

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Enrichment



Original Adoption:	August, 2025
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OCEAN ACADEMY CHARTER SCHOOL Enrichment Curriculum	
Content Area: Cross Curricular	
Course Title: Explorations (Enrichment)	
Grade Level: Kindergarten	
Unit Title	Pacing Guide in Days
STEM Explorations -Animals and Their Habitats	8 days (48 minutes per day; one day per week)
STEM Explorations-Virtual Field Trip	8 days (48 minutes per day; one day per week)
STEM Explorations: Weather	8 days (48 minutes per day; one day per week)

OCEAN ACADEMY CHARTER SCHOOL Unit 1 Overview	
Content Area: Enrichment	
Unit Title: Unit 1 STEM Explorations - Animals and Their Habitats	Duration: 8 days (48 minutes per day; one day per week)
Target Course/Grade Level: Explorations (Enrichment)/ Kindergarten	
Introduction/Unit Focus: In this unit, young learners will embark on an exciting journey that combines science, math, reading, and writing. Using their natural curiosity and creative thinking skills, students will choose an animal that interests them and explore many fascinating facts about it. Through careful research and investigation, they will discover where the animal lives, what it eats, how it moves, and other special features that make it unique.	

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As students gather information, they will also use math skills by counting, measuring, and comparing different aspects of their chosen animal. For example, they might compare the size of their animal to themselves or explore patterns in the animal's colors and shapes. This integration of science and math encourages children to think critically and make connections across subjects.

Throughout the unit, students will develop their writing abilities by organizing their thoughts and sharing what they have learned in their own words. They will practice describing their animal clearly and creatively, using drawings and words to communicate their ideas. This process supports language development and strengthens their ability to express complex ideas in simple, understandable ways.

Overall, this unit aims to inspire young learners to think deeply, ask thoughtful questions, and develop a love of learning by connecting multiple subjects around a topic they are passionate about, the animal kingdom.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

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Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Content Standards: New Jersey Student Learning Standards

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

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RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/cccs>

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

- A. Introduce a topic.
- B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).

SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills](#)

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Brainstorming can create new, innovative ideas	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
Digital tools can be used to display data in various ways	9.4.2.IML.2: Represent data in a visual format to tell a story about the data
Collaboration can simplify the work an individual has to do and sometimes produce a better product.	9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

New Jersey Student Learning Standards: [Computer Science and Design Thinking](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
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Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life	8.2.2.ITH.3: Identify how technology impacts or improves life. 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks. 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.	K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.
Plants and animals can change their environment. Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.	K-ESS2-2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.	K-ESS3-1: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

Knowledge and Skills
Unit Learning Targets (Objectives): <i>Students will be able to...</i> Students will be able to use the book series <i>Amazing Animals of the World</i> to guide and support their research project.

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- Students will research an insect's habitat, diet, body parts, and its role in the environment.
- Students will learn how important text features like pictures, captions, and headings help them understand the information better.
- Students will interpret their research to write and tell a story from the point of view of their chosen animal.
- Students will choose how they want to share their work by making a pop-up book, a poster, or a Google Slides presentation.

Unit Enduring Understandings:

Students will know...

- Living things depend on each other and their environment to survive and grow.
- Each animal has special body parts that help it live and do what it needs to do in its home.
- Life on Earth is a cycle where all living things are connected and important.
- It is important to care for animals, people, and the places where they live to keep nature healthy.

Unit Essential Questions:

- What do animals need to live in their homes? How do these things help them survive?
- How are some animals the same, and how are they different from each other?
- What is a habitat, and why is it important for animals?
- How can we help protect the homes where animals live, and why should we?

Instructional Plan

Overview of Unit Progression with Suggested Activities – includes a range of instructional strategies, supplemental resources, and intervention supports designed to meet the needs of all learners

Part One: Introduction to Animals

- Welcome to the Animal Kingdom
- Read a simple story or show a video introducing the concept of animals.
- Discuss what makes an animal different from other living things.
- Introduce basic animal classifications (mammals, birds, fish, reptiles, and amphibians).

Part Two: Animal Characteristics

- Focus on one animal group per student.
- Read books or show videos about mammals, birds, fish, reptiles, and amphibians.
- Engage in activities that highlight characteristics of each group.

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Part Three: Animal Habitats

- What is a Habitat?
- Introduce the concept of habitats.
- Discuss different types of habitats (forest, desert, ocean, etc.).
- Read books or show videos about animals in their habitats.

Part Four: Matching Animals to Habitats

- Focus on one habitat each day.
- Discuss the characteristics of the habitat and the animals that live there.
- Engage in sorting activities where students match animals to their habitats.
- Create a class mural or display showcasing different habitats.

Part Five: Basic Needs of Animals/Adaptations

- Discuss the basic needs of animals (food, water, shelter, and air).
- Engage in activities that explore each needs
- Introduce the concept of adaptations.
- Discuss how animals have special features that help them survive in their habitats.
- Focus on specific adaptations of animals from different habitats.
- Conduct simple experiments or activities to explore adaptations.

Part Six-Eight: Culminating Activities

- Habitat Dioramas
- Have students create dioramas of their favorite animal and its habitat.
- Encourage creativity and discussion about their chosen animal's characteristics.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes
- Learning/Response Logs/journals
- Graphic Organizers
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Daily 5 activities
- Sight word assessments
- Foundations monitoring
- Graphic Organizers
- Hands on worksheets and assignments

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Summative Assessments

- Teacher made assessments

Benchmark Assessments:

- Oral Presentations
- Rubric assessments
- Portfolio assessments

Alternative Assessments

- Based on IEP or 504 as needed

Performance Tasks:

- Teacher made activities
- Hands-on activities, crafts, and dioramas
- Discussion of learning during the culminating activities

Suggested Options for Differentiation

Special Education

- Follow all IEP modifications.
 - Use visuals, manipulatives, and models to explain concepts.
 - Pre-teach and review key vocabulary.
 - Provide small-group or one-on-one support.
 - Assign a peer tutor or “learning buddy.”
 - Offer preferential seating.
 - Reinforce vocabulary with gestures, songs, or movements.
 - Allow extra time for projects and assessments.
 - Accept oral or dictated answers.
 - Provide large-print or digital/audio text when needed.
 - Use scribes or augmentative communication devices.
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Students with 504 Plans

- Follow the 504 plan.
 - Provide extra time for tasks and assessments.
 - Offer small-group or quiet settings for work.
 - Provide preferential seating.
 - Accept oral or dictated responses.
 - Allow use of adapted tools or communication devices.
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Students at Risk of Failure

- Provide visuals, word banks, and simple outlines.
- Pre-teach key vocabulary and check for understanding often.

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- Break down assignments into smaller, manageable steps.
 - Read aloud directions and model expectations.
 - Provide tutoring, peer support, or a “buddy.”
 - Offer preferential seating.
 - Give frequent encouragement and feedback.
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Gifted and Talented

- Ask open-ended questions that promote curiosity and exploration.
 - Encourage higher-order thinking through “why” and “what if” prompts.
 - Provide opportunities for choice in projects, activities, or materials.
 - Use enrichment centers, creative problem-solving tasks, or inquiry stations.
 - Encourage independent exploration of topics of interest.
 - Provide extension activities connected to lessons (e.g., designing, experimenting, storytelling).
 - Allow students to present, share, or teach their discoveries to peers.
 - Use flexible grouping for enrichment projects.
 - Encourage reflection through drawings, journals, or group discussions.
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Multilingual Learners

- Collaborate with ESL/MLL teachers.
 - Provide small-group support.
 - Pre-teach vocabulary using visuals, real objects, and cognates when possible.
 - Use sentence frames or speaking prompts (e.g., “I noticed __,” “I created __ because...”).
 - Pair words with pictures, gestures, or movement.
 - Allow extended time and oral responses.
 - Label classroom materials and visuals to reinforce vocabulary.
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Diversity and Inclusion

- Highlight cultural traditions and perspectives in lessons and projects.
- Involve families in sharing cultural experiences.
- Provide alternative ways to complete assignments (artwork, oral, hands-on).
- Use visuals and simple, clear instructions.
- Assign supportive peers when appropriate.
- Collaborate with language professionals and support staff.
- Encourage families to maintain home language while building English skills.
- Establish respectful classroom routines and discussion norms.

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- Use closed captioning for videos when available.
- Provide wait time before calling on students.
- Display word walls with relevant vocabulary.
- Foster a safe, nurturing environment that values all voices.

Supplemental Resources

- Teacher Computer w/ Internet connection
- Calculators
- Manipulatives
- Copies of handouts/worksheets for each student
- Teacher website
- Microsoft Office, Google Apps, StoryBoard That
- General Classroom Supply

Teacher Notes

**OCEAN ACADEMY CHARTER SCHOOL
Unit 2 Overview**

Content Area: Enrichment

Unit Title: Unit 2 - Virtual Field Trip

Duration: 8 days (48 minutes per day;
one day per week)

Target Course/Grade Level: Explorations (Enrichment) / Kindergarten

Introduction/Unit Focus:

In this unit, Kindergarten students will embark on an exciting exploration of the fascinating world of honey bees. They will learn about the three different types of honey bees that live together in a colony: the queen bee, the worker bees, and the drones. Through hands-on activities, videos, and stories, students will discover the unique roles each type of bee plays and how they work as a team to help their hive thrive. This unit will help students understand the importance of cooperation and community, as they see how every bee contributes to the success of the whole colony. By investigating these busy insects, students will develop an appreciation for nature and the ways living things depend on one another to live and grow.

Disciplinary Concepts for the Unit:

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Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

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2. The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and

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religious beliefs.

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Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Content Standards: New Jersey Student Learning Standards

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/cccs>

K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

K-ESS3-3 Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.

New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills

Core Ideas

**Performance Expectations
(Identified with Standard Number
and statement)**

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Different types of jobs require different knowledge and skills	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
Brainstorming can create new, innovative ideas	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)
Digital tools and media resources provide access to vast stores of information that can be searched	9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
Digital tools can be used to display data in various ways	9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10)
Digital tools have a purpose.	9.4.2.TL.2: Create a document using a word processing application. 9.4.2.TL.3: Enter information into a spreadsheet and sort the information
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Data can be used to make predictions about the world.	8.1.2.DA.3: Identify and describe patterns in data visualizations. 8.1.2.DA.4: Make predictions based on data using charts or graphs
Real world information can be stored and manipulated in programs as data (e.g., numbers, words, colors, images)	8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions	8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified

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	with Standard Number and Statement)
Plants and animals can change their environment. Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.	K-ESS2-2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.	K-2-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Knowledge and Skills
Unit Learning Targets (Objectives): <i>Students will be able to...</i> ● Identify the three types of honey bees in a colony: queen bee, worker bees, and drones. ● Describe the specific roles and responsibilities of each type of bee. ● Explain how honey bees work together as a community to support the hive. ● Recognize the importance of teamwork and cooperation in nature. ● Demonstrate curiosity and respect for living creatures and their environments. ● Connect and compare theoretical knowledge with the real world ● Think critically and apply the concepts learned in class to the real world. ● Travel the world and explore natural environments without leaving the classroom
Unit Enduring Understandings: <i>Students will know...</i> ● Honey bees live and work together in a community called a colony, where each bee has a special job. ● Every member of a community plays an important role to help the group survive and thrive. ● Cooperation and teamwork are essential for success in both animal communities and human groups. ● Bees and other living things depend on one another and their environment to live. ● The advantages of visiting a place as a virtual field trip

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Unit Essential Questions:

- How do honey bees work together to help their colony survive?
- Why is it important for animals, like bees, to work as a team?
- How do living things depend on each other in nature?
- What can we learn from bees about working and living in a community?

Instructional Plan

Brief narrative of the progression of the unit with suggested activities--include a variety of instructional, supplemental and intervention materials that support student learners at all levels

- Students will go on a "scavenger hunt" to familiarize themselves with a virtual field trip.
- Using a teacher made Google Slide, students will visit various parts of the trip to answer questions and gather facts.
- Where applicable, students will engage in an interview with a person from the trip.
- Compare and contrast parts of the trip
- Using a teacher made Nearpod assignment, students will engage in the following activities:
 - polls
 - draw it assignments
 - map skills

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes
- Learning/Response Logs/journals
- Graphic Organizers
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Graphic Organizers
- Hands on worksheets and assignments

Summative Assessments

- Portfolio review
- Teacher made assessments

Benchmark Assessments:

- Oral Presentations
- Rubric assessments
- Portfolio assessments

Alternative Assessments

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- Based on IEP or 504 as needed

Performance Tasks

- Teacher created tasks

Suggested Options for Differentiation

Special Education

- Follow all IEP modifications.
 - Use visuals, manipulatives, and models to explain concepts.
 - Pre-teach and review key vocabulary.
 - Provide small-group or one-on-one support.
 - Assign a peer tutor or “learning buddy.”
 - Offer preferential seating.
 - Reinforce vocabulary with gestures, songs, or movements.
 - Allow extra time for projects and assessments.
 - Accept oral or dictated answers.
 - Provide large-print or digital/audio text when needed.
 - Use scribes or augmentative communication devices.
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Students with 504 Plans

- Follow the 504 plan.
 - Provide extra time for tasks and assessments.
 - Offer small-group or quiet settings for work.
 - Provide preferential seating.
 - Accept oral or dictated responses.
 - Allow use of adapted tools or communication devices.
-

Students at Risk of Failure

- Provide visuals, word banks, and simple outlines.
 - Pre-teach key vocabulary and check for understanding often.
 - Break down assignments into smaller, manageable steps.
 - Read aloud directions and model expectations.
 - Provide tutoring, peer support, or a “buddy.”
 - Offer preferential seating.
 - Give frequent encouragement and feedback.
-

Gifted and Talented

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- Ask open-ended questions that promote curiosity and exploration.
 - Encourage higher-order thinking through “why” and “what if” prompts.
 - Provide opportunities for choice in projects, activities, or materials.
 - Use enrichment centers, creative problem-solving tasks, or inquiry stations.
 - Encourage independent exploration of topics of interest.
 - Provide extension activities connected to lessons (e.g., designing, experimenting, storytelling).
 - Allow students to present, share, or teach their discoveries to peers.
 - Use flexible grouping for enrichment projects.
 - Encourage reflection through drawings, journals, or group discussions.
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Multilingual Learners

- Collaborate with ESL/MLL teachers.
 - Provide small-group support.
 - Pre-teach vocabulary using visuals, real objects, and cognates when possible.
 - Use sentence frames or speaking prompts (e.g., “I noticed __,” “I created __ because...”).
 - Pair words with pictures, gestures, or movement.
 - Allow extended time and oral responses.
 - Label classroom materials and visuals to reinforce vocabulary.
-

Diversity and Inclusion

- Highlight cultural traditions and perspectives in lessons and projects.
- Involve families in sharing cultural experiences.
- Provide alternative ways to complete assignments (artwork, oral, hands-on).
- Use visuals and simple, clear instructions.
- Assign supportive peers when appropriate.
- Collaborate with language professionals and support staff.
- Encourage families to maintain home language while building English skills.
- Establish respectful classroom routines and discussion norms.
- Use closed captioning for videos when available.
- Provide wait time before calling on students.
- Display word walls with relevant vocabulary.
- Foster a safe, nurturing environment that values all voices.

Supplemental Resources

- Teacher Computer w/ Internet connection
- Calculators

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- Manipulatives
- Copies of handouts/worksheets for each student
- Teacher website
- Microsoft Office, Google Apps, StoryBoard That
- General Classroom Supply

Teacher Notes

**OCEAN ACADEMY CHARTER SCHOOL
Unit 3 Overview**

Content Area: Enrichment

Unit Title: Unit 3 Weather

Duration: 8 days (48 minutes per day; one day per week)

Target Course/Grade Level: Explorations (Enrichment)/ Kindergarten

Introduction/Unit Focus:

In this unit, students will begin to explore the fascinating world of weather by observing and learning about different weather conditions. Through hands-on activities, such as a station lab and ongoing weather data collection, students will make observations about the weather over time. They will learn how to recognize patterns in weather changes by recording information like temperature, wind, clouds, and precipitation. By discussing how meteorologists study and measure weather, students will gain an early understanding of how experts use tools and data to predict what the weather might be in the future. This unit encourages curiosity about the natural world and helps students develop important skills in observation, recording information, and making simple predictions based on evidence.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

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Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and

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innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Content Standards: New Jersey Student Learning Standards

RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).

RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

- A. Introduce a topic.
- B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/cccs>

SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills

Core Ideas

**Performance Expectations
(Identified with Standard
Number and statement)**

Different types of jobs require different knowledge and skills

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with

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	each job
There are benefits and drawbacks to being an entrepreneur	9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship
Brainstorming can create new, innovative ideas	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
Individuals from different cultures may have different points of view and experiences.	9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6)
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Individuals collect, use, and display data about individuals and the world around them.	8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions	8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
Limitations (constraints) must be considered when engineering designs.	8.2.2.ED.4: Identify constraints and their role in the engineering design process
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.	K-ESS2-1: Use and share observations of local weather conditions to describe patterns over time.
Sunlight warms Earth's surface.	K-PS3-1: Make observations

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	to determine the effect of sunlight on Earth's surface. ● K-PS3-2: Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.
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Knowledge and Skills
Unit Learning Targets (Objectives): <i>Students will be able to...</i> ● Describe appropriate clothing choices for different types of weather. ● Compare and contrast weather conditions across different days or seasons. ● Make simple predictions about upcoming weather based on their observations.
Unit Enduring Understandings: <i>Students will know...</i> ● Weather follows changing patterns over time. ● Different tools are used to measure and observe weather changes. ● Weather can have various effects on people and the environment.
Unit Essential Questions: ● How does the weather change throughout the year?
Instructional Plan
Brief narrative of the progression of the unit with suggested activities--include a variety of instructional, supplemental and intervention materials that support student learners at all levels ● Part One: Water Cycle and its various components ● Part Two: Seasons: How the weather changes throughout each season ● Lesson 3: Bad Weather: Characteristics of three different storms and the safety precautions to take during them ● Lesson 4: Weather Tools: How they are used to measure various types of weather ● Weather: Choice Board

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- Picture Flipbook
- Persuasive writing using keywords
- A-Z Weather List
- Newspaper article
- Choose Two: compare and contrast two weather phenomenon
- 3D diagram

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes
- Learning/Response Logs/journals
- Graphic Organizers
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Graphic Organizers
- Hands on worksheets and assignments

Summative Assessments

- Portfolio review
- Teacher made assessments

Benchmark Assessments:

- Oral Presentations
- Rubric assessments
- Portfolio assessments

Alternative Assessments

- Based on IEP or 504 as needed

Performance Tasks: This type of task demonstrates students transfer of learning and application to a performance task. Think about what you want the students to be able to do at the end of the unit.

Suggested Options for Differentiation

Special Education

- Follow all IEP modifications.
- Use visuals, manipulatives, and models to explain concepts.
- Pre-teach and review key vocabulary.
- Provide small-group or one-on-one support.
- Assign a peer tutor or “learning buddy.”
- Offer preferential seating.

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- Reinforce vocabulary with gestures, songs, or movements.
 - Allow extra time for projects and assessments.
 - Accept oral or dictated answers.
 - Provide large-print or digital/audio text when needed.
 - Use scribes or augmentative communication devices.
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Students with 504 Plans

- Follow the 504 plan.
 - Provide extra time for tasks and assessments.
 - Offer small-group or quiet settings for work.
 - Provide preferential seating.
 - Accept oral or dictated responses.
 - Allow use of adapted tools or communication devices.
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Students at Risk of Failure

- Provide visuals, word banks, and simple outlines.
 - Pre-teach key vocabulary and check for understanding often.
 - Break down assignments into smaller, manageable steps.
 - Read aloud directions and model expectations.
 - Provide tutoring, peer support, or a “buddy.”
 - Offer preferential seating.
 - Give frequent encouragement and feedback.
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Gifted and Talented

- Ask open-ended questions that promote curiosity and exploration.
 - Encourage higher-order thinking through “why” and “what if” prompts.
 - Provide opportunities for choice in projects, activities, or materials.
 - Use enrichment centers, creative problem-solving tasks, or inquiry stations.
 - Encourage independent exploration of topics of interest.
 - Provide extension activities connected to lessons (e.g., designing, experimenting, storytelling).
 - Allow students to present, share, or teach their discoveries to peers.
 - Use flexible grouping for enrichment projects.
 - Encourage reflection through drawings, journals, or group discussions.
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Multilingual Learners

- Collaborate with ESL/MLL teachers.
 - Provide small-group support.
 - Pre-teach vocabulary using visuals, real objects, and cognates when possible.
 - Use sentence frames or speaking prompts (e.g., “I noticed __,” “I created __ because...”).
 - Pair words with pictures, gestures, or movement.
 - Allow extended time and oral responses.
 - Label classroom materials and visuals to reinforce vocabulary.
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Diversity and Inclusion

- Highlight cultural traditions and perspectives in lessons and projects.
- Involve families in sharing cultural experiences.
- Provide alternative ways to complete assignments (artwork, oral, hands-on).
- Use visuals and simple, clear instructions.
- Assign supportive peers when appropriate.
- Collaborate with language professionals and support staff.
- Encourage families to maintain home language while building English skills.
- Establish respectful classroom routines and discussion norms.
- Use closed captioning for videos when available.
- Provide wait time before calling on students.
- Display word walls with relevant vocabulary.
- Foster a safe, nurturing environment that values all voices.

Supplemental Resources

- Teacher Computer w/ Internet connection
- Calculators
- Manipulatives
- Copies of handouts/worksheets for each student
- Teacher website
- Microsoft Office, Google Apps, StoryBoard That
- General Classroom Supply

Teacher Notes

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