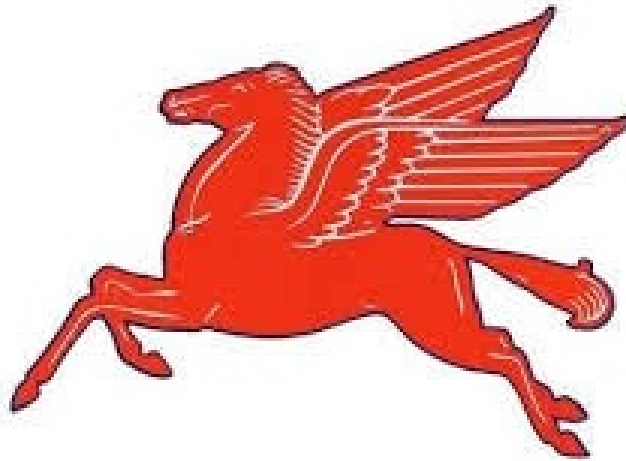


Curriculum Management System

PAULSBORO PUBLIC SCHOOLS



Science Grade 3

UPDATED April 2022

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: ????????

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Paulsboro Public Schools

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Mr. Matthew J. Browne, Principal, grades 3-6

Mr. Paul Morina, Principal, grades 7-12

Paulsboro Public Schools

Mission Statement

The mission of the Paulsboro School District is to work with students, parents, educators, and community to develop excellence in education while preparing each student to be viable and productive citizens in society. Our goal is to develop the unique potential of the whole student by creating a challenging and diverse learning climate that prepares students for the 21st Century and is rich in tradition and pride.

3rd GRADE PACING CHART (2021-2022)

Topic	# OF DAYS	*DATES	COMMENTS
Unit 1 Forces Around Us	20	4 weeks	Module 1- Forces and Motion
	15	3 weeks	Module 2- Electricity and Magnetism
Unit 2 - Life Cycles and Traits	10	2 weeks	Module 1- Plants
	10	2 weeks	Module 2- Animals
Unit 3- Different Environments	15	3 weeks	Module 1- Survive the Environment
	15	3 weeks	Module 2- Change the Environment
Unit 4- Observing Weather	15	3 weeks	Module 1- Weather Impacts
*Calendar dates vary as subject is taught during varying marking periods on a yearly basis.			

Unit 1 Forces Around Us

Module 1: Forces and Motion

<p>NJSLS - Science:</p> <ul style="list-style-type: none"> • 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. • 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. • 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. • 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. <p>Related Interdisciplinary Standards:</p> <p>ELA</p> <ul style="list-style-type: none"> • RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-PS2-1), (3-PS2-3) • RI.3.3 Describe the 	Critical Knowledge and Skills	
	Concept(s): How do equal and unequal forces on an object affect the object?	
	Students are able to:	Learning Goal(s):
	Determine the effects of balanced and unbalanced forces on the motion of an object.	Demonstrate grade appropriate proficiency by planning and carrying out investigations. Use these practices to demonstrate understanding of the core ideas.
	Formative/Summative Assessments	Primary & Supplementary Resources
<p>Formative</p> <ul style="list-style-type: none"> • Identify cause and effect relationships. • Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence. • Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. <p>Summative</p> <ul style="list-style-type: none"> • Module online assessment • Unit online assessment 	<p>Inspire Science McGraw Hill Copyright 2020</p> <p>National Science Teaching Association https://www.nsta.org/</p> <p>New Jersey Student Learning Standards 2020 https://www.nj.gov/education/standards/science/Docs/NJSLS-Science_K-5.pdf</p>	

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. (3-PS2-3) • RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text. (3-PS2-3) • W.3.7 Conduct short research projects that build knowledge about a topic. (3-PS2-1), (3-PS2-2) • W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3-PS2-1), (3-PS2-2) • SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (3-PS2-3)

Math

- MP.2 Reason abstractly and quantitatively. (3-PS2-1) • MP.5 Use appropriate tools strategically. (3-PS2-1) • 3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg),

and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (3-PS2-1)

MODIFICATIONS:

Advanced Learner:

- Interdisciplinary and problem-based assignments with planned scope and sequence
- Emphasize inquiry, especially problem-based learning
- An emphasis on learning the scientific process, using experimental design procedures

Students with Disabilities:

- Allow extra time for set up and completion of lab work.
- Use a combination of written, verbal, and pictorial instructions with scaffolding.
- Demonstrate procedures and allow students to practice.

<ul style="list-style-type: none"> • Preferential seating to assure visual access to demonstrations <p>English Language Learners:</p> <ul style="list-style-type: none"> • Reword assignments based on student proficiency levels • Introduce key vocabulary before lesson • Provide appropriate leveled reading materials • Varied texts and supplementary materials, including visuals • Use audio and visual supports 		
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UNIT 1 Forces Around Us
Module 2: Electricity and Magnetism

<p>NJSLS - Science:</p> <ul style="list-style-type: none"> • 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. • 3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets • 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified 	Critical Knowledge and Skills	
	Concept(s): How can we use our understandings about magnets to solve problems?	
	Students are able to:	Learning Goal(s):
	Determine the effects of balanced and unbalanced forces on the motion of an object and the cause and effect relationships of electrical or magnetic interactions to define a simple design problem that can be solved with magnets.	Demonstrate grade appropriate proficiency in asking questions and defining problems. Use these practices to demonstrate understanding of the core ideas.

<p>criteria for success and constraints on materials, time, or cost.</p> <ul style="list-style-type: none"> • 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. <p>Related Interdisciplinary Standards: ELA</p> <ul style="list-style-type: none"> • RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-PS2-1), (3-PS2-3) • 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. (3-PS2-3) • RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text. (3-PS2-3) • W.3.7 Conduct short research projects that build knowledge about a topic. (3-PS2-1), (3-PS2-2) • W.3.8 Recall information from 	<p>Formative/Summative Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> □ Identify and test cause and effect relationships in order to explain change. □ Ask questions that can be investigated based on patterns. □ Magnetic forces could include: the forces between two permanent magnets, the forces between an electromagnet and steel paperclips, the forces exerted by one magnet versus the force exerted by two magnets. <p>Summative</p> <ul style="list-style-type: none"> • Module online assessment • Unit online assessment 	<p>Primary & Supplementary Resources</p> <p>Inspire Science McGraw Hill Copyright 2020</p> <p>National Science Teaching Association https://www.nsta.org/</p> <p>New Jersey Student Learning Standards 2020 https://www.nj.gov/education/standards/science/Docs/NJSLS-Science_K-5.pdf</p>
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experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3-PS2-1), (3-PS2-2) • SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (3-PS2-3)

Math

• MP.2 Reason abstractly and quantitatively. (3-PS2-1) • MP.5 Use appropriate tools strategically. (3-PS2-1) • 3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (3-PS2-1)

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Students with Disabilities:

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- Use a combination of written, verbal, and pictorial instructions with scaffolding.
- Demonstrate procedures and allow students to practice.
- Preferential seating to assure visual access to demonstrations

English Language Learners:

- Reword assignments based on student proficiency levels
- Introduce key vocabulary before lesson
- Provide appropriate leveled reading materials
- Varied texts and supplementary materials, including visuals
- Use audio and visual supports

UNIT 2 Life Cycles and Traits

Module 1: Plants

<p>NJSLS - Science:</p> <ul style="list-style-type: none"> • 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. • 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>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>Related Interdisciplinary Standards:</p> <p>ELA</p> <ul style="list-style-type: none"> • RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4) • RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4) • RI.3.3 	Critical Knowledge and Skills	
	Concept(s): Do all living things have the same life cycle?	
	Students are able to:	Learning Goal(s):
	<p>Develop an understanding that reproduction is essential to the continued existence of any kind of organism.</p> <p>Plants and animals have unique and diverse life cycles.</p>	<p>Demonstrate grade appropriate proficiency in developing and using models and constructing explanations and designing solutions.</p> <p>Use these practices to demonstrate understanding of the core ideas.</p>
	Formative/Summative Assessments	Primary & Supplementary Resources
	<p>Formative</p> <ul style="list-style-type: none"> • Make predictions using patterns of change. • Develop models to describe phenomena. • Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. <p>Summative</p>	<p>Inspire Science McGraw Hill Copyright 2020</p> <p>National Science Teaching Association https://www.nsta.org/</p> <p>New Jersey Student Learning Standards 2020 https://www.nj.gov/education/standards/science/Docs/NJSLS-Science_K-5.pdf</p>

<p>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. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4)</p> <ul style="list-style-type: none"> • W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (3-LS4-1), (3-LS4-3), (3-LS4-4) • W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4) • W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3-LS4-1) • 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. (3-LS4-2), (3-LS4-3), (3-LS4-4) <p>Math</p> <ul style="list-style-type: none"> • MP.2 Reason abstractly and quantitatively. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4) • MP.4 Model with mathematics. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4) • MP.5 Use appropriate tools 	<ul style="list-style-type: none"> • Module online assessment • Unit online assessment 	
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strategically. (3-LS4-1) • 3.MD.B.3
Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. (3-LS4-2), (3-LS4-3) • 3.MD.B.4
Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (3-LS4-1)

MODIFICATIONS:

Advanced Learner:

- Interdisciplinary and problem-based assignments with planned scope and sequence
- Emphasize inquiry, especially problem-based learning
- An emphasis on learning the scientific process, using experimental design procedures

Students with Disabilities:

<ul style="list-style-type: none"> • Allow extra time for set up and completion of lab work. • Use a combination of written, verbal, and pictorial instructions with scaffolding. • Demonstrate procedures and allow students to practice. • Preferential seating to assure visual access to demonstrations <p>English Language Learners:</p> <ul style="list-style-type: none"> • Reword assignments based on student proficiency levels • Introduce key vocabulary before lesson • Provide appropriate leveled reading materials • Varied texts and supplementary materials, including visuals • Use audio and visual supports 		
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UNIT 2 Life Cycles and Traits
Module 2: Animals

NJSLS - Science:

- 3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles, but all have in

Critical Knowledge and Skills

Concept(s): What kind of traits are passed on from parent to offspring?
What environmental factors might influence the traits of a specific organism?

<p>common birth, growth, reproduction, and death.</p> <p>3-LS2-1 Construct an argument that some animals form groups that help members survive.</p> <ul style="list-style-type: none"> 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. 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>Related Interdisciplinary Standards:</p> <p>ELA</p> <ul style="list-style-type: none"> RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4) RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4) 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. (3-LS4- 	<p>Students are able to:</p>	<p>Learning Goal(s):</p>
	<p>Understand that organisms have different inherited traits and that the environment can also affect the traits that an organism develops.</p>	<p>Demonstrate grade appropriate proficiency in analyzing and interpreting data, constructing explanations, and designing solutions.</p> <p>Use these practices to demonstrate understanding of the core ideas.</p>
	<p>Formative/Summative Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> 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. Use evidence to support the explanation that traits can be influenced by the environment. Example of environment's effect on traits could include: a pet dog that is given excess food and little exercise may develop obesity. <p>Summative</p>	<p>Primary & Supplementary Resources</p> <p>Inspire Science McGraw Hill Copyright 2020</p> <p>National Science Teaching Association https://www.nsta.org/</p> <p>New Jersey Student Learning Standards 2020 https://www.nj.gov/education/standards/science/Docs/NJSLS-Science_K-5.pdf</p>

<p>1), (3-LS4-2), (3-LS4-3), (3-LS4-4)</p> <ul style="list-style-type: none"> • W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (3-LS4-1), (3-LS4-3), (3-LS4-4) • W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4) • W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3-LS4-1) • 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. (3-LS4-2), (3-LS4-3), (3-LS4-4) <p>Math</p> <ul style="list-style-type: none"> • MP.2 Reason abstractly and quantitatively. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4) • MP.4 Model with mathematics. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4) • MP.5 Use appropriate tools strategically. (3-LS4-1) • 3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” 	<ul style="list-style-type: none"> • Module online assessment • Unit online assessment 	
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problems using information presented in scaled bar graphs. (3-LS4-2), (3-LS4-3) • 3.MD.B.4
Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (3-LS4-1)

MODIFICATIONS:

Advanced Learner:

- Interdisciplinary and problem-based assignments with planned scope and sequence
- Emphasize inquiry, especially problem-based learning
- An emphasis on learning the scientific process, using experimental design procedures

Students with Disabilities:

- Allow extra time for set up and completion of lab work.
- Use a combination of written, verbal, and pictorial instructions with scaffolding.

<ul style="list-style-type: none"> • Demonstrate procedures and allow students to practice. • Preferential seating to assure visual access to demonstrations <p>English Language Learners:</p> <ul style="list-style-type: none"> • Reword assignments based on student proficiency levels • Introduce key vocabulary before lesson • Provide appropriate leveled reading materials • Varied texts and supplementary materials, including visuals • Use audio and visual supports 		
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UNIT 3 Different Environments
Module 1: Survive the Environment

<p>NJSLS - Science: 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment. 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>	Critical Knowledge and Skills	
	Concept(s): Why don't we see alligators in the arctic?	
	Students are able to:	Learning Goal(s):
	Understand that when the environment changes, some organisms survive and reproduce, some move to new	Demonstrate grade appropriate proficiency in engaging in argument from evidence.

<ul style="list-style-type: none"> • 3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. <p>Related Interdisciplinary Standards: ELA</p> <ul style="list-style-type: none"> • RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4) • RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4) • 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. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4) • W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (3-LS4-1), (3-LS4-3), (3-LS4-4) • W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4) • W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3-LS4-1) • 	<p>locations, some move into the transformed environment, and some die.</p>	<p>Use this practice to demonstrate understanding of the core ideas.</p>
	<p>Formative/Summative Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> • Identify cause and effect relationships in order to explain change. • Construct an argument with evidence. • Construct an argument with evidence that in a particular habitat, some organisms can survive well, some can survive less well, and some cannot survive at all. <p>Summative</p> <ul style="list-style-type: none"> • Module online assessment • Unit online assessment 	<p>Primary & Supplementary Resources</p> <p>Inspire Science McGraw Hill Copyright 2020</p> <p>National Science Teaching Association https://www.nsta.org/</p> <p>New Jersey Student Learning Standards 2020 https://www.nj.gov/education/standards/science/Docs/NJSLS-Science_K-5.pdf</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. (3-LS4-2), (3-LS4-3), (3-LS4-4)

Math

• MP.2 Reason abstractly and quantitatively. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4) • MP.4 Model with mathematics. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4) • MP.5 Use appropriate tools strategically. (3-LS4-1) • 3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. (3-LS4-2), (3-LS4-3) • 3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (3-LS4-1)

MODIFICATIONS:

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- Use a combination of written, verbal, and pictorial instructions with scaffolding.
- Demonstrate procedures and allow students to practice.
- Preferential seating to assure visual access to demonstrations

English Language Learners:

- Reword assignments based on student proficiency levels
- Introduce key vocabulary before lesson
- Provide appropriate leveled reading materials
- Varied texts and supplementary materials, including visuals
- Use audio and visual supports

UNIT 3 Different Environments
Module 2: Change the Environment

NJSLS - Science:

- 3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
- 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.
- 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.
- 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

Related Interdisciplinary Standards:
ELA

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4)
- RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4)
- RI.3.3 Describe the relationship

Critical Knowledge and Skills

Concept(s): What do fossils tell us about the organisms and the environment in which they lived?

Students are able to:

- Develop an understanding of the types of organisms that lived long ago and the nature of their environments.
- Develop an understanding of the concept that when an environment changes, some organisms survive and reproduce, some move to new locations, some move into different environments, and some die.

Learning Goal(s):

- Demonstrate grade appropriate proficiency in asking questions and defining problems, analyzing and interpreting data, and engaging in argument from evidence.
- Use this practice to demonstrate understanding of the core ideas.

Formative/Summative Assessments

- Formative
- Analyze and interpret data to make sense of phenomena using logical reasoning.
 - Make a claim about the merit of a solution to a problem by citing

Primary & Supplementary Resources

- Inspire Science
McGraw Hill Copyright 2020
- National Science Teaching Association
<https://www.nsta.org/>
- New Jersey Student Learning Standards 2020

<p>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. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4) • W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (3-LS4-1), (3-LS4-3), (3-LS4-4) • W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4) • W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3-LS4-1) • 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. (3-LS4-2), (3-LS4-3), (3-LS4-4)</p> <p>Math</p> <ul style="list-style-type: none"> • MP.2 Reason abstractly and quantitatively. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4) • MP.4 Model with mathematics. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4) • MP.5 Use appropriate tools strategically. (3-LS4-1) • 3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many 	<p>relevant evidence about how it meets the criteria and constraints of a problem.</p> <ul style="list-style-type: none"> • Define a simple design problem reflecting a need or want that included specified criteria for success and constraints on materials, time, or cost. <p>Summative</p> <ul style="list-style-type: none"> • Module online assessment • Unit online assessment 	<p>https://www.nj.gov/education/standards/science/Docs/NJSLS-Science_K-5.pdf</p>
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less” problems using information presented in scaled bar graphs. (3-LS4-2), (3-LS4-3) • 3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (3-LS4-1)

MODIFICATIONS:

Advanced Learner:

- Interdisciplinary and problem-based assignments with planned scope and sequence
- Emphasize inquiry, especially problem-based learning
- An emphasis on learning the scientific process, using experimental design procedures

Students with Disabilities:

- Allow extra time for set up and completion of lab work.
- Use a combination of written, verbal, and pictorial instructions with scaffolding.
- Demonstrate procedures and allow students to practice.

<ul style="list-style-type: none"> • Preferential seating to assure visual access to demonstrations <p>English Language Learners:</p> <ul style="list-style-type: none"> • Reword assignments based on student proficiency levels • Introduce key vocabulary before lesson • Provide appropriate leveled reading materials • Varied texts and supplementary materials, including visuals • Use audio and visual supports 		
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UNIT 4 Observing Weather
Module 1: Weather Impacts

<p>NJSLS - Science:</p> <ul style="list-style-type: none"> • 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. • 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world. • 3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of climate change and/or a weather-related hazard. <p>3-5-ETS1-1 Define a simple design problem reflecting a need or a want</p>	Critical Knowledge and Skills	
	<p>Concept(s): What is the typical weather near home? How can we protect people from weather related hazards?</p>	
	Students are able to:	Learning Goal(s):
	<p>Organize and use data to describe typical weather conditions expected during a given season. Make claim about the merit of a design solution that reduces the</p>	<p>Demonstrate grade appropriate proficiency in asking questions and defining problems, analyzing and interpreting data, engaging in argument from evidence, and obtaining, evaluating, and communicating information.</p> <p>Use these practices to demonstrate understanding of the core ideas.</p>

<p>that includes specified criteria for success and constraints on materials, time, or cost. • 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p>	<p>impact of weather related hazards.</p>	
<p>Related Interdisciplinary Standards: ELA <ul style="list-style-type: none"> • RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-ESS3-1) • W.3.7 Conduct short research projects that build knowledge about a topic. (3-ESS3-1) Math <ul style="list-style-type: none"> • MP.2 Reason abstractly and quantitatively. (3-ESS3-1) • MP.4 Model with mathematics. (3-ESS3-1) MODIFICATIONS: Advanced Learner: <ul style="list-style-type: none"> • Interdisciplinary and problem-based assignments with planned scope and sequence • Emphasize inquiry, especially problem-based learning • An emphasis on learning the scientific process, using experimental design procedures </p>	<p>Formative/Summative Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> • Make predictions using patterns of change. • Represent data in tables or bar graphs to reveal patterns that indicate relationships. • Obtain and combine information from books or other media to explain phenomena. • Identify and test cause and effect relationships to explain change. <p>Summative</p> <ul style="list-style-type: none"> • Module online assessment • Unit online assessment 	<p>Primary & Supplementary Resources</p> <p>Inspire Science McGraw Hill Copyright 2020</p> <p>National Science Teaching Association https://www.nsta.org/</p> <p>New Jersey Student Learning Standards 2020 https://www.nj.gov/education/standards/science/Docs/NJSLS-Science_K-5.pdf</p>

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