



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 Spartan Leaders

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: Spartan Leaders

Department: English

Board Approval	Supervisor	Notes
August 2021	Ian Schwartz	Born Date
August 2024	Ian Schwartz	Updated to include New State Mandates

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Pacing Guide			
Week	Unit	Week	Unit
1	Traits of Leadership	11	Money Management and Personal Finance
2	Traits of Leadership	12	Money Management and Personal Finance
3	Traits of Leadership	13	Money Management and Personal Finance
4	Traits of Leadership	14	Money Management and Personal Finance
5	Traits of Leadership	15	Money Management and Personal Finance
Week	Unit	Week	Unit
6	Technology and Digital Citizenship	16	Service Learning
7	Technology and Digital Citizenship	17	Service Learning
8	Technology and Digital Citizenship	18	Service Learning
9	Technology and Digital Citizenship	19	Service Learning
10	Technology and Digital Citizenship	20	Service Learning

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Core Instructional & Supplemental Materials including various levels of Texts

7 Habits of Highly Effective Teens by Sean Covey

7 Habits of Highly Effective Teens Personal Workbook by Sean Covey

The Butterfly Effect: How Your Life Matters by Andy Andrews

Choices Magazine-Scholastic

TED Talks

Newsela (for differentiated instruction)

McFarland, USA (movie-PG rating)

www.moneyinstructor.com

www.brainpop.com

www.edpuzzle.com

www.common sense media.org

www.moneyconfidentkids.com

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Time Frame	5 Weeks
Topic	
Traits of Leadership	
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.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.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.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. 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	

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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.

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

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:

- define leadership
- identify traits that all effective leaders share
- identify different leadership styles
- determine his/her individual leadership style
- decide how to effectively lead

Learning Activities: Butterfly Design (based on *The Butterfly Effect* book), examine the 7 Habits of Highly Effective Teens, leadership research project, daily journal

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writing, film analysis (*MacFarland, USA*), partner/group activities based on the 7 Habits, "Parable of the Glass Jar", guest speakers in leadership roles, leadership wall, personal mission statement

Assessments

Formative:

- Small group and full class discussion
- Group work
- Frequent journal writing/reflection
- TED Talks (Drew Dudley, Simon Sinek, Dr. Ivan Joseph)
- Leadership Wall
- Personal Mission Statement

Summative:

- Leadership research project (essay and Google slides)
- Oral presentations
- Film analysis (*MacFarland, USA*- PG rating)

Alternative:

- Lesson taught again using a differentiated approach
- Propose interest-based extension activities
- Digital Platform quizzes

Interdisciplinary Connections

Butterfly Design

1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

Career Readiness, Life Literacies, and Key Skills

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income

9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.

Technology Integration

Leadership Research Project (essay & Google slides)

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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.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

Time Frame	5 weeks
Topic	
Technology and Digital Citizenship	
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. 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 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.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	
Learning Objectives and Activities	
SWBAT	

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COURSE Spartan Leaders

- understand the importance of student leaders as exemplary digital citizens
- explain what it means to be a good digital citizen
- understand the long term effects of one's digital presence and how it contributes to one's credibility as a leader in the school community.

Learning Activities: read articles in *Choices magazine* ("Tips for Digital Citizenship, Um, Should I Post That?, Clean Up Your Digital Footprint, Think Before You Post, Digital Footprint, Could Your Face Go Viral?, Should School Monitor Social Media?"), group/partner activities (Find stats about social media use and present as infographic, Devise a way to teach the **THINK** method to younger peers), open book quizzes

Assessments

Formative:

- Open book quizzes
- Small group/partner assignments (Find stats about social media use and present as infographic, Devise a way to teach the **THINK** method to younger peers)
- Guided reading
- Brainpop
- EdPuzzle

Summative:

- Google slides project (**THINK** Method, Digital Safety)

Alternative:

- Expose students to beyond level texts
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Leveled texts according to abilities
- Teacher-student conferences/check-in's
- Digital platform quizzes

Interdisciplinary Connections

THINK Method assignment

2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence)

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2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).

2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

Career Readiness, Life Literacies, and Key Skills

9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.

9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation

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.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).

9.4.8.IML.11: Predict the personal and community impact of online and social media activities.

Technology Integration

Digital Safety Google Slides Project

9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

Career Education

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.





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Time Frame	5 weeks
Topic	
Money Management and Personal Finance	
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.TS.7.4 Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g. cause-effect, proposition-support) and genre features (e.g. graphics, captions, indexes) to organize and analyze important information. 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.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. 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	

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and formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. CC

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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.

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

Learning Objectives and Activities

SWBAT:

- understand how emotions, peer influencers, advertising, personal money habits, financial decision-making processes, lifestyle choices, and personal financial values influence the choices we make
- decide how personal finance contributes to goal setting
- recognize how personal finance contributes to personal and career success

Learning Activities: finance project, videos, articles in *Choices* magazine ("Teens Just Want to Have Funds", "Saving Goals", "How Can I Save Money?", "Congrats-You Won \$1000 Dollars"), budgeting activity, investment game, open book quizzes, small and large group discussion

Assessments

Formative:

- group/partner activities (budgeting activity)
- Small and large group discussion
- Open book quizzes
- Investment game

Summative:

- Finance Project

Alternative:

- Teacher-student conferences/check-in's
- Propose interest-based extension activities
- Digital platform quizzes

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- Leveled texts according to ability

Interdisciplinary Connections

Budgeting Activity

2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships

Career Readiness, Life Literacies, and Key Skills

9.1.8.CDM.1: Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.

9.1.8.CDM.2: Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.

9.1.8.CP.1: Compare prices for the same goods or services.

9.1.8.CP.2: Analyze how spending habits affect one's ability to save.

9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.

9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).

9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being.

9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.

9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.

9.1.8.PB.2: Explain how different circumstances can affect one's personal budget.

9.1.8.PB.3: Explain how to create a budget that aligns with financial goals.

9.1.8.PB.4: Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g. teenager, young adult, family).

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.1.8.PB.6: Construct a budget to save for short-term, long term, and charitable goals.

Technology Integration

Finance Project

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

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

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Career Education

CRP3. Attend to personal health and financial well-being.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9.** Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.

Time Frame

5 weeks

Topic

Service Learning

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.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.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.PI.7.4. Present claims and findings, emphasizing salient points in a focused,

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coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Learning Objectives and Activities

SWBAT:

- positively contribute to every team
- apply an awareness of cultural difference to avoid barriers to productive and positive interaction
- find ways to increase the engagement and contribution of all team members
- successfully plan and implement a project from conception to clean up

Learning Activities: Thank You cards for teachers, holiday cards for the troops, Valentines for children in hospitals, collection drives, animal shelter donations, read to elementary school children, book drive, posters promoting acceptance of others

Assessments

Formative:

- Small and large group discussion
- Reflection
- Journal Writing

Summative:

- 7 Habits Final Project

Benchmark:

- 7 Habits of Highly Effective Teens Final Project (writing, visual, and performance piece)

Alternative:

- Teacher-student conferences/check-in's
- Work in a small group
- Offer small group, flexible learning activities

Interdisciplinary Connections

Posters promoting acceptance of others

2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community

2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships

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Career Readiness, Life Literacies, and Key Skills

9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.

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

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

Technology Integration

7 Habits Final Project

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

Career Education

CRP3. Attend to personal health and financial well-being.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

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

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

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- 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

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:

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- 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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