

Swedesboro-Woolwich Public Schools Content Area Guidance Document

GRADE 3– Gifted and Talented (Trimester 3 Apr- June)

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 3, students will learn to:

- Identify the different regions of the United States and the natural weather that occurs in each region.
- Explain what happened to the United States during Westward Expansion, how it affected Native Americans and the Pioneers.
- Identify the risks and rewards that pioneers faced on the Oregon Trail and how they began life in new lands.
- Create their own journey to their own Homestead, and use what they know to design their own home in a part of the country.

Pacing Guide (Yearlong Pacing as Separated by Units)

Unit Title	Duration (How many days/weeks?)	Standards (NJSL)	Learning Scales	Criteria for Success (How will students demonstrate understanding?)
Homestead and Westward Expansion: Surviving the	20 Class Periods, 2 class periods per 6 day cycle weeks.	SCI.3.3-LS4-4 Make a claim about the merit of a solution	Link Scales with Targets	Students will learn about how the United States changed

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<p>Elements!</p>		<p>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>SS 6.4.B.5. Identify and discuss major scientific discoveries and inventions, the scientists and inventors who developed them (e.g., Thomas Edison), and their impact on life today.</p> <p>SS 6.6.D.1. Describe the development of transportation and communication networks in New Jersey and the United States.</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>during Westward Expansion, the Lewis and Clark Expedition, and the opportunities for people of color during the Homestead Act.</p> <p>Students will create various scientific activities (volcano, tornado in bottle, shake table for earthquakes, wind resistant homes, etc) to see what architects have to consider when building homes today.</p> <p>Students will look at Pioneer life, the issues pioneers faced on the Oregon Trail , determine needs/wants, inventions that changed the world (such as the Pony Express, the Transcontinental Railroad, the telegraph, and Morse Code.)</p> <p>Students will design their own Homestead and write a story about what they encountered when they set out west.</p>
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		(GIFT.PK-12.23.3.4.2) Educators use differentiated product based assessments to measure progress of students with gifts and talents		
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Grade X – Unit X “Title” Length “Y weeks”				
Unit Vocabulary				
tornado	hurricane	earthquake	fault	tectonic plates
cyclone	vortex	eye	richter scale	pioneers
Corps of Discovery	Sacagawea	Homestead		

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

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Cross-Curricular Connections						
Interdisciplinary Connections	Technology Integration and Literacy	Climate Change	Amistad Law	Holocaust Law (under rationale statement)	LGBT Law	Disabilities Law
<ul style="list-style-type: none"> Literature connections READ ALOUDS of the following stories: Seaman, the Dog Who Explored the West with Lewis and Clark by Gail Langer Karwoski The Boxcar Children by Gertrude Chandler Warner 	<p><i>Online links and possible resources for the integration of technology into lessons are embedded within the "Possible Resources and Activities" column for each Topic area.</i></p>	<ul style="list-style-type: none"> Students will learn about various weather and climates of the United States including erosion, volcanos, tornados ,and hurricanes. They will look at how humans have impacted the environment, as well as how humans have adapted to the weather phenomena. 	<ul style="list-style-type: none"> Students will learn about the Lewis and Clark Expedition and how the Corps of Discovery treated all members equally including the African American man (York) and Native American Woman (Sacagawea) that were with them. They will also learn about how the Homestead Act allowed men of color to own land through the 14th Amendment. 	<ul style="list-style-type: none"> Students will examine how some members of the Jewish faith have ties to the establishment of department stores and other shops out west including Levi Strauss, the inventor of jeans. REFERENCE 	<ul style="list-style-type: none"> Students will look at the projects of Dr. Isabel Bishop (an environmental scientist and a member of the LGBTQIA+ community) and her FreshWater Watch Project that monitors the status of water around the world. Reference 	<ul style="list-style-type: none"> Students will learn how buildings have adapted their designs to include safety features for weather, climate, and accommodating people of different abilities (alarms, Braille, widened doorways, ramps, etc)

Possible Assessment and Instructional Modifications			
Special Education	At-Risk (Math Strategies and ELA Strategies)	Gifted	English Language Learners
<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>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> Extra time on assessments Use of a graphic organizer Use of concrete materials and objects (manipulatives) Opportunities for cooperative partner work Assign fewer problems at one time (e.g., assign only odds or 	<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"> Enrichment projects Higher-level cooperative learning activities Provide higher-order questioning and discussion opportunities Tiered centers Tiered assignments Alternate assignments/ enrichment assignments Provide texts at higher reading level Extension activities 	<ul style="list-style-type: none"> Continue practicing vocabulary Choice of test format (multiple-choice, essay, true-false) Vary test formats Read directions to student Provide study guides prior to tests Clarify test directions, read test questions Read test passages aloud (for comprehension assessment) Link to Folder of Specific Resources

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<p>evens)</p> <ul style="list-style-type: none"> ● Differentiated center-based small group instruction ● If a manipulative is used during instruction, allow its use on a test ● Provide reteach pages if necessary ● Provide several ways to solve a problem if possible ● Provide visual aids and anchor charts ● Tiered lessons and assignments ● Highlight key directions ● Test in alternative site ● Use of word processor ● Allow for redos/retakes ● Link Folder of Specific Resources (modified assignments or activities) 	<ul style="list-style-type: none"> ● Additional time for assignments ● Review of directions ● Review sessions ● Use of mnemonics ● Have student restate information ● Provision of notes or outlines ● Concrete examples ● Support auditory presentations with visuals ● Use of a study carrel ● Assistance in maintaining uncluttered space ● Peer or scribe note taking ● Space for movement or breaks ● Extra visual and verbal cues and prompts ● Books on tape ● Graphic organizers ● Preferential seating ● Reduction of distractions ● Answers to be dictated ● Follow a routine/schedule ● Teach time management skills ● Agenda book and checklists ● Adjusted assignment timelines ● Varied reinforcement procedures ● Work in progress check ● Personalized examples ● No penalty for spelling errors or sloppy handwriting 	<ul style="list-style-type: none"> ● Pairing direct instruction w/coaching to promote self directed learning ● Link to Folder of Specific Resources (e.g. Leveled texts, project descriptions) 	<p>(e.g. Leveled texts, visual sets)</p>
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Individualized Learning Opportunities

- Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area.

Possible Assessments

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> ● Link Specifics in this Section from one Google Folder 	<ul style="list-style-type: none"> ● Common Summative Assessments (link in one folder) 	<ul style="list-style-type: none"> ● Link folder of any specific examples 	<ul style="list-style-type: none"> ● Link folder of any specific examples

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<ul style="list-style-type: none">● Anecdotal notes during whole group, small group and individual conferences● Sharing strategies● Turn and talk● Stop and Jots● Graphic organizers● Running Records/skills check off	<ul style="list-style-type: none">● Open-Ended Responses● Observed Peer Teaching and Reviews of Projects	<ul style="list-style-type: none">● Students will design and create different projects to establish their own Homestead today. They will choose where they would live, what climate they would encounter, and what types of necessities they would need to make their trip and their home.	<ul style="list-style-type: none">● Natural Disasters and Survival● Traveling in the Old West● The Oregon Trail● Inventions that Changed the World (Trains, Morse Code, Pony Express)● Pioneer Food● Designing Your Homestead
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