

Brick Township Public Schools SCIENCE CURRICULUM

Seventh Grade

Aligned to the Next Generation Science Standards (NGSS)

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

**BRICK TOWNSHIP PUBLIC SCHOOLS
SCIENCE CURRICULUM**

Content Area: Middle School Science

Grade Level: Seventh Grade

Unit	Timeframe
Unit 1: Forces and Interactions	70 Days
Unit 2: Waves and Electromagnetic Radiation	30 Days
Unit 3: Matter and Energy in Organisms and Ecosystems	40 Days
Unit 4: Interdependent Relationships in Ecosystems	40 Days

Date Created: June 21, 2017

**Board Approved on:
September 14, 2017**

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BRICK TOWNSHIP PUBLIC SCHOOLS SCIENCE: UNIT 1

Content Area: Science

Unit Title: Unit 1: Forces and Interactions

Grade Level: Grade 7

Unit Summary

Students are able to apply Newton's Third Law of Motion to relate forces to explain the motion of objects. Students also apply ideas about gravitational, electrical, and magnetic forces to explain a variety of phenomena including beginning ideas about why some materials attract each other while other repel. In particular, students develop the understanding that gravitational interactions are always attractive but that electrical and magnetic forces can be both attractive and negative. Students also develop ideas that objects can exert forces on each other even though the objects are not in contact, through fields. Students apply engineering practices and concept to solve a problem caused when objects collide.

Primary interdisciplinary connections:

ELA/Literacy, Mathematics, Technology

21st Century Themes:

- Creativity and innovation
- Critical thinking and problem solving
- Communication
- Collaboration
- Information literacy
- Media literacy
- Information and communications technology (ICT)
- Literacy
- Flexibility and adaptability
- Initiative and self-direction
- Social and cross cultural skills
- Productivity and accountability
- Leadership and responsibility

Technology Connections:

Prentice Hall Science Explorer (online textbooks) – www.pearsonsuccessnet.com

eScience3000 – www.escience3000.com

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Learning Targets

Next Generation Science Standards (NGSS)

Performance Expectations (PEs)	Student Learning Objectives (SLO)
MS-PS2-1	Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.
MS-PS2-2	Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.
MS-PS2-3	Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.
MS-PS2-4	Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.
MS-PS2-5	Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

NGSS Disciplinary Core Ideas (DCI)

PS2.A: Force and Motion	<ul style="list-style-type: none"> For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton's third law). (MS-PS2-1) The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion. (MS-PS2-2) All positions of objects and the directions of forces and motions must be described in an arbitrarily chosen reference frame and arbitrarily chosen units of size. In order to share information with other people, these choices must also be shared. (MS-PS2-2)
PS2.B: Types of Interactions	<ul style="list-style-type: none"> Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects. (MS-PS2-3) Gravitational forces are always attractive. There is a gravitational force between any two masses, but it is very small except when one or both of the objects have large mass—e.g., Earth and the sun. (MS-PS2-4) Forces that act at a distance (electric, magnetic, and gravitational) can be explained by fields that extend through space and can be mapped by their effect on a test object (a charged object, or a ball, respectively). (MS-PS2-5)

Unit Essential Questions

- How can one describe physical interactions between objects and within systems of objects?

Unit Enduring Understandings

Students will understand that...

- objects can exert forces on each other even though the objects are not in contact.
- gravitational interactions are always attractive but

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	<p>that electrical and magnetic forces can be both attractive and negative.</p> <ul style="list-style-type: none"> the same basic rules govern the motion of all bodies, from planets and stars to birds and billiard balls.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> an object is in motion if it changes position relative to a reference point. when you know both the speed and the direction of an object's motion, you know the velocity of the object. acceleration is a change in velocity (increasing speed, decreasing speed, or a change in direction). a force is described by its strength and by the direction in which it acts. unbalanced forces acting on an object result in a net force and cause a change in the object's motion. balanced forces acting on an object do not change the object's motion. two factors affect the gravitational attraction between objects: mass and distance. an object at rest will remain at rest, and an object moving at a constant velocity will continue moving at a constant velocity, unless it is acted upon by an unbalanced force. acceleration depends on the object's mass and on the net force acting on the object. if one object exerts a force on another object, then the second object exerts a force of equal strength in the opposite direction on the first object. impact of collisions between two cars and between a car and stationary objects. gravitational interactions are always attractive. when two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object. magnetic forces can be both attractive and negative. objects can exert forces on each other even though the objects are not in contact, through fields. magnetic force depends on the magnitude of the charges, or magnetic strength. electric forces can be both attractive and negative. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> apply Newton's Third Law of Motion to relate forces to explain the motion of objects. apply ideas about gravitational, electrical, and magnetic forces to explain a variety of phenomena. demonstrate proficiency in asking questions, planning and carrying out investigations, designing solutions, and engaging in arguments and to use these practices to demonstrate understanding of the core ideas. describe ways that unbalanced forces cause changes in motion. apply an engineering practice and concept to solve a problem caused when objects collide. describe the difference between mass and weight. investigate ideas that objects can exert forces on each other even though the objects are not in contact, through fields.

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<ul style="list-style-type: none">• objects can exert forces on each other even though the objects are not in contact, through fields.• strength of electric force depends on magnitude of the current.• an electric current produces a magnetic field.• a magnetic field produced by a current has 3 distinctive characteristics: field can be turned on or off, have its direction reversed or have its strength changed.	
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BRICK TOWNSHIP PUBLIC SCHOOLS

Evidence of Learning

Formative Assessments

- Graphic organizers
- Guided note taking
- Directed reading
- Cooperative group learning
- Homework
- Journal entries

Summative Assessments

- Unit tests and quizzes
- Labs and engineering based projects

Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP modifications/504 plan
- Teacher tutoring
- Peer tutoring
- Cooperative learning groups
- Modified assignments
- Differentiated instruction
- Tiered assignments

Curriculum Development Resources/Instructional Materials

- Prentice Hall Science Explorer – Motion, Forces, and Energy and Sound and Light
- Online textbooks – www.pearsonsuccessnet.com
- eScience3000 – www.escience3000.com

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**BRICK TOWNSHIP PUBLIC SCHOOLS
SCIENCE: UNIT 2**

Content Area: Science

Unit Title: Unit 2: Waves and Electromagnetic Radiation

Grade Level: Grade 7

Unit Summary

Students are able to describe and predict characteristic properties and behaviors of waves when the waves interact with matter. Students can apply an understanding of waves as a means to send digital information.

Primary interdisciplinary connections:

ELA/Literacy, Mathematics, Technology

21st Century Themes:

- Creativity and innovation
- Critical thinking and problem solving
- Communication
- Collaboration
- Information literacy
- Media literacy
- Information and communications technology (ICT)
- Literacy
- Flexibility and adaptability
- Initiative and self-direction
- Social and cross cultural skills
- Productivity and accountability
- Leadership and responsibility

Technology Connections:

Prentice Hall Science Explorer (online textbooks) – www.pearsonsuccessnet.com

eScience3000 – www.escience3000.com

Learning Targets

Next Generation Science Standards (NGSS)

Performance Expectations (PEs)	Student Learning Objectives (SLO)
MS-PS4-1	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
MS-PS4-2	Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

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MS-PS4-3	Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.	
NGSS Disciplinary Core Ideas (DCI)		
PS4.A: Wave Properties	<ul style="list-style-type: none"> • A simple wave has a repeating pattern with a specific wavelength, frequency and amplitude. (MS-PS4-1) • A sound wave needs a medium through which it is transmitted. (MS-PS4-2) 	
PS4.B: Electromagnetic Radiation	<ul style="list-style-type: none"> • When light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object’s material and the frequency (color) of the light. (MS-PS4-2) • The path that light travels can be traced as straight lines, except at surfaces between different transparent materials (e.g., air and water, air and glass) where the light path bends. (MS-PS4-2) • A wave model of light is useful for explaining brightness, color, and the frequency-dependent bending of light at a surface between media. (MS-PS4-2) • However, because light can travel through space, it cannot be a matter wave, like sound or water waves. (MS-PS4-2) 	
PS4.C: Information Technologies and Instrumentation	<ul style="list-style-type: none"> • Digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information. (MS-PS4-3) 	
Unit Essential Questions <ul style="list-style-type: none"> • What is the difference between electromagnetic waves and mechanical waves as they relate to the transfer of energy? • Explain how knowledge of waves helps us understand our world better and improve the quality of our lives? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • mechanical waves transfer energy from particle to particle in matter. • electromagnetic waves transfer energy through either matter or empty space. 	
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> • how light interacts with matter. • the properties of sound waves. • how waves are produced. • the ways in which waves interact with matter. • how light differs from other forms of electromagnetic waves. • the difference between electromagnetic and mechanical waves. • the factors that affect the strength of electric and magnetic forces (properties of waves). 	Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> • design an invention or model that uses two or three different kinds of electromagnetic waves. • produce sound at different pitches and investigate how changing wavelength and frequency changes pitch. • distinguish between mechanical and electromagnetic waves and their role in the transfer of energy through models. • conduct an experiment to interpret the interactions between mechanical waves. • demonstrate how waves transfer energy. 	

**BRICK TOWNSHIP PUBLIC SCHOOLS
SCIENCE: UNIT 3**

Content Area: Science

Unit Title: Unit 3: Matter and Energy in Organisms and Ecosystems

Grade Level: Grade 7

Unit Summary

Students use conceptual and physical models to explain the transfer of energy and cycling of matter as they construct explanations for the role of photosynthesis in cycling matter in ecosystems. They construct explanations for the cycling of matter in organisms and the interactions of organisms to obtain the matter and energy from the ecosystem to survive and grow. Students have a grade-appropriate understanding and use of the practices of investigations, constructing arguments based on evidence, and oral and written communication. They understand that sustaining life requires substantial energy and matter inputs and the structure and functions of organisms contribute to the capture, transformation, transport, release, and elimination of matter and energy.

Primary interdisciplinary connections:

ELA/Literacy, Mathematics, Technology

21st Century Themes:

- Creativity and innovation
- Critical thinking and problem solving
- Communication
- Collaboration
- Information literacy
- Media literacy
- Information and communications technology (ICT)
- Literacy
- Flexibility and adaptability
- Initiative and self-direction
- Social and cross cultural skills
- Productivity and accountability
- Leadership and responsibility

Technology Connections:

Prentice Hall Science Explorer (online textbooks) – www.pearsonsuccessnet.com

eScience3000 – www.escience3000.com

Learning Targets

Next Generation Science Standards (NGSS)

Performance Expectations (PEs)	Student Learning Objectives (SLO)
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-LS2-3	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.

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NGSS Disciplinary Core Ideas (DCI)	
LS2.A: Interdependent Relationships in Ecosystems	<ul style="list-style-type: none"> Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors. (MS-LS2-1) In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction. (MS-LS2-1) Growth of organisms and population increases are limited by access to resources. (MS-LS2-1)
LS2.B: Cycle of Matter and Energy Transfer in Ecosystems	<ul style="list-style-type: none"> Food webs are models that demonstrate how matter and energy is transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem. Transfers of matter into and out of the physical environment occur at every level. Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem. (MS-LS2-3)
LS2.C: Ecosystem Dynamics, Functioning, and Resilience	<ul style="list-style-type: none"> Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations. (MS-LS2-4)
Unit Essential Questions <ul style="list-style-type: none"> How can change in one part of the ecosystem affect change in other parts of the ecosystem? How do changes in the availability of matter and energy effect populations in an ecosystem? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> living things have a variety of observable features that enable them to survive and reproduce through the conversion of energy from one form to another. organisms and their environments are interconnected.
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> the possible ecological relationships between species that coexist in an ecosystem. that ecological relationships evolved over time and are integral to maintaining the balance and stability of ecosystems. the living and nonliving factors that can throw ecosystems out of balance. how human actions that have contributed to ecosystem imbalance and species decline. how the cell uses the processes of photosynthesis, cellular respiration and protein synthesis to obtain and use energy as well as maintain and repair itself. how the nutrients needed by an organism change 	Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. use cause and effect relationships to predict the effect of resource availability on organisms and populations in natural systems.

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over the organism's life span.	
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BRICK TOWNSHIP PUBLIC SCHOOLS Evidence of Learning
Formative Assessments <ul style="list-style-type: none">• Graphic organizers• Guided note taking• Directed reading• Cooperative group learning• Homework• Journal entries
Summative Assessments <ul style="list-style-type: none">• Unit tests and quizzes• Labs and engineering based projects
Modifications (ELLs, Special Education, Gifted and Talented) <ul style="list-style-type: none">• Follow all IEP modifications/504 plan• Teacher tutoring• Peer tutoring• Cooperative learning groups• Modified assignments• Differentiated instruction• Tiered assignments
Curriculum Development Resources/Instructional Materials <ul style="list-style-type: none">• Prentice Hall Science Explorer – Electricity and Magnetism• Online textbooks – www.pearsonsuccessnet.com• eScience3000 – www.escience3000.com

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Formative Assessments <ul style="list-style-type: none">• Graphic organizers• Guided note taking• Directed reading• Cooperative group learning• Homework• Journal entries
Summative Assessments <ul style="list-style-type: none">• Unit tests and quizzes• Labs and engineering based projects

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Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP modifications/504 plan
- Teacher tutoring
- Peer tutoring
- Cooperative learning groups
- Modified assignments
- Differentiated instruction
- Tiered assignments

Curriculum Development Resources/Instructional Materials

- Prentice Hall Science Explorer – Environmental Science
- Online textbooks – www.pearsonsuccessnet.com
- eScience3000 – www.escience3000.com

BRICK TOWNSHIP PUBLIC SCHOOLS SCIENCE: UNIT 4

Content Area: Science

Unit Title: Unit 4: Interdependent Relationships in Ecosystems

Grade Level: Grade 7

Unit Summary

Students construct explanations for the interactions in ecosystems and the scientific, economic, political, and social justifications used in making decisions about maintaining biodiversity in ecosystems. Students use models, construct evidence-based explanations, and use argumentation from evidence. Students understand that organisms and populations of organisms are dependent on their environmental interactions both with other organisms and with nonliving factors. They also understand the limits of resources influence the growth of organisms and populations, which may result in competition for those limited resources.

Primary interdisciplinary connections:

ELA/Literacy, Mathematics, Technology

21st Century Themes:

- Creativity and innovation
- Critical thinking and problem solving
- Communication
- Collaboration
- Information literacy
- Media literacy
- Information and communications technology (ICT)
- Literacy
- Flexibility and adaptability
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Technology Connections:

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Learning Targets

Next Generation Science Standards (NGSS)

Performance Expectations (PEs)	Student Learning Objectives (SLO)
MS-LS2-5	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
MS-LS2-2	Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

NGSS Disciplinary Core Ideas (DCI)

LS2.A: Interdependent Relationships in Ecosystems	<ul style="list-style-type: none"> Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared. (MS-LS2-2)
LS2.C: Ecosystem Dynamics, Functioning, and Resilience	<ul style="list-style-type: none"> Biodiversity describes the variety of species found in Earth’s terrestrial and oceanic ecosystems. The completeness or integrity of an ecosystem’s biodiversity is often used as a measure of its health. (MS-LS2-5)
LS4.D: Biodiversity and Humans	<ul style="list-style-type: none"> Changes in biodiversity can influence humans’ resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on, for example, water purification and recycling. (<i>secondary to MS-LS2-5</i>)
ETS1.B: Developing Possible Solutions	<ul style="list-style-type: none"> There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. (<i>secondary to MS-LS2-5</i>)

Unit Essential Questions <ul style="list-style-type: none"> How do organisms interact with other organisms in the physical environment to obtain matter and energy? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> organisms and populations of organisms are dependent on their environmental interactions both with other organisms and with nonliving factors. the limits of resources influence the growth of organisms and populations, which may result in competition for those limited resources.
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Unit Objectives

Students will know...

- predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared.
- biodiversity describes the variety of species found in Earth's terrestrial and oceanic ecosystems. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health.
- changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on, for example, water purification and recycling.

Unit Objectives

Students will be able to...

- construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
- describe how one population of organisms may affect other plants and/or animals in an ecosystem.
- predict the impact of humans altering biotic and abiotic factors has on an ecosystem.
- model the effect of positive and negative changes in population size on a symbiotic pairing.
- construct explanations for the interactions in ecosystems and the scientific, economic, political, and social justifications used in making decisions about maintaining biodiversity in ecosystems.
- use models, construct evidence-based explanations, and use argumentation from evidence.

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Evidence of Learning

Formative Assessments

- Graphic organizers
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- Homework
- Journal entries

Summative Assessments

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Modifications (ELLs, Special Education, Gifted and Talented)

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- Tiered assignments

Curriculum Development Resources/Instructional Materials

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- eScience3000 – www.escience3000.com