

Grade 3

Unit 5: Organisms and Their Environments

New Jersey Student Learning Standards

Established: 2016-2017
Revised: 2018-2019
Revised: 2019-2020
Revised: 2020-2021
Revised: 2022-2023

Trimester		Unit Title	Recommended Instructional Days
3		Unit 5: Organisms & Their Environments	30 Days
NJSLS - Science: Title	NJSLS - Science: Performance Expectations	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-S within Unit	
Life Science	3-LS2-1 3-LS3-2 3-LS4-3 3-LS4-4		
FOUNDATION Disciplinary: Core Idea	FOUNDATION Disciplinary: Statement		
<ul style="list-style-type: none"> Ecosystem Dynamics-Resilience Social Interactions-Behavior Variation of Traits Adaptation 	Understand that populations live in a variety of habitats and change in those habitats affects the traits and adaptations of organisms living there. Being a part of a group serves many different functions for survival.	<p>Essential Question/s:</p> <ul style="list-style-type: none"> How does the environment affect traits? What are adaptations? How can organisms succeed in their environments? What happens when environments change? What are the impacts of climate change on humans, animals, and the environment? <p>Activity Description:</p> <ul style="list-style-type: none"> “Lucky Layers”- Unit Project (beginning of unit) “Change It Up” - Unit Performance Task “Plan a Garden”-Apply What You Know (Lesson 1) ART “How Much Water Do Plants Need?”-Hands-On Activity (Lesson 1) MA “Red Light, Green Light”-Extra Hands-On Activity (Lesson 1) TECH “Match It”-Apply What You Know (Lesson 2) “Illustrated Adaptations”-Apply What You Know (Lesson 2) ART “Bird Beaks”-Hands-On Activity (Lesson 2) MA “Model a Physical Adaptation”- Extra Hands-On Activity 	
FOUNDATION Science and Engineering Practices: Core Idea	FOUNDATION Science and Engineering Practices: Statement		
<ul style="list-style-type: none"> Constructing Solutions Analyzing and Interpreting Data Engaging in Argument from Evidence 	<ul style="list-style-type: none"> Construct an argument with evidence, data, and/or a model. 		
FOUNDATION Crosscutting Concepts: Core Idea	FOUNDATION Crosscutting Concepts: Statement		

<ul style="list-style-type: none"> ● Cause and Effect ● Systems and System Models 	<p>Identify cause-and-effect relationships and use them to explain change. Describe the components of a system and the interactions that occur within.</p>	<p>(Lesson 2) TECH</p> <ul style="list-style-type: none"> ● “Identify It”- Apply What You Know (Lesson 3) ● Required Performance Task - “Battle of the Beans”-Hands-On Activity (Lesson 3) MA ● “Putting a Foot Down”- Extra Hands-On Activity (Lesson 3) TECH ● “Environmental Changes and You”-Apply What You Know (Lesson 4) TECH ● “Dear Deer”-Apply What You Know (Lesson 4) ● “How Can It Cross the Road?”-Hands-On (Lesson 4) ART ● “Not Enough Water”-Extra Hands-On Activity (Lesson 4) ● Traits Can Be Influence by the Environment: Short Video Clips ● Climate Change: How Can Climate Change Affect Animals? TECH ● Variety of Adaptations Lessons <p>Amistad Law/Diversity & Inclusion</p> <p>Take it Further: Conduct a research study on Dr. Charles Henry Turner who studied insect behavior. Accompany with SE pages 276 & 277.</p> <p>Interdisciplinary Connections - Mathematics:</p> <p>3.NBT Number and Operations in Base Ten 3.NF Number and Operations-Fractions MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. 3.MD.B.4 Show data by making a line plot, where the horizontal scale is marked off in appropriate units - whole numbers, halves, or quarters.</p> <p style="text-align: center;">Science Dimensions/Go Math Correlations</p> <table border="1" data-bbox="1079 1260 1900 1469"> <thead> <tr> <th data-bbox="1079 1260 1371 1377">HMH Science Dimensions Math Content</th> <th data-bbox="1371 1260 1617 1377">HMH Science Dimensions Pages</th> <th data-bbox="1617 1260 1900 1377">Go Math Aligned Lessons</th> </tr> </thead> <tbody> <tr> <td data-bbox="1079 1377 1371 1469">Lesson 1: Measurement; Rounding; Graphing</td> <td data-bbox="1371 1377 1617 1469">Pages 269-270</td> <td data-bbox="1617 1377 1900 1469">Lessons 10.7, 1.2, 2.5, 2.7</td> </tr> </tbody> </table>	HMH Science Dimensions Math Content	HMH Science Dimensions Pages	Go Math Aligned Lessons	Lesson 1: Measurement; Rounding; Graphing	Pages 269-270	Lessons 10.7, 1.2, 2.5, 2.7
HMH Science Dimensions Math Content	HMH Science Dimensions Pages		Go Math Aligned Lessons					
Lesson 1: Measurement; Rounding; Graphing	Pages 269-270		Lessons 10.7, 1.2, 2.5, 2.7					
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>							
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Social Awareness ● Responsible Decision-Making ● Relationship Skills 	<ul style="list-style-type: none"> ● Recognize the importance of self-confidence in handling daily tasks and challenges ● 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 							

		<table border="1" data-bbox="1079 302 1902 488"> <tr> <td>Lesson 2: Graphing</td> <td>Page 295</td> <td>Lessons 2.5, 2.7</td> </tr> <tr> <td>Lesson 3: Graphing</td> <td>Page 309</td> <td>Lessons 2.5, 2.6</td> </tr> <tr> <td>Lesson 4: Graphing</td> <td>Page 327</td> <td>Lesson 2.5</td> </tr> </table> <p>Interdisciplinary Connections - English Language Arts: RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.7 Use information gained from illustrations and the words in a text to demonstrate an understanding of the text. RI.3.8 Describe the logical connection between particular sentences and paragraphs. RI.3.9 Compare and contrast the most important points and details. W.3.7 Conduct short research projects that build knowledge about a topic. RF.3.3.C Decode multisyllable words</p>	Lesson 2: Graphing	Page 295	Lessons 2.5, 2.7	Lesson 3: Graphing	Page 309	Lessons 2.5, 2.6	Lesson 4: Graphing	Page 327	Lesson 2.5
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<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>									
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> Apply what you know; Lesson check; Self check; Evidence notebooks 		<p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> End of lesson quizzes; End of unit assessments <p><u>Alternative:</u></p> <ul style="list-style-type: none"> Performance Assessment (back of assessment guide) Lab Practical <p><u>Suggested Writing Prompt:</u></p> <ul style="list-style-type: none"> Read the article, “Adaptations: Designs for Survival,” on ReadWorks.org and write an informational essay that explains the two types of animal adaptations. Be sure to explain how each helps an animal survive using textual evidence from the passage. 									

Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● Evidence Notebook ● Equipment Kit ● On Level Readers ● Online Simulations ● Dimensions TE ● Dimensions SE 	In addition to Core Resources: <ul style="list-style-type: none"> ● Extra Support Readers ● Science and Engineering Practices Online Handbook 	In addition to Core Resources: <ul style="list-style-type: none"> ● Science Thesaurus ● Extra Support Readers ● Science and Engineering Practices Online Handbook 	In addition to Core Resources: <ul style="list-style-type: none"> ● Enrichment Readers
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● Chromebook ● SMARTBoard <p>Ed Science Platform:</p> <ul style="list-style-type: none"> ● Digital Assessments ● Digital Performance Tasks ● You Solve It Simulations ● Google Expeditions ● Student eBook ● Video-Based Projects ● Science Tools ● Online Glossary ● National Geographic 			

Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic ● Provide individual instruction as needed 	<ul style="list-style-type: none"> ● 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 and/or format ● Allow students to retake test for additional credit, ● Provide additional times and preferential seating as needed, ● Review, restate and repeat directions ● Provide study guides, and/or break assignments into segments of shorter tasks 	<ul style="list-style-type: none"> ● Extend time requirements ● Preferred seating ● Positive reinforcement ● Check often for understanding/review ● Oral/visual directions/prompts when necessary ● Supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric. 	<ul style="list-style-type: none"> ● Create an enhanced set of introductory activities ● Integrate active teaching/learning opportunities ● Incorporate authentic components ● Propose interest-based extension activities ● Connect student to related talent development opportunities
NJSLS CAREER READINESS, LIFE LITERACIES & KEY	Disciplinary Concept: <ol style="list-style-type: none"> 1. Career Awareness & Planning 2. Creativity and Innovation 3. Critical Thinking & Problem-Solving 4. Global & Cultural Awareness 		

SKILLS	5. Information and Media Literacy 6. Technology Literacy	
	<i>Core Ideas:</i>	<ul style="list-style-type: none"> ● 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.
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> ● 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

		<ul style="list-style-type: none">● 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	
	<ul style="list-style-type: none">● 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: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>
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