



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 6

Department: English

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



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Week	Marking Period 1 ● Benchmark: "Backwoods Boy" Essay/Presentation	Week	Marking Period 3
1	Character Education: <i>Establishing Personal & Educational Goals</i>	21	Engineering: <i>Laws of Physics</i>
2	Character Education: <i>Establishing Personal & Educational Goals</i>	22	Engineering: <i>Laws of Physics</i>
3	Character Education: <i>School & Community Outreach</i>	23	Engineering: <i>Using Science to Solve Real Life Problems</i>
4	Character Education: <i>School & Community Outreach</i>	24	Engineering: <i>Using Science to Solve Real Life Problems</i>
5	Life Science: <i>Outdoor Survival Skills</i>	25	Community Service: <i>Identifying Small-scale and Large-scale Problems</i>
6	Life Science: <i>Outdoor Survival Skills</i>	26	Community Service: <i>Identifying Small-scale and Large-scale Problems</i>
7	Life Science: <i>Physical & Personal Health</i>	27	Community Service: <i>Designing Solutions</i>
8	Life Science: <i>Physical & Personal Health</i>	28	Community Service: <i>Designing Solutions</i>
9	Life Science: <i>Divergent Cultural Studies</i>	29	Community Service: <i>Taking Action, Presentations</i>
10	Life Science: <i>Divergent Cultural Studies</i>	30	Community Service: <i>Taking Action, Presentations</i>
Week	Marking Period 2	Week	Marking Period 4 ● Benchmark Assessment: Personal Passion Project
11	Engineering: <i>Read <u>The Boy Who Harnessed the Wind</u></i>	31	Communications: <i>Setting Career Goals</i>
12	Engineering: <i>Read <u>The Boy Who Harnessed the Wind</u></i>	32	Communications: <i>Identifying/Building Career Skill Sets</i>
13	Engineering: <i>Read <u>The Boy Who Harnessed the Wind</u>, visual of a simple</i>	33	Communications: <i>Financial Management</i>

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	energy grid design		
14	Engineering: Read <u><i>The Boy Who Harnessed the Wind</i></u> , visual of a complex energy grid design	34	Personal Passion Project: <i>Brainstorming & Drafting</i>
15	Engineering: Read <u><i>The Boy Who Harnessed the Wind</i></u> . Discuss roles of the Industrial and Technological Revolution	35	Personal Passion Project: <i>Creating</i>
16	Engineering: Read <u><i>The Boy Who Harnessed the Wind</i></u> . Discuss roles of the Industrial and Technological Revolution	36	Personal Passion Project: <i>Creating</i>
17	Engineering: Read <u><i>The Boy Who Harnessed the Wind</i></u> . Discussing Alternative Energy Resources	37	Personal Passion Project: <i>Creating</i>
18	Engineering: Read <u><i>The Boy Who Harnessed the Wind</i></u> . Discussing Alternative Energy Resources	38	Personal Passion Project: <i>Finalizing</i>
19	Engineering: Read <u><i>The Boy Who Harnessed the Wind</i></u> . Experiments Studying Wind Power	39	Personal Passion Project: <i>Presentations</i>
20	Engineering: Read <u><i>The Boy Who Harnessed the Wind</i></u> . Experiments Studying Wind Power	40	Personal Passion Project: <i>Presentations</i>

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Time Frame	Marking Period 1, 4 Weeks; Marking Period 3, 4 weeks
Topic	
CHARACTER EDUCATION	
Essential Questions	
<ul style="list-style-type: none"> ● How do you eliminate HIB from schools? ● What does society need to do to eliminate HIB? ● What can you personally do to eliminate HIB from your world? ● How does HIB start? ● What role do parents/caregivers play in promoting or eliminating HIB? ● What skills do I need to become a successful student? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● SWUT HIB is a result of many factors. ● SWUT students, teachers, and administrators need to understand each other and work together in order to eliminate HIB in the school. ● SWUT society has a responsibility for promoting and eliminating HIB. 	
Alignment to NJSLs	
<ul style="list-style-type: none"> ● CAEP.9.2.8.B.3 ● CAEP.9.2.8.B.6 ● CAEP.9.2.8.B.7 ● HPE.2.1.6.E.2 ● HPE.2.2.6.C ● LA.6.RL.6.2 ● LA.6.RI.6.1 ● LA.6.W.6.2 ● LA.6.W.6.9 ● LA.6.SL.6.2 ● LA.6.L.6.1 ● CRP1 ● CRP12 	
Key Concepts and Skills	
<ul style="list-style-type: none"> ● Storytelling ● Researching ● Surveying 	

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<ul style="list-style-type: none"> • Public speaking • Listening • Dancing • Singing • Drawing 							
Learning Activities							
<ul style="list-style-type: none"> • Story/stories • holiday/religion/ • culture research • Black History/School Violence research • <i>Maniac Magee</i> dramatic interpretation • School survey with results and solutions • HIB song and dance • Posters • Advice column • Classroom "Ted Talk" • Newsela • Video recorded "talk show" 							
Assessments							
<ul style="list-style-type: none"> • Summative: Narratives <p>Formative/Alternative</p> <ul style="list-style-type: none"> • Research on causes and reasons • Dramatic interpretation • Survey results and expressed solutions • Song and dance • Peer advice • Public speeches and conversations 							
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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- Language arts
- Reading
- Math
- Social Studies
- Technology
- Music
- Theater
- Art
- PE/Health

Technology Integration

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

TECH.8.1.8.A.CS2 - [Content Statement] - Select and use applications effectively and productively

TECH.8.1.8.A.1 - [Cumulative Progress Indicator] - Demonstrate knowledge of a real world problem using digital tools.

TECH.8.1.8.A.2 - [Cumulative Progress Indicator] - Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

TECH.8.1.8.B.1 - [Cumulative Progress Indicator] - Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

TECH.8.1.8.C.CS1 - [Content Statement] - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

TECH.8.1.8.C.CS2 - [Content Statement] - Communicate information and ideas to multiple audiences using a variety of media and formats.

Time Frame	Marking Period 4, 3 Weeks
Topic	
COMMUNICATIONS & PERSONAL FINANCIAL LITERACY	
Essential Questions	
<ul style="list-style-type: none"> ● What skills and dispositions does one need in order to prosper in college or a career? ● What are my most marketable skills? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● SWUT life is full of decisions that affect the paths of their lives. ● SWUT verbal and written communication skills are essential in the professional world. 	
Alignment to NJSLs	

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<ul style="list-style-type: none"> ● CAEP.9.2.8.B.3 ● VPA.1.3.8.C ● LA.6.RI.6.10 ● LA.6.W.6.4 ● LA.6.W.6.7 ● LA.6.SL.6.1 ● LA.6.L.6.1 							
Key Concepts and Skills							
<ul style="list-style-type: none"> ● Researching ● Personal communicating ● Public speaking ● Letter writing ● Multiplying/adding/ dividing/subtracting 							
Learning Activities							
<ul style="list-style-type: none"> ● Halfway Day ● Interview/Resume ● Letter to 12th grade self ● Investments (stocks, bonds, real estate) ● Banking ● Taxes/Interest ● Tips 							
Assessments							
<ul style="list-style-type: none"> ● Summative: Resume Formative/Alternative: <ul style="list-style-type: none"> ● Interview ● Letter ● Investing ● Money Management 							
21st Century Skills							
Creativity	X	Critical Thinking	X	Collaboration		Communication	X
Life & Career Skills	X	Information Technology	X	Media Literacy	X		

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Interdisciplinary Connections

- Reading
- Writing
- Listening
- Speaking
- Finance

Technology Integration

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

TECH.8.1.8.A.CS2 - [Content Statement] - Select and use applications effectively and productively.

TECH.8.1.8.A.2 - [Cumulative Progress Indicator] - Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Time Frame	Marking Period 1, 6 Weeks
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Topic
LIFE SCIENCE
Essential Questions
<ul style="list-style-type: none">• What needs would you have to satisfy in order to survive in the wilderness on your own?• How can we ensure the preservation of our environmental resources?• How are individuals and society affected by changes in our environment?
Enduring Understandings
<ul style="list-style-type: none">• SWUT physical resources are necessary for a human to survive.• SWUT physical fitness is necessary to live a long and healthy life.
Alignment to NJSLs
<ul style="list-style-type: none">• SCI.5-6.5.3.6.C• SCI.5-6.5.3.6.E• LA.6.RI.6.7• LA.6.RI.6.10• LA.6.L.6.5.C• LA.6.RL.6.9• LA.6.W.6.4
Key Concepts and Skills
<ul style="list-style-type: none">• Planting• Harvesting• Connoting/Denoting (connotation/denotation)• Physical well-being
Learning Activities
<ul style="list-style-type: none">• Survival Kit• Botanical Garden• Time Capsule• Fitness
Assessments
<ul style="list-style-type: none">• Summative: Survival Kit• Formative/Alternate:

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<ul style="list-style-type: none"> • Researching/Planting/Harvesting • Time Capsule • Nutritional Intake 							
21st Century Skills							
Creativity	X	Critical Thinking	X	Collaboration	X	Communication	X
Life & Career Skills	X	Information Technology	X	Media Literacy	X		
Interdisciplinary Connections							
<ul style="list-style-type: none"> • Biology • Ecology • Reading • Language Arts • Physical Ed/Health 							
Technology Integration							
<p>TECH.8.1.8.E.CS1 - [Content Statement] - Plan strategies to guide inquiry. TECH.8.1.8.F.CS1 - [Content Statement] - Identify and define authentic problems and significant questions for investigation. TECH.8.1.8.F.CS2 - [Content Statement] - Plan and manage activities to develop a solution or complete a project. TECH.8.1.8.F.CS3 - [Content Statement] - Collect and analyze data to identify solutions and/or make informed decisions.</p>							

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Time Frame	Marking Period 3, 6 weeks
Topic	
COMMUNITY SERVICE	
Essential Questions	
<ul style="list-style-type: none">• How do you make our community a better place to live?• How do you improve our community in the area of _____?• What can you personally do to improve in the area of _____?• How did _____ become a problem?	
Enduring Understandings	
<ul style="list-style-type: none">• SWUT our community needs to work together in order to improve in the area of _____.• SWUT making our community better requires the efforts of each person and starts with each individual doing his or her best.• SWUT by improving in the area of _____ that everyone in the community benefits.	
Alignment to NJSLs	
HPE.2.2.6.D WL.7.1.IL.A <ul style="list-style-type: none">• LA.6.RL.6.2• LA.6.RI.6.1• LA.6.W.6.2• LA.6.W.6.9• LA.6.SL.6.2• LA.6.L.6.1	
Key Concepts and Skills	
<ul style="list-style-type: none">• Reading/Researching• Writing• Graphing/Charting• Drawing• Public Speaking• Acting• Visual Producing• Mapping• Nutritional Eating• Physical Well-Being• Mental Well-Being	
Learning Activities	

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- Research
- Reading (fiction and nonfiction)
- Newsletter/Newspaper
- Graphing/Charting
- Political Cartoons
- Speeches
- PSA (public service announcements)
- Infomercials
- Newsela
- Classroom "Ted Talk"
- Song
- Narratives
- Geography
- History
- Healthy eating
- Physical fitness

Assessments

- Summative: Written news articles/stories
- Formative/Alternate:
- Research on problems and solutions
- Graphs/charts on findings/results/solutions
- Artwork
- Public speeches/conversations
- Video productions
- Songs
- Mapping
- Nutritional intake
- Physical fitness

21st Century Skills

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

Interdisciplinary Connections

- Reading
- Writing
- Math
- Science
- Social studies
- Art
- Technology
- Theater
- PE/Health
- Music

Technology Integration

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TECH.8.1.8.A.CS2 - [Content Statement] - Select and use applications effectively and productively.
TECH.8.1.8.A.1 - [Cumulative Progress Indicator] - Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.B.1 - [Cumulative Progress Indicator] - Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
TECH.8.1.8.C.CS4 - [Content Statement] - Contribute to project teams to produce original works or solve problems.
TECH.8.1.8.F.CS1 - [Content Statement] - Identify and define authentic problems and significant questions for investigation.
TECH.8.1.8.F.CS2 - [Content Statement] - Plan and manage activities to develop a solution or complete a project.
TECH.8.1.8.F.CS3 - [Content Statement] - Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.1.8.F.CS4 - [Content Statement] - Use multiple processes and diverse perspectives to explore alternative.
TECH.8.1.8.F.1 - [Cumulative Progress Indicator] - Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Time Frame	<i>Marking Period 2, 10 Weeks</i>
Topic	
ENGINEERING	
Essential Questions	
<ul style="list-style-type: none"> • How do you make the laws of science work for us and not against us? • What do you do if your idea does not work? 	
Enduring Understandings	
<ul style="list-style-type: none"> • SWUT the laws of science can work for and against mankind. • SWUT science is used to solve real-life problems. • SWUT science requires an open-mind and an ability to overcome failure. 	
Alignment to NJSLs	
<ul style="list-style-type: none"> • TECH.8.2.8 • SCI.5-6.5.4.6.F • LA.6.RL.6.2 • LA.6.RI.6.1 • LA.6.W.6.2 • LA.6.W.6.9 • LA.6.SL.6.2 • LA.6.L.6.1 • LA.6-8.RST.6-8.3 • LA.6-8.RST.6-8.4 	
Key Concepts and Skills	

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- Researching
- Debating
- Questioning
- Observing
- Data collecting
- Inventing/innovating/building
- Engineering
- Weather forecasting

Learning Activities

- Read the novel *The Boy Who Harnessed the Wind*
- Debate the Industrial Revolution (good or bad)
- Debate the Technological Revolution (good or bad)
- Kite flying
- Hot Wheel racing
- Parachute/paper airplane
- Compass/direction
- Wind resistance
- Lego Robotics
- Energy grid

Assessments

- Summative: model/demo of energy grid from *The Boy Who Harnessed the Wind*
- *Formative/Alternate:*
- Read the novel *The Boy Who Harnessed the Wind*
- Debate
- Scientific experiments and results

21st Century Skills

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

Interdisciplinary Connections

- Reading
- Science
- Math
- Social Studies
- Technology

Technology Integration

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TECH.8.1.8.A.CS1 - [Content Statement] - Understand and use technology systems.
TECH.8.1.8.A.CS2 - [Content Statement] - Select and use applications effectively and productively.
TECH.8.1.8.A.3 - [Cumulative Progress Indicator] - Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
TECH.8.1.8.B.CS1 - [Content Statement] - Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.C.CS4 - [Content Statement] - Contribute to project teams to produce original works or solve problems.
TECH.8.1.8.F.CS2 - [Content Statement] - Plan and manage activities to develop a solution or complete a project.
TECH.8.1.8.F.CS3 - [Content Statement] - Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.2.8.C.5b - [Cumulative Progress Indicator] - Create a technical sketch of a product with materials and measurements labeled.
TECH.8.2.8.C.CS3 - [Content Statement] - The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.
TECH.8.2.8.C.8 - [Cumulative Progress Indicator] - Develop a proposal for a chosen solution that include models (physical, graphical or mathematical) to communicate the solution to peers.
TECH.8.2.8.D.CS1 - [Content Statement] - Apply the design process.
TECH.8.2.8.D.1 - [Cumulative Progress Indicator] - Design and create a product that addresses a real world problem using a design process under specific constraints.
TECH.8.2.8.D.3 - [Cumulative Progress Indicator] - Build a prototype that meets a STEM- based design challenge using science, engineering, and math principles that validate a solution.

Time Frame	<i>Marking Period 4, 7 Weeks</i>
Topic	
PERSONAL PASSION PROJECT	
Essential Questions	
What idea do you have in order to make a difference in the world? How can you make the world a better place? How can I extend my knowledge about one of my personal passions? How can I use my interests to educate and inspire my peers?	
Enduring Understandings	
SWUT he/she is able to make a positive difference in his/her world, even at a young age. SWUT there are many avenues for enacting positive change.	
Alignment to NJSLs	
<ul style="list-style-type: none"> ● LA.6.RL.6.2 ● LA.6.RI.6.1 ● LA.6.W.6.2 ● LA.6.W.6.9 ● LA.6.SL.6.2 	

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<ul style="list-style-type: none"> LA.6.L.6.1 							
Key Concepts and Skills							
Reading Writing Researching Questioning Observing Data Collecting Inventing/Innovating/Building Communicating							
Learning Activities							
Research Questioning possible solutions to current problems Designing new solutions to current problems Presenting new ideas to peers and public							
Assessments							
Summative: Presentations Formative/Alternate: Experiments Findings Solutions Results							
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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- Reading
- Science
- Math
- Social Studies
- Technology

Technology Integration

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

TECH.8.1.8.A.CS2 - [Content Statement] - Select and use applications effectively and productively.

TECH.8.1.8.A.3 - [Cumulative Progress Indicator] - Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

TECH.8.1.8.B.CS1 - [Content Statement] - Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.8.C.CS4 - [Content Statement] - Contribute to project teams to produce original works or solve problems.

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

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

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- 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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