

P. S. 94K Third Grade Curriculum Map 2015-2016

Curriculum and Trans disciplinary Themes	Who We Are		Where We Are in Place and Time	How we Express Ourselves	How the World Works	How We Organize Ourselves	Sharing The Planet
Pacing Calendar	SEPT/OCT	OCT/NOV	DEC/JAN	JAN/FEB	FEB/MAR	MAR/APR	MAY/JUN
Project-Based Learning	ELA- Diorama on obstacles people face trying to access the power of reading	SOCIAL STUDIES- Diorama of the World's Geography	THEATER- Role Play a scene from Peter Pan	SOCIAL STUDIES- Cultural Celebration (Food, Dance, and Music)	SCIENCE- Life Cycle of a Frog	ELA- Informational Books about types of frogs	ELA- Poster and Public Service Announcements of Water Conservation Awareness
NYS K - 8 Social Studies Framework & NYC Scope and Sequence	Communities Around the World						
Essential Question for Social Studies	What are the important features of communities throughout the world?		Case Study of a Community in Africa, Asia, South America, The Caribbean, Middle East, Europe, Southeast Asia, Oceania or Australia				
Community			United States	China	Brazil	Mexico	Egypt
Social Studies Curriculum	Unit : Big Idea: Pages:	Unit : Big Idea: Pages:	Unit: Big Idea: Pages:	Unit: Big Idea: Pages:	Unit: Big Idea: Pages;	Unit: Big Idea: Pages:	Unit: Big Idea: Pages:

Expeditionary Learning Modules	The Power of Reading		A Study of Peter Pan		Adaptations and the Wide World of Frogs	The Role of Freshwater around the World	
Essential Question for Expeditionary Learning	What is the power of education and reading? How does where people live in the world affect how they access reading and books?		How do writers capture a reader's imagination?		What do experts do? How do I become an expert? How do frogs survive?	Where does our water come from? What happens when people don't have access to clean water? How do writers use evidence from text to strengthen their message?	
Common Core State Standards for ELA	RL. 3.1, 3.2, 3.3, 3.6, 3.7, 3.11 RI. 3.2, 3.3, 3.7 W. 3.2, 3.4, 3.8, 3.10 SL. 3.1, 3.5, 3.6 L. 3.2, 3.4, 3.6		RL 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 W 3.1, 3.2, 3.3, 3.4, 3.5 SL 3.5 L 3.2, 3.5		NYS Science Standards: 3.1.c. RL 3.4 RI 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.9 RF 3.4 W 3.2, 3.3, 3.4, 3.5, 3.7, 3.8, 3.10 SL 3.1, 3.2, 3.6 L 3.1, 3.2, 3.3, 3.4, 3.6	NYS Social Studies C.C: 3.10 NYS Science Standards: 3.7.a RI 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 W 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 3.8, 3.10 SL 3.4, 3.5, 3.6 L 3.1, 3.3, 3.4	
Lessons to be taught in ELA	Module 1: Unit 1: Lessons 1, 2, 3, 5, 6, 7, 8, 9, 10,11.	Module 1: Unit 2: Lessons 1, 2, 3, 4, 5, 6, 7,	Module 3A: Unit 1: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	Module 3A: Unit 2 Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16	Module 2A: Unit 2 Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11,12, 13	Module 4: Unit 1: Lessons 1, 2, 4, 5, 6, 7, 8, 9, 10, 11,12,	Module 4: Unit 2: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
	Module 1: Unit 3: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 17		Module 3A: Unit 3 Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9, 10		Module 2A: Unit 3 Lessons 1, 2, 3, 4, 5, 6, 7, 8,	Module 4: Unit 3: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
Student Learning Targets	✓ I can identify the main message or lesson of the story using key details from the text. (R.L 3.2)		✓ I can ask questions to deepen my understanding of a literary text. (R.L 3.1) ✓ I can craft narrative text about		✓ I can ask and answer questions to deepen my understanding of informational text. (RI 3.1) ✓ I can write informative /	✓ I can describe how events, ideas, or concepts in an informational text are related. (RI 3.3)	

	<ul style="list-style-type: none"> ✓ I can determine the main idea of an informational text (RI 3.2) ✓ I can write an informative/explanatory text that has a clear topic. (W 3.2) ✓ I can effectively participate in a conversation with my peers and adults (SL 3.1) 	<ul style="list-style-type: none"> real or imagined experiences or events (W 3.3) ✓ I can effectively participate in a conversation with my peers and adults (SL 3.1) 	<ul style="list-style-type: none"> explanatory texts that convey ideas and information clearly. (W 3.2) ✓ I can effectively engage in discussion with diverse partners about third grade topics and texts. (SL 3.2) 	<ul style="list-style-type: none"> ✓ I can write an opinion piece that supports a point of view with reasons. (W 3.1) ✓ I can speak in complete sentences with appropriate detail. (SL 3.6)
Scaffolds in Reading and Writing	<p>Central Texts, graphic organizers, small group instruction, visuals, use of technology-media, sentence starters, anchor charts, close reading and text based questions model writing piece Vocabulary Writing pathways rubric Student checklist</p>	<p>Central Texts, graphic organizers, small group instruction, visuals, use of technology-media, sentence starters, anchor charts, close reading and text based questions Model writing piece Vocabulary Writing pathways rubric Student checklist</p>	<p>Central Texts, graphic organizers, small group instruction, visuals, use of technology-media, sentence starters, anchor charts, close reading and text based questions model writing piece Vocabulary Writing pathways rubric Student checklist</p>	<p>Central Texts, graphic organizers, small group instruction, visuals, use of technology-media, sentence starters, anchor charts, close reading and text based questions model writing piece Vocabulary Writing pathways rubric Student checklist</p>
Grammar - Language Standards	<p>L. 3.2, 3.4, 3.6 periods, capitalization, commas, quotation marks, apostrophes,</p>	<p>L 3.1, 3.2, 3.5 Prefixes and suffixes, word families, spelling patterns, simple and complex sentences</p>	<p>L 3.1, 3.2, 3.3, 3.4, 3.6 nouns, pronouns, verbs, adjectives, adverbs,</p>	<p>L 3.1, 3.3, 3.4 choosing the right word, root word, use of glossary/ dictionary to determine meaning of an unknown word</p>

Write Source Curriculum	<u>Unit: Proofreading Activities</u> Topic: Using Punctuation Pages: 3 to 39 Topic: Checking Mechanics Pages: 41to 59		<u>Unit: Sentence Activities</u> Topic: Checking your Spelling Pages: 61 to 65 Topic: Sentence Basics Pages: 77 to 91 Topic: Sentence Problem Pages: 93 to 97 Topic: Sentence Combining Pages: 101 to 111		<u>Unit: Language Activities</u> Topic: Nouns Pages: 117 to 123 Topic: Pronouns Pages: 125 to 131 Topic: Verbs Pages: 133 to 149 Topic: Adjectives and Adverbs Pages: 151 to 159 Topic: Using the Right Word Pages: 67 to 74		
	Writing aligned to Expeditionary Learning	Informational /Explanatory	Narrative	Informative	Informational/ Opinion		
Writing Aligned to Essential Question Pre/Post-Assessment	Pre/Post- Assessment Informative Task: Children around the world overcome lots of challenges to get educated and learn how to read. Write about how people deliver books to children in remote and difficult places.		Pre/Post- Assessment Narrative Task: Based on what you know about Peter Pan and Captain Hook use your imagination to recreate a scene about Peter Pan and Captain Hook in battle?		Pre/Post- Assessment Informational Task: Write about the different adaptations frogs need in order to survive.		Pre/Post- Assessment Informative/Opinion Task: State your opinion about what you can do to conserve, protect and provide access to clean water for everyone.
Field Trips	Sunset Park Public Library/ or Mobile Public Library	American Museum of Natural History	Theater and Play	Museum of Chinese in America	Prospect Park Zoo	Bronx Zoo	New York Aquarium or Department of Water

<p>Native Language Arts</p>	<p>Compare and Contrast Schools in Remote Places and My School</p>		<p>Fable Stories and Morals</p>	<p>The Life Cycle of Frogs</p>	<p>Weather and Climate</p>		
<p>Essential Question for NLA aligned to Expeditionary Learning</p>	<p>¿Cuál es el poder de la educación y la lectura? ¿Cómo funciona donde la gente vive en el mundo afectará cómo Accede a la lectura y los libros?</p>		<p>¿Cómo escritores capturan la imaginación de un lector?</p>	<p>¿Qué hacen los expertos? ¿Cómo puedo ser un experto? ¿Cómo sobreviven las ranas?</p>	<p>¿De dónde viene nuestra agua? ¿Qué sucede cuando la gente no tiene acceso a agua potable? ¿Cómo hacen los escritores utilizar evidencia del texto para reforzar su mensaje?</p>		
<p>enVisions 2.0 Mathematics & Problem Solving Exemplars Tasks</p>	<p>Topic 8: Using Strategies and Properties to Add and Subtract, Topic 9: Fluently Add and Subtract within 1,000</p>	<p>Topic 1: Understand Multiplication and Division of Whole Numbers, Topic 2: Multiplication Fact: Use Patterns, Topic 10: Multiply by Multiples of 10</p>	<p>Topic 3: Applying Properties: Multiplication Facts for 3,4,6,7,8 Topic 4: Using Multiplication to Divide: Division facts Topic 5: Fluently Multiply and Divide within 100</p>	<p>Topic 16: Solve Perimeter Problems Topic 6: Connect Area to Multiplication and Division</p>	<p>Topic 11: Using Operations with Whole Numbers to Solve Problems Topic 12: Understanding Fractions as Whole Numbers</p>	<p>Topic 13: Fractions Equivalence and Comparison Topic 7: Represent and Interpret Data</p>	<p>Topic 14: Solve Time, Capacity, and Mass Problems Topic 15: Attributes of Two-Dimensional Shapes, Step up to 4th grade</p>

<p>Math Common Core State Standards</p>	<p>Topic 8: 3.NBT.A.1 3.NBT.A.2 3.OA.D.9</p> <p>Topic 9: 3.NBT.A.2</p>	<p>Topic 1: 3.OA.A.1 3.OA.A.2 3.OA.A.3 3.O.A.B.5</p> <p>Topic 2: 3.OA.A.1 3.OA.A.3 3.OA.B.5 3.OA.D.9</p> <p>Topic 10: 3.NBT.A.3</p>	<p>Topic 3: 3.OA.A.3 3.OA.B.5 3.OA.D.9</p> <p>Topic 4: 3.OA.A.3 3.OA.A.4 3.OA.B.5 3.OA.B.6 3.OA.D.9</p> <p>Topic 5: 3.OA.A.3 3.OA.C.7 3.OA.D.9</p>	<p>Topic 16: 3.MD.C.7b 3.MD.D.8</p> <p>Topic 6: 3.MD.C.5a 3.MD.C.5b 3.MD.C.6 3.MD.C.7a 3.MD.C.7b 3.MD.C.7c 3.MD.C.7d</p>	<p>Topic 11: 3.OA.D.8</p> <p>Topic 12: 3.NF.A.1 3.NF.A.2a 3.G.A.2 3.MD.B.4</p>	<p>Topic13: 3.NF.A.3a 3.NF.A.3b 3.NF.A.3c 3.NF.A.3d</p> <p>Topic 7: 3.MD.B.3 3.OA.A.3 3.OA.D.8</p>	<p>Topic 14: 3.MD.A.1 3.MD.A.2</p> <p>Topic 15: 3.G.A.1 3.MD.C.5b</p>
<p>Assessments</p>	<p>2nd grade EOY Assessment Test,</p> <p>3rd grade Placement Test,</p> <p>Topic 8 Test,</p> <p>Topic 9 Test,</p> <p>Problem Solving Summative Task: A Pail of Pennies</p>	<p>Topic 1 Test, Topic 2 Test, & Topic 10 Test</p>	<p>Topic 3 Test, Topic 4 Test, Topic 5 Test,</p> <p>Problem Solving Summative Task-Going to a Movie and Summative Task-Baskets of Tomatoes</p>	<p>Topic 16 Test & Topic 6 Test</p>	<p>Topic 11 Test, & Topic 12 Test,</p>	<p>Topic 13 Test, Topic 7 Test, Problem Solving Summative Task – Pizza for Lunch</p>	<p>Topic 14 Test, Topic 15 Test, & 3rd grade End of Year Assessment</p>

<p>Science Scope and Sequence & Essential Question</p>	<p>Sept. – October (8 weeks)</p> <p>Matter</p> <p>Essential Question: How can we accurately describe the physical properties of matter?</p>	<p>Nov. –Jan. (11 weeks)</p> <p>Energy</p> <p>Essential Question: How does the use of various forms of energy affect our world?</p>	<p>Feb. – March (7 weeks)</p> <p>Simple Machines</p> <p>Essential Question: How do simple machines help us in our daily lives?</p>	<p>April – June (11 weeks)</p> <p>Plant and Animal Adaptation</p> <p>Essential Question: How can we best inform the community about creating and sustaining wildlife, pollinator, and food habitats in urban and suburban NYC communities?</p>
<p>Key Ideas</p>	<p>Key Ideas: PS. Key Idea 3: Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.</p>	<p>Key Ideas: PS. Key Idea 4: Energy exists in many forms, and when these forms change energy is conserved.</p>	<p>Key Ideas: PS. Key Idea 5: Energy and matter interact through forces that result in changes in motion.</p>	<p>Key Ideas: LE. Key Idea 2: Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring. LE. Key Idea 3: Individual organisms and species change over time. LE. Key Idea 5: Organisms maintain a dynamic equilibrium that sustains life. LE. Key Idea 6: Plants and animals depend on each other and their environment.</p>
<p>NYS Science Standards</p>	<p>3.1b 3.1c 3.1d 3.1e</p>	<p>4.1a 4.2a 4.2b 4.1b 4.1c 4.1d 4.1f 4.1g</p>	<p>5.1f 5.1d 5.1b 5.1c</p>	<p>5.1a 5.2b 5.1b 5.2d 3.1b 5.2e 3.1c 5.2f 5.2a 2.1a 6.1f 2.1b 3.1a</p>

