Trimester	Unit Title	Recommended Instructional Days
1	Environments	50

Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-ELA within Unit
Progress Indicator: **RL.3.1; RL.3.2; RL.3.3; RL.3.4; RL.3.7; RL.3.10** **Grade 3 ELA NJSLS**	*Progress Indicator:* **RI.3.4; RI.3.7; RI.3.10**	
Foundational Skills Strand:	**Writing Strand:**	
Progress Indicator: **RF.3.3; RF.3.3.a; RF.3.3.c;**	*Progress Indicator:* **W.3.1; W.3.3; W.3.7; W.3.8; W.3.10**	**Essential Question/s:** ● How does our environment affect us? ● What are the characteristics of fables, folktales, and myths? ● How do we analyze the plot and setting of a text? ● How do we infer a theme? ● How do we analyze characters in realistic fiction? ● How do text features help us analyze information in an informational text? ● How do people travel in different environments? ● How do different cultures relate to their environment? ● How can an environment affect lives and relationships? ● What creative solutions do people come up with to survive in their environment? ● Why should we appreciate our environment?
Speaking and Listening Strand:	**Language Strand:**	
Progress Indicator: **SL.3.1; SL.3.2; SL.3.3; SL.3.4; SL3.5; SL.3.6**	*Progress Indicator:* **L.3.1.a; L.3.3.b; L.3.4.a; L.3.5; L.3.5.a; L.3.6;**	

Social and Emotional Learning:
 	
Competencies
	Social and Emotional Learning:
	
	Sub-Competencies
		Activity Description:
		1. **Week 1 - Anchor Text:** *Grandma & the Great Gourd*
		
		   Analyze Plot and Setting of Traditional Tales
		
		      ● Traditional Tales Anchor Chart
		      ● IXL Aligned Lessons

● Self-Awareness ● Self-Management ● Social Awareness ● Responsible Decision-Making	● Recognize the importance of self-confidence in handling daily tasks and challenges	

● Relationship Skills	● Recognize the skills needed to establish and achieve personal and educational goals ● Demonstrate an understanding of the need for mutual respect when viewpoints differ ● Develop, implement, and model effective problem-solving and critical thinking skills ● Utilize positive communication and social skills to interact effectively with others	-Identify Story Elements: CXN ● Literacy Stations-Table of Contents Read for Meaning Character, Setting, Theme, Plot Pages 34, 42 2. **Week 2 - Anchor Text:** *Why is the Sky Far Away*? **Infer Theme Using Folktales** ● Folktale Anchor Chart ● IXL Aligned Lessons - Determine the Themes of Myths, Fables, & Folktales: 7T9 -Compare Mythological Illustrations - LW5 ● Literacy Stations-Table of Contents Read for Meaning Plot and Theme Page 50 3. **Week 3 - Anchor Text**: *Coscoliso* **Analyze Characters in Realistic Fiction** ● Realistic Fiction Anchor Chart ● IXL Aligned Lessons -Read Realistic Fiction with Illustrations: QTL -Use actions & dialogue to understand characters: PQQ -Draw Inferences from Text: GFW ● Literacy Stations-Table of Contents Read for Meaning Characters, Setting, Theme Page 35 4. **Week 4 - Anchor Text**: *Living in Deserts* **Analyze Text Features in Informational Text** ● Informational Text Anchor Chart: Text Structure and Text Features ● IXL Aligned Lessons -Read Passages About Famous Places: NBX

-Use Text Features: FZ7
- Literacy Stations-Table of Contents
Read for Meaning
Graphic Sources Page 43

5. **Week 5 - Anchor Text**: *The Golden Flower*

   Analyze Descriptive Language in a Myth

   - Origin Myth Anchor Chart
   - IXL Aligned Lessons
   -Read Fantasy with Illustrations: YGF
   -Sort Sensory Details: 8RS
   - Literacy Stations-Table of Contents
   Let's Write
   Description Page 55

Interdisciplinary Connections:

Social Studies
- History, Culture, and Perspectives SOC.6.1.4.D
- Geography, People, and the Environment SOC.6.1.4.B

Science
- Organisms and Traits SCI.3-4.5.3.4.C; SCI.3-4.5.3.4.D
- Environments and Ecosystems SCI.3-4.5.3.4.E

Week 1 Social Studies/Science
- Student Interactive *Going from Here to There* Infographic - Pgs 14-15
- Newsela Article: Countries of the World: India
- Background Building Videos
  - YouTube Search: "Explore India"
  - YouTube Search: "Sufi Whirling Dervish Performance"
  - YouTube Search: Khichuri (One-pot Staple Food across South Asia)
  - YouTube Search: "Facts About Foxes"

		- YouTube Search: "National Geographic - Tigers 101" **Week 2 Social Studies/Science** ● Newsela Article: "Countries of the World: Nigeria" ● NewsELA Text Set: "Celebrations Around the World" ● Background Building Videos - YouTube Search: "Coral Reefs 101" **Week 3 Social Studies/Science** ● Student Interactive *Exploring a Rainforest Environment* Diagram Pgs 94-95 ● NewsELA Article: "Countries of the World: Cuba" ● NewsELA Article: " Rare Cuban Crocodile" ● Prior Knowledge Video - YouTube Search: "Conservation of Cuban Crocodiles" **Week 4 Social Studies/Science** ● Newsela Article: "Deserts Explained" ● Background Building Videos - YouTube Search: "National Geographic - Deserts 101" - YouTube Search: "The Sahara Desert" - YouTube Search: "Amazing Ways to Live in the Desert" **Week 5 Social Studies/Science** ● Student Interactive *The World Around Us* Weekly Opener Pgs 174-175 ● Newsela Article: " The Taino People"

Assessments (Formative) *To show evidence of meeting the standard/s, students will successfully engage within:*	Assessments (Summative) *To show evidence of meeting the standard/s, students will successfully complete:*
Formative Assessments: ● Small Group - Verbal Discussions ● Lesson/Skill Quiz ● Exit Tickets ● Progress Check-Ups ● Cold Reads ● Practice Tests ● Test Banks ● Journal Writing ● Whiteboard/Communicator ● Peer/Self Assessment ● Reading Response Log ● Think/Write-Pair-Share - Teacher ToolKit ● Graphic Organizers ● Four Corners Strategy ● 3-2-1 Strategy	**Benchmarks:** ● On-going mini assessments based on standards addressed ● District Diagnostic Assessment **Summative Assessments:** ● District Assessments ● Standardized Tests ● Published Writing Pieces ● Selection /Unit Tests

Differentiated Student Access to Content: Teaching and Learning *Resources/Materials*			
Core Resources	**Alternate Core Resources** *IEP/504/At-Risk/ESL*	**ELL Core Resources**	**Gifted & Talented Core Resources**
● Digital and Print Version of Texts ● Literacy Stations ● Journals ● Leveled Readers	● Below Level Readers ● Choice Boards ● Differentiated Literacy Stations	● WIDA Can Do Descriptors ● Online Thesaurus ● Below Level Readers ● Language Awareness Handbook	● Enrichment Readers ● Enrichment Activities ● Tiered Content/Activities ● Provide a variety of rigorous material

- Read Aloud Trade Books
- Reading Anchor Charts/Editable Anchor Charts
- Listening Comprehension Read Aloud
- Student Interactive
- LMS
- MyView Literacy

Supplemental Resources

Technology:

- Student Technology Device (chromebook; computer; ipad; etc.)
- SmartBoard
- Meeting Application (Google Meets; Zoom; etc.)
- Camera & Microphone
- Document Camera
- IXL BBOED
- Interactive Whiteboard
- CommonLit
- ReadWorks
- Better Lesson - Lesson Resources & Plans
- Character Traits Resources
- Third Grade Skill Based Resources
- Flipgrid
- Quizizz
- Kahoot

Other:
- Whiteboard
- Chart Paper
- Markers

Differentiated Student Access to Content: Recommended *Strategies & Techniques*			
Core Resources	**Alternate Core Resources** *IEP/504/At-Risk/ESL*	**ELL Core Resources**	**Gifted & Talented Core**
- Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic - Provide individual instruction as needed	- Introduce skills/vocabulary before lesson - Teacher modeling - Use of visual & multi-sensory formats - Pair with higher level students - Utilize a multi-sensory (VAKT) approach during instruction - Provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.) - Modify test content	- Visual Learning - Pre-Teaching Skills/Vocabulary - Teacher Modeling - Pair students with advanced language skills - Scaffolding - Choice Boards - Differentiated Literacy Centers - Sentence Stems	- Compacting - Inquiry Based Instruction - Higher-Order Thinking Questions - Interest Based Content - Student-Driven Instruction - Tiered Content/Activities - Create an enhanced set of introductory activities - Intensive accelerated instruction - Real world investigators and problem solvers

	and/or format ● Allow students to retake test for additional credit ● Provide additional times and preferential seating as needed ● Scaffolding ● Highlight key vocabulary ● Text-to-Speech ● Use of anchor charts ● Sentence Stems		

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	**Disciplinary Concept:** 1. Career Awareness & Planning 2. Creativity and Innovation 3. Critical Thinking & Problem-Solving 4. Global & Cultural Awareness 5. Information and Media Literacy 6. Technology Literacy	
	Core Ideas:	● An individual's passions, aptitude and skills can affect his/her employment and earning potential. ● Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions ● Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills. ● The ability to solve problems effectively begins with gathering

		data, seeking resources, and applying critical thinking skills. ● Individuals from different cultures may have different points of view and experiences. ● Culture and geography can shape an individual's experiences and perspectives. ● Specific situations require the use of relevant sources of information. ● Different digital tools have different purposes. ● Collaborating digitally as a team can often develop a better artifact than an individual working alone.
	Performance Expectation/s:	● 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. ● 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. ● 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements ● 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate changE ● 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). ● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

		9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5). 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols. 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

Career Readiness, Life Literacies, & Key Skills Practices

- Act as a responsible and contributing community member and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
X	Amistad Law: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*		LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*	X	Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*	X	Standards in Action: *Climate Change*