

Marietta City Schools			
District Unit Planner			
Grade 3			
Module Title	The Sea	Unit Duration (days)	32 days
Enduring Understanding/ Essential Question	Why do people explore the sea?		

GA DoE Standards
<p>FOCUS STANDARDS:</p> <p>Foundational Standards: 3.F.F.1.c Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to aid comprehension.</p> <p>Language: 3.L.GC.2.a Distinguish between correctly structured simple, compound, and complex sentences. 3.L.V.3.d Use glossaries or beginning dictionaries, both print and digital, to check spelling and to determine or clarify the precise meaning of words and phrases. 3.L.V.2.a Deconstruct words using common roots, root words, and affixes to determine meaning. 3.L.V.3.c Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>Texts: 3.T.SS.1.a Describe how texts are arranged to represent information and ideas using text features (e.g., map, captions) and organizational structures (e.g., cause/effect), referring to parts of texts using terms such as chapter or section. 3.T.SS.1.c Use text connectives such as although and since, to add coherence and link ideas and information. 3.T.T.1.a Explain how narrative techniques are used to present ideas, design texts, and convey information about characters, setting, and plot. 3.T.T.1.b Explain how characters, setting, problem, and solution function in the plot. 3.T.T.1.c Describe characters’ traits, motivations, actions, thoughts, and feelings and explain their connection to the central message, lesson, or moral of the story.</p>

3.TT.1.e Describe the techniques used to present and design expository texts, including facts and key details used to support the main idea.

3.TT.2.b Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

3.TT.2.c Apply expository techniques to introduce a topic, develop the topic with facts and other information (e.g., definitions, details, illustrations), and provide a concluding statement or section.

3.TT.4.a Discuss and explain techniques used to present and design poetry, including rhyme scheme.

3.T.RA.1.b Conduct research by locating, gathering, selecting, and organizing information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic.

Practices:

K-12.P.EICC.1.e Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.

K-12.P.EICC.4.f Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.

K-12.P.EICC.4.g Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.

K-12.P.EICC.4.h Edit the text, ensuring it adheres to the conventions of written language.

K-12.P.AC.2.a Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.

K-12.P.AC.3.a Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.

K-12.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.

K-12.P.CP.1.b Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.

K-12.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.

K-12.P.CP.2.a Communicate clearly to present ideas, information, and texts.

K-12.P.CP.2.c Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.

K-12.P.CP.2.d Engage in dialogue with audiences by asking and answering questions.

Click Link to Access Standards by Lesson.

Click Link to Access Full List of Continuing Standards.

Assessment	Elements that Support Success on EOM Task/Success Criteria
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<p>FQT1. Write a paragraph explaining how art reveals an important characteristic of the sea.</p>	<p>Identify a central message about the sea. Use details from text (artwork) to answer questions. Use domain-specific vocabulary.</p>
<p>FQT2. Write and illustrate two paragraphs explaining to younger students why and how scientists explore the sea.</p>	<p>Identify a central message about why scientists explore the sea. Organize ideas into two paragraphs. Create an illustration to support comprehension.</p>
<p>FQT3. Create a didactic wall panel for a visitor to an aquarium explaining why it is important for scientists to study sharks or squid and how the scientists study these animals.</p>	<p>Build content knowledge about how scientists use technology to learn about sharks and squids. Organize ideas into two paragraphs. Create an illustration to support comprehension.</p>
<p>NR1. Read pages 52–53 from Shark Attack, and answer a series of multiple-choice questions and a short-response task to define a word from context, use information from the text’s illustrations and text features, identify the text’s main idea, and summarize the text.</p>	<p>Identify the main idea of a text. Identify key details that support the main idea. Use context to define content-specific vocabulary words.</p>

NR2. Read pages 26–27 from <i>Giant Squid: Searching for a Sea Monster</i> and answer a series of multiple-choice and short-response questions to locate information using text features, define content-area vocabulary, identify the text’s main idea, and recount key details.	<p>Identify the main idea of a text.</p> <p>Identify key details that support the main idea.</p> <p>Use context to define content-specific vocabulary words.</p>
EOM Task: Write a multiparagraph essay explaining why artists or scientists explore the sea.	<p>Introduce the topic, and provide information from the module texts to support your answer.</p> <p>Organize ideas into paragraphs.</p> <p>Use well-chosen details to develop each topic.</p> <p>Identify one reason artists or scientists explore the sea, and identify one way artists or scientists explore the sea.</p> <p>Employ academic vocabulary.</p>

*Additional Assessments including Socratic Seminars and Vocabulary Assessments are available in the Module Overview of the TE.

Learning Experiences				
Focusing Question 1: How do artists explore the sea?				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
1	“The Sea Wind,” Sara Teasdale	Distill: What is the central message of “The Sea Wind”?	Examine: Why is it important to write in complete sentences?	<p>Ask and answer questions about “The Sea Wind” to demonstrate understanding of the poem’s central message.</p> <p>Identify the parts of a complete sentence.</p>

2	Under the Wave off Kanagawa, Katsushika Hokusai	Distill: What is a central message of a woodblock print?	Examine: Why is a topic statement important?	Identify a central idea in Hokusai's woodblock print Under the Wave off Kanagawa, and the key details that support the message. Write a topic statement for a paragraph that analyzes Katsushika Hokusai's Under the Wave off Kanagawa. Identify nouns and verbs and, with support, explain how they function in a sentence.
3	The Boating Party, Mary Cassatt The Gulf Stream, Winslow Home	Distill: What is a central message of a woodblock print?	Examine: Why is a topic statement important?	Identify the central message and key details in The Boating Party or The Gulf Stream, and demonstrate understanding of the painting's central message. Write a topic statement for a paragraph that analyzes Mary Cassatt's The Boating Party. Demonstrate how a noun and a verb function to create a sentence.
4	"Sperm Whale Encounter," Howard Hall Amos & Boris, William Steig	Wonder: What do I notice and wonder about Amos & Boris?	Examine: Why is listening with wonder important? Examine: Why is reading fluently and accurately important? Experiment: How do nouns and verbs function in sentences?	Annotate a text for confusing or important information and for new vocabulary. Generate questions about a new text, and make inferences based on textual evidence. Explain how a noun and a verb function to create a sentence.
5	"The Lion and the Mouse," Aesop Amos & Boris, William Steig "William Steig: About the Author"	Organize: What's happening in Amos & Boris?	Examine: Why is grouping related information together important? Examine: Why is using phrasing important? Examine: Why are morphemes important?	Identify the story elements in Amos & Boris. Understand how an author groups related information together and why it is important. Identify adverbs with the morpheme -ly, and examine their function in particular sentences. Use a dictionary to

				determine or clarify the precise meaning of root words.
6	Amos & Boris, William Steig	Reveal: What does a deeper exploration of William Steig's word choices and illustrations reveal in Amos & Boris?	Experiment: How does grouping related information together work? Examine: Why is reading with expression important?	Explain how illustrations and word choices in Amos & Boris depict the sea. Group related information together in an explanatory paragraph. With support, capitalize appropriate words in titles.
7	Amos & Boris, William Steig	Distill: What is the central message of Amos & Boris?	Experiment: How do we agree and disagree respectfully? Examine: Why is reading at a good rate and audibly important?	Agree and disagree respectfully. Identify the central message in Amos & Boris. Define and use abstract nouns using the morpheme -less.
8 SS	<p>"The Sea Wind," Sara Teasdale</p> <p>The Boating Party, Mary Cassatt</p> <p>Under the Wave off Kanagawa, Katsushika Hokusai</p> <p>The Gulf Stream, Winslow Homer</p> <p>Amos & Boris, William Steig</p>	Know: How does poetry and art build my knowledge of the sea?	<p>Execute: How do I use agreeing and disagreeing respectfully in a Socratic Seminar?</p> <p>Execute: How do I group related information together in an explanatory paragraph?</p> <p>Examine: Why are possessives important?</p>	Ask and answer questions about "The Sea Wind," The Boating Party, Under the Wave off Kanagawa, The Gulf Stream, and Amos & Boris to demonstrate understanding of how artists explore the sea. Plan a written response to an expository prompt. (With support, identify and form possessives with singular nouns).
9 FQT1	<p>"The Sea Wind," Sara Teasdale</p> <p>The Boating Party, Mary Cassatt</p> <p>Under the Wave off Kanagawa, Katsushika Hokusai</p> <p>The Gulf Stream, Winslow Homer</p> <p>Amos & Boris, William Steig</p>	Know: How does art and literature build my knowledge of the world?	Excel: How do I improve my writing by using topic statements and grouping related information together in an explanatory paragraph?	Provide a clear topic sentence, and group related ideas together in an explanatory paragraph. Revise writing based on peer feedback. Use the known root word vision as a clue to the meaning of an unknown word, revision, with the same root.
Focusing Question 2: Why and how do scientists explore the sea?				

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
10	Ocean Sunlight: How Tiny Plants Feed the Seas, Molly Bang and Penny Chisholm “Why the Ocean Matters”	Wonder: What do I notice and wonder about Ocean Sunlight: How Tiny Plants Feed the Seas?	Experiment: How does listening with wonder work?	Ask and answer questions about a text after listening to a reading of Molly Bang’s Ocean Sunlight. Examine word meanings and their significant relationship to each other.
11	Ocean Sunlight: How Tiny Plants Feed the Seas, Molly Bang and Penny Chisholm	Reveal: What does a deeper exploration of the illustrations reveal in Ocean Sunlight: How Tiny Plants Feed the Seas?		Gather information from Ocean Sunlight, and use notes to answer a question posed in the text. Use information gained from illustrations and words in Ocean Sunlight to demonstrate understanding of the text. Review and practice vocabulary words from Assessed Vocabulary list.
12 VOC	Ocean Sunlight: How Tiny Plants Feed the Seas, Molly Bang and Penny Chisholm	Know: How does Ocean Sunlight: How Tiny Plants Feed the Seas build my knowledge of the ocean?		Identify the main idea and key details of Ocean Sunlight: How Tiny Plants Feed the Seas. Take notes on Ocean Sunlight: How Tiny Plants Feed the Seas to identify the essential meaning of the text. Demonstrate acquisition of academic and content vocabulary from module word list.
13	The Fantastic Undersea Life of Jacques Cousteau, Dan Yaccarino	Wonder: What do I notice and wonder about The Fantastic Undersea Life of Jacques Cousteau?	Experiment: How does grouping related information together work?	Ask questions about key details in The Fantastic Undersea Life of Jacques Cousteau. Identify how an author groups related information together and why it is important. Determine the meaning of new words formed from the morphemes of biography.

14	The Fantastic Undersea Life of Jacques Cousteau, Dan Yaccarino	Organize: What's happening in The Fantastic Undersea Life of Jacques Cousteau?	Experiment: How does grouping related information together work?	Explain how the sequence of the text and illustrations explain why and how Jacques Cousteau explored the sea. Group related information together in an explanatory paragraph.
15	The Fantastic Undersea Life of Jacques Cousteau, Dan Yaccarino "Cousteau's Silent World: Shipwreck Excerpt"	Reveal: What does a deeper exploration of text features and illustrations reveal in The Fantastic Undersea Life of Jacques Cousteau?	Experiment: How does reading fluently work? Examine: Why is it important to use illustrations to aid in comprehension?	Explain how quotations add meaning to the text of The Fantastic Undersea Life of Jacques Cousteau. Explain how an author uses illustrations to aid in comprehension. Distinguish the literal and nonliteral meanings of words and phrases in The Fantastic Undersea Life of Jacques Cousteau.
16	The Fantastic Undersea Life of Jacques Cousteau, Dan Yaccarino	Distill: What is the essential meaning of The Fantastic Undersea Life of Jacques Cousteau?	Experiment: How does using an illustration to aid in comprehension work? Examine: Why is the simple past important?	Identify the main idea and essential meaning of The Fantastic Undersea Life of Jacques Cousteau. Group related information together in an explanatory paragraph, and include an illustration to aid in comprehension. With support, explain the purpose of the simple past tense, and use the simple past tense correctly.
17 SS	Ocean Sunlight: How Tiny Plants Feed the Seas, Molly Bang and Penny Chisholm The Fantastic Undersea Life of Jacques Cousteau, Dan Yaccarino	Know: How do Ocean Sunlight: How Tiny Plants Feed the Seas and The Fantastic Undersea Life of Jacques Cousteau build my knowledge of the sea and scientists who study the sea?	Excel: How do I improve on agreeing and disagreeing respectfully in a Socratic Seminar? Execute: How do I group related information together in an explanatory essay? Experiment: How do spelling rules for adding -ed to verbs work?	Explain why and how scientists explore the sea, using information from Ocean Sunlight: How Tiny Plants Feed the Seas and The Fantastic Undersea Life of Jacques Cousteau. Plan a written response to an expository prompt. With support, use conventional spelling for adding suffixes to base words.
18 FQT2	Ocean Sunlight: How Tiny Plants Feed the Seas, Molly Bang and Penny Chisholm	Know: How do Ocean Sunlight: How Tiny Plants Feed the Seas and The Fantastic Undersea Life of Jacques	Excel: How do I improve using a topic statement, grouping ideas, and including an illustration to aid in	Demonstrate understanding of the main ideas of Ocean Sunlight: How Tiny Plants Feed the Seas and The Fantastic

	The Fantastic Undersea Life of Jacques Cousteau, Dan Yaccarino	Cousteau build my knowledge of the sea and scientists who study the sea?	comprehension when writing an explanatory paragraph? Examine: Why is identifying real-life connections between words and their use important?	Life of Jacques Cousteau by writing an explanatory paragraph using topic statements, related information that is grouped together, and an illustration to support comprehension. Identify connections between words used to describe Jacques Cousteau's response to the ocean and their use in real life.
Focusing Question 3: Why and how do scientists study sea creatures?				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
19	The Gulf Stream, Winslow Homer Shark Attack, Cathy East Dubowski	Wonder: What do I notice and wonder about the first chapter of Shark Attack?	Experiment: How does listening with wonder work? Experiment: How does clarifying the definition of an academic vocabulary word work?	Ask and answer questions about sharks based on a text. Use the text and photographs to answer questions about sharks and to develop new questions. Clarify the precise meaning of habitat.
20	Shark Attack, Cathy East Dubowski	Organize: What's happening in "Shark Attacks—The Facts"?	Examine: Why is developing a topic with facts, definitions, and details important? Experiment: How do I clarify academic vocabulary in Giant Squid: Searching for a Sea Monster?	Identify the main idea and key details in a selected excerpt from "Shark Attacks—The Facts." Identify the facts, definitions, and details in the exemplar paragraph. Define and use the words predator and prey.
21	Shark Attack, Cathy East Dubowski	Reveal: What does a deeper exploration of text features reveal in this text?	Examine: Why is it important to use facts, definitions, and details?	Use text features to locate information related to shark safety. Develop a topic with facts, definitions, and details.
22 NR1	Shark Attack, Cathy East Dubowski	Reveal: What does a deeper exploration of text features reveal in this text?	Experiment: How does using facts, definitions, and details work? Examine: How does identifying real-life connections between words and their uses work?	Use text features, including photographs, to locate and use information efficiently. Take brief notes and sort evidence into categories.

				Identify real-life connections between words about ocean food chains and their use.
23	Shark Attack, Cathy East Dubowski	Distill: What is the essential meaning of Shark Attack?		Identify the main idea in a passage of Shark Attack. Using the main idea and details from the text, explain the dangers and benefits of studying sharks. Identify real-life connections between words and their use.
24	Giant Squid: Searching for a Sea Monster, Mary M. Cerullo and Clyde F. E. Roper, pages 5–11	Wonder: What do I notice and wonder about Giant Squid?	Examine: Why are linking words and phrases important? Execute: How do I use fluent reading in a performance?	Ask and answer questions about Giant Squid, referring explicitly to text. Identify how an author uses linking words and phrases to connect ideas in an exemplar explanatory paragraph. Distinguish shades of meaning among related words that describe large to different degrees.
25	Giant Squid: Searching for a Sea Monster, Mary M. Cerullo and Clyde F. E. Roper, pages 12–25	Organize: What’s happening on pages 12–25 of Giant Squid?	Experiment: How do I use linking words and phrases to connect ideas? Execute: Why is it important to use spelling rules for adding –ed to words?	Use key details to identify the main idea of a chapter in Giant Squid. Use linking words and phrases to connect ideas in an explanatory paragraph. With support, use conventional spelling for adding suffixes to base words.
26 NR2	Giant Squid: Searching for a Sea Monster, Mary M. Cerullo and Clyde F. E. Roper, pages 26–38 “Quest for the Giant Squid,” Smithsonian Institution	Reveal: What does a deeper exploration of text structure reveal in Giant Squid?	Execute: How do I use fluent reading in a performance? Examine: Why is choosing words and phrases for effect important?	Identify the main idea and key details in a passage; identify and use text features to locate information; use context clues to determine the meaning of a word. Gather information from Giant Squid: Searching for a Sea Monster, and sort evidence into provided categories. Explain how text features, including chapter titles, support meaning in Giant Squid: Searching for a Sea Monster.

				Notice how an author chooses words and phrases for effect in Giant Squid.
27	Giant Squid: Searching for a Sea Monster, Mary M. Cerullo and Clyde F. E. Roper, pages 39–45	Distill: What is the essential meaning of Giant Squid: Searching for a Sea Monster?	Excel: How do I improve fluency? Excel: How do I improve on agreeing and disagreeing respectfully? Experiment: How does capitalizing appropriate words in titles work?	Ask and answer questions about the last chapter of Giant Squid: Searching for a Sea Monster. Determine the essential meaning of Giant Squid: Searching for a Sea Monster. Capitalize appropriate words in titles.
28 SS	Shark Attack, Cathy East Dubowski Giant Squid: Searching for a Sea Monster, Mary M. Cerullo and Clyde F. E. Roper Virtual Tour of the National Aquarium “White Ibis” in “Excellence in Exhibition Label Writing Competition 2011,” American Alliance of Museums	Know: How does Giant Squid: Searching for a Sea Monster build my knowledge of why and how scientists study sea creatures?	Execute: How do I improve on agreeing and disagreeing respectfully in a Socratic Seminar? Excel: How do I improve fluency? Examine: Why are adjectives important to writers?	Gather information from Giant Squid: Searching for a Sea Monster, and sort evidence into provided categories. Engage in a Socratic Seminar, following agreed-upon rules, offering elaboration and details as needed, and using complete sentences. Explain the function of adjectives in general and in specific sentences.
29	Shark Attack, Cathy East Dubowski Giant Squid: Searching for a Sea Monster, Mary M. Cerullo and Clyde F. E. Roper Virtual Tour of the National Aquarium	Know: How do Shark Attack and Giant Squid: Searching for a Sea Monster build my knowledge of why and how scientists study sea creatures?	Execute: How do I use facts, definitions, and details to plan two paragraphs explaining why and how scientists study sea creatures?	Plan a written response to an expository prompt about why and how scientists study either sharks or giant squid. Identify real-life connections between the words observe and explore.
30 FQT3	Shark Attack, Cathy East Dubowski “White Ibis” in “Excellence in Exhibition Label Writing Competition 2011,” American Alliance of Museums	Know: How does Shark Attack build my knowledge of sharks and the scientists who study them?	Execute: How do I use topic sentences; grouping related ideas; using facts, definitions, and details; and using an illustration to support comprehension when creating explanatory paragraphs for a didactic wall panel? Excel: How do I improve using topic sentences; grouping related ideas; using	Write an informative text using topic sentences, facts and details, and illustrations to provide information for a particular audience. Edit and revise writing based on feedback from a peer reviewer. Produce original compound sentences using basic conjunctions.

			facts, definitions, and details; and using an illustration to support comprehension when creating explanatory paragraphs for a didactic wall panel? Experiment: How do compound sentences work?	
Essential Question:: Why do people explore the sea?				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
31	<p>“The Sea Wind,” Sara Teasdale</p> <p>The Boating Party, Mary Cassatt</p> <p>Under the Wave off Kanagawa, Katsushika Hokusai</p> <p>The Gulf Stream, Winslow Homer</p> <p>Amos & Boris, William Steig</p> <p>The Fantastic Undersea Life of Jacques Cousteau, Dan Yaccarino</p> <p>Shark Attack, Cathy East Dubowski</p> <p>Giant Squid: Searching for a Sea Monster, Mary M. Cerullo and Clyde F. E. Roper</p>	Know: How do the module texts build my knowledge about why people explore the sea?	Execute: How do I use topic sentences; grouping related information together; using facts, definitions, and details; and using linking words to plan a multiparagraph essay about why people explore the sea?	<p>Gather information from print and visual sources; take brief notes about sources; and sort evidence into provided categories.</p> <p>Plan an essay that uses textual evidence to explain why people explore the sea.</p> <p>Review module academic and content vocabulary.</p>
32 EOM VOC	<p>“The Sea Wind,” Sara Teasdale</p> <p>The Boating Party, Mary Cassatt</p> <p>Under the Wave off Kanagawa, Katsushika Hokusai</p>	Know: How do the module texts build my knowledge about why people explore the sea?	Excel:How do I improve using topic sentences; grouping related information together; using facts, definitions, and details; and using linking words to write a multiparagraph essay about why people explore the sea?	<p>Synthesize evidence from multiple texts to write EOM essay.</p> <p>Edit and revise writing based on feedback from a peer reviewer.</p> <p>Demonstrate acquisition of module academic and content vocabulary.</p>

	<p>The Gulf Stream, Winslow Homer</p> <p>Amos & Boris, William Steig</p> <p>The Fantastic Undersea Life of Jacques Cousteau, Dan Yaccarino</p> <p>Shark Attack, Cathy East Dubowski</p> <p>Giant Squid: Searching for a Sea Monster, Mary M. Cerullo and Clyde F. E. Roper</p>			
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Content Resources				
<p>CORE TEXTS</p> <p>Art</p> <ul style="list-style-type: none"> ■ <i>Under the Wave off Kanagawa</i>, Katsushika Hokusai ■ <i>The Boating Party</i>, Mary Cassatt ■ <i>The Gulf Stream</i>, Winslow Homer <p>Picture Books (Informational)</p> <ul style="list-style-type: none"> ■ <i>Ocean Sunlight: How Tiny Plants Feed the Seas</i>, Molly Bang and Penny Chisholm ■ <i>The Fantastic Undersea Life of Jacques Cousteau</i>, Dan Yaccarino ■ <i>Giant Squid: Searching for a Sea Monster</i>, Mary M. Cerullo and Clyde F. E. Roper ■ <i>Shark Attack</i>, Cathy East Dubowski <p>Picture Book (Literary)</p> <ul style="list-style-type: none"> ● <i>Amos & Boris</i>, William Steig <p>SUPPLEMENTARY TEXTS</p> <p>Videos</p> <ul style="list-style-type: none"> ■ “Cousteau’s Silent World: Shipwreck Excerpt” ■ “Quest for the Giant Squid,” Smithsonian Institution ■ “Sperm Whale Encounter,” Howard Hall ■ “Why the Ocean Matters” 				

Poetry

- “The Sea Wind,” Sara Teasdale (Handout 1A)

Story

- “The Lion and the Mouse,” Aesop’s Fables (Handout 5A)

Websites

- “William Steig: About the Author Section,” Macmillan.com
- “National Aquarium in Baltimore, MD Virtual Tour,” National Aquarium
- “White Ibis” in “Excellence in Exhibition Label Writing Competition 2011,” American Alliance of Museums