



# 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.*

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### **Curriculum Development Timeline**

**School:** Township of Ocean Intermediate School

**Course:** Connections, Grade 7

**Department:** English

<b>Board Approval</b>	<b>Supervisor</b>	<b>Notes</b>
August 2018	Ian Schwartz	Born On - (first version)



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<b>Week</b>	<b>Marking Period 1</b> *Establish Baselines for Benchmark	<b>Week</b>	<b>Marking Period 3</b> *Benchmark: Multiple measures from PBL Unit assessments
1	Character Education Introduction	21	Engineering and Design
2	Character Education: “A Mile In Our Shoes” Project	22	Engineering and Design
3	Character Education: “A Mile In Our Shoes” Project	23	Engineering and Design
4	Character Education: “A Mile In Our Shoes” Project	24	Engineering and Design
5	Character Education: Film Analysis	25	Math and Science in Action
6	Character Education: Film Analysis	26	Math and Science in Action
7	Character Education: Career Unit	27	Math and Science in Action
8	Character Education: Career Unit	28	Math and Science in Action
9	Global and Community Awareness	29	Math and Science in Action
10	Global and Community Awareness	30	Math and Science in Action
<b>Week</b>	<b>Marking Period 2</b>	<b>Week</b>	<b>Marking Period 4</b>
11	Global and Community Awareness	31	Math and Science in Action
12	Global and Community Awareness	32	Math and Science in Action
13	Global and Community Awareness	33	Developing Research Skills
14	Global and Community Awareness	34	Developing Research Skills
15	Global and Community Awareness	35	Developing Research Skills
16	Global and Community Awareness	36	Developing Research Skills
17	Engineering and Design	37	Developing Research Skills

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18	Engineering and Design	38	Developing Research Skills
19	Engineering and Design	39	Developing Research Skills
20	Engineering and Design	40	Developing Research Skills

Time Frame	8 Weeks
<b>Topic</b>	
Character Education	
<b>Essential Questions</b>	
<ol style="list-style-type: none"> <li>1. What role does empathy play in the elimination of hate in our society?</li> <li>2. How do individuals demonstrate resilience in an intolerant society?</li> <li>3. How do stereotypes prevent us from seeing and appreciating the differences between individuals in a group?</li> </ol>	
<b>Enduring Understandings</b>	
<ol style="list-style-type: none"> <li>1. Upon completion of unit activities, students will understand the importance of empathy and acceptance in allowing all individuals in a society to reach their maximum potential.</li> <li>2. Upon completion, the students will understand how cultural stereotypes are used to justify mistreatment of citizens.</li> <li>3. Upon completion, the students will understand the dangers of hate and intolerance.</li> </ol>	
<b>-Alignment to NJSL</b>	
<b>LA.7.RI.7.3</b>	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
<b>LA.7.RI.7.7</b>	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g.,

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	how the delivery of a speech affects the impact of the words).
<b>TECH.8.1.8</b>	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
<b>CAEP.9.2.8.B.3</b>	Evaluate communication, collaboration, and leadership skills that can be developed through school, homework, and extracurricular activities for use in a career.
<b>CRP7</b>	Employ valid and reliable research strategies.
<b>CRP10</b>	Plan educational and career paths aligned to personal goals.

### Key Concepts and Skills

#### [“A Mile In Our Shoes” Research/Writing Project](#)

- Read and analyze articles from the [“A Mile In Our Shoes” Newsela Text Set](#)
- Research the specific challenges facing a marginalized group in American society.
- Adopt the perspective of a member of the researched group. Create a free verse poem, narrative essay, podcast, or other resource that helps your audience to understand the life, emotions, struggles, and humanity of an individual member of that group.

#### [Film Analysis: \(Rudy\)](#)

- Review the role of using the SMART goal setting procedures Relate the benefit of hard work to dream accomplishment

#### [Career Unit](#)

- Conduct research into the educational requirements and professional responsibilities of a chosen profession

### Learning Activities

#### “A Mile In Our Shoes” Project

- Analysis of sources from “Mile In Our Shoes” Text Set - Newsela
- Free verse poetry composition in the voice of a person belonging to a marginalized group

#### Film Analysis Unit

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- Daily journal writing
- Sharing circle activity (Source: *Boost Emotional Intelligence in Students* book)
- Film analysis - *Rudy*, *Remember the Titans*, *Seabiscuit*
- Compare/Contrast fictional representations of characters from the above films with their real life counterparts

### Career Unit

- Create a Future book, depicting the educational requirements and career responsibilities of a member of a chosen profession
- Career Fair, Guest Speakers
- [Conduct research](#) on a career of students' choosing; create an infographic based on findings

### Assessments

#### “A Mile In Our Shoes”

- formative/alternate: Newsela Quizzes/Write assessments
- formative/alternate: Free verse poem, or other original creative writing task, written in the perspective of an individual belonging to the researched group, and reflecting knowledge gained from research.

#### Film Analysis

- formative/alternate: Presentations (i.e Google slides, Adobe spark, Podcast, posters)

### Career Unit

- Career Fair
- Summative: Future Book

### 21st Century Skills

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

### Interdisciplinary Connections

Social Studies; ELA

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## Technology Integration

Newsela, Google slides, Adobe Spark, Podcasts

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Time Frame	8 weeks
<b>Topic</b>	
Global and Community Awareness	
<b>Essential Questions</b>	
<p>Global Issues</p> <ul style="list-style-type: none"> <li>• How do ongoing international, national, state, and local events impact students' lives and communities?</li> <li>• What are our civic duties and rights as global and local citizens?</li> <li>• <a href="#">How can students make a difference in their local communities?</a></li> </ul> <p>World Holiday Research Project</p> <ul style="list-style-type: none"> <li>• How do family and social traditions vary among diverse world cultures?</li> <li>• Why is it important to understand and learn about diverse cultural traditions?</li> <li>• What world traditions and cultures are represented in our local community?</li> </ul>	
<b>Enduring Understandings</b>	
<p>Global Issues</p> <ul style="list-style-type: none"> <li>• Students have the power to effect positive changes in their world and their community through gaining knowledge about the problems facing 21st century society.</li> <li>• We are members of an interconnected global community.</li> </ul> <p>World Holiday Research Project</p> <ul style="list-style-type: none"> <li>• Our lives are enriched by having an understanding of diverse world cultures and traditions.</li> <li>• Members of all world societies are worthy of dignity, respect, and understanding.</li> </ul>	
<b>Alignment to NJSL</b>	
<b>LA.7.W.7.7</b>	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
<b>LA.7.SL.7.1.D</b>	Acknowledge new information expressed by others and, when

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	warranted, modify their own views.
<b>LA.7.SL.7.1.C</b>	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
<b>SOC.6.2.8.D.3.d</b>	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
<b>TECH.8.1.8</b>	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

### Key Concepts and Skills

#### Global Issues

- Use 21st century skills technology to understand and analyze global issues through regular [Socratic Seminars](#)
- Elaborate upon, refine, analyze and evaluate one's own ideas in light of others' contributions to discussion.
- Develop, implement and communicate new ideas to others effectively.
- Inspire civic awareness, promote student activism, and examine the rights and responsibilities of American citizenship by exploring stories of how ordinary citizens accomplished extraordinary changes.

#### World Holiday Research Project:

- Research various world holidays to discover diverse world cultures and traditions
- Present the knowledge to others in a way that demonstrates respect and understanding for others

### Learning Activities

#### Global Issues

- Newsela current events article analysis and discussion.
- Socratic seminar discussions.
- Examine youth-led movements from the past in order to understand how they influenced policies and laws.

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### World Holiday Research Project

- Research using books, OPALS databases, and other digital sources
- [Google “Mystery Hangouts”](#) with middle school students representing cultures under study in other parts of the world

### Assessments

#### Global Issues

- formative/alternate:
- Observation of students’ participation in Socratic Seminars
- KWL Chart: Student rights and activism
- Interview school/district administrators, teachers, and students; consult written school policy, and learn about school/community history of student activism in order to communicate a message (written piece; video; podcast; etc.) clarifying student rights and responsibilities in the context of school activism, for the school newspaper or other shareable medium.

### World Holiday Research Project

- Summative: Presentations (Google slides, Adobe Spark, Podcast, video)

### 21st Century Skills

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

### Interdisciplinary Connections

Social Studies; World Language/Culture

### Technology Integration

Chromebooks, [nj.pbslearningmedia.org](http://nj.pbslearningmedia.org), [p21.org](http://p21.org), Newsela; NYTimes Learning Network

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Time Frame	8 weeks
<b>Topic</b>	
Engineering and Design	
<b>Essential Questions</b>	
<p>Problem-Based Engineering/Design Activities</p> <ul style="list-style-type: none"> <li>• How may one apply technological design and problem solving strategies in the development of innovations and inventions?</li> <li>• What are the steps of the <a href="#">engineering design process</a>?</li> <li>• How can one transfer technological skills and knowledge to new situations and experiences?</li> </ul>	
<b>Enduring Understandings</b>	
<p>Problem-Based Engineering/Design Unit</p> <ul style="list-style-type: none"> <li>• Technological design is a creative process that anyone can do, which may result in new innovations and inventions.</li> <li>• A technological world requires that humans develop capabilities to solve technological challenges and improve products for the way we live.</li> </ul>	
<b>Alignment to NJSLs</b>	
<b>TECH.8.1.8.B</b>	Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
<b>6-8.MS-ETS1-1.1.1</b>	Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.
<b>LA.7.RI.7.1</b>	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>LA.7.RI.7.10</b>	By the end of the year read and comprehend literary nonfiction at grade level text-

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	complexity or above, with scaffolding as needed.						
<b>LA.6-8.RST.6-8.7</b>	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).						
<b>LA.6-8.RST.6-8.10</b>	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.						
<b>Key Concepts and Skills</b>							
<p>Problem-Based Engineering/Design Unit</p> <ul style="list-style-type: none"> <li>Collaborate in order to research 21st century problems and propose a reasonable and practical solution.</li> <li>Implement the engineering design process, including: setting a goal; reflecting on progress towards a goal; and readjusting strategies as needed.</li> </ul>							
<b>Learning Activities</b>							
<p>Problem-Based Engineering/Design Unit</p> <ul style="list-style-type: none"> <li>Write a technical report: (e.g. What are the variables designers need to consider when designing backpacks?)</li> <li><a href="#">Defined Stem - Design Units</a> <ul style="list-style-type: none"> <li>Backpack Design</li> <li>Aircraft Design</li> <li>Ferry Building</li> <li>Animal Prosthetic Design and 3D printing</li> </ul> </li> </ul>							
<b>Assessments</b>							
<p>Problem-Based Engineering/Design Unit</p> <ul style="list-style-type: none"> <li>Summative: Create a web page describing your design or prototype</li> <li>formative/alternate: Create a Technical Drawing or Prototype</li> <li>Compose a written report for an authentic audience, such a press release to inform local television and radio stations about your new design.</li> </ul>							
<b>21st Century Skills</b>							
Creativity	x	Critical Thinking	x	Collaboration	x	Communication	x

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Life & Career Skills	x	Information Technology	x	Media Literacy	x	
Interdisciplinary Connections						
Science, Technology						
Technology Integration						
<a href="http://Definedstem.com">Definedstem.com</a> , <a href="http://Teachengineering.org">Teachengineering.org</a> , <a href="http://Tinkercad.com">Tinkercad.com</a> , <a href="http://thelaunchcycle.com">thelaunchcycle.com</a>						

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<b>Topic</b>	
Math and Science in Action	
<b>Essential Questions</b>	
<u><a href="#">Chamber of Commerce: Automobile Industry Project</a></u> <ul style="list-style-type: none"><li>• How can mathematics support effective communication?</li><li>• How can expressions, equations, and inequalities be used to quantify, solve, model, and/or analyze mathematical situations?</li></ul>	
<u><a href="#">Baseball Bat Analyst Project</a></u> <ul style="list-style-type: none"><li>• What forces cause objects to move?</li><li>• How can we use numerical relationships to solve problems?</li></ul>	
<u><a href="#">Botanist: Photosynthesis and the Rainforest</a></u> <ul style="list-style-type: none"><li>• What causes the great variation among organisms at Earth's surface?</li><li>• How can one cell function as an organism?</li><li>• How can human modification of the physical environment significantly impact a region?</li></ul>	
<u><a href="#">Building an Aquatic Habitat</a></u> <ul style="list-style-type: none"><li>• How do aquarium designers use science and math in their job?</li><li>• What environmental factors do aquarium designers need to consider?</li><li>• What allows some populations of organisms to change and survive while others cannot?</li><li>• What factors affect an organism's ability to meet its needs?</li></ul>	
<b>Enduring Understandings</b>	
Chamber of Commerce: Automobile Industry Project <ul style="list-style-type: none"><li>• Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations.</li><li>• One can strengthen his/her argument or claim by basing it upon mathematical facts and observations.</li></ul>	
Baseball Bat Analyst Project <ul style="list-style-type: none"><li>• An object's motion is the result of all forces acting on it.</li></ul>	

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- Some questions can be answered by collecting, representing, and analyzing data.

Botanist: Photosynthesis and the Rainforest

- Solid, liquid and gaseous earth materials all circulate in large scale systems at a variety of time scales, giving rise to landscapes, the rock cycle, ocean currents, weather, and climate.
- The cell is the basic unit of structure and function for all living things.
- Human actions modify the physical environment, and physical systems affect human systems.

Building an Aquatic Habitat

- Populations of organisms evolve by natural selection.
- Living things depend on their habitat to meet their basic needs.

## Alignment to NJSL

<b>7.RP.A.3.</b>	Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.
<b>LA.7.W.7.7</b>	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
<b>7.EE.B.</b>	Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
<b>MS-LS2-1</b>	Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
<b>MS-LS2-2.</b>	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

## Key Concepts and Skills

Chamber of Commerce: Automobile Industry Project

- Students will work collaboratively in order to convince the Chamber of Commerce that the car dealership they are proposing will be a worthwhile addition to the area, and that it will bring people and money to the community.

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- Students will research the positive impacts in jobs, population, finances, taxes, etc.

### Baseball Bat Analyst Project

- Research and analysis of empirical data regarding baseball bat performance can help a team select the bats that will lead to their players' success during games.

### Botanist: Photosynthesis and the Rainforest

- Nations and governments must try to balance the economic uses of the rainforest involving deforestation with the need to minimally impact the environment and climate.
- Leaders depend upon scientists to gather information to determine their policies.
- Know how trees perform photosynthesis and why this chemical reaction is important.

### Building an Aquatic Habitat

- Use biological knowledge to design and maintain aquariums that can sustain and display the diversity found in an aquatic environment.
- Explain how energy circulates through an ecosystem.

## Learning Activities

### Chamber of Commerce: Automobile Industry Project

- Conduct short research project to learn about the steps a car dealership must follow when moving to a new area.
- Calculate percentages using equations and/or proportions.

### Baseball Bat Analyst Project

- Conduct research and simulated experiments on baseball bats.
- Gather empirical data critical to decision-making process.

### Botanist: Photosynthesis and the Rainforest

- Research the value of rainforests for the environment and climate in order to determine how much if any of the rainforest should be allowed to be cut down.
- Consider the economic issues that impact companies working in the rainforest, and the citizens working for those companies.

### Building an Aquatic Habitat

- Research the history and components within an aquatic habitat somewhere on planet Earth (i.e. Great Lakes, Great Barrier Reef, Mediterranean Sea, etc.).
- Create a virtual field trip using presentation software such as Prezi or PowerPoint that takes the viewer on a trip through the habitat's ecosystem

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- Use biological knowledge to design and maintain aquariums that exhibit various phyla.

### Assessments

#### Chamber of Commerce: Automobile Industry Project

- formative/alternate: Infographic, Oral Presentation, Editorial, Multimedia Presentation, Fact Sheet

#### Baseball Bat Analyst Project

- formative/alternate: Marketing Design; Drawing and Abstract; Data Table; Research Report; Multimedia Presentation; Experiment/Investigation and Report

#### Botanist: Photosynthesis and the Rainforest

- formative/alternate: Flowchart demonstrating the inputs/outputs of photosynthesis of trees in South American rainforests
- formative/alternate: Scientific drawing of a type of tree that grows within a South American rainforest
- formative/alternate Written policy brief justifying conclusions based upon evidence from research

#### Building an Aquatic Habitat

- formative/alternate Scale model/computer draft of aquarium design
- formative/alternate Aquarium maintenance guide (written report; website; instructional manual; etc.)
- Summative: Create an advertisement promoting your aquarium that is targeted to young people who have an interest in marine organisms.

#### Benchmark Assessment

### 21st Century Skills

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

### Interdisciplinary Connections

Mathematics, Science, Technology/STEM

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Technology Integration

Definedstem.org

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Time Frame	8 Weeks
<b>Topic</b>	
Developing Research Skills	
<b>Essential Questions</b>	
<u><a href="#">Research and Develop a Topic - Google Applied Digital Skills</a></u> <ul style="list-style-type: none"><li>• What are some basic and advanced search strategies for finding information in online searches and the school databases?</li><li>• How can one assess the bias and credibility of digital information sources?</li></ul>	
<u><a href="#">Exploring Plagiarism, Copyright, and Paraphrasing</a></u> <ul style="list-style-type: none"><li>• What are the meanings, and significance to research, of: plagiarism, fair use, and paraphrasing?</li></ul>	
<u><a href="#">Scaffolding Methods for Research Paper Writing</a></u> <ul style="list-style-type: none"><li>• How and why should one formulate a clear thesis statement for a research subject?</li><li>• How should ideas be grouped and sequenced when conducting research?</li><li>• What are some ways other than writing in which research information can be organized and displayed?</li></ul>	
Your Voice Matters/Passion Project - Alternate Genre Extension <ul style="list-style-type: none"><li>• How can we take what we have learned during our Passion Project research and extend it to real world audiences and situations?</li><li>• How can research support dialogue, debate, and the revision of one's ideas about important topics in our society?</li></ul>	
<b>Enduring Understandings</b>	
Research and Develop a Topic - Google Applied Digital Skills <ul style="list-style-type: none"><li>• Not everything one finds online is trustworthy or true. We can look for certain clues, such as the source's authorship, presentation, age, and commercial intent, when determining whether or not it is credible.</li><li>• Utilizing advanced search features in a search engine or database can help narrow down results to the most relevant, helpful information.</li></ul>	

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### Exploring Plagiarism, Copyright, and Paraphrasing

- It is important to understand the definitions of plagiarism, fair use, and paraphrasing in order to respect the copyright/intellectual property rights of creators and producers.
- Researchers must follow ethical and legal guidelines in gathering and using information.
- Student researchers must use appropriate quoting, citing, paraphrasing strategies to reflect an original understanding of the topic of study.

### Scaffolding Methods for Research Paper Writing

- A clear thesis conveys one's perspective on the subject of their research.
- Outlines and research guides are useful tools with which to organize information, and can help to show the connections between sources necessary to perform meaningful analysis.
- One can organize and display information on maps, charts, and graphs.

### Your Voice Matters/Passion Project - Alternate Genre Extension

- Views and ideas can change when researchers discover and consider new information and alternate perspectives.

## Alignment to NJSLs

<b>TECH.8.1.8.E.CS2</b>	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
<b>LA.7.W.7.8</b>	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.
<b>LA.7.W.7.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Key Concepts and Skills

### Research and Develop a Topic - Google Applied Digital Skills

- Google's Advanced Search features can help one find credible websites with useful information about their topic.

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### Exploring Plagiarism, Copyright, and Paraphrasing

- Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement.
- Paraphrasing means to rewrite the same information in different language. It is an important step in processing and understanding information.

### Scaffolding Methods for Research Paper Writing

- Using a research scaffold/outline can help one to organize his/her ideas, as well as to draw meaningful connections between multiple sources.
- One must be able to formulate a clear thesis statement, conveying one's perspective on the research subject.

### Your Voice Matters/Passion Project - Alternate Genre Extension

- The products of a research project can take many forms, and can reach real audiences in order to produce significant real world results

## Learning Activities

### Research and Develop a Topic - Google Applied Digital Skills - Activities 1 and 2

- Write a non-credible article in order to demonstrate ways in which one might tell if a source is worthy of scholarly use.
- Research and write an article based on credible research sources.
- [Evaluate web resources in order to determine whether the resources and information one finds not only address the inquiry topic but also provide high-quality information.](#)

### Exploring Plagiarism, Copyright, and Paraphrasing

- Students discuss plagiarism and look at examples to determine whether the passages are plagiarized.
- Students use a Think-Pair-Share strategy to explore questions about fair use, then read several scenarios and determine if the uses described are fair use.
- Students develop paraphrasing skills through direct practice with paraphrasing informational passages using an online note taking tool.

### Scaffolding Methods for Research Paper Writing

- Examine sample research paper and scaffolding resources.
- Formulate primary and secondary questions for a research topic.
- Annotate research sources in order to mark and collect relevant information.
- Design a research task appropriate to the topic.

### Your Voice Matters/Passion Project - Alternate Genre Extension

- Determine the best form/media in which to show the new learning, understanding, or

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mindset achieved as a result of the research project.

- Share an original, creative project with an authentic audience, via publication, presentation, etc.

### Assessments

Research and Develop a Topic - Google Applied Digital Skills

- Formative/alternate Non-credible article
- Formative/alternate Research article/presentation/website/podcast/video

Exploring Plagiarism, Copyright, and Paraphrasing

- formative/alternate Identify a three-paragraph passage from an informational text, and ask each student to demonstrate the following skills: summarize paragraph one; paraphrase paragraph two; and choose a significant quotation from paragraph three, citing it correctly.

Scaffolding Methods for Research Paper Writing

- formative/alternate [Research paper scaffolding document](#)
- Summative: Report on research results. Quantitative results can be reported on a chart, graph, or table. Qualitative studies may include data in the form of pictures, artifacts, notes, and interviews.

Your Voice Matters/Passion Project - Alternate Genre Extension

- formative/alternate Political/Social cartoons; Letters to the Editor; Write and perform a song/parody; Write to a legislator or politician; Create a blog or Podcast

### 21st Century Skills

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

### Interdisciplinary Connections

English Language Arts; Social Studies; Technology

### Technology Integration

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Google Applied Digital Skills Curricula; ReadWriteThink

## **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
- 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

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- 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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