



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: Science

COURSE: Science, Grade 7

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: Science, Grade 7

Department: Science

Board Approval	Supervisor	Notes
December 2008	Patrick Sullivan	Born Date
August 2011	Patrick Sullivan	Revisions
May 2015	Patrick Sullivan	Revisions
July 2017	Patrick Sullivan	Revisions
March 2019	Patrick Sullivan	Review
August 2021	Patrick Sullivan	Alignment to Standards and Revisions
August 2022	Patrick Sullivan	Incorporate State Mandates
August 2024	Patrick Sullivan	Updated to include New State Mandates
August 2025	Patrick Sullivan	Alignment to Standards and Revisions
August 2026	Patrick Sullivan	Revisions

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Township of Ocean Pacing Guide			
Week	Quarter 1	Week	Quarter 3
1	Course Intro./Science as a Process	21	Genetics & Medical Technologies
2	Science as a Process	22	Genetics & Medical Technologies
3	Science as a Process	23	Genetics & Medical Technologies
4	Science as a Process	24	Genetics & Medical Technologies
5	Cell Parts, Functions & Organization	25	Genetics & Medical Technologies
6	Cell Parts, Functions & Organization	26	Genetics & Medical Technologies
7	Cell Parts, Functions & Organization	27	Genetics & Medical Technologies
8	Cell Parts, Functions & Organization	28	Natural Selection & Evolution
9	Cell Parts, Functions & Organization	29	Natural Selection & Evolution
10	Cell Parts, Functions & Organization	30	Natural Selection & Evolution
Week	Quarter 2	Week	Quarter 4
11	Cell Parts, Functions & Organization	31	Natural Selection & Evolution
12	Cell Parts, Functions & Organization	32	Natural Selection & Evolution
13	Cell Parts, Functions & Organization	33	Natural Selection & Evolution
14	Cell Parts, Functions & Organization	34	Natural Selection & Evolution
15	Cell Parts, Functions & Organization	35	Natural Selection & Evolution
16	Cell Parts, Functions & Organization	36	Ecological Interactions

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17	Cell Parts, Functions & Organization	37	Ecological Interactions
18	Cell Parts, Functions & Organization	38	Ecological Interactions
19	Cell Parts, Functions & Organization	39	Ecological Interactions
20	Cell Parts, Functions & Organization	40	Buffer Week: Benchmark/ Biology Final

Climate Change: Energy and the Environment (NJSL-S: MS-ESS3-5)

Core Instructional & Supplemental Materials including various levels of Texts

Digital Resources Across All Levels: (D=differentiated)

Edpuzzle (D)
Gizmo (D)
Gimkits
Science World Articles
Youtube Streaming Videos
PhET Interactive Simulations (D)
Ted Talks

Time Frame

Unit 1 (4 weeks)

Topic

Science as a Process

Alignment to Standards

MS-ETS1-2: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

MS-ETS1-3: Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

MS-ETS1-4: Develop a model to generate data for iterative testing and modifications of a proposed object, tool, or process such that an optimal design can be achieved.

Learning Objectives and Activities

Learning Objectives:

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- How do scientists design controlled experiments to answer scientific questions?
- How do scientists analyze and interpret data to determine similarities and differences in findings?
- How do scientists communicate ideas and evaluate competing design solutions?

Learning Activities:

- Grabbing Some Teamwork/Structure Challenge
- Lab Safety Contact/Mishaps Activity
- There's a Graph for That! Activity
- Analyze THIS! Graphing & Data Table Practice
- Can You See It? Observation Activity
- What Specimen is That? Activity
- See It. Say It. Build It. Compare It. Lab
- Little Black Box of Science Lab
- Scientific Cents
- Putting It All Together
- Passing Judgment Activity
- How Many Times?/Don't Burst My Bubble Lab
- Gizmo: Germination
- Controlled Experiment of your Choice Project

Assessments

Formative:

- Pre-lab Investigation and Review/Practice Questions
- CER exit slips
- Make, use and interpret different types of graphs
- Use scientific tools to make observations and record qualitative and quantitative data
- Observational Assessment/Lab Participation

Summative:

- Writing Tasks: Inquiry Lab Reports
- Analyze scientific data to draw conclusions
- Understand the various ways scientific research is communicated.

Benchmark: N/A

Alternative:

- Journal Entries: "Do Now and Wrap-up" participation
- Design a controlled experiment to answer a scientific question based on student interest

Interdisciplinary Connections

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New Jersey Student Learning Standards

ELA:

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.

W.AW.7.1. Write arguments on discipline-specific content (e.g. social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

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.

Mathematics:

7.NS.B.3 Solve real-world and mathematical problems involving the four operations with rational numbers.

Career Readiness, Life Literacies, and Key Skills

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).

Technology Integration

Career Education

CRP-2. Apply appropriate academic and technical skills.

CRP-12: Students work productively in collaborative groups using culturally global competence.

Time Frame	Unit 2 (16 weeks)
Topic	
Cell Parts, Functions, & Organization	
<u>Alignment to Standards</u>	
MS-LS1-1: Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.	

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MS-LS1-2: Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.

MS-LS1-3: Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

MS-LS1-6: Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.

MS-LS1-7: Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism

MS-LS1-8: Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

MS-LS1-4: Explain how characteristic animal behaviors affect the probability of successful reproduction.

MS-LS1-5: Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

Learning Objectives and Activities

Learning Objectives:

- What are the characteristics of all living things?
- What are the similarities and differences between prokaryotic and eukaryotic cells?
- What are the major organelles in bacteria, plant and animal cells? What disorders and/or diseases can be caused when an organelle is not functioning properly?
- What are the similarities and differences between bacteria and viruses and what diseases can they cause?
- In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions.

Learning Activities:

Characteristics of Life

- Lost at Sea Activity
- Characteristics of Life INB Flipbook
- Homeostasis Lab - Heart Rate
- Gizmo: Human Homeostasis
- Response to Stimuli Lab
- Gizmo: Sight vs. Sound Reaction

Cell History/Parts & Function

- History of the Cell Theory Flipbook & Basic Cell Substances Research
- Lipids Lab/Chemical Identification Tests Flipbook
- CSI Food Analysis Lab
- Life Under the Microscope Reading
- Gizmo: Cell Types

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- Bacteria Characteristics Chart & Diagram/Name that Bacteria! Activity
- BrainPop: Antibiotics
- Prokaryote Wanted Project Bacteria Flipbook/Instagerm Project
- Gizmo: Cell Structure
- Cell Comparison Color by Number
- Microscope Madness Notes/Lab
- Cell Organelles - Animal or Plant?
- Plant VS Animal Cell Flipbooks
- Cell Processes: Why are Cells So Small? Lab
- Battle for Planet Earth: The Structure & Function of Cells Project

Cell Processes

- What do Cells do Anyway? Reading
- Smell Test Demo/Moving Across a Membrane Lab
- Egg-Speriment
- Move It! Lab
- Osmosis Application Scenarios + Effects of Osmosis on Cells Chart
- Gizmos: Diffusion & Osmosis
- Gizmo: Photosynthesis Virtual Lab
- Respiration Flipbook/Graphic Organizer
- Gizmo: Cell Energy Cycle Virtual Lab
- Gizmo: Plants and Snails Virtual Lab
- Lactic Acid Fermentation Lab
- Yeast on the Rise Lab
- Photosynthesis & Respiration Edpuzzle
- Cell Mitosis: Flipping Out Over Cell Division
- Gizmo: Cell Division
- Cell Cycle: Onion & Blastula Fish Virtual Lab
- Cell Cycle Spinner

Cellular Organization

- Human Body Pre-Assessment and Word Dissections
- The Human Body: The Insiders Look Reading

Assessments

Formative:

- Pre-lab Investigation and Review/Practice Questions
- Exit slips on cell functions
- Observational Assessment/Lab Participation
- Lab Analysis Questions

Summative:

- Writing Tasks: Inquiry Lab Reports

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- Body Systems Project
- Cell Processes application scenarios

Benchmark: N/A

Alternative:

- Journal Entries: "Do Now and Wrap-up" participation
- Photosynthesis Flipbook/Graphic Organizer
- Cellular Transport Foldable
- Cell Project Brochure

Interdisciplinary Connections

New Jersey Student Learning Standards

ELA:

W.AW.7.1: Write arguments on discipline-specific content (e.g. social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

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

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.

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.

Mathematics:

7.NS.B.3 Solve real-world and mathematical problems involving the four operations with rational numbers.

Career Readiness, Life Literacies, and Key Skills

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.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.1.5.TL.2 Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

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COURSE: Science, Grade 7

Technology Integration

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.
CRP-12: Students work productively in collaborative groups using culturally global competence.

Time Frame	Unit 3 (7 weeks)
Topic	
Genetics & Medical Technologies	
<u>Alignment to Standards</u>	
MS-LS3-1: Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. MS-LS3-2: Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. MS-LS4-5: Gather and synthesize information about technologies that have changed the way humans influence the inheritance of desired traits in organisms.	
Learning Objectives and Activities	
<u>Learning Objectives:</u> • How are DNA structure, genes, chromosomes, and proteins related? • How do mutations in DNA affect proteins and the overall health and appearance of an organism? • What are the advantages/disadvantages of sexual and asexual reproduction? • What current genetic technologies are available and how do they influence human health and medicine? <u>Learning Activities:</u> • My Parents Wrecked My Favorite Genes Reading/Questions	

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- Father of Genetics Notes/Squaring It Up Activity
- Genetics: You're Such a Square
- Phenylthiocarbamide Says What?! Genetics of Taste Lab
- Genetically Superior Hero Project
- Yellow and Blue Make? - Other Inheritance Patterns
- Genetics - A Twisted Tale
- DNA Crime Scene Lab
- DNA - Show Me What You're Made of! INB Activity
- My Fruit is Alive - DNA Extraction Lab
- My DNA Speaks to Me - Protein Synthesis Activity
- Oh Me, Oh Mei-osis notes, Just Like Me and Game of Chance Activities
- Track the Trait - Pedigrees Activity
- Pick Me Hybrid Article Analysis
- Mix it Up - a Hybrid Matching Game
- Get Your Hybrid Here - A Hybrid Sales Campaign
- An Engineered Reading
- Opinion Matters - Genetic Engineering PSA
- Genetics Study Guide/Test

Assessments

Formative:

- Pre-lab Investigation and Review/Practice Questions
- Describe the contributions of Gregor Mendel in the area of genetics
- Determine how traits are passed from parent to offspring
- Determine the probability of inheriting a trait
- Observational Assessment/Lab Participation

Summative:

- Writing Tasks: Inquiry Lab Reports
- Use amino acids (words) to build proteins (sentences) using various sequences of DNA
- Show understanding of selective breeding by creating a hybrid organism from two genetically similar organisms

Benchmark: N/A

Alternative:

- Journal Entries: "Do Now and Wrap-up" participation
- Identify methods geneticists use to obtain specific traits within organisms
- Research a type of genetic engineering and create a public service announcement from a chosen perspective.

Interdisciplinary Connections

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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.

Mathematics:

7.NS.B.3: Solve real-world problems involving four operations with rational numbers.

7.EE.B.3: Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.

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.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.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.1.5.TL.2 Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

Technology Integration

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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

CRP11. Use technology to enhance productivity.

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Time Frame	Unit 4 (8 weeks)
Topic	
Natural Selection, Adaptations & Evolution	
Alignment to Standards	
MS-LS4-4: Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. MS-LS4-6: Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time. MS-LS4-1: Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. MS-LS4-2: Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships. MS-LS4-3: Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.	
Learning Objectives and Activities	
<u>Learning Objectives:</u> • How do genetic variations of traits in a population increase or decrease some individuals' probability of surviving and reproducing in a specific environment? • How can we use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time? • What evidence exists to support Darwin's theory of evolution and concept of common descent? <u>Learning Activities:</u> • Changes Over Time Differentiated Reading/Questions • Birdbeak Toothpick Lab • Mutation Nation and Bird Beak Adaptations Notes/Activity • Masters of Disguise and Camouflage Chameleons • Funky Monkeys • How Old Is That Fossil? Lab • Evolution of Whales • HASPI Evolutionary Relationships Reading/Questions	

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- HASPI Hominid Skull Comparisons Lab
- Gizmo: Human Evolution - Skull Analysis
- HASPI Embryology Lab
- HASPI Evidence of Evolution Reading/Questions
- HASPI Evidence of Evolution Lab
- Building Beasts
- Gizmos: (1) Natural Selection, (2) Evolution: Mutation & Selection, (3) Evolution: Mutation & Artificial Selection, (4) Rainfall and Bird Beaks (Optional - Additional Reinforcement)

Assessments

Formative:

- Pre-lab Investigation and Review/Practice Questions
- Observational Assessment/Lab Participation
- Demonstrate how species change over time
- Observe how the shape of a bird's beak determines what it eat
- Demonstrate how camouflage can help an organism to survive in its environment

Summative:

- Writing Tasks: Inquiry Lab Reports
- Demonstrate how camouflage can help an organism to survive in its environment
- Demonstrate the process of evolution through natural selection

Benchmark: N/A

Alternative:

- Journal Entries: "Do Now and Wrap-up" participation
- Provide evidence that supports Darwin's theory of evolution and concept of common descent
- Compare and contrast the embryonic development of different species

Interdisciplinary Connections

ELA:

Mathematics:

Career Readiness, Life Literacies, and Key Skills

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).

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Technology Integration

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CPR-5: Students will have an increased awareness of how human population can affect the environment.

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

CRP11. Use technology to enhance productivity.

CRP-12: Students work productively in collaborative groups using culturally global competence.

Time Frame	Unit 5 (4 weeks)
Topic	
Ecological Interactions	
Alignment to Standards	
MS-LS2-1: Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. MS-LS2-2: Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. MS-LS2-3: Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. MS-LS2-4: Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. MS-LS2-5: Evaluate competing design solutions for maintaining biodiversity and ecosystem services.	
Learning Objectives and Activities	
<u>Learning Objectives:</u>	

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- What are the levels of organization in nature?
- How are ecosystems affected by both biotic and abiotic factors?
- What are examples of competition, predation, mutualism, commensalism, and parasitism in nature?
- What is the difference between producers, primary, secondary, tertiary consumers, and decomposers and why are they important to their ecosystem?
- What is the difference between a food chain and a food web?

Learning Activities:

- Interactions Within the Environment Reading/Review Questions
- What's in an Ecosystem? It's a Frog's World + Ecosystem Choice Project Research
- Species Characteristics Chart/You Are What You Eat! Graphic Organizer
- Food Chain/Food Web Ecology Project
- A Pyramid of Energy Graphic Organizer/Stacking it Up Activity
- Why Can't We All Just Get Along? Graphic Organizer/Symbiotic Relationships Card Sort + Apply to Project
- Ecological Interactions: Symbiosis Want Ad
- Analyzing Predator-Prey Relationships Activity
- Monsters in the Forest - A Game of Biodiversity
- Threats to my Ecosystem Research Activity
- Ecology PowerPoints & Presentations
- Gizmos: Rabbit Population by Season, Prairie Ecosystem, Forest Ecosystem

Assessments

Formative:

- Pre-lab Investigation and Review/Practice Questions
- Describe how ecosystems are affected by both biotic and abiotic factors
- Describe how living things interact with one another
- Observational Assessment/Lab Participation

Summative:

- Writing Tasks: Inquiry Lab Reports
- Create a food web that describes the transfer of energy in an ecosystem
- Predict the consequences of drastic changes to the population of individual organisms in an ecosystem
- Create a food web that describes the transfer of energy in an ecosystem

Benchmark: N/A

Alternative:

- Journal Entries: "Do Now and Wrap-up" participation
- Threats to my Ecosystem Research Activity
- Discuss the levels of organization in nature and differentiate between organisms,

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- populations, communities, and ecosystems
- Predict the consequences of drastic changes to the population of individual organisms in an ecosystem

Interdisciplinary Connections

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7.EE.B.3: Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.

Career Readiness, Life Literacies, and Key Skills

Concepts:

Medical Application: The interaction of normal flora, abiotic factors, and pathogenic organisms in the human body can have a profound impact on our health.

Crosscutting Concepts:

- Patterns: Patterns can be used to identify cause and effect relationships. (MS-LS2-2)
- Cause and Effect: Cause and effect relationships may be used to predict phenomena in natural or designed systems. (MS-LS2-1)
- Energy and Matter: The transfer of energy can be tracked as energy flows through a natural system. (MS-LS2-3)

Skills:

By the end of this unit students will be able to:

- Discuss the levels of organization in nature and differentiate between organisms, populations, communities, and ecosystems

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COURSE: Science, Grade 7

- Differentiate between abiotic and biotic factors
- Describe how ecosystems are affected by both biotic and abiotic factors
- Describe how living things interact with one another.
- Differentiate between producers, primary, secondary, tertiary consumers, and decomposers
- Differentiate between a food chain and a food web
- Explain the correlation between the size of populations and the availability of energy and matter in different trophic levels
- Explain the importance of decomposers in an ecosystem
- Create a food web that describes the transfer of energy in an ecosystem
- Predict the consequences of drastic changes to the population of individual organisms in an ecosystem

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).

Technology Integration

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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

CRP11. Use technology to enhance productivity.

CRP-12: Students work productively in collaborative groups using culturally global competence.

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.

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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: Science

COURSE: Science, Grade 7

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:

- 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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