

PS189 Curriculum Alignment

Grade 3				
Reading Expeditionary Learning	Module 1: Overcoming Learning Challenges Near and Far	Module 2: Researching to Build Knowledge and Teach Others: Adaptations and the Wide World of Frogs	Module 3: Exploring Literary Classics	Module 4: Water Around the World
Writing	Expository Writing: The Challenge of Accessing Books	Informative Writing: Four-paragraph essay about a Freaky Frog	Narrative Writing: Presenting a Revised Scene from Peter Pan	Opinion Essay: Demand for Water and the Importance of Water Conservation
PBL	<p>Task: Informative Writing: Reading strategies Bookmark</p> <p>Targets (standards explicitly taught and assessed): W.3.4, W.3.5</p>	<p>Task: Freaky Frog book and trading card that includes informative writing</p> <p>Targets (standards explicitly taught and assessed): RI.3.7, W.3.2, W.3.3, W.3.4, W.3.6, W.3.8, W.3.10, and L.3.6</p>	<p>Task: Students write and read aloud a revised scene of <i>Peter Pan</i>. They also prepare a presentation to explain how and why they have revised the scene.</p> <p>Targets (CCSS explicitly taught and assessed): RF.3.4b, SL.3.4, SL.3.6</p>	<p>Task: Students create a presentation for their PSA about a water issue.</p> <p>Targets (standards explicitly taught and assessed): RI.3.1, SL.3.4, SL.3.6, L.3.3b</p>
Social Studies (Passport)	Introduction to World Geography and World Communities : Why does geography matter?	Case Study - Nigeria : How do culture, geography, and history shape a community?	Case Study - Peru : How do culture, geography, and history shape a community? How are world communities the same/different?	Case Study - China : How do culture, geography, and history shape a community? How are world communities the same/different?
Science Core Knowledge Amplify	<p>Unit 1: Investigating Forces</p> <p>Balancing Forces: How is it possible for a train to float?</p>	<p>Unit 2: Life Cycles, Traits, and Variation</p> <p>Inheritance and Traits: How do organisms get their traits?</p>	<p>Unit 3: Habitats and Change</p> <p>Environment & Survival: How can traits affect an animal's survival?</p>	<p>Unit 4: Weather and Climate</p> <p>Weather & Climate: How can you protect buildings from damage by weather-related natural hazards?</p>

		Anchor Phenomenon: Students dive deep into exploring patterns in the traits of organisms to answer the question of how a diversity of traits come to be.		Anchor Phenomenon: In the role of meteorologists working for the fictional Wildlife Protect Organization (WPO), students investigate weather patterns as they solve the problem of where to establish an orangutan reserve.
NYSED Investigation aligned to the unit When to teach this Investigation?		Students should complete the entire unit prior to engaging in the Investigation "Circle of Life" . Throughout the unit, students will use and develop models, use patterns and examine similarities and differences while investigating variation of traits in different organisms. It is strongly encouraged that students consistently use the Handbook of Traits as used in lessons throughout the entire unit, so that they become familiar with many examples of the life cycles and variations of different organisms.		The main Performance Expectation addressed in the Investigation is an NYSED created standard, therefore, it is NOT addressed in the unit of study. Teachers need to use the Supplemental Guiding Document created to address this standard once finished with the unit. Once teachers ensure students have mastered all concepts in the unit and supplemental materials, they will facilitate the Investigation - Cloud in a Bottle . The Implementation and Planning Guide for NYC Department of Education - Grade 3 can be used to plan and deliver standards-based instruction that addresses all NYSSLS.