

Crest Memorial School Curriculum and Pacing Guide	
Grade: 3	Subject Area: Enrichment
Adoption Date:	Revision Date: December 2024

Mission and Vision Statements

Mission: At the Wildwood Crest School District, our mission is to cultivate a dynamic learning environment that inspires excellence, empowers individual growth, and fosters a deep commitment to high standards. We are dedicated to providing a student-specific learning experience that recognizes and nurtures the unique potential within each learner.

Vision: Driven by a passion for academic achievement, we strive to set and uphold rigorous standards that challenge our students to reach their fullest potential. Our commitment to excellence extends beyond the classroom, encompassing character development, critical thinking, and a lifelong love of learning. We believe in fostering a supportive and inclusive community where students feel valued, understood, and encouraged to explore their interests. Through personalized learning plans, we aim to address the diverse needs of our students, recognizing that each individual possesses a distinct set of strengths and abilities.

Integration of Technology

- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

21st Century Skills

- 9.3.12.AR-PRT.2: Demonstrate the production of various print, multimedia or digital media products.
- 9.3.12.ED.2: Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.ST-ET.1 Use STEM concepts and processes to solve problems involving design and/or production.
- 9.3.ST-SM.3: Analyze the impact that science and mathematics has on society.

Career Education

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

Interdisciplinary Connection

- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data
- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- **RI.MF.1.6. With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas.**
- **W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information.**

Accommodations and Modifications

Special Education	<ul style="list-style-type: none"> ● follow 504/IEP accommodations ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map
English Language Learners	<ul style="list-style-type: none"> ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map
Students At-Risk of Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept

	<ul style="list-style-type: none"> ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Use mnemonic devices
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Use mnemonic devices

Assessments	
Formative	<ul style="list-style-type: none"> ● Lesson quick checks (Exit tickets) ● Teacher Observation
Summative	<ul style="list-style-type: none"> ● Oral place presentation ● End of unit presentations on Google Platform (Documents, Sheets, Slides)
Benchmark	<ul style="list-style-type: none"> ● Presentations or Projects
Alternative	<ul style="list-style-type: none"> ● Performance Tasks/Challenges ● Projects

Pacing Guide	
Unit Title: Back to School and the Fall season	Number of days: 4
Unit Title: Halloween and the natural world	Number of days: 8
Unit Title: Public holiday activities and celebrations	Number of days: 8

Unit Title: Family/friend traditions and Heritage understanding	Number of days: 6
Unit Title: African American historical figures and their impact on society and space	Number of days: 10
Unit Title: Be Kind to Everyone and Follow Your Dreams	Number of days: 8
Unit Title: Women’s History Month and Making Changes in the World	Number of days: 8
Unit Title: Understanding our impact on the Natural World	Number of days: 8
Unit Title: My Dream Vacation	Number of days: 8
Unit Title: End of School Year Memories	Number of days: 8

Unit Learning Goals: Back to School and the Fall Season

Students will be able to express their personal interests and ideas in various digital media and arts activities while also getting to know their classmates better.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Google Chromebook ● “All About Me” slides project ● Interest Survey 	<ul style="list-style-type: none"> ● All About Me crafts ● The World Needs More Purple Schools book

Daily Targets	NJSL Performance Expectations	Instructional Activities
Day 1: Students will connect to enrichment class materials through Google Classroom and complete interest surveys/discuss interests.	8.1.8.DA.1 9.2.8.CAP.12 9.3.12.AR-PRT.2	<ul style="list-style-type: none"> ● Read and discuss “The World Needs More Purple Schools” ● Complete Google Classroom interest surveys and discuss
Day 2: Students will start “All About Me” Google Slides project after reviewing the basics of using	8.1.8.DA.1 9.2.8.CAP.12	<ul style="list-style-type: none"> ● Review the basics of using Google Slides ● Students brainstorm and begin designing an

Google Slides	9.3.12.AR-PRT.2	“All About Me” Google Slide presentation.
Day 3: Students will continue to design their “All About Me” Google Slides project.	8.1.8.DA.1 9.2.8.CAP.12 9.3.12.AR-PRT.2	<ul style="list-style-type: none"> • Students continue designing an “All About Me” Google Slide presentation.
Day 4: Students will finish and present their “All About Me” slides and share positive feedback.	8.1.8.DA.1 9.2.8.CAP.12 9.3.12.AR-PRT.2	<ul style="list-style-type: none"> • Present Google Slides presentation • Give positive feedback

Inclusive concepts

These lessons are geared towards allowing students creative freedom, encourages free-thinking when designing inventions, and optimizes having a Growth Mindset in life. The books being read in these lessons are meant to encourage individuality and creativity. They also encourage students to be kind to everyone regardless of differences.

Unit Learning Goals: Halloween and the natural world

The main unit goal is to help students make creative connections between the natural world and their community with the seasonal holiday (Halloween).

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Google Chromebooks ● “Jumper: A Day in the Life of a Backyard Jumping Spider” ● Sample real estate ads 	<ul style="list-style-type: none"> ● Real estate magazines and ads ● Art supplies

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Students will learn about a Jumping Spider and discuss science facts related to spiders.	<ul style="list-style-type: none"> ● 9.3.ST-SM.3 ● 8.1.8.DA.1 ● RI.MF.1.6. 	<ul style="list-style-type: none"> ● Brainstorm “Webs” online with facts about spiders
Day 2: Students will read and discuss “real” real estate ads from local companies and identify how the company tries to sell the house.	<ul style="list-style-type: none"> ● 9.3.12.AR-PRT.2 ● RI.MF.1.6. 	<ul style="list-style-type: none"> ● Discuss real estate ads ● Identify how the company tries to persuade buyers
Day 3: Students will brainstorm how to sell a house to a spider or other similar “scary” insect.	<ul style="list-style-type: none"> ● 9.3.12.AR-PRT.2 ● RI.MF.1.6. 	<ul style="list-style-type: none"> ● Brainstorm ideas for a spider house using Google Slides and Google Documents
Day 4: Students will draw and label a house design for their spider house.	<ul style="list-style-type: none"> ● 9.3.12.ED.2 ● 9.3.12.AR-PRT.2 ● RI.MF.1.6. 	<ul style="list-style-type: none"> ● Draw and label spider house design
Day 5: Students will begin to write a rough draft of a real estate ad for spider house.	<ul style="list-style-type: none"> ● 9.3.12.ED.2 ● 9.3.12.AR-PRT.2 ● RI.MF.1.6. 	<ul style="list-style-type: none"> ● Rough draft writing
Day 6: Students will continue to write their rough draft of their real estate ad.	<ul style="list-style-type: none"> ● 9.3.12.ED.2 ● 9.3.12.AR-PRT.2 	<ul style="list-style-type: none"> ● Rough draft writing

	<ul style="list-style-type: none"> ● RI.MF.1.6. 	
Day 7: Students will edit and make final copies of real estate ad and drawings for their spider house.	<ul style="list-style-type: none"> ● 9.3.12.AR-PRT.2 ● 9.3.12.AR-PRT.2 ● RI.MF.1.6. 	<ul style="list-style-type: none"> ● Final draft of writing and drawing
Day 8: Students will present and discuss their real estate ads with class.	<ul style="list-style-type: none"> ● 9.4.2.CI.1 ● 9.3.12.AR-PRT.2 ● RI.MF.1.6. 	<ul style="list-style-type: none"> ● Present and discuss

Inclusive concepts

- Students are encouraged to think creatively and share their ideas with others. Students are also encouraged to think about the needs of other living creatures (spiders) and how to help them live comfortably.

Unit Learning Goals

Students will learn about holiday traditions and celebrations so they can make personal connections to a digital project.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Google Chromebooks ● Book: Balloons Over Broadway ● Ozobots ● Ozobot materials 	<ul style="list-style-type: none"> ● Paper ● Coloring utensils

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Students will read and discuss “Balloons Over Broadway” and design a drawing of a balloon they’d have in the holiday parade.	<ul style="list-style-type: none"> ● 9.3.ST-ET.1 	<ul style="list-style-type: none"> ● Read and discuss ● Design, draw, label balloon
Day 2: Review Ozobots and coding so that students can use them to code a parade route for the Ozobot “balloon”.	<ul style="list-style-type: none"> ● 9.4.2.CI.1 ● 9.3.ST-ET.1 	<ul style="list-style-type: none"> ● Review how to use Ozobots ● Review basics of Ozobot coding
Day 3: Students will design a town layout “maze” for an Ozobot “balloon” to travel through as if it were in a holiday parade.	<ul style="list-style-type: none"> ● 9.4.2.CI.1 ● 9.3.ST-ET.1 	<ul style="list-style-type: none"> ● Ozobot coding practice
Day 4: Students will design a town layout “maze” for an Ozobot “balloon” to travel through as if it were in a holiday parade.	<ul style="list-style-type: none"> ● 9.4.2.CI.1 ● 9.3.ST-ET.1 	<ul style="list-style-type: none"> ● Ozobot coding practice
Day 5: Students will design a town layout “maze” for an Ozobot “balloon” to travel through as if it were in a holiday parade.	<ul style="list-style-type: none"> ● 9.4.2.CI.1 ● 9.3.ST-ET.1 	<ul style="list-style-type: none"> ● Ozobot coding practice
Day 6: Students will complete their town parade routes and present them.	<ul style="list-style-type: none"> ● 9.4.2.CI.1 ● 9.3.ST-ET.1 	<ul style="list-style-type: none"> ● Ozobot coding presentations

Day 7: Students will complete their town parade routes and present them.	<ul style="list-style-type: none"> ● 9.4.2.CI.1 ● 9.3.ST-ET.1 	<ul style="list-style-type: none"> ● Ozobot coding presentations
Day 8: Students will complete their town parade routes and present them.	<ul style="list-style-type: none"> ● 9.4.2.CI.1 ● 9.3.ST-ET.1 	<ul style="list-style-type: none"> ● Ozobot coding presentations

Inclusive concepts

<ul style="list-style-type: none"> ● Students will learn about different ways to present art and celebrate holidays. They will also be allowed creative freedom in their “balloon” robot designs.
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Unit Learning Goals

Students will learn the importance of learning about family traditions and heritage while also incorporating technology into their family traditions presentations.
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Core Instructional Materials

<ul style="list-style-type: none"> ● “Berry Song” book ● Google Chromebooks/Slides 	Supplemental Materials
	<ul style="list-style-type: none"> ● Paper ● Drawing utensils

Daily Targets

NJSLS Performance Expectations

Instructional Activities

Day 1: Students will read and discuss “Berry Song”. They will create a Venn Diagram as a class between traditions they have and the character in the story has OR traditions shared in the class.	<ul style="list-style-type: none"> ● 8.1.12.DA.5 ● 9.4.2.CI.1 	<ul style="list-style-type: none"> ● Read and discuss Berry Song ● Venn Diagram compare/contrast traditions
Day 2: Students will begin brainstorming and typing on a Google Document different family traditions they have OR (if they don’t have any)	<ul style="list-style-type: none"> ● 8.1.12.DA.5 ● 9.4.2.CI.1 	<ul style="list-style-type: none"> ● Google Document brainstorming of traditions

traditions that they have heard about.		
Day 3: Students will design one Slide on Google Slides to teach classmates about their family, friend, personal traditions. (Examples: birthday tradition is to have carrot cake and go to dinner, Christmas tradition is to hang ornaments on a tree, July 4 th tradition is to go see a fireworks display and have a cookout BBQ).	<ul style="list-style-type: none"> ● 8.1.12.DA.5 ● 9.4.2.CI.1 	<ul style="list-style-type: none"> ● Review how to design a Google Slide ● Design one Google Slide about traditions/heritage activities
Day 4: Finish and present Google Slides to classmates.	<ul style="list-style-type: none"> ● 8.1.12.DA.5 ● 9.4.2.CI.1 	<ul style="list-style-type: none"> ● Google Slides presentations
Day 5: Students will get time to complete several fun, creative holiday design challenges such as “It’s a __, not a ___” and designing hand-made cards for family, friends, and teachers.	<ul style="list-style-type: none"> ● 9.3.12.AR-PRT.2 	<ul style="list-style-type: none"> ● Creative design holiday challenges
Day 6: Students will get time to complete several fun, creative holiday design challenges such as “It’s a __, not a ___” and designing hand-made cards for family, friends, and teachers.	<ul style="list-style-type: none"> ● 9.3.12.AR-PRT.2 	<ul style="list-style-type: none"> ● Creative design holiday challenges

Inclusive concepts

- Students will learn about Native American heritage traditions and other traditions of their teacher and classmates. Students will also learn how to use technology and other creative methods to express their ideas.

Unit Learning Goals

Students will learn about several African Americans who made an impact in our history. They will also learn about the history of the study of the Moon.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● “Hidden Figures: Race to the Moon” children’s book ● “Martin’s Big Words” children’s book ● Google Chromebooks ● Google Slides ● STEM craft materials ● Graph paper 	<ul style="list-style-type: none"> ● coloring utensils ● International Space Station packet of activities

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Students will read and discuss “Hidden Figures: Race to the Moon” book. They will create a Google Document of facts they learned during the reading activity.	<ul style="list-style-type: none"> ● 8.1.8.DA.1 	<ul style="list-style-type: none"> ● Read/discuss Hidden Figures book ● Google Document of facts
Day 2: Students will research facts about the Moon. They will create one Slide on Google Slides about this fact OR a small poster about the moon with 5-10 facts they learned.	<ul style="list-style-type: none"> ● 9.3.ST-ET.1 ● 8.1.12.DA.5 	<ul style="list-style-type: none"> ● Research Moon facts ● Google Slide OR Poster about the Moon facts
Day 3: Students will research facts about the Moon. They will create one Slide on Google Slides about this fact OR a small poster about the moon with 5-10 facts they learned.	<ul style="list-style-type: none"> ● 9.3.ST-ET.1 ● 8.1.12.DA.5 	<ul style="list-style-type: none"> ● Research Moon facts ● Google Slide OR Poster about the Moon facts
Day 4: Students will design a “space craft” for traveling to the Moon using basic STEM materials.	<ul style="list-style-type: none"> ● 9.3.ST-ET.1 ● 8.1.12.DA.5 	<ul style="list-style-type: none"> ● Brainstorm and design a “space craft”
Day 5: Students will design a “space craft” for traveling to the Moon using basic STEM materials.	<ul style="list-style-type: none"> ● 9.3.ST-ET.1 ● 8.1.12.DA.5 	<ul style="list-style-type: none"> ● “Space craft” with STEM materials
Day 6: Students will read and discuss “Martin’s Big	<ul style="list-style-type: none"> ● 8.1.8.DA.1 	<ul style="list-style-type: none"> ● Read/discuss book about MLK

Words". Write facts on a Google Document about Martin Luther King.		<ul style="list-style-type: none"> ● Google Document of MLK Facts
Day 7: Students will learn about Pixel Art using Graph paper. They will be designing words that were spoken by MLK into Pixel Artwork.	<ul style="list-style-type: none"> ● 8.1.8.DA.1 	<ul style="list-style-type: none"> ● Pixel Art on graph paper
Day 8: Students will learn about Pixel Art using Graph paper. They will be designing words that were spoken by MLK into Pixel Artwork such as "believe" and "kind".	<ul style="list-style-type: none"> ● 9.3.ST-ET.1 ● 8.1.8.DA.1 	<ul style="list-style-type: none"> ● Pixel Art on graph paper
Day 9: Students will learn about Pixel Art using Graph paper. They will be designing words that were spoken by MLK into Pixel Artwork such as "believe" and "kind".	<ul style="list-style-type: none"> ● 9.3.ST-ET.1 ● 8.1.8.DA.1 	<ul style="list-style-type: none"> ● Pixel Art on graph paper
Day 10: Students finish and present their Pixel Art designs.	<ul style="list-style-type: none"> ● 9.3.ST-ET.1 ● 8.1.8.DA.1 ● 9.4.2.CI.1 	<ul style="list-style-type: none"> ● Pixel Art on graph paper conclusion/presentations

Inclusive concepts

- Students will understand how Martin Luther King and several African American women made positive impacts in American history. They will also learn about the importance of being kind and understanding of others.

Unit Learning Goals

Students will learn about being kind and understanding to others who may be different from them. They will make personal connections to seasonal holidays occurring at this time of year through hands-on and digital projects.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Google Chromebooks ● “Dancing Hands” children’s book ● Google Slides 	<ul style="list-style-type: none"> ● Paper ● Pencils ● Coloring/drawing utensils and materials

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Students will read and discuss “Dancing Hands” and learn about some basic sign language.	<ul style="list-style-type: none"> ● 8.1.12.DA.5: 	<ul style="list-style-type: none"> ● Read/discuss “Dancing Hands” ● Mini research activity to learn basic sign language
Day 2: Students will type on Google Documents 5-10 questions for a teacher or staff member at CMS who they would like to interview to learn more about. They will “interview” that person and write a paragraph summary.	<ul style="list-style-type: none"> ● 9.3.ST-ET.1 ● 8.1.12.DA.5 	<ul style="list-style-type: none"> ● Interview questions ● Paragraph summary writing
Day 3: Students will type on Google Documents 5-10 questions for a teacher or staff member at CMS who they would like to interview to learn more about. They will “interview” that person and write a paragraph summary.	<ul style="list-style-type: none"> ● 9.3.ST-ET.1 ● 8.1.12.DA.5 	<ul style="list-style-type: none"> ● Interview questions ● Paragraph summary writing
Day 4: Students will begin a mini project called “If I was in charge!” and decide how they might make a difference in our community/school.	<ul style="list-style-type: none"> ● 9.2.8.CAP.12 ● 9.4.2.CI.1 	<ul style="list-style-type: none"> ● Brainstorming ideas ● Google document of ideas
Day 5: Students will continue working on their project “If I was in charge!” using Google documents, slides and posters.	<ul style="list-style-type: none"> ● 9.2.8.CAP.12 ● 9.4.2.CI.1 	<ul style="list-style-type: none"> ● Project work
Day 6: Students will continue working on their project “If I was in charge!” using Google	<ul style="list-style-type: none"> ● 9.2.8.CAP.12 ● 9.4.2.CI.1 	<ul style="list-style-type: none"> ● Project work

documents, slides and posters.		
Day 7: Students will continue working on their project “If I was in charge!” using Google documents, slides and posters.	<ul style="list-style-type: none"> ● 9.2.8.CAP.12 ● 9.4.2.CI.1 	<ul style="list-style-type: none"> ● Project work
Day 8: Students will present these ideas to each other and/or to administration.	<ul style="list-style-type: none"> ● 9.2.8.CAP.12 ● 9.4.2.CI.1 	<ul style="list-style-type: none"> ● Present projects

Inclusive concepts

- Students will learn about how friendship can overcome differences, how people can find similarities no matter what their background is and how to be kind to everyone. They will also learn the importance of expressing their ideas and opinions while also thinking about how to help everyone.

Unit Learning Goals

Students will learn about the beginning of coding, the science behind coding and make a personal connection to the story of the creator of coding.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● “Ada Lovelace-the first computer programmer” children’s book ● Chromebook laptops ● Carly and Adam coding activity ● Google Documents ● Google Slides 	<ul style="list-style-type: none"> ● Paper ● Pencils ● Drawing/coloring utensils

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Students will read and discuss “Ada Lovelace-the first computer programmer” children’s book.	<ul style="list-style-type: none"> ● 8.1.12.DA.5 ● 9.4.2.CI.1 	<ul style="list-style-type: none"> ● Reading and discussion
Day 2: Students will work together on a Carly & Adam coding activity that connects to the children’s	<ul style="list-style-type: none"> ● 8.1.12.DA.5 ● 9.4.2.CI.1 	<ul style="list-style-type: none"> ● Coding activity

book read: “Ada Lovelace-the first computer programmer”.		
Day 3: Students will start a mini research project on jobs/careers they are interested in learning about.	<ul style="list-style-type: none"> ● 9.2.8.CAP.12 ● 9.4.2.IML.2 	<ul style="list-style-type: none"> ● Brainstorm on Google Slides ● Research notes on 5-10 jobs/careers
Day 4: Students will create a slide on Google Slides for each new career/job they research. They will focus on job/career descriptions, schooling/training needed and a photo of the career/job.	<ul style="list-style-type: none"> ● 9.2.8.CAP.12 ● 9.4.2.IML.2 	<ul style="list-style-type: none"> ● Brainstorm on Google Slides ● Research notes on 5-10 jobs/careers
Day 5: Students will create a slide on Google Slides for each new career/job they research. They will focus on job/career descriptions, schooling/training needed and a photo of the career/job.	<ul style="list-style-type: none"> ● 9.2.8.CAP.12 ● 9.4.2.IML.2 	<ul style="list-style-type: none"> ● Brainstorm on Google Slides ● Research notes on 5-10 jobs/careers
Day 6: Students will create a slide on Google Slides for each new career/job they research. They will focus on job/career descriptions, schooling/training needed and a photo of the career/job.	<ul style="list-style-type: none"> ● 9.2.8.CAP.12 ● 9.4.2.IML.2 	<ul style="list-style-type: none"> ● Brainstorm on Google Slides ● Research notes on 5-10 jobs/careers
Day 7: Students will create a slide on Google Slides for each new career/job they research. They will focus on job/career descriptions, schooling/training needed and a photo of the career/job.	<ul style="list-style-type: none"> ● 9.2.8.CAP.12 ● 9.4.2.IML.2 	<ul style="list-style-type: none"> ● Brainstorm on Google Slides ● Research notes on 5-10 jobs/careers
Day 8: Students will present their research to classmates. Extra activities will include Ozobot coding.	<ul style="list-style-type: none"> ● 9.2.8.CAP.12 ● 9.4.2.IML.2 	<ul style="list-style-type: none"> ● Presentations ● Ozobot coding practice

Inclusive concepts

- Students will learn about different career paths that they may connect with in their futures. Students also learn how to appreciate differences in how people work and contribute to society.

Unit Learning Goals

Students will learn how people can make an impact on their community through voting, development and town choices.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● “Coca Cola Town” board game ● Voting worksheet ● Chromebooks 	<ul style="list-style-type: none"> ● Paper ● Pencils ● Drawing/coloring utensils

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Students will discuss and view an imaginary “town” where they will be working together to make decisions about whether to make changes to the town structure by building new attractions.	<ul style="list-style-type: none"> ● 9.3.ST-SM.3 ● 9.4.2.CI.1 ● 8.2.2.ED.2 	<ul style="list-style-type: none"> ● Discussion about ecology of towns ● Discussion about how voting works ● Discussion about pros/cons to making changes to a town
Day 2: Students will participate in a class “voting” about each new building attraction in a town. Students will start to design their own “towns” featuring any main attractions they would like to have (i.e. favorite store, boardwalk, favorite restaurant).	<ul style="list-style-type: none"> ● 9.3.ST-SM.3 ● 9.4.2.CI.1 ● 8.2.2.ED.2 	<ul style="list-style-type: none"> ● Discussion and voting ● Town design
Day 3: Students will continue working on their town designs. If finished hand-drawn design, they can start working on making a digital town on Google Slides.	<ul style="list-style-type: none"> ● 9.3.ST-SM.3 ● 9.4.2.CI.1 ● 8.2.2.ED.2 	<ul style="list-style-type: none"> ● Town designs ● Google Slides designs

Day 4: Students will continue working on their town designs both hand-drawn and digital on Google Slides.	<ul style="list-style-type: none"> ● 9.3.ST-SM.3 ● 9.4.2.CI.1 ● 8.2.2.ED.2 	<ul style="list-style-type: none"> ● Town designs ● Google Slides designs
Day 5: Students will continue working on their town designs both hand-drawn and digital on Google Slides.	<ul style="list-style-type: none"> ● 9.3.ST-SM.3 ● 9.4.2.CI.1 ● 8.2.2.ED.2 	<ul style="list-style-type: none"> ● Town designs ● Google Slides designs
Day 6: Students will continue working on their town designs both hand-drawn and digital on Google Slides.	<ul style="list-style-type: none"> ● 9.3.ST-SM.3 ● 9.4.2.CI.1 ● 8.2.2.ED.2 	<ul style="list-style-type: none"> ● Town designs ● Google Slides designs ● Town descriptions
Day 7: Students will finalize the town designs and write a short description of their town on Google Documents.	<ul style="list-style-type: none"> ● 9.3.ST-SM.3 ● 9.4.2.CI.1 ● 8.2.2.ED.2 	<ul style="list-style-type: none"> ● Town designs ● Google Slides designs ● Town descriptions
Day 8: Students will finish their town designs, written description and present these to the class.	<ul style="list-style-type: none"> ● 9.3.ST-SM.3 ● 9.4.2.CI.1 ● 8.2.2.ED.2 	<ul style="list-style-type: none"> ● Town designs ● Google Slides designs

Inclusive concepts

- Students are able to participate in a “voting” session to help them express their opinions and ideas. Students also have creative freedom to design their own towns.

Unit Learning Goals

Students will learn how to use links on Google Slides to create an interactive story about a dream vacation.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Chromebooks ● Google Slides 	<ul style="list-style-type: none"> ● Paper ● Pencils

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Students will participate in a lesson about how to create an interactive story. They will view several examples.	<ul style="list-style-type: none"> ● 9.3.12.ED.2 ● 9.3.12.AR-PRT.2 ● RI.MF.1.6. 	<ul style="list-style-type: none"> ● Lesson on interactive stories
Day 2: Students will begin brainstorming on a Google Document ideas for an interactive story about a “dream vacation” they want.	<ul style="list-style-type: none"> ● 9.3.12.ED.2 ● 9.3.12.AR-PRT.2 ● RI.MF.1.6. 	<ul style="list-style-type: none"> ● Brainstorming on Google Documents
Day 3: Students will begin putting their story ideas onto Google Slides and designing the slides with images.	<ul style="list-style-type: none"> ● 9.3.12.ED.2 ● 9.3.12.AR-PRT.2 ● RI.MF.1.6. 	<ul style="list-style-type: none"> ● Google Slides project
Day 4: Students will continue putting their story ideas onto Google Slides and designing the slides with images.	<ul style="list-style-type: none"> ● 9.3.12.ED.2 ● 9.3.12.AR-PRT.2 ● RI.MF.1.6. 	<ul style="list-style-type: none"> ● Google Slides project

Day 5: Students will continue putting their story ideas onto Google Slides and designing the slides with images.	<ul style="list-style-type: none"> ● 9.3.12.ED.2 ● 9.3.12.AR-PRT.2 ● RI.MF.1.6. 	<ul style="list-style-type: none"> ● Google Slides project
Day 6: Students will have a lesson about how to link slides so that readers can make “choices” during the reading of the story. For example: a student may have readers make a choice between two activities during a part of the story.	<ul style="list-style-type: none"> ● 9.3.12.ED.2 ● 9.3.12.AR-PRT.2 ● RI.MF.1.6. 	<ul style="list-style-type: none"> ● Google Slides project
Day 7: Students will link slides in their Google Slides story. They will edit and finalize their story.	<ul style="list-style-type: none"> ● 9.3.12.ED.2 ● 9.3.12.AR-PRT.2 ● RI.MF.1.6. 	<ul style="list-style-type: none"> ● Google Slides project
Day 8: Students will present their stories to the class.	<ul style="list-style-type: none"> ● 9.3.12.ED.2 ● 9.3.12.AR-PRT.2 	<ul style="list-style-type: none"> ● Google Slides project

Inclusive concepts

- Students are allowed creative freedom when choosing where they want to have their vacation story take place. They will also have the chance to read other stories and offer positive feedback to classmates.

Unit Learning Goals

Students will learn about sharks and other marine life along with the scientists who study them. Students will be able to take what they learn and turn it into a research presentation.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● “Eugenie Clark Shark Lady” children’s book ● Carly & Adam coding lesson ● Chromebooks ● Google Slides 	<ul style="list-style-type: none"> ● Books about marine life ● Videos about marine life

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Students will read and discuss “Eugenie Clark Shark Lady” children’s book. They will write	<ul style="list-style-type: none"> ● 9.3.ST-SM.3 ● 9.3.12.AR-PRT.2 	<ul style="list-style-type: none"> ● Read “Eugenie Clark Shark Lady” book ● Discuss “Eugenie Clark Shark Lady” book

5-10 facts that they learned on a Google Document.		<ul style="list-style-type: none"> ● Write 5-10 facts
Day 2: Students will take what they learned in the “Eugenie Clark Shark Lady” book and complete a Carly & Adam coding activity.	<ul style="list-style-type: none"> ● 9.3.ST-SM.3 ● 9.3.12.AR-PRT.2 	<ul style="list-style-type: none"> ● Carly & Adam coding activity
Day 3: Students will choose 5 different marine animals and/or 5 different types of sharks to research. They will create an interactive non-fiction Google Slide show that will teach classmates about the animals they chose.	<ul style="list-style-type: none"> ● 9.3.ST-SM.3 ● 9.3.12.AR-PRT.2 	<ul style="list-style-type: none"> ● Research marine animals/sharks ● Google Slides project
Day 4: Students will choose 5 different marine animals and/or 5 different types of sharks to research. They will create an interactive non-fiction Google Slide show that will teach classmates about the animals they chose.	<ul style="list-style-type: none"> ● 9.3.ST-SM.3 ● 9.3.12.AR-PRT.2 ● W.IW.3.2. 	<ul style="list-style-type: none"> ● Research marine animals/sharks ● Google Slides project
Day 5: Students will choose 5 different marine animals and/or 5 different types of sharks to research. They will create an interactive non-fiction Google Slide show that will teach classmates about the animals they chose.	<ul style="list-style-type: none"> ● 9.3.ST-SM.3 ● 9.3.12.AR-PRT.2 ● W.IW.3.2. 	<ul style="list-style-type: none"> ● Research marine animals/sharks ● Google Slides project
Day 6: Students will choose 5 different marine animals and/or 5 different types of sharks to research. They will create an interactive non-fiction Google Slide show that will teach classmates about the animals they chose.	<ul style="list-style-type: none"> ● 9.3.ST-SM.3 ● 9.3.12.AR-PRT.2 ● W.IW.3.2. 	<ul style="list-style-type: none"> ● Research marine animals/sharks ● Google Slides project

Inclusive concepts

- Students will learn about the importance of caring for the natural environment and animals. They will also learn about a female marine biologist who was innovative and brave in her quest to save the shark species.