

5th 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.

Out-of-Classwork (OoC) and Home-School Connection

Out-of-classwork is specific to grades 5-7. Because we want for our students to be well-prepared for middle school and beyond, we acknowledge that students of this age need additional practice with executive functioning, time management and organization skills. Therefore, we will begin formally assigning OoC homework on a weekly basis starting 2nd trimester. Some examples of OoC 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 and can read/write a written response to a short text;
- Math - completing a Math activity, studying Math facts and working on IXL and Prodigy for repetition;
- Quest - reviewing Science & Humanities concepts/survival skills from Quest journals and projects and studying for Quest quizzes using the study guides;
- World Languages - reviewing Spanish and Chinese vocabulary on Quizlet and Duolingo and reading/responding to an article in Spanish or Chinese.

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 faculty members that work with the 5th grade:

- **Elisabeth Baldwin**, 5th grade ELA (ebaldwin@charlottelabschool.org)
- **Brandt Boidy**, 5th grade Math & Quest lead (grade chair) (bboidy@charlottelabschool.org)
- **Kristi Torres**, 4/5 WL/CS Spanish (ktorres@charlottelabschool.org)
- **Meg Scott**, Assistant Head of Lower School & 5th grade Advisor (mescott@charlottelabschool.org)
- **Brittany Newswanger**, EC Teacher & 5th grade Advisor (bnewswanger@charlottelabschool.org)
- **Emily Fields**, ELA Intervention/Coach & 5th grade Advisor (efields@charlottelabschool.org)
- **Dara Hedrick**, 4/5 WL/CS Spanish (dhedrick@charlottelabschool.org)
- **Maurice Falls**, 4/5 EC Teacher, Student Services Assistant & 4th grade Advisor (mfalls@charlottelabschool.org)
- **Sylvia Yang**, 4/5 Chinese (syang@charlottelabschool.org)
- **Mary Ashley Robinson**, Math Intervention & Coach (mrobinson@charlottelabschool.org)
- **Dave Hartzell**, Quest & Survival Skills Lead (dhartzell@charlottelabschool.org)

English Language Arts

Baldwin, 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-November 20)

Unit 1 - Building a Community of Readers & Writers

During our first unit, we establish the routines, procedures, and mindsets that will shape the work that we do for the rest of the year. Students will be immersed in a community of readers and writers that supports one another with book recommendations and writing feedback and challenges one another to set and reach high goals. Students will learn strategies that support increased independence as readers and writers including how to choose books, keep a writer's notebook, and develop habits of self-reflection and deeper thinking. A major component of this unit will be the launch of "The Great Book Challenge," a year-long challenge in which students will aim to read 40 books across multiple genres, ultimately reading more than they ever have before!

Unit Topics & Objectives

Writing	Reading
Students will... <ul style="list-style-type: none"> Write about reading with voice and investment Start a writer's notebook and generate ideas for narrative writing 	Students will... <ul style="list-style-type: none"> Take charge of personal reading by setting goals Establish reading logs, book-shopping schedules, workshop structures and expectations Share book recommendations with classmates

Unit 2 - Interpretation Book Clubs and Narrative Craft Writing

In this unit, students will focus on writing about reading with voice and investment, raising the level of their thinking and talking about literature, and analyzing symbolism in a book club. In writing, students will draw on all they know about narrative writing to write personal narratives from their own lives. Students will rely on mentor texts to elevate their writing; they will learn to elaborate with greater sophistication and highlight the central ideas that they want readers to draw from their writing. In the final phase of the unit, students will write a in a narrative genre of their choice (i.e. realistic fiction, fantasy, historical fiction).

Unit Topics & Objectives

Writing	Reading
Students will... <ul style="list-style-type: none"> Use mentor texts to uncover internal details and revise Move through the writing process: rehearsing, drafting, revising, and editing Convey the main feeling through elaboration Set goals for next steps of writing 	Students will... <ul style="list-style-type: none"> Participate in at least one book club Write about reading with voice and investment Link ideas to build larger theories and interpretations Debate about book ideas and defend with claims, reasons, and evidence

- Read with a “writer’s eye” to find strategies for narrative writing

Trimester #2 (November 27-March 1)

Unit 3 - Becoming Researchers: Tackling Complexity in Nonfiction Texts & Intro to Report Writing

This unit teaches students to embrace the complexities of their high-interest nonfiction texts. Students will investigate the ways nonfiction texts are becoming more complex, and they’ll learn strategies to tackle these new challenges, such as expecting to encounter multiple main ideas, some taught implicitly. By thinking deeply about texts, students will make their own connections and spark their own ideas, ultimately pursuing mini-research projects.

Unit Topics & Objectives

Writing	Reading
<p>Students will...</p> <ul style="list-style-type: none"> • Take various forms of notes with summarizing and paraphrasing • Conduct short research projects to research different aspects to build their knowledge of that topic • Move through the writing process: rehearsing, drafting, revising, and editing • Make effective choices about the logical structure of their informational writing 	<p>Students will...</p> <ul style="list-style-type: none"> • Determine multiple main ideas of a text and summarize the text, including how key details support the main ideas • Study structures of texts and considering how the choice of text structures support the author’s purposes • Determine the meaning of unfamiliar words in content-based texts • Consider the relationships of events, including their causes and consequences

Unit 4 - Argument & Advocacy

As fifth graders transition toward middle school, they are figuring out who they are and what they stand for. This unit aims to support fifth graders in becoming more active and critical citizens while supporting the work of reading more complex, challenging nonfiction. The unit teaches students to think about complicated issues with which the world is dealing and to make decisions that will let them live more informed lives (and when needed, to advocate). As argument writers, students are expected to structure their opinion writing so that it includes claims that are supported by reasons that are backed by evidence. They’ll learn to suspend judgment, to read critically, to note-take, to build an argument, and to revise, rethink, and rebuild.

Unit Topics & Objectives

Writing	Reading
<p>Students will...</p> <ul style="list-style-type: none"> • Engage in research, keep track and cite relevant sources • Take various forms of notes with summarizing and paraphrasing • Integrate different texts to speak and write about a topic • Use evidence to build arguments • Bring a critical perspective to their writing • Consider counterclaims and integrate into writing • Annotate sources • Analyze what writers do in terms of craft, structure, and perspective • Revise writing to strengthen arguments 	<p>Students will...</p> <ul style="list-style-type: none"> • Investigate debatable issues through reading complex text sets • Analyze what writers do in terms of craft, structure, and perspective • Mine texts for relevant information on both sides of the argument • Ground ideas in text-based evidence, quoting from the text • Summarize texts to hold on to what’s most essential • Compare and contrast multiple authors’ points of view • Consider bias and credibility of authors • Deepen understanding by talking about and reading complex texts with others

Trimester #3 (March 5-June 5)

Unit 5 - TBD Based on Student Need

Potential Topics Could Be:

- Fantasy Book Clubs & Writing: The Magic of Themes & Symbols
- Poetry Anthologies: Writing, Thinking, and Seeing More
- Shaping Texts: From Essay and Narrative to Memoir

Unit 6 - Testing Genre Study

The big work of the Testing Genre study 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.

Unit Topics & Objectives

Testing Genre Studies

- 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

Boidy, 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 - Numerical expressions, order of operations, ordered pairs, coordinate planes, geometry, multiplication and division (August 27- November 20)

In this unit, students will explore ordered pairs and how to use them on coordinate planes. They will also learn about numerical expressions and use the order of operations to determine the answers to various equations. Students will revisit multiplication and division standards from fourth grade.

Unit Topics, Objectives & Vocabulary

Below is a list of the topics that will be introduced this trimester. While this represents pacing for a typical 5th grader, teachers will group students according to their level of mastery in each of these concepts and will personalize pacing and work for the students; some students may need to review prerequisite topics while others may have already mastered what is listed below and will move on to deeper content.

<u>Topics</u>	<u>Objectives</u> Students will...	<u>Vocabulary</u>
Numerical Expressions/ Order of Operations	<ul style="list-style-type: none"> ● Explore different numerical expressions using all four operations ● Use the associate property and distributive property to solve whole number expressions ie: $(8 + 27) + 2$ or $(6 \times 30) + (6 \times 7)$ ● Verbally describe expressions without calculating them 	<i>Associative property, distributive property, expression, order of operations (to an extent), equation</i>
Ordered Pairs/ Coordinate Planes	<ul style="list-style-type: none"> ● Generate two numerical patterns given two rules ● Turn the numerical patterns into a line graph on a coordinate plane ● Use ordered pairs to plot on a coordinate plane 	<i>Independent variable, dependent variable, constant rate, numerical pattern, line (linear) graph, coordinate plane, rate, x-axis, y-axis</i>
Geometry	<ul style="list-style-type: none"> ● Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles ● Classify two-dimensional figures in a hierarchy based on properties 	<i>Two-dimensional, angles, hierarchy, properties, attributes</i>

Multiplication/ Division	<ul style="list-style-type: none"> Review various strategies related to multiplying multi-digit whole numbers Multiply multi-digit whole numbers using the standard algorithm Review multi-digit division strategies Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors using the standard algorithm 	<i>Quotient, standard algorithm, dividend, divisor, product</i>
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Trimester #2 - Decimals and Fractions (November 27 - March 1)

Students will review what decimals are, and explore place value associated with decimals. Students will add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Students will also apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They will develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them.

<u>Topics</u>	<u>Objectives</u> Students will...	<u>Vocabulary</u>
Place Value/ Decimals	<ul style="list-style-type: none"> Recognize that in a multi-digit number, a digit in the ones place represents 10 times as much as it represents in the place to its right and 1/10 of the place to its left Recognize place value in whole numbers and decimals Review comparing decimals 	<i>Base-ten system, decimals, greater than, less than, equal to</i>
Add, subtract, multiply, and divide decimals to hundredths.	<ul style="list-style-type: none"> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10; use whole-number exponents to denote powers of 10 	<i>Decimal, decimal point, tenths, hundredths, products, quotients, dividends</i>
Add and subtract fractions with unlike denominators (including mixed numbers)	<ul style="list-style-type: none"> Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators; for example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$ 	<i>Fraction, equivalent, unlike denominator, numerator, mixed numbers</i>
Multiply and divide fractions	<ul style="list-style-type: none"> Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions 	<i>Fraction, equivalent, unlike denominator, numerator, mixed numbers</i>
Word Problems	<ul style="list-style-type: none"> Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators Create expressions and equations to represent word problems 	<i>Addition/ add, sum, subtraction/subtract, difference, estimate, reasonableness</i>

Trimester #3 - Measurement and Data, Volume, & Spiral Review (March 5 - June 5)

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

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

<p>Converting Among Standard Measurement Units</p>	<ul style="list-style-type: none"> • Convert different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m) • Use these conversions in solving multi-step, real world problems 	<p><i>length, mass, liquid volume, measurement, attribute, volume, solid figure, right rectangular prism</i></p>
<p>Representing and Interpreting Data</p>	<ul style="list-style-type: none"> • Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8) • Use operations on fractions for this grade to solve problems involving information presented in line plots 	<p><i>line plot, data point, unit</i></p>
<p>Understanding and Measuring Volume</p>	<ul style="list-style-type: none"> • Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume • Recognize volume as an attribute of solid figures (their capacity) and understand concepts of volume measurement (Example: a cube with side length 1 unit, called a “unit cube” has “one cubic unit” of volume) 	<p><i>volume, capacity, unit, unit cube, gap, overlap, cubic units (cubic cm, cubic in., cubic ft., nonstandard cubic units), edge lengths, height, area of base</i></p>

We will be reviewing all of the concepts from the year for the rest of the trimester. All of these topics are in the tables above.

Sample Math Learning Pathway

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

Pre-Assessment Score: _____

Post-Assessment Score: _____

<u>Step</u>	<u>Task</u>	<u>Teacher Notes / Check-In</u>	
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

Boidy, Hartzell & Torres

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 • Design Challenge: Heat Transfer • Green our School 	<ul style="list-style-type: none"> • Journal • Pop-Up Ice Cream Trucks • Energy Audit
Trimester #2	<ul style="list-style-type: none"> • Adolescence: A Parent Guide 	<ul style="list-style-type: none"> • Parent Guide
Trimester #3	<ul style="list-style-type: none"> • Weather Video Project • MyQuest Science Fair 	<ul style="list-style-type: none"> • Digital Activism channel • MyQuest “Pathways” game

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, como 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>
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 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 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

5th 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.