2nd 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 2nd grade:

- **Stephanie Hollands,** 2nd grade Math & Quest (grade chair) (shollands@charlottelabchool.org)
- **Kaylee Whitelaw,** 2nd grade ELA & Quest lead (kwhitelaw@charlottelabschool.org)
- **Maryland Salamanca,** 2nd grade WL/CS Spanish & Quest (msalamanca@charlottelabschool.org)
- **Donna Jordan,** Dean of Students & 2nd grade Advisor (djordan@charlottelabschool.org)
- **Kenzi Presswood,** 2/3 Student Services Assistant & 2nd grade Advisor (kpresswood@charlottelabschool.org)
- **Jaime Asack,** Speech Pathologist & 2nd grade Advisor (jasack@charlottelabschool.org)
- **Leslie Chambers,** EC Teacher (lchambers@charlottelabschool.org)
- **Brittany Newswanger,** EC Teacher (bnewswanger@charlottelabschool.org)
- **Emily Fields,** ELA Intervention/Coach (efields@charlottelabschool.org)
- **Mary Ashley Robinson,** Math Intervention/Coach (mrobinson@charlottelabschool.org)
- **Lee-Jung Liao,** K-3 Chinese (lliao@charlottelabschool.org)

English Language Arts
Whitelaw, 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 subject to change in accordance with meeting student needs

Trimester #1 (August 27 - November 20)
In these initial units, "Reading and Writing Growth Spurt / Lessons from the Masters: Reading and Writing Fiction," students will focus on expectations, routines and procedures involved with 2nd grade Reader's and Writer's Workshops. They will know how to select a "just-right book" and build their stamina in order to develop a love of reading. Within reading, students will look deeper into characters in their favorite books and use these in Writer's Workshop to develop realistic fiction stories of their own. The second part of this trimester will focus on nonfiction reading and writing. Students will work on nonfiction books and focus on growing knowledge as they pay attention to details, put parts of text together, and question texts.

Reading	Writing
Second Grade Reading Growth Spurt ● Develop a love and sense of purpose for reading/writing ● Establish reading logs, book-shopping schedules, rules in Reading ● Reinforce Workshop structures including selecting "Just Right" books and Writing process ● Build stamina and engagement ● Generate ideas for reading and writing **Becoming Experts: Reading Non-Fiction** ● Distinguish literature from informational texts in reading and writing ● Identify main idea and details of a section and explain how that relates to the theme of the text ● Determine importance of informational text ● Write down main topics and supporting facts ● Use text structure and features to distinguish types of text (scientific, technical/procedural, historical) ● Research and become expert on a nonfiction topic	**Lessons from the Masters: Improving Narrative Craft** ● Use mentor texts for reading and writing ● Determine importance within text ● Make predictions based on textual evidence ● Infer about and interpret characters actions', thoughts and feelings ● Synthesize character traits and events across chapters ● Utilize small moments to create realistic fiction stories ● Build tension by looking for and writing about problems **A How To Guide to Nonfiction** ● Setting a purpose for writing nonfiction ● Activating prior knowledge ● Learning about nonfiction (nonfiction vs. fiction) ● Learning from nonfiction features ● Using Keywords to Build Meaning ● Using "Stop and Think" strategies ● Learning how to write for an audience

Trimester #2 (November 27-March 1)

During this trimester, students will be using a variety of reading strategies to tackle both tricky words and vocabulary development to navigate them through their books. Students will be able to grow knowledge as they read topic sets of text, comparing , contrasting and connecting information across text sets. From studying a variety of fiction and nonfiction mentor texts, students will begin crafting their own information writing, and later on, develop ideas to create poems. We will then continue diving deep into characters this quarter by examining characters in all types of fiction - realistic, folktales and fables. Students will compare and contrast different versions of the same story, develop ideas/opinions about the characters in their texts and interpret the morals and lessons within their stories. Finally students will write about their reading, writing essays to express opinions and persuade others about the theories they have about the characters and plot.

Reading	Writing
Bigger Books Mean Amping Up Reading Power ● Jot notes while reading to organize into bigger ideas ● Notice and understand meaning of literary language ● Talk about reading in clubs and partnerships ● Accumulate and synthesize longer pieces of texts ● Use writing to strengthen reading of more complex texts ● Set goals for reading **Studying Characters and Our Stories** ● Deeply understand challenges that face characters/look for resolution ● Investigate with a critical eye; explore opinion writing ● Persuade and elaborate with facts and opinions ● Identify and analyze deeper meaning in text; relate to self ● Support and elaborate on opinions ● Connect to personal challenges and set goals	**Poetry: Big Thoughts in Small Packages** ● 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 **A World Beyond Our Own: Fiction, Folktales, and Fairy Tales** ● Compare and contrast versions of the same story across cultures ● Interpret morals or lessons ● Closely interpret author's craft ● Observe and use common structures of genre ● Role-play events from the text, empathizing with characters ● Read closely, noticing clues about predictable characters/storylines ● Recreate fairy tales and/or folktales **Writing about Reading** ● Write essays to persuade others ● Gather evidence to support each opinion ● Add quotes to support opinions ● Create multiple paragraph responses ● Use writing to strengthen reading of more complex texts

Trimester #3 (March 5 - June 5)

In this trimester, students will aim to boost their nonfiction reading to gain a deeper understanding and work on their speaking and listening skills as they teach others about major observations and main ideas from their books. Our writing unit will correlate well with Quest, as students learn how to write lab reports and about science topics they are interested in. Researching information from our reading unit will translate well into our writing, prompting students to transfer skills across their learning. In addition, we will continue our deeper discussions of texts by further promoting writing about our reading.

Reading	Writing
Reading Non-Fiction Cover to Cover ● Draw on everything they know about information reading, thinking about how parts of the book go together and how to use a "teaching voice" to share findings in non-fiction book clubs ● Holding meaningful conversations, making inferences, revising thinking and growing ideas in non-fiction book clubs ● Comparing and contrasting two or more books on the same topic to develop thinking **Supporting Our Reading by Reading in Book Clubs** ● Develop ideas and opinions about reading, especially characters in text ● Clearly state opinions and retell stories so that opinions make sense ● Talk about reading in clubs and partnerships ● Accumulate and synthesize longer pieces of texts	**Writing about Reading (Continued)** **Lab Reports and Science Books** ● Learning how to write about science through looking back on procedural writing (how to), using observations to teach others about new discoveries and conclusions they have draw and learning from others to improve our writing. ● Comparing experiment results and reading more on the topic to ask further questions ● Designing and writing new experiments. Working on self and peer editing for detail, structure and conventions ● Writing information books on science topics by looking to mentor texts and considering how to address an audience

Math
Hollands, Newswanger & Robinson

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

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 - Graphing, Place Value, Comparing Numbers, Addition and Subtraction (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 be able to recognize that three digit numbers can be identified by hundreds, tens, and ones. They will be able to break down numbers into expanded form and compare numbers and add and subtract using a variety of strategies.

Unit Topics, Objectives & Vocabulary
Below is a list of the topics that will be introduced this quarter. While this represents pacing for a typical 2nd 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.

Topics	Objectives Students will...	Vocabulary
Graphing	● Collect data by surveying and/or measuring objects ● Represent data in bar graphs and pictographs	*Bar graph, pictograph, data*
Place Value	● Understand three digit numbers in relation to place value ● Read and write numbers to 1,000	*Place, value, ones, tens, hundreds, expanded form, base ten*
Comparing Numbers	● Compare two three-digit numbers ● Successfully use >, =, and < symbols to compare numbers	*Greater than, less than, equal to*
Addition/ Subtraction	● Fluently add and subtract within 100 ● Add up to four two-digit numbers ● Add and subtract within 1,000 ● Mentally add and subtract 10 or 100 from a given number ● Explain why addition and subtraction strategies work ● Solve one and two-step word problems ● Add and subtract using a number line ● Understand the difference between odd and even	*Add, subtract, sum, difference, odd, even, number line, fact families*

Trimester #2 - Understanding Measurement, Time, Money & Geometry (November 27- March 1)
In this unit students will develop a stronger foundation for measurement of lengths, units of time, and money, and to gain a deeper awareness for how to describe and analyze shapes.

In Measurement, Time and Money, students will learn more about standard and nonstandard forms of measurement, estimate and measure various lengths of objects, and make their own measurement tools to utilize as benchmarks. Additionally, students will use rulers and other measurement tools such as rules, yard and meter sticks, and measuring tape. Students will also practice telling time to the nearest five minutes and begin to explore elapsed time. Students will continue to explore the concept of money, reviewing the value of coins and dollars, and calculating costs and estimates.

In Geometry, students will investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding of area, volume, congruence, similarity, and symmetry, which they will build upon in later grades. They will also examining the shapes sides and angles and develop spatial awareness.

Unit Topics, Objectives & Vocabulary
Below is a list of the topics that will be introduced this quarter. While this represents pacing for a typical 2nd grader, teachers will group students according to their level of mastery in each of these concepts and will personalize pacing and work for the students; some students may need to review prerequisite topics while others may have already mastered what is listed below and will move on to deeper content.

<u>Topics</u>	<u>Objectives</u> Students will...	<u>Vocabulary</u>
Measurement	- Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tape - Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen - Estimate lengths using units of inches, feet, centimeters, and meters - Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit - Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem	*measure, about, a little less than, a little more than, longer, shorter, standard units, inch, foot, metric units, centimeter, meter, tools, ruler, yardstick, meter stick, measuring tape, estimate*
Time	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	*clocks, hand, hour hand, minute hand, hour, minute, a.m., p.m., o'clock, multiples of 5 (e.g., five, ten, fifteen, etc.), analog clock, digital clock, quarter 'til, quarter after, half past, quarter hour, half hour, thirty minutes before, 30 minutes after, 30 minutes until, 30 minutes past, elapsed time*

Money	• Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ (dollars) and ¢ (cents) symbols appropriately	*quarter, dime, nickel, dol... cent(s), $, ¢, heads, tails, value, cost, price*
Geometry	• Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes	*attribute, feature, angle, side, triangle, quadrilateral, square, rectangle, trapezoid, pentagon, hexagon, cube, face, edge, vertex, surface, figure, shape, closed, open, partition, equal size, equal shares, half, halves, thirds, half of, a third of, whole, two halves, three thirds, four fourths, rows, columns (review: circle, sphere, half-circle, quarter-circle, cone, prism, cylinder, trapezoid)*

Trimester #3 - Understanding Partitioning and Multiplication (March 5-June 5)

In this unit students will review analyzing shapes and their attributes while also partitioning shapes. Fractions will be introduced and will be followed by exploring concepts of multiplication through the exploration of equal groups and skip counting.

Students will further investigate, describe, and reason about decomposing and combining shapes to make other shapes through building, drawing, and analyzing two- and three-dimensional shapes. Students develop a foundation for the understanding of area, volume, congruence, similarity, and symmetry, which they will build upon in later grades. Students will also partition shapes into equal parts and describe equal shares using the words halves, thirds, and fourths.

After reviewing geometry concepts and introducing the foundational skills of fractions we will begin to build the key skills of multiplication. The first skill will include reviewing even and odd numbers. We will then determine whether a group of objects are odd or even by pairing objects into groups of 2 or equal shares. We will then examine how addition helps find the total number of objects in an array and how to write equations to represent the problem. Students will continue to explore how to calculate equal groups using a variety of strategies while incorporating word problems.

Unit Topics, Objectives & Vocabulary

Below is a list of the topics that will be introduced this quarter. While this represents pacing for a typical 2nd 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>
Number, Operations and Algebraic Thinking		
Understanding Multiplication Principles	• Determine if a number is even or odd • Prove that an even number can be formed from the addition of two equal addends • Sort objects into a rectangular array to determine if the rows are equal or unequal • Understand the relationship between repeated addition and arrays • Understand the relationship multiplication has to equal shares, arrays, and skip-counting	*skip-count, odd, even, row, column, rectangular array, equal, addend*

Geometry		
Recognizing and Drawing Shapes	● Identify the attributes of 2D and 3D shapes based on the given attributes ● Compare / contrast 2D and 3D shapes ● Understand spatial awareness by creating rectangles with specific rows and columns	*cube, face, edge, vertex, surface, partition, equal size, rows, columns, circle, sphere, cone, prism, cylinder*
Partitioning Shapes into Equal Shares	● Partition shapes into equal shares to solve real world problems	*fraction, part, whole, group, partition, half, halves, thirds, half of, a third of, whole, two halves, three thirds, four fourths, half-circle, quarter-circle, equal shares, partition*
Describing and Identifying Fractions	● Describe the equal shares using *halves, thirds, half of, a third of*, etc. ● Describe the whole as *two halves, three thirds, four fourths* ● Recognize that equal shares of identical wholes need not have the same shape	

CHARLOTTE
lab
SCHOOL

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

Pre-Assessment Score: _____   Post-Assessment Score: _____

Step	Task	Teacher Notes / Check-In	
1.	*Introducing the new Math topic.* - *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.)*	❏ I can… Exit Ticket: ____ Teacher Initials: ____	**Foundational skill building will take place in the beginning steps of the pathway**
2.	*In this step, students will complete activities that allow them to gain practice with a strategy or skill.* - *Activites may include: multi-step word problems, additional skill practice, etc.*	❏ I can… Exit Ticket: ____ Teacher Initials: ____	
3.	*In this step, students will complete activities that will provide an opportunity to apply the Math skill to a specific task.* - *Activities may include: application of fractions by using a recipe, application of area and perimeter by creating gardens.*	❏ I can… Exit Ticket: ____ Teacher Initials: ____	**When the students move past the foundational steps, they will work on application activities**
4.	*If applicable, In this step students will extend their learning to multiple levels of understanding through a real world task.* - *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 can… Exit Ticket: ____ Teacher Initials: ____	
5.	*If applicable, in this step, students will extend their learning to the next grade level, learning the next level of this concept.* - *Activities may include: moving from 1 digit x 1 digit to 2 digit x 1 digit*	❏ I can… Exit Ticket: ____ Teacher Initials: ____	**The final steps in the pathway will give students an opportunity to extend their learning through various real world projects and activities**

"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
Whitelaw, Hollands & Salamanca

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	● How to Survive Quest ● Games/Challenge ● Design & Engineering - Inventicalenon Convention	● Journal ● Cardboard Challenge ● Prototype
Trimester #2	● Kitchen Sink Chemistry	● How-to Videos
Trimester #3	● Animal Life Cycles: Evolution & Genetics	● Museum Curator presentation

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

World Languages & Cultural Studies
Novice Mid-High/ Spanish
Salamanca

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
Personality	● 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.	- 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	● 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)

Unit Topic	Student Goals	Vocabulary
Leisure Activities	● I can identify,understand and make use of vocabulary related to indoor and outdoor leisure pursuits. ● I can 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.	- Distintos pasatiempos y actividades del ocio (leisure activities) - Las estaciones (seasons) - Adverbios y locuciones de tiempo y frecuencia: después,antes, luego, por la mañana/ tarde…, todos los días, los lunes, siempre, a veces… (time expressions) - Description phrases (ex. Mis pasatiempos favoritos son la música y el fútbol.)

| Clothing | I can identify, understand, and make use of vocabulary related to the unit. I can identify and understand how the way people 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. | **Structures/Phrases:**
- Llevo,cuesta, Prefiero, me gusta, comprar.
- Me queda bien/mal
- ¿Cuánto cuesta (n)?
- ¿Cómo te/me queda(n)?

Vocabulary: 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. |

Trimester #3 Timeline (March 5 - June 5)

Unit Topic	Student Goals	Vocabulary
Needs, Wants, and Money	- 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 people 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.	**Structures/Phrases:** - 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. **Vocabulary:** Dinero, monedas, billetes, cheques, efectivo, tarjeta de crédito y débito, banco, recibo, boleta, cambio, transacciones, depósitos, valor
Life Cycles	- 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.	- first, second, third, then, the next day, later, finally, but, when - can, needs, lives, eats, swim, fly, has, run, big, small

Assessments

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

What is the assessment?	What does it measure?	How will it be used?	When will it be used?
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/ Chinese
Liao

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)

Topic	Student Goals	Vocabulary
Sports	I can say the sports. I can tell someone what I like to play.	play, together, tennis, ping pong, basketball, baseball, hockey, and soccer
Playground	I can say what I like to play in the playground.	see-saw, swing, slide, hide-and-seek, hopscotch, make friends
Writing	I can write 20+ Chinese characters.	
Reading	I can identify 30+ Chinese vocabulary. I can read and understand sentences.	

Trimester # 2 (November 27 - March 1)

Topic	Student Goals	Vocabulary
Occupations	I can say the occupations. I can tell someone what I want to be.	doctor, teacher, actor, chef, police, athlete, artist
Shopping	I can tell someone what I want to buy and ask how much it is.	vegetables, meat, beef, chicken, pork, egg, butter, shrimp, yogurt, cherry, blueberry, pineapple, orange, tomato, mango, lemon
Writing	I can write 20+ Chinese characters	
Reading	I can identify 30+ Chinese vocabulary. I can read and understand sentences.	

Trimester # 3 (March 5 - June 5)

Topic	Student Goals	Vocabulary
Sea Animals	I can say the sea animals.	ocean, sea star, sea turtle, shark, whale, fish, dolphin
House	I can say the rooms in the house.	bedroom, study room, kitchen, living room, bathroom, kitchen
Writing	I can write 20+ Chinese characters.	
Reading	I can identify 30+ Chinese vocabulary. I can read and understand sentences.	

Humanities
2nd 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.