

Grade 3

**Unit 5: Weather Impacts**

New Jersey Student Learning Standards

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Established: 2016-2017  
Revised: 2018-2019  
Revised: 2019-2020  
Revised: 2020-2021  
Revised: 2022-2023  
Revised: 2023-2024  
**Revised: 2024-2025**




[NJSLS Climate Change Companion Guide](#)

Trimester		Unit Title		Recommended Instructional Days
1		Unit 5: Weather Impacts		25 Days
NJSLS - Science: <i>Title</i>		NJSLS - Science: <i>Performance Expectations</i>		<p style="text-align: center;"><b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-S within Unit</b></p>
Earth and Space Science		3-ESS2-1 3-ESS2-2 3-ESS3-1	3-5-ETS1-1 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"> <li>ESS2.D - Weather and Climate</li> <li>ESS3.B - Natural Hazards</li> </ul>		Understand that scientists record patterns of weather over time to determine the climate of an area and predict what kind of weather might happen next. This can help humans prepare for natural hazards and reduce their impacts.		
FOUNDATION Science and Engineering Practices: <i>Core Idea</i>		FOUNDATION Science and Engineering Practices: <i>Statement</i>		
<ul style="list-style-type: none"> <li>Analyzing and Interpreting Data</li> <li>Engaging in Argument from Evidence</li> </ul>		Represent data in tables and graphs to reveal patterns and provide evidence to make a claim and support an argument. Obtain and combine		<p><b>Essential Question/s:</b></p> <ul style="list-style-type: none"> <li>How do we use weather pattern data to predict the weather?</li> <li>How do we analyze and interpret data to make a claim about severe weather and ways we can mitigate its effect?</li> <li>How do we obtain and analyze information about climate patterns?</li> <li>How can we describe different climate zones and identify them on a map?</li> </ul> <p><b>Activity Description:</b></p> <p><b>Anchoring Phenomenon:</b> Weather is different at various times and locations.</p> <p><b>Engage</b></p> <ul style="list-style-type: none"> <li>- Can You Explain It?</li> </ul>

<ul style="list-style-type: none"> <li>Obtaining, Evaluating, and Communicating Information</li> </ul>	<p>information from books and other reliable media to explain phenomena.</p>	<ul style="list-style-type: none"> <li>FUNomenal Reader</li> </ul>
<p><b>FOUNDATION</b> <b>Crosscutting Concepts:</b> <i>Core Idea</i></p>	<p><b>FOUNDATION</b> <b>Crosscutting Concepts:</b> <i>Statement</i></p>	<p><b>Explore/Explain</b></p> <ul style="list-style-type: none"> <li>Investigate phenomena through hands-on activities &amp; explorations</li> </ul>
<ul style="list-style-type: none"> <li>Patterns</li> <li>Cause and Effect</li> <li>Influence of Engineering, Technology, &amp; Science on Society &amp; the Natural World</li> <li>Science is a Human Endeavor</li> </ul>	<p>Use patterns of change to make predictions and gain a better understanding of cause-and-effect relationships. Gain knowledge of relevant scientific concepts as science affects everyday life and use this knowledge to create and improve technology.</p>	<p><b>Suggested Activities</b></p> <ul style="list-style-type: none"> <li><b>“Regional Weather”</b> - Observe weather maps to determine patterns of specific areas</li> <li><b>“A Year of Change”</b> - Investigate characteristics of seasonal weather</li> <li><b>“Predicting Weather”</b> - Predict weather based on its patterns</li> </ul>
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	<p><b>Elaborate: Take it Further</b></p> <ul style="list-style-type: none"> <li>Use district-approved online resources to research and elaborate on the anchoring phenomenon</li> </ul>
<ul style="list-style-type: none"> <li>Self-Awareness</li> <li>Self-Management</li> <li>Social Awareness</li> <li>Responsible Decision-Making</li> <li>Relationship Skills</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the importance of self-confidence in handling daily tasks and challenges</li> <li>Recognize the skills needed to establish and achieve personal and educational goals</li> <li>Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>Develop, implement, and model effective problem-solving and critical thinking skills</li> </ul>	<ul style="list-style-type: none"> <li><b>People in Science &amp; Engineering:</b> Research J. Marshall Shepherd - 2nd African American to preside over the American Meteorological Society <b>Amistad Law/Diversity &amp; Inclusion</b></li> <li><b>People in Science &amp; Engineering:</b> Research Pam Heinselman, Lidia Cucurull, &amp; Karina Apodaca-Martinez <b>Diversity &amp; Inclusion</b></li> <li><b>Investigate and Graph</b> Weather Outside of the United States</li> </ul> <p><b>Anchoring Phenomenon:</b> We can mitigate the effect of severe weather in several ways.</p> <p><b>Engage</b></p> <ul style="list-style-type: none"> <li>Can You Explain It?</li> <li>FUNomenal Reader</li> </ul>

	<ul style="list-style-type: none"><li>• Utilize positive communication and social skills to interact effectively with others</li></ul>	<p><b>Explore/Explain</b></p> <ul style="list-style-type: none"><li>- Investigate phenomena through hands-on activities &amp; explorations</li></ul> <p><b>Suggested Activities</b></p> <ul style="list-style-type: none"><li>- <b>“The Answer is Blowing in the Wind”</b>- Investigate the effects of wind strength</li><li>- <b>“Smashing Weather”</b> - Explore and investigate ways to mitigate damage from severe weather.</li><li>- <b>“Cause-and-Effect Weather”</b> - Explore characteristics of various types of severe weather</li><li>- <b>“Reducing Risk”</b> - Explore different tools and technologies used to lessen damage from severe weather</li></ul> <p><b>Elaborate: Take it Further</b></p> <ul style="list-style-type: none"><li>- Use district-approved online resources to research and elaborate on the anchoring phenomenon</li><li>- <b>Careers in Science &amp; Engineering:</b> Research Hurricane Hunters &amp; understand the history of their career</li><li>- <b>Reporting Severe Weather:</b> Analyze severe weather maps and prepare a forecast</li><li>- <b>Historical Weather Patterns:</b> Analyze historical maps of hurricanes in the United to States to identify patterns</li></ul> <p><b>Anchoring Phenomenon:</b> Various factors affect the typical weather patterns of an area over time.</p> <p><b>Engage</b></p> <ul style="list-style-type: none"><li>- Can You Explain It?</li><li>- FUNomenal Reader</li></ul>
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		<p><b>3DL.A</b> - Understand data-based questions and data collection</p> <p><b>3DL.B</b> - Represent and interpret data</p> <p><b>Interdisciplinary Connections - English Language Arts:</b></p> <p><b>RI.CR.3.1</b> - Ask and answer questions to demonstrate understanding of a text</p> <p><b>RI.IT.3.3</b>- 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><b>RI.MF.3.6</b> - Use information gained from text features and the words in a text to demonstrate understanding of the text</p> <p><b>RI.AA.3.7</b>- Describe the logical connection between particular sentences and paragraphs in a text.</p> <p><b>W.AW.3.1.</b> Write opinion texts to <b>present an idea with reasons and information.</b></p> <p><b>W.WR.3.5.</b> 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><b>W.SE.3.6.</b> Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.</p> <p><b>SL.PI.3.4.</b> 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>	
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Making Sense of Phenomena</li> <li>● Lesson Check</li> <li>● Lesson Quiz</li> <li>● Evidence notebooks</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● District Assessment 1</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Unit Assessment</li> </ul> <p><b><u>Alternative Assessment:</u></b></p> <ul style="list-style-type: none"> <li>● Performance-Based Assessment</li> <li>● Unit Project</li> <li>● Unit Performance Task</li> </ul> <p><b><u>Suggested Writing Prompt:</u></b></p> <ul style="list-style-type: none"> <li>● Read the paired text "<a href="#">Safety During Storms</a>" and write an informational essay explaining the importance of predicting the weather. Be sure to explain how predicting the weather helps keep civilians safe from severe weather impacts. Use textual evidence from both passages in your essay.</li> </ul>	
<p><b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b></p>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ML Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> <li>● Evidence Notebook</li> <li>● Equipment Kit</li> <li>● FUNomenal Readers</li> </ul>	<p>In addition to Core Resources:</p> <ul style="list-style-type: none"> <li>● FUNomenal Readers</li> </ul>	<p>In addition to Core Resources:</p> <ul style="list-style-type: none"> <li>● FUNomenal Readers</li> </ul>	<p>In addition to Core Resources:</p> <ul style="list-style-type: none"> <li>● FUNomenal Readers</li> </ul>

<ul style="list-style-type: none"> <li>Idea Organizer</li> <li>Language Development Worksheet</li> <li>Online Simulations</li> <li>Into Science TE</li> <li>Into Science SE</li> <li>District-Approved Resources</li> </ul>	<ul style="list-style-type: none"> <li>Multilingual Glossary</li> </ul>	<ul style="list-style-type: none"> <li>Multilingual Glossary</li> <li>Multilingual Home Letters</li> </ul>	
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**Supplemental Resources**

**Technology:**

- Chromebook
- SMARTBoard/Promethean Board
- District-Approved Resources

**Ed Science Platform:**

- Digital Assessments
- Digital Performance Tasks
- You Solve It Simulations
- Student eBook
- Video-Based Projects
- Science Tools
- Online Glossary

**Differentiated Student Access to Content:  
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ML Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>Deliver instruction utilizing varied learning styles including audio, visual, and</li> </ul>	<ul style="list-style-type: none"> <li>Utilize a multi-sensory (VAKT) approach during instruction</li> </ul>	<ul style="list-style-type: none"> <li>Extend time requirements</li> <li>Preferred seating</li> <li>Positive reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>Create an enhanced set of introductory activities</li> <li>Integrate active</li> </ul>

<p>tactile/kinesthetic</p> <ul style="list-style-type: none"> <li>• Provide individual instruction as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.)</li> <li>• Modify test content and/or format</li> <li>• Allow students to retake tests for additional credit, Provide additional times and preferential seating as needed,</li> <li>• Review, restate, and repeat directions</li> <li>• Provide study guides, and/or break assignments into segments of shorter tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Check often for understanding/review</li> <li>• Oral/visual directions/prompts when necessary</li> <li>• Supplemental materials include the use of online bilingual dictionaries, and modified assessments and/or rubrics.</li> </ul>	<p>teaching/learning opportunities</p> <ul style="list-style-type: none"> <li>• Incorporate authentic components</li> <li>• Propose interest-based extension activities</li> <li>• Connect students to related talent development opportunities</li> </ul>
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<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept:</b></p> <ol style="list-style-type: none"> <li>1. Career Awareness &amp; Planning</li> <li>2. Creativity and Innovation</li> <li>3. Critical Thinking &amp; Problem-Solving</li> <li>4. Global &amp; Cultural Awareness</li> <li>5. Information and Media Literacy</li> <li>6. Technology Literacy</li> </ol>	
	<p><b>Core Ideas:</b></p>	<ul style="list-style-type: none"> <li>• An individual's passions, aptitude, and skills can affect his/her employment and earning potential.</li> <li>• Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions</li> <li>• Curiosity and a willingness to try new ideas (intellectual risk-taking) contribute to the development of creativity and innovation skills.</li> <li>• The ability to solve problems effectively begins with gathering data,</li> </ul>

		<p>seeking resources, and applying critical thinking skills.</p> <ul style="list-style-type: none"> <li>Individuals from different cultures may have different points of view and experiences.</li> <li>Culture and geography can shape an individual’s experiences and perspectives.</li> <li>Specific situations require the use of relevant sources of information.</li> <li>Different digital tools have different purposes.</li> <li>Collaborating digitally as a team can often develop a better artifact than an individual working alone.</li> </ul>
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> <li>9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</li> <li>9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</li> <li>9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., lifeguards, child care, medicine, education) and examples of these requirements</li> <li>9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change</li> <li>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand their thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</li> <li>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).</li> <li>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).</li> <li>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).</li> <li>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.</li> </ul>

		<ul style="list-style-type: none"> <li>9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).</li> </ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>Act as a responsible and contributing community member and employee.</li> <li>Consider the environmental, social, and economic impacts of decisions.</li> <li>Demonstrate creativity and innovation.</li> <li>Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>Model integrity, ethical leadership, and effective management.</li> <li>Plan education and career paths aligned to personal goals.</li> <li>Use technology to enhance productivity, increase collaboration, and communicate effectively.</li> <li>Work productively in teams while using cultural/global competence.</li> </ul>	

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>