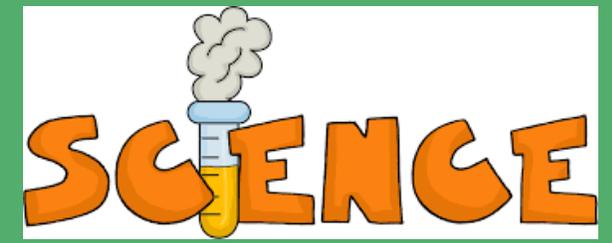


**WELCOME  
PARENTS TO  
CURRICULUM  
NIGHT!**



**PRESENTED BY:  
STEPHANE LONG  
(SCIENCE/TECH)  
BEKIM BACOVIC (GYM)**





# CURRICULUM OVERVIEW



- **Science and Technology:** Students in grades 2-5 will visit our science room twice a week where they will engage in hands-on, inquiry based learning. In our science classes, students will explore physical, earth, and life sciences following our new NYC Science Scope and Sequence 2018 handbook. In addition, technology instruction (including computer coding) will be provided to students in grades 2-5. Get ready to look forward to another great STEM Fair Share this year!
- **Physical Education:** Using the national physical education curriculum, known as Physical Best: Physical Education for Lifelong fitness as a guideline, all students in grades K-5 participate in our physical education program weekly. Students engage in a variety of activities (including traditional/non-traditional sports and physical activities) so that they understand the benefits of physical activity to their overall wellness. Students in grades 4-5 participate in a state fitness assessment (Fitnessgram) between November-January.



**SNEAKERS ARE  
GOLDEN!**

# P.E. PACING CALENDAR

	September - October	November - December	January - February	March - April	May - June
<b>Kindergarten</b>	<b>Gross Motor Skills</b> Students will learn various gross motor skills while participating in activities.	<b>Chasing, Fleeing, Dodging</b> Students will participate in tag games with different rules and instructions.	<b>Health, Nutrition, Fitness</b> Students will learn about the importance of Health, Nutrition, and Physical Fitness.	<b>Movement and Spatial Awareness</b> Students will learn about personal space while practicing movement techniques.	<b>Cooperative Games</b> Students will learn about Teamwork through team building and competitive team activities
<b>First Grade</b>	<b>Gross Motor Skills</b> Students will learn various gross motor skills while participating in activities.	<b>Chasing, Fleeing, Dodging</b> Students will participate in tag games with different rules and instructions.	<b>Health, Nutrition, Fitness</b> Students will learn about the importance of Health, Nutrition, and Physical Fitness.	<b>Movement and Spatial Awareness</b> Students will learn about personal space while practicing movement techniques.	<b>Cooperative Games</b> Students will learn about Teamwork through team building and competitive team activities
<b>Second Grade</b>	<b>Gross Motor Skills</b> Students will learn various gross motor skills while participating in activities.	<b>Chasing, Fleeing, Dodging</b> Students will participate in tag games with different rules and instructions.	<b>Health, Nutrition, Fitness</b> Students will learn about the importance of Health, Nutrition, and Physical Fitness.	<b>Movement and Spatial Awareness</b> Students will learn about personal space while practicing movement techniques.	<b>Cooperative Games</b> Students will learn about Teamwork through team building and competitive team activities
<b>Third Grade</b>	<b>Volleyball Skills and Team Play</b> Students will learn skills necessary to play in a game of Volleyball.	<b>Soccer Skills and Team Play</b> Students will learn skills necessary to play in a game of Soccer.	<b>FitnessGram/ Jump Rope for Heart</b> Students will expand on their Health, Nutrition, and Physical Fitness	<b>Basketball Skills and Team Play</b> Students will learn skills necessary to play in a game of Basketball.	<b>Ultimate Frisbee and Team Play</b> Students will learn skills necessary to play in a game of Ultimate Frisbee.
<b>Fourth Grade</b>	<b>Volleyball Skills and Team Play</b> Students will learn skills necessary to play in a game of Volleyball.	<b>Soccer Skills and Team Play</b> Students will learn skills necessary to play in a game of Soccer.	<b>FitnessGram/ Jump Rope for Heart</b> Students will expand on their Health, Nutrition, and Physical Fitness	<b>Basketball Skills and Team Play</b> Students will learn skills necessary to play in a game of Basketball.	<b>Ultimate Frisbee and Team Play</b> Students will learn skills necessary to play in a game of Ultimate Frisbee.
<b>Fifth Grade</b>	<b>Volleyball Skills and Team Play</b> Students will learn skills necessary to play in a game of Volleyball.	<b>Soccer Skills and Team Play</b> Students will learn skills necessary to play in a game of Soccer.	<b>FitnessGram/ Jump Rope for Heart</b> Students will expand on their Health, Nutrition, and Physical Fitness	<b>Basketball Skills and Team Play</b> Students will learn skills necessary to play in a game of Basketball.	<b>Ultimate Frisbee and Team Play</b> Students will learn skills necessary to play in a game of Ultimate Frisbee.

# SCIENCE PACING CALENDAR 2<sup>ND</sup> GRADE

UNIT 1: PROPERTIES AND PATTERNS OF WATER (12 WEEKS)	UNIT 2: THE CHANGES TO LAND OVER TIME (12 WEEKS)	UNIT 3: PLANT AND ANIMAL INTERACTIONS (12 WEEKS)
<p>2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p> <p>2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.</p> <p>2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.</p> <p>2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.</p> <p>▲</p> <p>2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.</p>	<p>2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. *</p> <p>2-PS1-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.</p> <p>2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</p> <p>2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. *</p> <p>2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.</p>	<p>2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.</p> <p>2-LS2-2. Develop a simple model that illustrates how plants and animals depend on each other for survival. *</p>

# SCIENCE PACING CALENDAR 3<sup>RD</sup> GRADE

UNIT 1: INHERITANCE AND VARIATION (9 WEEKS)	UNIT 2: INTERDEPENDENCE (9 WEEKS)	UNIT 3: CHANGE OVER TIME (9 WEEKS)	UNIT 4: INTERACTING FORCES (9 WEEKS)
<p>3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</p> <p>3-LS2-1. Construct an argument that some animals form groups that help members survive. ▲</p> <p>3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.</p> <p>3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.</p> <p>3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. ▲</p>	<p>3-LS2-1. Construct an argument that some animals form groups that help members survive. ▲</p> <p>3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.</p> <p>3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.</p> <p>3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. ▲</p> <p>3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a</p>	<p>3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.</p> <p>3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. *</p> <p>3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. ▲</p> <p>3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.</p> <p>3-ESS2-3. Plan and conduct an investigation to determine the connections between weather and water processes in Earth systems.</p>	<p>3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</p> <p>3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</p> <p>3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.</p> <p>3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets. *</p>

# SCIENCE PACING CALENDAR 4<sup>TH</sup> GRADE

UNIT 1: THE STRUCTURE AND FUNCTIONS OF ORGANISMS (7 WEEKS)	UNIT 2: TRANSFER OF ENERGY AND INFORMATION (8 WEEKS)	UNIT 3: ENERGY, MOTION, AND COLLISIONS (7 WEEKS)	UNIT 4: CHANGES ON EARTH'S SURFACE (6 WEEKS)	UNIT 5: IMPACTS OF NATURAL PROCESSES (8 WEEKS)
<p>4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.</p> <p>4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p> <p>4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different</p>	<p><b>4-PS3-2.</b> Make observations to provide evidence that energy is conserved as it is transferred and/or converted from one form to another.</p> <p><b>4-PS3-4.</b> Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. *</p> <p><b>4-PS4-3.</b> Generate and compare multiple solutions that use patterns to transfer information. *</p>	<p>4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p> <p>4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.</p>	<p>4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. ▲</p> <p>4-ESS1-1. Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.</p> <p>4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.</p>	<p>4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. ▲</p> <p>4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features.</p> <p>4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.</p> <p>4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth</p>

# SCIENCE PACING CALENDAR 5<sup>TH</sup> GRADE

UNIT 1: PHYSICAL AND CHEMICAL CHANGES (9 WEEKS)	UNIT 2: MATTER AND ENERGY IN ECOSYSTEMS (9 WEEKS)	UNIT 3: EARTH SYSTEMS SCIENCE (9 WEEKS)	UNIT 4: STARS AND THE SOLAR SYSTEM (9 WEEKS)
<p>5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.</p> <p>▲</p> <p>5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances the total amount of matter is conserved.</p> <p>5-PS1-3. Make observations and measurements to identify materials based on their properties.</p> <p>5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</p>	<p>5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.</p> <p>▲</p> <p>5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the Sun.</p> <p>5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.</p> <p>5-LS2-1. Develop a model to describe the movement of matter among plants (producers), animals (consumers), decomposers, and the environment.</p>	<p>5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.</p> <p>▲</p> <p>5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.</p> <p>5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p> <p>5-ESS2-2. Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.</p> <p>5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect</p>	<p>5-ESS1-1. Support an argument that differences in the apparent brightness of the Sun compared to other stars is due to their relative distances from Earth.</p> <p>5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.</p>

# PARENT ENGAGEMENT



The DOE has provided all teachers with time every Tuesday afternoon between 2:40-3:20 to engage with families to strengthen the home/school connection to support our children. Families can request face-to face meetings or telephone conversations with any of their child's teachers or service providers by contacting the teacher and making an appointment. As you know our teachers are not limited to these times to communicate with families but if you have a concern that may require an extended conversation or meeting, please make use of this opportunity.



# Communication

## Science Prep Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Period 5 (12:10-1:00)	Period 5 (12:10-1:00)	Period 4 (11:20-12:10)	Period 6 (1:00-1:50)	Period 1 (8:50-9:40)

**Mix it up for Lunch: Period 6 on Wednesdays**

## P.E. Prep Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Period 7 (1:50-2:40)	Period 6 (1:00-1:50)	Period 7 (1:50-2:40)	Period 7 (1:50-2:40)	Period 1 (8:50-9:40)

**Mix it up for Lunch: Period 4 on Tuesdays**

Emails: [BBacovic@PS39.org](mailto:BBacovic@PS39.org)

[SLong@PS39.org](mailto:SLong@PS39.org)



# QUESTIONS?

## Reminders:

- First PA Meeting on Sept. 26<sup>th</sup> at 7:00pm
- Parent/Teacher Conferences on Nov. 14<sup>th</sup> & 15<sup>th</sup>

**Thank you so much for making this  
the best school year ever!**



This PowerPoint will be available online for future reference.

