ability to make connections with a text. | Reading levels will be used to provide students with targeted practice to help them develop vocabulary, familiarity with sentence structures, and opportunities to practice decoding and interpreting meaning from a variety of texts. | 2-3x / yr as needed |
| Personal Tracker | Students will be assigned to tasks that will allow them to prove that they can do the communicative tasks or demonstrate the cultural competencies listed for each unit above. | Students will record their own growth areas and performance with "I can statements." Students will also reflect on their learning. | By unit |

World Languages & Cultural Studies

Novice Mid-High/Chinese

Liao

Approach to Language Teaching and Learning

Twenty-first century schools must reflect the modern world and workplace through a commitment to global awareness, bilingualism, and diversity. The World Languages & Cultural Studies program at Lab is designed to give students authentic opportunities to engage in language learning and learn to interact positively across cultural barriers. The target language (Chinese) will be used as much as possible by both teachers and students during the World Language & Cultural Studies block. Lessons are carefully planned so that students can understand and enjoy the activities that will help them learn and explore the world.

Trimester # 1 Timeline (August 27-November 20)

| Lesson Topics | Student Goals | Vocabulary |
|-----------------|---|--|
| Food tastes | I can describe the food taste. I can say what I like and don't like and give a reasons using "Because" I can ask "Why you like and Why you don't like ___?" | Very, A little, Sour, Sweet, Bitter, Spicy, Delicious, Not delicious, salty, |
| School Subjects | I can say my school subjects. I can ask my friends what subjects they like and don't like, and why I can say my favorite subjects and give a reason using Because | Math, Chinese, ELA, Art, Music, Quest/Science, PE, Interesting, Easy, Difficult, Boring, |
| Daily Routine | I can say my daily routine. I can ask someone when you _____? | Get up, Go to school, Go home, Breakfast, Lunch, Dinner, Go to bed |
| Writing | I can write 30+ Chinese Vocabulary. | |
| Reading | I can identify 30+ Chinese vocabulary. I can read sentences and short passages. | |

Trimester # 2 Timeline (November 27-March 1)

| Lesson Topics | Student Goals | Vocabulary |
|-----------------------|--|--|
| Places in community | I can say the places in the community. I can ask where did you go? | School, Park, Bank, Movie theater, Restaurant, Mall, Book Store, Grocery store |
| Interests/ Hobbies | I can say what I like to do. I can ask "Do you like to do ___?" | Watch TV, Listen to Music, Play balls, Dance, Reading, Swim, Draw, Taekwondo, Gymnastics, Sing |
| Writing | I can write 30+ Chinese vocabulary. | |
| Reading | I can identify 30+ Chinese vocabulary. I can read sentences and short passages. | |

Trimester # 3 Timeline (March 5-June 5)

| Lesson Topics | Student Goals | Vocabulary |
|----------------------|---|---|
| Body characteristics | I can describe myself. I can describe my family. | Have, Big, Small, Tall, Short, Round, Chubby, Thin, Not, Both |
| Insects | I can name the insects. | Ant, Caterpillar, Bee, Ladybug, Dragonfly, Pray mantis |
| Reading | I can recognize 30+ Chinese vocabulary. | |
| Writing | I can write 30+ Chinese vocabulary. | |

Humanities

3rd grade teachers & Advisors

Overview

We implement the National Curriculum Standards for Social Studies created by the National Council for the Social Studies into all of our core classes and Advisory. We know that the inclusion of Social Studies into all of our content areas is critical to helping our students become competent civic participants by building the knowledge, intellectual processes, and democratic dispositions that are required to be active and engaged in public life.

The Standards

The National Council for the Social Studies organizes its standards around ten major themes for grades K-12 and then breaks the standards down into developmentally appropriate knowledge, processes, and products for the early grades, middle grades, and high school. The ten themes that organize our social studies strands are:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

Lab Approach to Humanities

Each trimester, 3-4 themes will be chosen as the focus for each grade level. Each content area teacher will determine how / if those themes can be incorporated into their planned units or Quests. By the end of the year, all ten themes will have been covered in each grade level through at least one, if not more, content area class. With each trimester progress report, families will get grade-level specific information on how Humanities and the ten Social Studies themes were integrated into each student's learning.