

Grade 3

Unit 6: Fossils

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 6: Fossils	30 Days
NJSL-S - Science: <i>Title</i>		NJSL-S - Science: <i>Performance Expectations</i>	
Earth and Space Science		3-LS4-1 3-LS4-2 3-LS4-3 3-LS4-4	
FOUNDATION Disciplinary: <i>Core Idea</i>		FOUNDATION Disciplinary: <i>Statement</i>	
<ul style="list-style-type: none"> Ecosystem Dynamics, unctioning, & Resilience Evidence of Common Ancestry & Diversity 		<ul style="list-style-type: none"> Understand that environmental changes affect how organisms survive and reproduce. Understand some plants and animals that once lived on Earth are no longer found anywhere 	
FOUNDATION Science and Engineering Practices: <i>Core Idea</i>		FOUNDATION Science and Engineering Practices: <i>Statement</i>	
<ul style="list-style-type: none"> Analyzing and Interpreting Data Constructing Explanations & Designing Solutions 		<ul style="list-style-type: none"> Analyze & interpret data and construct explanations and design solutions using logical reasoning. 	
FOUNDATION Crosscutting Concepts: <i>Core Idea</i>		FOUNDATION Crosscutting Concepts: <i>Statement</i>	
		<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-S within Unit</p> <p>Essential Question/s:</p> <ul style="list-style-type: none"> What is a fossil? What do fossils tell us about the past? How do you determine climate change through fossils? <p>Activity Description:</p> <ul style="list-style-type: none"> “A Window to the Past”- Unit Project (Beginning of Unit) “Fossil Clues: Past of Present?” - Unit Performance Task “Modeling Fossils”-Hands On Apply What You Know (Lesson 1) “Walk This Way!”-Hands-On Activity (Lesson 1) MA/ART “Fossil Detectives”-Extra Hands-On Activity (Lesson 1) TECH “What Can You Learn From Studying a Fossil?”- Hands-On Activity (Lesson 2) ART “Extinction Events”- Extra Hands-On Activity (Lesson 2) TECH “Look-Alikes” - Hands On-Apply What You Know (Lesson 2) TECH/ART “Can You Outrun a Dinosaur?” Mystery Science Lesson 3 TECH Fossils Song MU Climate Change Video: What Fossils Reveal About Today's Climate Change 	

<ul style="list-style-type: none"> Identifying Cause & Effect Scale, Proportion, and Quantity 	<ul style="list-style-type: none"> Observe phenomena and consistent patterns in nature to explain fossils represent plants and animals from the past. 	<ul style="list-style-type: none"> Climate Change Video: Can Dinosaurs Help Us Adapt to Climate Change? <p>Amistad Law/Diversity & Inclusion</p> <p>Take if Further: Conduct a research study on Louis R. Purnell, who was the first African American palentologist.</p>
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	<p>Interdisciplinary Connections - English Language Arts:</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 	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.7 Use information gained from illustrations and the words in a text to demonstrate an understanding of the text.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.8 Recall information from experiences or gather information from print digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>Interdisciplinary Connections - Mathematics:</p> <p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.4 Model with mathematics.</p> <p>MP.5 Use appropriate tools strategically.</p> <p>3.MD.B.4. Generate measurement data by measuring lengths using rulers marked by halves and fourths of an inch. Show the data by making a line plot.</p>

		Science Dimensions/Go Math Correlations		
		HMH Science Dimensions Math Content	HMH Science Dimensions Pages	Go Math Aligned Lessons
		Lesson 1: Measurement - Length; Problem Solving - Multiplication; Problem Solving - Model with Division	Pages 359; 360; 361	Lessons 10.6; 4.10; 6.1
		Lesson 2: Compare Numbers	Page 379	Not correlated to a Go Math lesson
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>		
<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 assessment <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> <ol style="list-style-type: none"> Pretend you are a student in Mrs. Lomas' class. Write a diary/journal entry about your experience acting as a Paleontologist for a day on your field trip to Central Park. Be sure to include facts and details from the article and what you have learned in Unit 6. Fossils and Dinosaurs from Readworks.org 		

Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
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	ELL Core Resources	Gifted & Talented Core

	<i>IEP/504/At-Risk/ESL</i>		
<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

<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept:</p> <ol style="list-style-type: none"> 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 	
	<p><i>Core Ideas:</i></p>	<ul style="list-style-type: none"> • An individual’s passions, aptitude and skills can affect his/her

		<p>employment and earning potential.</p> <ul style="list-style-type: none"> ● 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.
	<p><i>Performance Expectation/s:</i></p>	<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 ● 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change

		<ul style="list-style-type: none">● 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., 1.2.5.CR1d).
	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)

	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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