



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.

DEPARTMENT English

COURSE Connections, Grade 7

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: Connections, Grade 7

Department: English

Board Approval	Supervisor	Notes
August 2018	Ian Schwartz	Born On - (first version)
August 2019	Ian Schwartz	Review
August 2021	Ian Schwartz	Revisions
August 2022	Ian Schwartz	Incorporate State Mandates
August 2024	Ian Schwartz	Updated to include New State Mandates

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Township of Ocean Pacing Guide			
Week	Unit	Week	Unit
1	Character Education	11	Global and Community Awareness
2	Character Education	12	Global and Community Awareness
3	Character Education	13	Global and Community Awareness
4	Character Education	14	Engineering and Sustainability
5	Character Education	15	Engineering and Sustainability
6	Character Education	16	Engineering and Sustainability
7	Global and Community Awareness	17	Engineering and Sustainability
8	Global and Community Awareness	18	Engineering and Sustainability
9	Global and Community Awareness	19	Engineering and Sustainability
10	Global and Community Awareness	20	Engineering and Sustainability

Core Instructional & Supplemental Materials including various levels of Texts

- *Newsela* – Differentiated resource for informational texts for advanced/struggling students
- IMC Databases: Ebsco Host
- *Scholastic Choices* ** - Differentiated resource for informational texts for advanced/struggling readers
- TED Talks – www.TED.com

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COURSE Connections, Grade 7

- www.edpuzzle.com
- www.brainpop.com
- www.readworks.org
- [Panasonic Eco Project*](#)
- [NJ Climate Change Educational Resources*](#)
- [NJ Diversity, Equity, and Inclusion Educational Resources**](#)

* NJ Climate Change Education

**NJ Diversity, Equity, and Inclusion/NJ LGBT and Persons with Disabilities Education

Time Frame	6 weeks
Topic	
Character Education	
Alignment to Standards	
RI.CR.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. RI.CI.7.2 Determine the central idea in an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. RI.PP.7.5 Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence. RI.MF.7.6 Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information. W.IW.7.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.	

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COURSE Connections, Grade 7

C. Use appropriate transitions to create cohesions and clarify the relationships among ideas and concepts.

D. Use precise language and domain/ grade-level-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal/academic style, approach, and form.

F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

W.SE.7.6 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. CC

W.RW.7.7. Write routinely over extended time frames (with time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics and texts, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

C. 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.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. CC

SL.ES.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of reasoning and the relevance and sufficiency of the evidence.

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking,

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DEPARTMENT English

COURSE Connections, Grade 7

reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Learning Objectives and Activities

SWBAT

- Explain the role that empathy plays in the elimination of hate in our society
- Determine how individuals demonstrate resilience in an intolerant society
- Explain how stereotypes prevent us from seeing and appreciating the differences between individuals in a group
- Relate the benefit of hard work to dream accomplishment
- Define “SMART goals” and set for themselves
- Explain how cultural stereotypes are used to justify mistreatment of citizens.

Learning Activities:

- Film analysis (*Rudy*),
- Review the role of using the **SMART** goal setting procedures,
- Daily journal writing,
- Sharing circle activity (Source: *Boost Emotional Intelligence in Students* book),
- Career Research Project (Essay and Google slides),
- Admiral McRaven’s Tips for Success (view speech and compose essay),
- Super Teen Digital Project**
- Newsela Quizzes

**NJ Diversity, Equity, and Inclusion/NJ LGBT and Persons with Disabilities

Assessments

Formative:

- Newsela Quizzes/Write assessments
- Frequent journal writing
- Large and small group discussion
- Open book *Choices* quizzes
- *Choices* assignments (small group activities)

Alternative:

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COURSE Connections, Grade 7

- Observation of class/online discussion
- Teacher-student conferences/check-in's

Summative:

- *Rudy*-film analysis and project
- Career Research Project-(Google slides and research paper)
- Admiral McRaven's Tips for Success (view speech and write essay)
- Super Teen Digital Project (Google slides)

Interdisciplinary Connections

Rudy Film Analysis

2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).

2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

Career Readiness, Life Literacies, and Key Skills

Career Research project

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan

9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

Technology Integration

Super Teen Digital Project

Students will select and evaluate the media platform which best suits their project needs.

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

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DEPARTMENT English

COURSE Connections, Grade 7

Time Frame	7 weeks
Topic	
Global and Community Awareness	
Alignment to Standards	
RI.CR.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. RI.CI.7.2 Determine the central idea in an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. W.IW.7.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. C. Use appropriate transitions to create cohesions and clarify the relationships among ideas and concepts. D. Use precise language and domain/ grade-level-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal/academic style, approach, and form. F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented. W.SE.7.6 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. CC SL.PE.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics and texts, building on others' ideas and expressing their own clearly.	

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DEPARTMENT English

COURSE Connections, Grade 7

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

C. 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.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. CC

SL.ES.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of reasoning and the relevance and sufficiency of the evidence.

SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Learning Objectives and Activities

SWBAT

- Recognize how ongoing international, national, state, and local events impact students' lives and communities
- Determine how students can make a difference in their local and state community
- Explain how family and social traditions vary among diverse world cultures
- Understand the importance of understanding and learning about diverse cultural traditions
- Identify world traditions and cultures that are represented in our local community

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DEPARTMENT English

COURSE Connections, Grade 7

Learning Activities:

- World Holiday Research Project (research based essay and Google slides),
- Black History Month Research Project (research based essay and Google slides),
- Women's History Month Project (Google slides),
- Women's History Month Scavenger Hunt and Webquest,
- Thanksgiving Research Project (Examine Newsela articles and Compose Google Slides)
- Brainpop, EdPuzzle, *Choices* activities

Assessments

Formative:

- Brainpop
- EdPuzzle
- Newsela quizzes/Write assessments
- Large and small group discussion
- Open book *Choices* quizzes
- Women's History Month Scavenger Hunt and Webquest

Alternative:

- Observation of class/online discussions
- Kahoot!/digital platform quizzes

Summative:

- World Holiday Research Project (Essay, Google slides, and Oral presentation)
- Black History Month Project (Essay and Google slides)
- Women's History Month Project (Google slides)
- Thanksgiving Research Project (Essay and Google slides)

Interdisciplinary Connections

World Holiday Research Project

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and

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DEPARTMENT English

COURSE Connections, Grade 7

cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8)

Career Readiness, Life Literacies, and Key Skills

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Technology Integration

Women's History Month Webquest

Students will access, assess, and cite digital resources to conduct research and investigations which extend their knowledge.

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP5. Consider the environmental, social and economic impacts of decisions

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

Time Frame

7 Weeks

Topic

Engineering and Sustainability

Alignment to Standards

RI.CR.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.7.2 Determine the central idea in an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal

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COURSE Connections, Grade 7

opinions or judgments.

RI.IT.7.3 Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g. through comparisons, analogies, or categories).

RI.MF.7.6 Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

RI.AA.7.7 Trace and evaluate the argument and specific claims in a text, asserting whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. CC

RI.CT.7.8 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

W.WR.7.5 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.SE.7.6 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. CC

W.RW.7.7. Write routinely over extended time frames (with time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Explain the function of phrases and clauses in general and their function in specific sentences.

B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).

E. Recognize spelling conventions.

Learning Objectives and Activities

SWBAT:

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DEPARTMENT English

COURSE Connections, Grade 7

- define sustainability
- explore and share prior knowledge about environmental issues
- draw conclusions about how their actions can positively affect the environment
- brainstorm a list of actions they can do to protect and save the environment
- apply technological design and problem solving strategies in the development of innovations and inventions
- identify topics related to sustainability in current events
- transfer technological skills and knowledge to new situations and experiences
- explore sustainability problems and solutions through discussion prompts
- identify specific actions that can be taken to have a positive impact on the environment

Learning Activities:

- www.Brainpop.com ("Recycling," "Climate Change," "Greenhouse Effect", "Nutrition," "Waste Management,")
- www.readworks.org ("Helping the Environment," "Will Human Life on Earth Come to an End?" "Humans and the Earth," "Is the Earth Getting Warmer?") *Choices* articles ("Cut Down on Waste," "She's Saving our Oceans," "Should Plastic Bags be Banned?" "Food Waste in America," "Can Eating These Save the Planet?")*
- www.tedtalks.com, www.edpuzzle.com, [Defined Learning - Design Units](#) (Farm to Table, Baseball Bat, Tiny House, Ice Cream Flavor),
- www.edpuzzle.com, *Choices* articles ("Cut Down on Waste," "She's Saving our Ocean," "Should Plastic Bags be Banned," "Food Waste in America," "Can Eating These Save the Planet?"),
- www.tedtalks.com, www.newsela.com ("What is Sustainability?", "Sustainable Development Goals: all you need to know," "How Does Diet Affect Our World?" "Global Climate Action Summit Text Set"), Fast Food Digital Project (Google slides)*
- <https://www.ecoliteracy.org/>, Sugary Drinks poster

*NJ Climate Change Education

Assessments

Formative:

- Small group and full class discussion
- Group work (*Choices* activities)
- Think, pair, share techniques
- TED Talks

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DEPARTMENT English

COURSE Connections, Grade 7

- Writing journals
- Open Book Quizzes (*Choices* articles)
- Brainpop
- EdPuzzle
- Sugary Drinks poster
- Close Reading questions (*Choices*)

Summative:

- Tiny House Design Project (Essay and Google slides)
- Fruit/Vegetable Campaign (Google slides)
- Oral presentation, persuasive essay
- Panasonic Eco Citizenship Project
- Fast Food Project (Google slides)
- Ice Cream Project (Essay and Google slides)
- Baseball Bat Project (Essay and Google slides)

Alternative:

- Propose interest-based extension activities (Panasonic Eco Citizenship Project)
- Digital Platform quizzes
- Digital posters/poetry/quotes on environment

Benchmark:

- Farm to Table Project (Essay and Google slides)

Interdisciplinary Connections

Tiny House Project

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MSETS1-4, 6.1.8.CivicsDP.1).

Career Readiness, Life Literacies, and Key Skills

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term





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DEPARTMENT English

COURSE Connections, Grade 7

effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

Technology Integration

Eco Citizenship Project

Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to connect their learning to real world problems and events.

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 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

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DEPARTMENT English

COURSE Connections, Grade 7

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

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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