

4th 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. Students in grades 4-7 at Lab use Google Classroom which enables students and teachers to communicate about and post assignments as well as comment on other students' work. Students can upload and link a variety of current work and progress toward their personalized goals. Families are view their child's Google Classroom pages and 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 Google Classroom/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 4th grade

- **Wendolyn Fernandez**, 4th grade ELA (grade chair) (wfernandez@charlottelabschool.org)
- **Maggie Brown**, 4th grade Math & Quest lead (mbrown@charlottelabschool.org)
- **Dara Hedrick**, 4/5 WL/CS Spanish & Quest (dhedrick@charlottelabschool.org)
- **Maurice Falls**, 4/5 EC Teacher, Student Services Assistant & 4th grade Advisor (mfalls@charlottelabschool.org)
- **Vikki-Rose Tunick**, Head of Lower School & 4th grade Advisor (VRTunick@charlottelabschool.org)
- **Brittany Newswanger**, EC Teacher (bnewswanger@charlottelabschool.org)
- **Sylvia Yang**, 4/5 Chinese (syang@charlottelabschool.org)
- **Emily Fields**, ELA Intervention/Coach (efields@charlottelabschool.org)
- **Mary Ashley Robinson**, Math Intervention & Coach (mrobinson@charlottelabschool.org)
- **Dave Hartzell**, Quest & Survival Skills Lead (dhartzell@charlottelabschool.org)
- **Kristi Torres**, 4/5 WL/CS Spanish (ktorres@charlottelabschool.org)

English Language Arts

Fernandez, Falls & 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-Nov 20)

In the initial reading unit, "Building a Reading Life," students will focus on structures, routines, and habits of a richly literate reading workshop. There will be an emphasis on growing significant, text-based ideas about characters which will then shift into building interpretations across and entire text to find meaning in recurring images, objects, and details. Students will learn reading routines that they should be doing in and out of the classroom. Reading while annotating on thoughts and questions on sticky notes will be a major focus of building a routine in independent reading. We will also begin book clubs later in the trimester to learn how to build off one another in conversations centered around shared literature.

In the initial writing unit, "Writing about Reading," students will begin with learning ways to live like writers and see stories everywhere through the moments and issues in their lives. They will develop main characters, especially focusing on the character's wants and needs along with other internal traits. Then the focus will shift to revising and editing, including using the story arc as a planning tool. By the end of the unit, we will move from taking students step-by-step through the fiction-writing process and instead teaching them how to conceive, develop, plan, and carry through their own independent realistic fiction projects.

Unit Topics & Objectives

READING: Building a Reading Life:

Students will...

- Develop a love and sense of purpose for reading/writing; building stamina and engagement; generating ideas for reading and writing
- Establish reading logs, book-shopping schedules, workshop structures and expectations
- Build solid ideas grounded in text, including confusing parts and ideas to discuss later
- Develop theories about characters' actions and motivations - how and why they change over the course of a text
- Build interpretations by looking across an entire text, finding patterns, making connections

WRITING: Writing About Reading: Writing Realistic Fiction

Students will...

- Understand how to choose a seed idea and develop characters by creating external and internal traits
- Develop characters by creating scenes that show character motivations and struggles; sketch possible plot lines using story arcs
- Draft and revise with believability in mind using character actions, words, and setting
- Study published texts
- Write powerful leads and endings
- Publish short stories for class anthology
- Apply planning, drafting, revising skills to independent fiction projects

Trimester #2 (November 27-March 1)

In the second reading unit, “Reading Information Texts, Reading the World,” students will begin with easier nonfiction texts and do important work with those texts before then choosing more challenging and complex texts. Students will then dig into research projects that revolve around global issues. At the end of the unit, students will research a second subtopic so that they can compare and contrast what they have learned.

In the second writing unit, “Writing to Change the World,” students will begin with a quick immersion into the whole process of writing an essay - an “essay writing boot camp.” This helps students develop a sense of what it feels like to write a whole essay in addition to brainstorming and preparing for their second essay. Students will plan a thesis statement and write our evidence to support the reasons for their opinion. At the end of the unit, students will have persuasive opinion on a global issue that are more generalized and develop a plan for a persuasive essay.

Unit Topics & Objectives

READING: Reading Information Texts: READING THE WORLD

Students will...

- Describe the overall structure of texts
- Summarize the main idea of a text and explain how it is supported by key details
- Determine how parts of the text fit together and into the whole
- Understand the relationship between readers and writers with attention to the craft of a text

Read across texts on a topic and be able to integrate what they have learned in order to speak / write knowledgeably about that topic

WRITING: Writing Information Texts: WRITING TO CHANGE THE WORLD

Students will...

- Use boxes and bullets to frame an essay
- Introduce their topic clearly through a variety of strategies
- Increase cohesion in their pieces through more sophisticated transition words
- Use strategies to conclude their pieces in ways that follow from the piece themselves
- Choose words and phrases to convey ideas precisely

Trimester #3 (March 5-June 5)

In the third trimester we will study “Reading and Writing Poetry,” in which students will explore the differences between poems, drama, and prose, and analyze structural elements of poems in writing and speaking. During the unit, students will also select mentor poems to use as inspiration to create their own poetry.

In the final unit, “Testing Genre” our most important emphasis, as always, is still growing stronger readers. The big work of this unit is not to teach new reading strategies for each genre but to support students in bringing forward all that 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 work, then, will be 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. We will continue meeting in small groups to help students move up reading levels and to grown stronger in other skills. Stamina will be a critical factor we emphasize so that students can read all the passages and answer all the questions with appropriate energy and focus.

Reading and Writing Poetry

Students will...

- Describe the overall structure of poems (stanzas, lines, verse, line break, etc.)
- Determine the theme of the poem
- Determine how parts of a poem fit together and into the whole
- Understand the relationship between readers and writers with attention to the craft of a text
- Write a variety of poetry incorporating learned poetic elements

Testing Genre

- 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

Mathematics

Brown, 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 surveying peers and place the information gathered into a bar graph and pictograph. Students will also review some measurement by measuring various items and placing the information onto line plots. They will revisit addition and subtraction word problems; some of these word problems will ask the students to estimate the answers by rounding to any place value. Students will then have to compare numbers based on their place value up to any digit.

Students will explore multi-digit multiplication and division. They will extend their knowledge of multiplication and division from third grade into working with bigger numbers and interpreting remainders. Students will understand how factors and multiples relate to multiplication and division. Toward the end of the unit, students will solve multi-step word problems with all four operations.

Unit Topics, Objectives & Vocabulary

Below is a list of the topics that will be introduced this trimester. While this represents pacing for a typical 4th 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/ Measurement	<ul style="list-style-type: none"> ● Collect data by surveying and/or measuring objects ● Represent data in bar graphs, pictographs, and line plots ● Ask/answer questions related to graphs 	<i>Bar graph, pictograph, data, line plots, nearest inch, ½ inch, and ¼ inch</i>
Place Value	<ul style="list-style-type: none"> ● Write numbers in various ways. ie. 285 = 1 hundred + 18 tens + 5 ones ● Understand the use of commas in a number ● Be able to read, write, and understand numbers to 1,000,000 	<i>Place, value, ones, tens, hundreds, thousands, ten thousands, hundred thousands, millions, expanded form, base ten</i>
Rounding/ Estimating	<ul style="list-style-type: none"> ● Estimate answers to word problems and number sentences by rounding ● Round a number to any place value 	<i>Estimate, about, round</i>

Comparing Numbers	<ul style="list-style-type: none"> Compare two multi-digit whole numbers Successfully use >, =, and < symbols to compare numbers 	<i>Greater than, less than, equal to</i>
Addition/ Subtraction Word Problems	<ul style="list-style-type: none"> Fluently add and subtract using various strategies including the standard algorithm Solve multi-step word problems related to addition and subtraction 	<i>Add, subtract, sum, difference, odd, even, number line, standard algorithm</i>
Multiplication	<ul style="list-style-type: none"> Find all factor pairs from 1-100 Understand that a whole number is a multiple of their factors Determine that a number from 1-100 is prime or composite Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers 	<i>Factor, multiple, factor pair, prime, composite, array, area model, standard algorithm</i>
Division	<ul style="list-style-type: none"> Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors 	<i>Remainder, dividend, divisor, quotient</i>
Word Problems	<ul style="list-style-type: none"> Solve whole number multi-step word problems that have whole number answers Create expressions and equations to represent word problems 	<i>Multiplication, division, addition, subtraction, equation, expression</i>

Trimester #2 (November 28-March 2)

This unit will explore fractions and measurement. To begin, students will review what they learned about fractions in third grade; as third graders they developed an understanding of fractions as parts of a whole and could compare fractions with like numerators or denominators by comparing the size in pictures or diagrams. By the end of fourth grade we want students to extend their understanding of fraction equivalence and ordering, compare fractions with different numerators and denominators, understand and compare decimal fractions, and add and subtract mixed numbers with like denominators.

In addition, students will deepen their understanding of measurement by knowing relative sizes of measurement units within one system of units including length - km, m, cm; weight - kg, g and lb, oz.; volume- l, ml; and time - hr, min, sec. Staying within a single system of measurement, students will be able to express measurements in a larger unit in terms of a smaller unit (i.e. *I know that 1 ft is 12 times as long as 1 in.*) and be able to generate a conversion table for equivalent measurements (i.e. *feet = inches - (1, 12), (2, 24), (3, 36), ...*)

Unit Topics, Objectives & Vocabulary

<u>Topics</u>	<u>Objectives</u> Students will...	<u>Vocabulary</u>
Understanding Place Value	<ul style="list-style-type: none"> Review that fractions are a part of a whole; review equivalent fractions by placing fractions on a number line 	<i>Partition, Numerator, Denominator, Equivalent, Comparison, Fourths, Halves, Eighths, Sixths, Common denominator</i>
Adding and Subtracting Fractions	<ul style="list-style-type: none"> Understand addition and subtraction of fractions as joining and separating parts referring to the same whole (Example: $\frac{2}{3} = \frac{1}{3} + \frac{1}{3}$) 	

Multiplying Fractions by Whole Numbers	<ul style="list-style-type: none"> Apply and extend previous understandings of multiplication to multiply a fraction by a whole number Solve word problems involving the addition and subtraction of fractions; answer word problems dealing with multiplying fractions by whole numbers 	
Comparing Fractions	<ul style="list-style-type: none"> Compare two fractions with different numerators and different denominators; create common denominators or numerators, or compare them to a benchmark fraction such as $\frac{1}{2}$ Compare, add and subtract fractions on corresponding measurement tools and create story problems to solve for the answer 	
Understanding Decimals	<ul style="list-style-type: none"> Understand and express a fraction with denominator 10 as an equivalent fraction with denominator 100 Use decimal notation for fractions with denominators 10 or 100 Compare two decimals to hundredths by reasoning about their size. Use symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model. 	<i>decimal, fraction, tenths, hundredths</i>
Converting Among Standard Measurement Units	<ul style="list-style-type: none"> Know relative sizes of measurement units within one system of units including <i>km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec</i> Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit; record measurement equivalents in a two-column table (1 ft is 12 times as long as 1 in.); generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36). 	<i>km, m, cm; kg, g; lb, oz.; l, ml; hr, min, seconds, conversion table</i>

Trimester #3 (March 6 - June 6)

This quarter will begin with a two-week unit on measuring angles and geometry. Students will learn how to read angles using protractors and solve for missing angle measurements. Once those two weeks are over, students will be placed in a fixed group for review of all units before the End of Grade Test.

Unit Topics, Objectives & Vocabulary

<u>Topics</u>	<u>Objectives</u> Students will...	<u>Vocabulary</u>
Angles	<ul style="list-style-type: none"> Recognize that a circle has 360 degrees and that an angle is a fraction of a 360 degree circle Recognize and identify that an angle is formed from 2 rays with a common endpoint 	<i>Right, acute, obtuse, protractor, complementary, supplementary, straight angle, vertice, ray, line segment, line, perpendicular</i>

	<ul style="list-style-type: none"> • Read a protractor and determine which scale on the protractor to use, based on the direction the angle is open • Solve addition and subtraction equations to find unknown angle measurements on a diagram 	
REVIEW UNIT TOPICS		
Graphing/ Measurement	<ul style="list-style-type: none"> • Collect data by surveying and/or measuring objects • Represent data in bar graphs, pictographs, and line plots • Ask/answer questions related to graphs 	<i>Bar graph, pictograph, data, line plots, nearest inch, ½ inch, and ¼ inch</i>
Place Value	<ul style="list-style-type: none"> • Write numbers in various ways. ie. 285 = 1 hundred + 18 tens + 5 ones • Understand the use of commas in a number • Be able to read, write, and understand numbers to 1,000,000 • Compare Numbers 	<i>Place, value, ones, tens, hundreds, thousands, ten thousands, hundred thousands, millions, expanded form, base ten</i>
Rounding/ Estimating	<ul style="list-style-type: none"> • Estimate answers to word problems and number sentences by rounding • Round a number to any place value 	<i>Estimate, about, round</i>
Addition/ Subtraction Word Problems	<ul style="list-style-type: none"> • Fluently add and subtract using various strategies including the standard algorithm • Solve multi-step word problems related to addition and subtraction 	<i>Add, subtract, sum, difference, odd, even, number line, standard algorithm</i>
Multiplication	<ul style="list-style-type: none"> • Find all factor pairs from 1-100 • Understand that a whole number is a multiple of their factors • Determine that a number from 1-100 is prime or composite • Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers 	<i>Factor, multiple, factor pair, prime, composite, array, area model, standard algorithm</i>
Division	<ul style="list-style-type: none"> • Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors 	<i>Remainder, dividend, divisor, quotient</i>
Word Problems	<ul style="list-style-type: none"> • Solve whole number multi-step word problems that have whole number answers • Create expressions and equations to represent word problems 	<i>Multiplication, division, addition, subtraction, equation, expression</i>
Adding and Subtracting Fractions	<ul style="list-style-type: none"> • Understand addition and subtraction of fractions as joining and separating parts referring to the same whole (Example: $\frac{2}{8} = \frac{1}{8} + \frac{1}{8}$) 	<i>Partition, Numerator, Denominator, Equivalent, Comparison, Fourths, Halves, Eighths, Sixths, Common denominator</i>

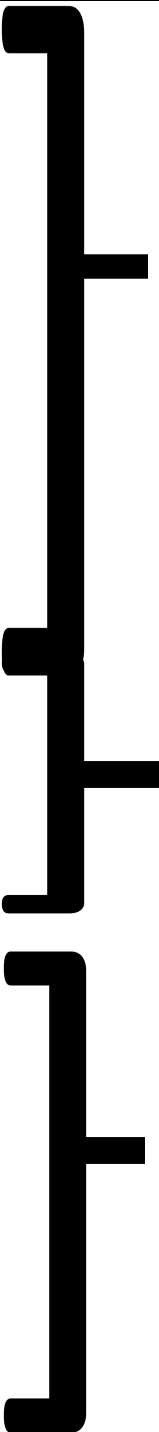
<p>Multiplying Fractions by Whole Numbers</p>	<ul style="list-style-type: none"> • Apply and extend previous understandings of multiplication to multiply a fraction by a whole number • Solve word problems involving the addition and subtraction of fractions; answer word problems dealing with multiplying fractions by whole numbers 	<p>Partition, Numerator, Denominator, Equivalent, Comparison, Fourths, Halves, Eighths, Sixths, Common denominator</p>
<p>Comparing Fractions</p>	<ul style="list-style-type: none"> • Compare two fractions with different numerators and different denominators; create common denominators or numerators, or compare them to a benchmark fraction such as $\frac{1}{2}$ • Compare, add and subtract fractions on corresponding measurement tools and create story problems to solve for the answer 	<p>Partition, Numerator, Denominator, Equivalent, Comparison, Fourths, Halves, Eighths, Sixths, Common denominator</p>
<p>Converting Among Standard Measurement Units</p>	<ul style="list-style-type: none"> • Know relative sizes of measurement units within one system of units including <i>km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec</i> • Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit; record measurement equivalents in a two-column table (1 ft is 12 times as long as 1 in.); generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36). 	<p><i>km, m, cm; kg, g; lb, oz.; l, ml; hr, min, seconds, conversion table</i></p>

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"> - Review previous skills if necessary. - Build a solid foundation of the current skill. - Activities may include: word problems, skill practice (addition problems, multiplication problems, etc.) 	<p><input type="checkbox"/> I can...</p> <p>Exit Ticket: _____ Teacher Initials: _____</p>	 <p data-bbox="1258 485 1458 789">Foundational skill building will take place in the beginning steps of the pathway</p> <p data-bbox="1263 1024 1484 1350">When the students move past the foundational steps, they will work on application activities</p> <p data-bbox="1230 1497 1520 1774">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"> - Activities may include: multi-step word problems, additional skill practice, etc. 	<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"> - Activities may include: application of fractions by using a recipe, application of area and perimeter by creating gardens. 	<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"> - 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. 	<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"> - Activities may include: moving from 1 digit x 1 digit to 2 digit x 1 digit 	<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

Brown, Hartzell & Hedrick

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 • Science of Food/History of Cooking 	<ul style="list-style-type: none"> • Journal • Electronic Game Design • Pop-Up Food Court
Trimester #2	<ul style="list-style-type: none"> • Earth Science: The Big Dig 	<ul style="list-style-type: none"> • Jr. Archeologist Report
Trimester #3	<ul style="list-style-type: none"> • School Lunch 2.0 	<ul style="list-style-type: none"> • School Lunch menu & samples

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

World Languages & Cultural Studies
Novice High & Intermediate Mid/ 4/5 Spanish
Hedrick & Torres

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 28-November 21)

<u>Unit Topic</u>	<u>Student Goals</u>	<u>Vocabulary</u>
Personality	<ul style="list-style-type: none"> I can describe myself and others using positive adjectives. I can understand simple phrases about people's personalities. I can write short sentences to describe my personality. I can mention character trait words related to stories. I can respond to simple questions about character traits in people and myself. I can say what heroes can do. 	- Yo soy... (I am) - Él/ella es... (He/she is) - Tú eres... (You are) Personality adjectives: Amable (kind), responsable (responsible), amigable (friendly), gracioso(a) (funny), respetuoso(a) (respectful), valiente (brave), alegre (happy), curioso(a) (curious), organizado(a) (organized)
Home	<ul style="list-style-type: none"> I can describe the type of home I live in and describe some parts of a home. I can say where people and/or some objects are in a home. I can mention where some people live. I can understand simple phrases that describe homes through pictures. I can recognize some similarities and differences between the size of homes. 	-Yo vivo en (I live in...) - Partes de un hogar (Parts of the home) -Location phrases (ex. El sofá está en la sala. - The sofa is in the living room.) -Description phrases (ex. El edificio es grande. - The building is big.)

Trimester #2 Timeline (November 27-March 1)

<u>Unit Topic</u>	<u>Student Goals</u>	<u>Vocabulary</u>
Hobbies & Activities	<ul style="list-style-type: none"> I can identify, understand and make use of vocabulary related to indoor and outdoor leisure pursuits identify, understand, name and use the seasons I can identify, understand and make use of adverbs and expressions of time and frequency vis - à - vis leisure activities. I can understand, ask and reply to questions about hobbies including sports activities. I can express own preferences when talking about hobbies and leisure (Mis pasatiempos favoritos son la música y el fútbol.) 	- Distintos pasatiempos y actividades del ocio las estaciones adverbios y locuciones de tiempo y frecuencia - después, antes, luego; por la mañana/ tarde... - todos los días, los lunes, siempre, a veces...

	<ul style="list-style-type: none"> I can identify, understand and make use of vocabulary related to the unit Identify, understand how they dress can be similar or different based on the location and climate of their surroundings. I can talk about shopping for clothes. I can discuss how clothes fit and how much they cost. I can ask and tell what you or others plan to do. I can ask and tell what you or others want and prefer. 	<p>Llevo, cuesta, Prefiero, me gusta, comp. gr. Me queda bien/mal ¿Cuanto cuesta (n)? ¿Como te/me queda(n)?</p> <p>- Pantalones, camisa, camiseta, abrigo, suéter, chaqueta, zapatos, botas, bufanda, guantes, gorro, sudadera, traje de baño, pantalones cortos, vestidos, calcetines, traje, falda. Descriptions: Claro, oscuro, vivo, pastel.</p>
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Trimester #3 Timeline (March 5-June 5)

<u>Unit Topic</u>	<u>Student Goals</u>	<u>Vocabulary</u>
<p>Needs & Wants (Money)</p>	<ul style="list-style-type: none"> I can communicate in Spanish about different forms of transportation and give directions in Spanish through listening, reading, writing and speaking I can make presentation about how they can travel to different places using a variety of transportation incorporating money. I can create conversations using sentences in real life situations about money and economics. 	<p>Derecho; a la derecha de ;a la izquierda de ; al lado de ; debajo de ; encima de ; bajo Arriba ; Afuera ; Adentro ;Delante de; Dentro de ; En; Detrás de/ Atrás de; Sobre; Alrededor; Cerca de; Lejos de Entre.</p> <p>- Dinero, monedas, billetes, cheques, efectivo, tarjeta de crédito y débito, banco, recibo, boleta, cambio, transacciones, depósitos, valor</p>
<p>Life Cycles</p>	<ul style="list-style-type: none"> I can organize and name the life cycle stages of a few plants and animals. I can answer questions about nonfiction and fiction texts related to life cycles. I can present information about a life cycle using some details. I can describe what an animal/plant looks like, needs, and does at a given stage of life. I can guess what animal/plant a friend is thinking of by asking them questions. I can compare and contrast animals/plants. 	<p>- first, second, third, then, the next day, later, finally, but, when</p> <p>- can, needs, lives, eats, swim, fly, has, run, big, small</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>
<p>Performance Rubric</p>	<p>In the comprehension, conversation, and presentation, this rubric measures how well a student is able to communicate in the target language.</p>	<p>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.</p>	<p>At the end of each unit per trimester</p>
<p>Fountas & Pinnell Reading</p>	<p>This evaluation (which is also used to determine ELA Reading levels at Lab) collects data on a</p>	<p>Reading levels will be used to provide students with targeted practice to help them develop vocabulary, familiarity</p>	<p>2-3x / yr as needed</p>

Level Evaluation	student's oral fluency, comprehension, and ability to make connections with a text.	with sentence structures, and opportunities to practice decoding and interpreting meaning from a variety of texts.	
Personal Student Trackers	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/ 4/5 Chinese

Yang

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 (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 (August 27-November 20)

Lesson Topic	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 (November 27- March 1)

Lesson Topic	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 (Mach 5-June 5)

Lesson Topic	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 identify 30+ Chinese vocabulary. I can read sentences and short passages.	
Writing	I can write 30+ Chinese vocabulary.	

Humanities

4th 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.