

Grade 3

Unit 4: Organisms and Their Environments

New Jersey Student Learning Standards

Established: 2016-2017

Revised: 2018-2019

Revised: 2019-2020

Revised: 2020-2021

Revised: 2022-2023

Revised: 2023-2024

Revised: 2024-2025



[NJSL Climate Change Companion Guide](#)


Trimester		Unit Title		Recommended Instructional Days
2 & 3		Unit 4: Organisms & Their Environments		30 Days
NJSL - Science: <i>Title</i>	NJSL - Science: <i>Performance Expectations</i>		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-S within Unit	
Life Science	3-LS4-3 3-5-ETS1-1 3-LS4-4 3-5-ETS1-2 3-5-ETS1-3			
FOUNDATION Disciplinary: <i>Core Idea</i>	FOUNDATION Disciplinary: <i>Statement</i>			
<ul style="list-style-type: none"> ● LS4.C - Adaptation ● LS2.C - Ecosystem Dynamics, Functioning, & Resilience ● LS4.D - Biodiversity and Humans ● LS4.A - Evidence of Common Ancestry & Diversity 	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.		<u>Essential Question/s:</u> <ul style="list-style-type: none"> ● How does the environment affect & influence an organism's traits? ● How are an organism's adaptations suited to their environment? ● How do changes to the environmental system affect the organisms that live there? ● How do fossils provide evidence of organisms that were once alive and the environments in which they lived? 	
FOUNDATION Science and Engineering Practices: <i>Core Idea</i>	FOUNDATION Science and Engineering Practices: <i>Statement</i>		<u>Activity Description:</u> Anchoring Phenomenon: Environments affect an organism's traits.	
<ul style="list-style-type: none"> ● Engaging in Argument from Evidence ● Asking Questions & Defining 	<ul style="list-style-type: none"> ● Construct an argument with evidence, data, and/or a model. 		Engage <ul style="list-style-type: none"> - Can You Explain It? - FUNomenal Reader 	

<p>Problems</p> <ul style="list-style-type: none"> ● Planning & Carrying Out Investigations ● Analyzing & Interpreting Data 		<p>Explore/Explain</p> <ul style="list-style-type: none"> - Investigate phenomena through hands-on activities & explorations
<p>FOUNDATION Crosscutting Concepts: <i>Core Idea</i></p>	<p>FOUNDATION Crosscutting Concepts: <i>Statement</i></p>	<p>Suggested Activities</p> <ul style="list-style-type: none"> - “Will They Grow” - Explore and investigate how seeds require certain environmental conditions before they grow. - “Designed Environments” - Explore and investigate how designed environments affect the organisms that populate them. - “Plants & Their Environments” - Explore and investigate how plant traits can be affected by their environment. - “Animals and Their Environments” - Explore and investigate how animal traits can be affected by their environment.
<ul style="list-style-type: none"> ● Cause and Effect 	<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>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	<p>Elaborate: Take it Further</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 	<ul style="list-style-type: none"> - Use district-approved online resources to research and elaborate on the anchoring phenomenon - People in Science & Engineering: Charles Henry Turner & May Berenbaum - How Can Animal Growth be Tracked? - Create bar graphs to identify patterns in the growth of kittens - Human Traits & the Environment: Research human traits that are affected by the environment. <p>Anchoring Phenomenon: An animal can change to blend into its environment.</p> <p>Engage</p> <ul style="list-style-type: none"> - Can You Explain It? - FUNomenal Reader

	<p>skills to interact effectively with others</p>	<p>Explore/Explain</p> <ul style="list-style-type: none">- Investigate phenomena through hands-on activities & explorations <p>Suggested Activities</p> <ul style="list-style-type: none">- “How Do Structures Help?” - Explore and investigate physical adaptations that aid in survival- “How Do Behaviors Help?” - Explore and investigate behavioral adaptations that aid in survival- “Adapted Organisms” - Explore and investigate adaptations that aid organisms in meeting their needs- “Adaptation and Environment” - Explore and investigate adaptations that support organisms’ survival in specific environments <p>Elaborate: Take it Further</p> <ul style="list-style-type: none">- Use district-approved online resources to research and elaborate on the anchoring phenomenon- People in Science & Engineering: Temple Grandin- Build a Super Organism - Choose a habitat and design a plant or animal well adapted to that habitat- Hide and Seek - Explore a habitat and look for camouflaged organisms <p>Anchoring Phenomenon: Changes to an environmental system affects the organisms that live there.</p> <p>Engage</p> <ul style="list-style-type: none">- Can You Explain It?- FUNomenal Reader
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		<p>Explore/Explain</p> <ul style="list-style-type: none">- Investigate phenomena through hands-on activities & explorations <p>Suggested Activities</p> <ul style="list-style-type: none">- “Wild Horses” - Explore and investigate how overpopulation can reduce the amount of available natural resources in an environment.- “Engineer It - How Can It Cross the Road?” - Explore and investigate how humans can reduce the impact of changes they make to an environment.- “Everything Changes” - Explore and investigate naturally occurring changes in the environment and how they affect the organisms living there.- “Moving Upstream” - Explore and investigate how human-made changes affect environments. <p>Elaborate: Take it Further</p> <ul style="list-style-type: none">- Use district-approved online resources to research and elaborate on the anchoring phenomenon- People in Science & Engineering: Francisco Dallmeier- Careers in Science & Engineering: GIS Technician- Solving a Salmon Problem - Analyze how dams are designed to allow salmon to swim upstream to lay their eggs <p>Anchoring Phenomenon: Fossils provide evidence of organisms that were once alive and the environments in which they lived.</p> <p>Engage</p> <ul style="list-style-type: none">- Can You Explain It?- FUNomenal Reader
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		<p>Explore/Explain</p> <ul style="list-style-type: none">- Investigate phenomena through hands-on activities & explorations <p>Suggested Activities</p> <ul style="list-style-type: none">- “How Do Fossils Form?” - Research and model different types of fossils- “What Can You Learn from a Fossil?” - Explore & investigate how features of a fossil can indicate the type of environment in which an organism lived.- “Evidence of Change” - Investigate fossils by comparing them to modern organisms- “Environments and Slow Change” - Investigate how fossils are evidence of environmental changes over time. <p>Elaborate: Take it Further</p> <ul style="list-style-type: none">- Use district-approved online resources to research and elaborate on the anchoring phenomenon- Careers in Science & Engineering: Research the career of a Paleontologist- People in Science & Engineering: Research a paleontologist, Tilly Edinger- Careers in Science & Engineering: Research the career of a Paleobotanist <p>Amistad Law/Diversity & Inclusion</p> <p>Conduct a research study on Dr. Charles Henry Turner who studied insect behavior.</p> <p>Interdisciplinary Connections - Mathematics:</p>
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		<p>3DL.A - Understand data-based questions and data collection</p> <p>3DL.B - Represent and interpret data</p> <p>Interdisciplinary Connections - English Language Arts:</p> <p>RI.CI.3.2. Recount in oral and written form key details from a text and explain how they support the main idea (in multi-paragraph informational text).</p> <p>RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI.AA.3.7. 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.</p> <p>RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.</p> <p>W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.</p> <p>SL.PI.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>
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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>	
<u>Formative Assessments:</u> <ul style="list-style-type: none"> ● Making Sense of Phenomena ● Lesson Check ● Lesson Quiz ● Evidence notebooks 		<u>Benchmarks:</u> <ul style="list-style-type: none"> ● District Assessment 2 & 3 <u>Summative Assessments:</u> <ul style="list-style-type: none"> ● Unit Assessment <u>Alternative Assessment:</u> <ul style="list-style-type: none"> ● Performance-Based Assessment ● Unit Project ● Unit Performance Task 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ML Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● Evidence Notebook ● Equipment Kit ● FUNomenal Readers ● Idea Organizer ● Language Development Worksheet ● Online Simulations 	In addition to Core Resources: <ul style="list-style-type: none"> ● FUNomenal Readers ● Multilingual Glossary 	In addition to Core Resources: <ul style="list-style-type: none"> ● FUNomenal Readers ● Multilingual Glossary ● Multilingual Home Letters 	In addition to Core Resources: <ul style="list-style-type: none"> ● FUNomenal Readers

<ul style="list-style-type: none"> • Into Science TE • Into Science SE • District-Approved Resources 			
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> • Chromebook • SMARTBoard/Promethean Board • District-Approved Resources <p>Ed Science Platform:</p> <ul style="list-style-type: none"> • Digital Assessments • Digital Performance Tasks • You Solve It Simulations • Student eBook • Video-Based Projects • Science Tools • Online Glossary 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ML 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 	<ul style="list-style-type: none"> • Extend time requirements • Preferred seating • Positive reinforcement • Check often for understanding/review • Oral/visual directions/prompts when necessary 	<ul style="list-style-type: none"> • Create an enhanced set of introductory activities • Integrate active teaching/learning opportunities • Incorporate authentic components

	<p>explanations, additional examples, modeling, etc.)</p> <ul style="list-style-type: none"> • Modify test content and/or format • Allow students to retake tests 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"> • Supplemental materials including the use of online bilingual dictionaries, and modified assessments and/or rubrics. 	<ul style="list-style-type: none"> • Propose interest-based extension activities • Connect students to related talent development opportunities
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<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>Core Ideas:</p>	<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

		<p>perspectives.</p> <ul style="list-style-type: none"> • 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 • 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., 1.2.5.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)									
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>