

Swedesboro-Woolwich Public Schools Content Area Guidance Document

**GRADE 3– Gifted and Talented (Trimester 2 Jan-Mar)**

**Mission Statement**

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

**Unit Overview**

THIRD GRADERS DO NOT START G&T UNTIL JANUARY\*\*

In Trimester 2, students will learn to:

- Recognize the difference between renewable and non renewable resources, and the importance of taking care of the Earth.
- Look at Oceanography, the effects of pollution to marine life, and the effects of erosion on soil through various media and projects.
- Explain how humans can change the way they live to help the environment (zero-waste, recycling, reusing, repurposing materials)
- Find ways to recycle and upcycle materials to create a fun toy or activity (Projects have included Cardboard Arcade Games, Hovercraft CDs, and Rubberband or Wind Powered Race Cars.) that will be used in STEAM NIGHT.
- Promote recycling in the school using various resources to find information to create posters and other commercials for the morning news report.
- In April, students will be able to participate in a Local and County Clean Up

**Pacing Guide (Yearlong Pacing as Separated by Units)**

Unit Title	Duration (How many days/weeks?)	Standards (NJSLs)	Learning Scales	Criteria for Success (How will students demonstrate understanding?)
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<p>Saving the Planet: Earth Science and the Environment</p>	<p>20 Class Periods, 2 class periods per 6 day cycle weeks.</p>	<p>SCI.3.3-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.</p> <p>SCI.4.4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.</p> <p>SCI.3-5.3-5-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.</p> <p>(GIFT.PK-12.1.3.1) Educators provide a variety of research based grouping practices for students with gifts and talents that allow them to interact with individuals of various gifts, talents, abilities, and strengths.</p> <p>(GIFT.PK-12.23.3.4.2) Educators use differentiated product based assessments to measure progress of students with gifts and talents</p>	<p>Link Scales with Targets</p>	<p>Students will create posters about the environment regarding recycling and write a short informational paragraph for the CHS News.</p> <p>Students will research all of the information that will be presented for the major topics that will be displayed for STEAM Night..</p> <p>Students will create, test, adjust and innovate a recycled project that will sustain multiple uses during STEAM Night.</p>
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Grade X – Unit X “Title” Length “Y weeks”				
Unit Vocabulary				
Oceanography	Geology	Solar Energy	Compost	

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Renewable Resources	recycle	Wind Energy	Zero-Waste Living	
Non-renewable Resources	reduce	Nuclear Energy		
erosion	reuse	Geothermal Energy		

**Preparation for College, Careers, and Beyond**

<u>Career Ready Practices</u>	<u>Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)</u>
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

**Cross-Curricular Connections**

<b>Interdisciplinary Connections</b>	<b>Technology Integration and Literacy</b>	<u>Climate Change</u>	<u>Amistad Law</u>	<u>Holocaust Law (under rationale statement)</u>	<u>LGBT Law</u>	<u>Disabilities Law</u>
<ul style="list-style-type: none"> <li>Literature connections</li> <li>READ ALOUDS of the following stories:</li> </ul>	<p><i>Online links and possible resources for the integration of technology into lessons are embedded within the "Possible</i></p>	<ul style="list-style-type: none"> <li>Students will learn about the changes to earth from various issues (due to both nature and human</li> </ul>	<ul style="list-style-type: none"> <li>While learning about composting, the students will learn about George Washington</li> </ul>	<ul style="list-style-type: none"> <li>Students will examine how some members of the Jewish faith have strict practices involving the</li> </ul>	<ul style="list-style-type: none"> <li>Students will look at the projects of Dr. Isabel Bishop ( an environmental scientist and a member of the</li> </ul>	<ul style="list-style-type: none"> <li>Students will look at the concept of zero-waste living, and how it affects</li> </ul>

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<p>A Planet Full of Plastic by Neal Layton</p> <p>Climate Rebels by Ben Lerwill</p>	<p><i>Resources and Activities” column for each Topic area.</i></p>	<p>involvement) such as erosion, pollution, deforestation, nonrenewable resources vs renewable resources</p>	<p>Carver’s accomplishments in farming that helped farmers in the south learn to rotate crops to replenish soil nutrients.</p> <ul style="list-style-type: none"> <li>• <a href="#">Reference</a></li> </ul>	<p>environment. (How to remove and manage waste, air and water pollution, etc)</p> <p><a href="#">Reference:</a></p>	<p>LGBTQIA+ community) and her FreshWater Watch Project that monitors the status of water around the world.</p> <ul style="list-style-type: none"> <li>• <a href="#">Reference</a></li> </ul>	<p>the disabled population, who often rely on single use options in their everyday life and how they are working to change their impact on the environment as well.</p> <ul style="list-style-type: none"> <li>• <a href="#">Resource</a></li> </ul>
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Possible Assessment and Instructional Modifications			
<a href="#">Special Education</a>	<a href="#">At-Risk (Math Strategies and ELA Strategies)</a>	<a href="#">Gifted</a>	<a href="#">English Language Learners</a>
<p><i>*All teachers of students with special needs must review each student’s IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p><b>Possible Modifications/Accommodations</b></p> <ul style="list-style-type: none"> <li>• Extra time on assessments</li> <li>• Use of a graphic organizer</li> <li>• Use of concrete materials and objects (manipulatives)</li> <li>• Opportunities for cooperative partner work</li> <li>• Assign fewer problems at one time (e.g., assign only odds or evens)</li> <li>• Differentiated center-based small group instruction</li> <li>• If a manipulative is used during instruction, allow its use on a test</li> <li>• Provide reteach pages if necessary</li> <li>• Provide several ways to solve a problem if possible</li> <li>• Provide visual aids and anchor charts</li> <li>• Tiered lessons and assignments</li> <li>• Highlight key directions</li> <li>• Test in alternative site</li> <li>• Use of word processor</li> <li>• Allow for redos/retakes</li> <li>• <a href="#">Link Folder of Specific Resources (modified assignments or activities)</a></li> </ul>	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> <li>• Additional time for assignments</li> <li>• Review of directions</li> <li>• Review sessions</li> <li>• Use of mnemonics</li> <li>• Have student restate information</li> <li>• Provision of notes or outlines</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Use of a study carrel</li> <li>• Assistance in maintaining uncluttered space</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Enrichment projects</b></li> <li>• <b>Higher-level cooperative learning activities</b></li> <li>• <b>Provide higher-order questioning and discussion opportunities</b></li> <li>• <b>Tiered centers</b></li> <li>• <b>Tiered assignments</b></li> <li>• <b>Alternate assignments/ enrichment assignments</b></li> <li>• <b>Provide texts at higher reading level</b></li> <li>• <b>Extension activities</b></li> <li>• <b>Pairing direct instruction w/coaching to promote self directed learning</b></li> <li>• <b>Link to Folder of Specific Resources (e.g. Leveled texts, project descriptions)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Continue practicing vocabulary</li> <li>• Choice of test format (multiple-choice, essay, true-false)</li> <li>• Vary test formats</li> <li>• Read directions to student</li> <li>• Provide study guides prior to tests</li> <li>• Clarify test directions, read test questions</li> <li>• Read test passages aloud (for comprehension assessment)</li> <li>• <a href="#">Link to Folder of Specific Resources (e.g. Leveled texts, visual sets)</a></li> </ul>

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	<ul style="list-style-type: none"> <li>• Peer or scribe note taking</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Books on tape</li> <li>• Graphic organizers</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Answers to be dictated</li> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> <li>• Agenda book and checklists</li> <li>• Adjusted assignment timelines</li> <li>• Varied reinforcement procedures</li> <li>• Work in progress check</li> <li>• Personalized examples</li> <li>• No penalty for spelling errors or sloppy handwriting</li> </ul>		
<b>Individualized Learning Opportunities</b>			
<ul style="list-style-type: none"> <li>• Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area.</li> </ul>			

<b>Possible Assessments</b>			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> <li>• <b>Link Specifics in this Section from one Google Folder</b></li> <li>• Anecdotal notes during whole group, small group and individual conferences</li> <li>• Sharing strategies</li> <li>• Turn and talk</li> <li>• Stop and Jots</li> <li>• Graphic organizers</li> <li>• Running Records/skills check off</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Common Summative Assessments (link in one folder)</b></li> <li>• Open-Ended Responses</li> <li>• Observed Peer Teaching and Reviews of Projects</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Link folder of any specific examples</b></li> <li>• Students will create a final project to be displayed during STEAM Night about one of the ideas that they learned about during this unit. (Erosion, Non-Renewable vs Renewable Resources, Zero-Waste Living, Compost, Alternative Energy)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Link folder of any specific examples</b></li> <li>• STEAM NIGHT PROJECT DISPLAY (Individualized/Student-Led Learning Opportunity)</li> <li>• ZERO WASTE CHALLENGE</li> <li>• COMMUNITY CLEAN UPS (Promoting Teamwork and Civic Responsibility)</li> <li>• RECYCLING POSTERS FOR SCHOOL</li> <li>• Possible Compost Project**</li> </ul>