



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: Connections, Grade 8

Department: English

Board Approval	Supervisor	Notes
August 2018	Ian Schwartz	Born On - (first version)

1 SEMESTER COURSE*

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Week	MP 1/ MP 3	Week	MP 2/MP 4
1	Introducing Photo-A Day/Introduction to Character Education/ Setting Personal Growth Goals “One Word	11	Interdisciplinary Approach to Current Events/Global Issues
2	Psychology of the Adolescent Mind	12	Interdisciplinary Approach to Current Events/Global Issues
3	Managing My Own Behavior/Learning Self-Corrective Techniques	13	Interdisciplinary Approach to Current Events/Global Issues
4	NEWSELA/News/ <i>Choices</i> articles and materials on kindness and character (ongoing - throughout MP) Introduction to Capstone	14	Capstone - research and planning
5	Happiness Virtual Field Trip/ What Are My Circles of Strength	15	Capstone - research
6	STEM/STEAM/Interdisciplinary	16	Capstone- research and compilation
7	STEM/STEAM/Interdisciplinary	17	Capstone- compilation
8	STEM/STEAM/Interdisciplinary	18	Capstone - presentation
9	STEM/STEAM/Interdisciplinary	19	Capstone - Research Paper
10	Interdisciplinary Approach to Current Events/Global Issues	20	Self-Reflection/ Self-Assessment

**Many units are meant to be intermixed and do not necessarily need to progress from start to finish in the weeks allotted.*

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Time Frame	Opening weeks and ongoing going throughout the semester
Topic	
Character Education & Understanding Personal Growth	
Essential Questions	
How does my version of events compare to others' versions of the same event?	
What behaviors, habits, and thought patterns help people to experience happiness?	
How can I better understand and read my own actions and motivations and understand the impact I have on others?	
How is the adolescent brain different from an adult brain?	
Enduring Understandings	
<ul style="list-style-type: none">● Understanding how one person's account of an event can differ from another person's account● Understanding and reading how my own actions impact others● Understanding my own motivations and thinking about the motivations of others● Setting personal growth goals● Being honest - self-assessment and self-reflections● How the adolescent brain is not fully developed -impact of drugs, alcohol, lack of sleep, overuse of technology; impact of BCD - blaming, complaining, defending; maintaining positive mental health	
Alignment to NJSLs	
HPE.2.2.8.A.CS2 - [Content Statement] - Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	
CRP.K-12.CRP1.1 - Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in	

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participating in activities that serve the greater good.

LA.8.W.8.7 - [*Progress Indicator*] - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LA.8.W.8.8 - [*Progress Indicator*] - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

TECH.8.1.8.A.CS1 - [*Content Statement*] - Understand and use technology systems.

Key Concepts and Skills

Self-Assessments
Self-Reflections
Reading Non-Fiction
Communication Skills
Writing a Personal Narrative
Preparing and Conducting an Interview

Learning Activities

[Snapshot Autobiography](#)

Photo-a-day...you, something you see, someplace you are, words...

Discover Your Happy Virtual Field Trip

Six Sustainable Happiness Skills

Research and Presentation

Assessments

May include but not limited to:

Summative: Autobiographical Pamphlet and/or Narrative

formative/alternate:

Happiness Action Plan/ Growth Plan

Journal / Blog

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Personal Narrative Presentations/PSA/Commercial - Google Slides, Digital Presentations,... Written & Audio Visual published to the Ocean View and the Spartan Times							
21st Century Skills							
Creativity	x	Critical Thinking	x	Collaboration	x	Communication	x
Life & Career Skills	x	Information Technology	x	Media Literacy	x		
Interdisciplinary Connections							
Comprehensive Health and Physical Education Social Studies 21st Century Life and Careers							
Technology Integration							
Use of multimedia and digital apps to enhance student inquiry and create projects to share and publish.							

Time Frame	On going throughout the semester.
Topic	
8th Grade Capstone Project	
Essential Questions	
How can I identify and ask significant questions that clarify points of view and lead to a better solution?	
How can I learn to act on creative ideas to make a tangible and useful contribution to a field or to my school/ community?	

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How can I communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods?

Enduring Understandings

- Students will be able to assess needs and create a plan of action
- Students will be able to identify credible and informative sources that are appropriate and helpful to a self-chosen topic
- Students will be able to reflect critically on learning experiences and processes
- Students will be able to synthesize and make connections between various sources
- Students will be able to choose an effective means of clearly communicating their ideas to a group in a thoughtful and engaging manner

Alignment to NJSL

LA.8.RI.8.1 - Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

LA.8.RI.8.2 - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text

LA.8.RI.8.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)

LA.8.W.8.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

LA.8.SL.8.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LA.8.SL.8.2 - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation

LA.8.W.8.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

LA.8.W.8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

LA.8.W.8.7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CRP.K-12.CRP1.1 - Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

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CRP.K-12.CRP7.1 - Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP.K-12.CRP10.1 - Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

Key Concepts and Skills

Identifying Needs
Problem Solving
Time Management
Research
Synthesis of ideas and materials
Execution of ideas
Presentation of ideas
Communication of ideas to a group

Learning Activities

Determining Areas of Interest and Brainstorming Project Ideas
Preliminary Research and Project Proposal
Determining Credible and Relevant Sources
Creating a Personal Timeline
Conducting Research
Self-Assessment of Needs
Personal Reflections
Synthesis of Ideas and Research in Project
Execution of Ideas and Plans
Presentation of Project

Assessments

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Summative: Final Project Final Presentation formative/alternate: Goal Planning Sheet Research Notes and Bibliography Timeline Self-Assessments and Reflections							
21st Century Skills							
Creativity	x	Critical Thinking	x	Collaboration	x	Communication	x
Life & Career Skills	x	Information Technology	x	Media Literacy	x		
Interdisciplinary Connections							
Possibilities include: Science Social Studies 21st Century Life and Careers Health and Physical Education Visual and Performing Arts English Language Arts							
Technology Integration							
Use of multimedia and digital apps to enhance student inquiry and create projects to share and publish.							

Time Frame	1-2 Weeks
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Topic

Capstone Research Paper

Essential Questions

How can I create a driving question and guide my research to engage in a meaningful learning experience and write a formal research paper?

How can I effectively organize my ideas to clearly communicate my topic to others?

How can I incorporate the research of others and my own research in a formal research paper or project?

Why is it important to follow the guidelines for a standard formatting? What resources can I use to help me?

Enduring Understandings

Developing a Research Question
Developing an Outline or Organizational Plan
How to Group Information Effectively
Writing Formal Paragraphs
Creating an MLA Bibliography

Alignment to NJSL

LA.8.W.8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

LA.8.W.8.7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LA.8.W.8.4 - Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LA.8.W.8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

LA.8.RI.8.7 - Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

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LA.8.SL.8.5 - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest

LA.8.SL.8.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Key Concepts and Skills

Writing Process from a student created research question
Organizing ideas
Writing Formally
Following formal guidelines for formatting

Learning Activities

Developing a Research Question
Developing an Outline or Organizational Plan
Digital Notecards (or other organizational activity)
How to Group Information Effectively
Writing Formal Paragraphs
Peer Review and Editing
Creating an MLA Bibliography

Assessments

Formative: Outline Draft	Summative: Ongoing check-ins Goal Setting Self-Reflection Final Project
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Benchmark

21st Century Skills

Creativity	X	Critical Thinking	X	Collaboration	X	Communication	X
Life & Career Skills	X	Information Technology	X	Media Literacy	X		

Interdisciplinary Connections

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21st Century Learner
Language Arts
Technology

Technology Integration

Google Classroom; Google Docs; Other digital apps for research and notetaking

Time Frame

4 Weeks

Topic

**STEM/STEAM/Interdisciplinary
(Sample Unit)
Thinking Like a Detective**

Essential Questions

- How can stories change between people and over time?
- What is corroboration of evidence and how does it help me gain a broader perspective? How will this help me as I learn more about history and the world?
- Why is it important to evaluate sources?
- How are math and science related to police work?
- What do crime scene investigators do at a scene?

Enduring Understandings

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Lunchroom Fight I

- Students will hone the ability to reconcile conflicting claims, consider multiple perspectives and evaluate the reliability of sources
- Students will explore the idea that studying history involves considering people's perspectives and biases; evidence; trustworthiness
- Students will explore how stories change: over time; plausibility; physical evidence

Lunchroom Fight II

- Students will evaluate evidence by sourcing, contextualizing, and corroborating different eyewitness accounts.

Make Your Case!

- More practice with corroborating evidence

Crime Scene Investigators

- Genetic information provides for the continuity of life and in most cases is passed from parent to offspring through DNA
- Chemical reactions are predictable.
- Adherence to the rule of law validates an individual's responsibility to society

Alignment to NJSL

SOC.6.2.8: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

SCI.9-12.5.1.12.A: Students understand core concepts and principles of science and use measurement and observation tools to assist in categorizing, representing, and interpreting the natural and designed world

SCI.9-12.5.1.12.D: The growth of scientific knowledge involves critique and communication, which are social practices that are governed by a core set of values and norms.

MA.8.8.G.A - Understand congruence and similarity using physical models, transparencies, or geometry software

CRP.K-12.CRP2.1: Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

LA.8.SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly

LA.8.SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation

LA.8.SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

LA.6-8.RST.6-8.1 - [Progress Indicator] - Cite specific textual evidence to support analysis of science and technical texts.

LA.6-8.RST.6-8.7 - [Progress Indicator] - Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

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Key Concepts and Skills

Lunchroom Fight I & 2; Make Your Case

- Students will examine evidence and work collaboratively to evaluate multiple perspectives and examine the reliability of sources
- Students will work collaboratively to corroborate evidence

Crime Scene Investigator

- Creating a drawing to scale
- Learning about ways to gather DNA
- Presentation Skills

Learning Activities

Solving Short Mysteries - Introduction to Deductive and Inductive Reasoning

[Stanford History Educational Group:](#)

Lunchroom Fight I

Lunchroom Fight Worksheet

Discussion

Lunchroom Fight II

Reviewing Evidence

Small Group Discussion

Suspension Report

Make Your Case!

Handouts with three different accounts

Small Group Discussion

STEM:

[Crime Scene Investigator](#)

- Watch the Career Video
- Watch Model and Re-creation video
- Watch Scale Model Video
- Read articles
- Plan for scene with key details
- Construct details and layout
- Measure all items
- Calculate an appropriate scale
- Read and discover how fingerprints are gathered
- Read and discover how blood is gathered
- Read and discover how DNA can be obtained

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Assessments							
<p>Lunchroom Fight I & II/Make Your Case formative/alternate: Self-Reflection (Flip-Grid, Padlet, Google Classroom, etc...)</p> <p>Crime Scene Investigator Summative: Editorial formative/alternate: Spreadsheet or table of notes and evidence Drawing to Scale Conducting a Demonstration and/or Multimedia Presentation</p>							
21st Century Skills							
Creativity	X	Critical Thinking	X	Collaboration	X	Communication	X
Life & Career Skills	X	Information Technology	X	Media Literacy	X		
Interdisciplinary Connections							
<p>21st Century Learner Next Generation Science Social Studies Math English/Language Arts</p>							
Technology Integration							
<p>definedstem.com; Stanford History Educational Group; Google Sheets; Google Slides, Prezi, and other multimedia and digital apps</p>							

Modifications (ELL, Special Education, Gifted and Talented, and 504 Plans)

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ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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