Ocean Academy Charter School
Curriculum Guide
Grade 4 - Enrichment

Original Adoption:	August 2025
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OCEAN ACADEMY CHARTER SCHOOL **Enrichment Curriculum**	
Content Area: Enrichment	
Course Title: Enrichment	
Grade Level: Four	
Unit Title	**Pacing Guide in Days**
Independent Project	8 days (48 minutes per day; one day per week)
Google Earth: Tour Builder STEM	8 days (48 minutes per day; one day per week)
Theme Park Design: STEM	8 days (48 minutes per day; one day per week)
Advertisement: ELA	8 days (48 minutes per day; one day per week)
Greek Mythology: ELA	8 days (48 minutes per day; one day per week)

OCEAN ACADEMY CHARTER SCHOOL **Unit 1 Overview**	
Content Area: Enrichment	
Unit Title: Unit 1 Independent Project	**Duration:** 8 days
Target Course/Grade Level: Enrichment/Grade 4	
Introduction/Unit Focus: In this unit, students will embark on independent projects that encourage deep exploration of topics they are passionate about. Guided by their teacher and driven by their own curiosity,	

students will connect ideas and concepts from multiple subject areas, such as science, social studies, language arts, and the arts to create meaningful, interdisciplinary investigations.

This approach allows students to expand their prior knowledge and develop a richer understanding of their chosen topics. Throughout the process, students will engage in authentic research, critical thinking, and problem-solving as they collect information from a variety of sources and apply what they learn in creative ways.

Students will have opportunities to design and carry out original investigations, collaborate with peers, and present their findings through presentations, reports, or other creative formats. This immersive, student-centered learning experience fosters independence, responsibility, and high-level thinking skills while encouraging students to take ownership of their learning journey.

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.

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

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

A. Identify audience, purpose, and intended length of composition before writing.
B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

C. Consider writing as a process, including self-evaluation, revision and editing.
D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

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

ETS1: Engineering Design
- ETS1.A: Defining and Delimiting Engineering Problems
- ETS1.B: Developing Possible Solutions
- ETS1.C: Optimizing the Design Solution

ETS2: Links Among Engineering, Technology, Science, and Society
- ETS2.A: Interdependence of Science, Engineering, and Technology
- ETS2.B: Influence of Engineering, Technology, and Science on Society and the Natural World

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

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
You can give back in areas that matter to you	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk	9.1.5.RMI.1: Identify risks that individuals and households face. 9.1.5.RMI.2: Justify reasons to have insurance.
An individual's passions, aptitude and skills can affect his/her employment and earning potential.	9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.2.5.CAP.2: Identify how you might like to earn an income. 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and

	examples of these requirements.
There are a variety of factors to consider before starting a business.	9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees. 9.2.5.CAP.7: Identify factors to consider before starting a business
Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	**Performance Expectations (Identified with Standard Number and Statement)**
Computing devices may be connected to other devices to form a system as a way to extend their capabilities.	8.1.5.CS.1: Model how computing devices connect to other components to form a system.
Distinguishing between public and private information is important for safe and secure online interactions. Information can be protected using various security measures (i.e., physical and digital).	8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.
Data can be organized, displayed, and presented to highlight relationships.	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim
Engineering design requirements include desired features and limitations that need to be considered	8.2.5.ED.4: Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints). 8.2.5.ED.5: Describe how specifications and limitations impact the engineering design process. 8.2.5.ED.6: Evaluate and test alternative solutions to a problem using the constraints and tradeoffs identified in the design process

Technology innovation and improvement may be influenced by a variety of factors. Engineers create and modify technologies to meet people's needs and wants; scientists ask questions about the natural world.	8.2.5.NT.1: Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem. 8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies. 8.2.5.NT.3: Redesign an existing product for a different purpose in a collaborative team. 8.2.5.NT.4: Identify how improvement in the understanding of materials science impacts technologies
Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.	8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	**Performance Expectations (Identified with Standard Number and Statement)**
Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.	8.2.5.ED.1: Explain the functions of a system and its subsystems. 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

Knowledge and Skills

Unit Learning Targets (Objectives):
Students will be able to…

- Develop a detailed plan to guide their self-directed research and creation process.
- Identify and select a personal topic of interest for an independent project.
- Gather information from multiple types of resources to deepen their understanding.
- Interpret and evaluate visual materials to support their project and communicate ideas.
- Reflect on new information and adjust their thinking or project direction as needed.

Unit Enduring Understandings:
Students will know…

- Reliable sources and multiple viewpoints help build a well-rounded understanding of any topic.
- Information is presented in various ways to help us understand different topics clearly.
- Visual aids such as charts, images, and diagrams can strengthen comprehension and communicate messages effectively.
- Learning is a dynamic process where new evidence can change previous ideas or opinions.

Unit Essential Questions:

- Why do different kinds of information require different organizational methods?
- How can we organize information to make it easier to understand and use?
- In what ways do visual materials convey meaning beyond words?
- How do visuals influence our perceptions and decisions?
- What strategies can we use to critically analyze and evaluate the effectiveness of visual materials?

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

- Brainstorm a topic of interest, plan, and implement a self-directed passion project.
- Discover unique strengths, interests, and aspirations to build the skills needed for success in the K-12 classroom and beyond.
- Investigate and identify strengths with the use of a Word Cloud based on the survey used in www. thrively.com
- Analyze the characteristics and components of a Passion Project.
- Delineate those concepts of interest and decide which areas of interest are most prevalent
- Analyze passion projects of same age students
- Ask questions to make connections between interest and action
- Organize information to demonstrate knowledge

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

- Conferencing
- Daily work
- Portfolio review
- 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

Suggested Options for Differentiation

Special Education

- ➢ Follow all IEP modifications.
- ➢ Use visuals, graphic organizers, and outlines to support comprehension.
- ➢ Pre-teach and review key vocabulary and concepts.
- ➢ Provide small-group or one-on-one support.
- ➢ Assign peer tutors or collaborative partners.
- ➢ Offer preferential seating.
- ➢ Allow extra time for assignments and projects.
- ➢ Accept oral or dictated responses.
- ➢ Provide simplified or leveled resources as needed.
- ➢ Use adapted tools or communication devices for writing/drawing.

Students with 504 Plans

- ➢ Follow the 504 plan.
- ➢ Provide extended time for assignments and assessments.
- ➢ Offer small-group or quiet working settings.
- ➢ Provide preferential seating.
- ➢ Accept oral or dictated responses.
- ➢ Provide adapted tools, materials, or assistive technology.

Students at Risk of Failure

- Break down assignments into smaller, manageable steps.
- Provide outlines, guided notes, or teacher-created study guides.
- Pre-teach vocabulary and reinforce with visuals.
- Assign peer support or tutoring.
- Provide preferential seating.
- Offer frequent teacher feedback and check-ins.
- Connect learning to real-life experiences to increase engagement.

Gifted and Talented

- Ask open-ended and higher-order questions (analyze, evaluate, create).
- Provide opportunities for independent research or inquiry projects.
- Encourage choice in projects, themes, and presentation formats.
- Offer enrichment texts, primary sources, or multimedia materials.
- Provide advanced organizers, puzzles, or design challenges.
- Use flexible grouping for collaborative inquiry and problem-solving.
- Incorporate enrichment centers, STEM/STEAM tasks, or simulations.
- Encourage creative products such as journals, portfolios, or exhibits.
- Allow leadership opportunities (peer teaching, leading group work).
- Provide cross-curricular enrichment (link social studies, science, and ELA).
- Include structured reflection through discussion, debriefs, or written responses.

Multilingual Learners

- Collaborate with ESL/MLL teachers.
- Provide visuals, realia, and labeled diagrams for new concepts.
- Pre-teach and revisit academic vocabulary.
- Offer bilingual glossaries or dictionaries when possible.
- Provide sentence frames for discussion and writing (e.g., “I discovered ___,” “The evidence shows ___”).
- Scaffold writing with templates and graphic organizers.
- Allow oral responses and extended time.
- Use captioned videos or recorded directions.

Diversity and Inclusion

- Highlight diverse cultural voices and contributions in projects.

- Provide alternative ways to demonstrate learning (art, oral presentations, digital projects).
- Use visuals, timelines, and clear, accessible language.
- Establish respectful norms for discussion and critique.
- Collaborate with cultural liaisons and support staff as needed.
- Provide sufficient wait time for student responses.
- Build family involvement into projects or cultural learning opportunities.

Supplemental Resources

- Teacher Computer with Internet connection
- Interactive Whiteboard
- Computer projector
- Calculators
- Manipulatives
- The ability to make a significant amount of copies/handouts for students
- Teacher website/Google Classroom
- Student software access to MS© Word, Publisher, Powerpoint and Google Apps
- General classroom supplies

Teacher Notes

OCEAN ACADEMY CHARTER SCHOOL
Unit 2 Overview

Content Area: Enrichment

Unit Title: Unit 2 Google Earth Tour Builder: Road Trip	**Duration:** 8 days

Target Course/Grade Level: Enrichment/Grade 4

Introduction/Unit Focus:

In this exciting unit, students will become digital storytellers as they create their own virtual tours using Google Tour Builder. They will plan and design interactive journeys that highlight important places and experiences from trips both within the United States and around the world.

Through this project, students will develop skills in geography by exploring different locations and learning about their cultural, historical, or natural significance. They will use

technology to organize and present information creatively, combining maps, images, text, and narration to bring their stories to life.

This unit encourages students to think critically about how to share their travel experiences in an engaging way, while also building important skills in research, planning, and digital communication. By the end of the project, students will have crafted a meaningful virtual tour that reflects their understanding of place and story, and they will have gained confidence in using technology as a tool for learning and expression.

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.

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

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.

RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences

W. IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.

B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
E. Provide a conclusion related to the information or explanation presented.

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

Spatial Views of the World
- Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.

- Regions form and change as a result of unique physical conditions, economies, and cultures.
- Patterns of settlement differ markedly from region to region, place to place, and time to time.
- The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.

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

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Computing devices may be connected to other devices to form a system as a way to extend their capabilities	8.1.5.CS.1: Model how computing devices connect to other components to form a system.
Distinguishing between public and private information is important for safe and secure online interactions. Information can be protected using various security measures (i.e., physical and digital).	8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.
The development and modification of computing technology is driven by an individual's needs and wants and can affect individuals differently.	8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
Data can be organized, displayed, and presented to highlight relationships.	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

The type of data being stored affects the storage requirements.	8.1.5.DA.2: Compare the amount of storage space required for different types of data.
Engineering design requirements include desired features and limitations that need to be considered.	8.2.5.ED.5: Describe how specifications and limitations impact the engineering design process. 8.2.5.ED.6: Evaluate and test alternative solutions to a problem using the constraints and tradeoffs identified in the design process
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	**Performance Expectations (Identified with Standard Number and Statement)**
Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	**Performance Expectations (Identified with Standard Number and Statement)**
The technology developed for the human designed world can have unintended consequences for the environment. Technology must be continually developed and made more efficient to reduce the need for non-renewable resources.	8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.

Knowledge and Skills

Unit Learning Targets (Objectives):
Students will be able to…

- Create and share a story about traveling around the world using various multimedia tools.
- Navigate and utilize Google Earth and Google Maps to explore and illustrate different locations.

Unit Enduring Understandings:
Students will know…

- Digital maps and globes help people navigate and learn about the world's vast geography.
- Technology tools like Google Earth allow us to virtually explore distant places and cultures we might not otherwise experience.
- Multimedia storytelling can combine images, text, and maps to create engaging travel narratives

Unit Essential Questions:

- How can multimedia elements be used together to tell a compelling travel story?
- What strategies help us use Google Earth to explore and learn about different regions and cultures?
- Why do people use tools like Google Maps and Google Earth in everyday life and learning?

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

- Use Google Earth Scavenger Hunt as a precursor to the lessons
- Introduce Tourism in the United States
- Choose 4 states in the country to visit as well as one place outside of the United States to explore
- Discover and experience the Natural Wonders of the World in Google Earth
- Develop a tour inside of Google Earth that takes us on a tour
- Present findings using a multimedia approach, ie., screencastify, flipgrid, wevideo, etc.

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

- Writers Workshop / Conferencing
- Pre-test, test, and daily work
- Portfolio review
- 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

Suggested Options for Differentiation

Special Education

- ➢ Follow all IEP modifications.
- ➢ Use visuals, graphic organizers, and outlines to support comprehension.
- ➢ Pre-teach and review key vocabulary and concepts.
- ➢ Provide small-group or one-on-one support.
- ➢ Assign peer tutors or collaborative partners.
- ➢ Offer preferential seating.
- ➢ Allow extra time for assignments and projects.
- ➢ Accept oral or dictated responses.
- ➢ Provide simplified or leveled resources as needed.
- ➢ Use adapted tools or communication devices for writing/drawing.

Students with 504 Plans

- ➢ Follow the 504 plan.

- Provide extended time for assignments and assessments.
- Offer small-group or quiet working settings.
- Provide preferential seating.
- Accept oral or dictated responses.
- Provide adapted tools, materials, or assistive technology.

Students at Risk of Failure

- Break down assignments into smaller, manageable steps.
- Provide outlines, guided notes, or teacher-created study guides.
- Pre-teach vocabulary and reinforce with visuals.
- Assign peer support or tutoring.
- Provide preferential seating.
- Offer frequent teacher feedback and check-ins.
- Connect learning to real-life experiences to increase engagement.

Gifted and Talented

- Ask open-ended and higher-order questions (analyze, evaluate, create).
- Provide opportunities for independent research or inquiry projects.
- Encourage choice in projects, themes, and presentation formats.
- Offer enrichment texts, primary sources, or multimedia materials.
- Provide advanced organizers, puzzles, or design challenges.
- Use flexible grouping for collaborative inquiry and problem-solving.
- Incorporate enrichment centers, STEM/STEAM tasks, or simulations.
- Encourage creative products such as journals, portfolios, or exhibits.
- Allow leadership opportunities (peer teaching, leading group work).
- Provide cross-curricular enrichment (link social studies, science, and ELA).
- Include structured reflection through discussion, debriefs, or written responses.

Multilingual Learners

- Collaborate with ESL/MLL teachers.
- Provide visuals, realia, and labeled diagrams for new concepts.
- Pre-teach and revisit academic vocabulary.
- Offer bilingual glossaries or dictionaries when possible.
- Provide sentence frames for discussion and writing (e.g., “I discovered ___,” “The evidence shows ___”).
- Scaffold writing with templates and graphic organizers.
- Allow oral responses and extended time.

- Use captioned videos or recorded directions.

Diversity and Inclusion

- Highlight diverse cultural voices and contributions in projects.
- Provide alternative ways to demonstrate learning (art, oral presentations, digital projects).
- Use visuals, timelines, and clear, accessible language.
- Establish respectful norms for discussion and critique.
- Collaborate with cultural liaisons and support staff as needed.
- Provide sufficient wait time for student responses.
- Build family involvement into projects or cultural learning opportunities.

Supplemental Resources

- Teacher Computer with Internet connection
- Interactive Whiteboard
- Computer projector
- Calculators
- Manipulatives
- The ability to make a significant amount of copies/handouts for students
- Teacher website/Google Classroom
- Student software access to MS© Word, Publisher, Powerpoint and Google Apps
- General classroom supplies

Teacher Notes

OCEAN ACADEMY CHARTER SCHOOL Unit 3 Overview	
Content Area: Enrichment	
Unit Title: Unit 3 Advertisement	**Duration: 8** days
Target Course/Grade Level: Enrichment/Grade 4	
Introduction/Unit Focus:	

In this unit, students will explore the fascinating world of advertising and consumer culture. They will develop critical thinking skills to analyze advertisements, learning how companies use images, language, and persuasive techniques to capture attention and influence decisions.

Building on this understanding, students will unleash their creativity by designing a brand-new cereal product. They will craft an advertising campaign to promote their cereal, using what they've learned about effective marketing strategies. This process will include creating catchy slogans, visual designs, and compelling messages aimed at attracting customers.

Finally, students will step into the role of investors in a classroom "stock market," where they will evaluate each other's products and campaigns. They will decide which products they believe are worth investing in, applying their knowledge of marketing, creativity, and business to make thoughtful decisions.

This unit fosters skills in critical analysis, creativity, collaboration, and financial literacy, providing a rich, hands-on experience that connects real-world concepts to student learning.

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.

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

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources

W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
B. Provide reasons that are supported by facts from texts and/or other sources.
C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
D. Provide a conclusion related to the opinion presented.

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

4.OA Operations and Algebraic Thinking

A. Use the four operations with whole numbers to solve problems.

2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding

C. Generate and analyze patterns.

5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

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

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
There are benefits to having a positive credit history.	9.1.5.CP.1: Identify the advantages of maintaining a positive credit history

People can choose to save money in many places such as home in a piggy bank, bank, or credit union.	9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.
There is a broader economic system that influences your financial goals.	9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals. 9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.
There are agencies, laws, and resources to protect individuals as consumers.	9.1.5. EG.5: Identify sources of consumer protection and assistance.
An individual's financial traits and habits affect his/her finances.	9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions. 9.1.5.FP.2: Identify the elements of being a good steward of money
Spending choices and their intended and unintended consequences impact financial outcomes and personal wellbeing.	9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences. 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).
An individual's passions, aptitude and skills can affect his/her employment and earning potential.	9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.2.5.CAP.2: Identify how you might like to earn an income. 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements
There are a variety of factors to consider before starting a business.	9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees. 9.2.5.CAP.7: Identify factors to consider before starting a business.
New Jersey Student Learning Standards: Computer Science and Design Thinking	

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
A new tool may have favorable or unfavorable results as well as both positive and negative effects on society. Technology spurs new businesses and careers.	8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have. 8.2.5.WITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use. 8.2.5.WITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career
Technology innovation and improvement may be influenced by a variety of factors. Engineers create and modify technologies to meet people's needs and wants; scientists ask questions about the natural world.	8.2.5.NT.1: Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem. 8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies. 8.2.5.NT.3: Redesign an existing product for a different purpose in a collaborative team. 8.2.5.NT.4: Identify how improvement in the understanding of materials science impacts technologies
The technology developed for the human designed world can have unintended consequences for the environment. Technology must be continually developed and made more efficient to reduce the need for non-renewable resources.	8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems. 8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources. 8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	**Performance Expectations (Identified with Standard Number and Statement)**
Individuals can select, organize, and transform data into different visual representations and	8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

communicate insights gained from the data.	8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.

Knowledge and Skills

Unit Learning Targets (Objectives):
Students will be able to…

- Examine and evaluate various advertisements to understand their key elements, such as slogans, brand names, and product features.
- Identify and compare different advertising techniques used to attract consumers.
- Apply critical thinking skills to analyze how advertisements influence viewers.
- Design and produce an original advertisement for a new sneaker, incorporating persuasive strategies learned.

Unit Enduring Understandings:
Students will know…

- Strong communication is organized, purposeful, and tailored to engage its audience.
- Writing and design work together to effectively communicate ideas and messages.
- Knowing the audience and purpose is essential to creating clear and convincing writing or advertising.

Unit Essential Questions:

- What messages do advertisements try to communicate, and how do they do it?
- How can understanding your audience improve the effectiveness of writing or advertising?
- In what ways does the design of an advertisement impact a consumer's response?

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

- Analyze advertisement techniques
- Differentiate between pathos, logos, and ethos
- Examine slogans and their usefulness
- Conduct a "Popcorn Experiment" to define quality v. cost
- Develop an advertisement using multimedia resources

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
Fundations monitoring
Graphic Organizers
Hands on worksheets and assignments

Summative Assessments

Writers Workshop / Conferencing
Pre-test, test, and daily work
Portfolio review
Reading Assessment/Running Records
Fundations End-of-unit tests
Teacher made assessments

Benchmark Assessments:

Oral Presentations
Rubric assessments
Portfolio assessments

Alternative Assessments

Based on IEP or 504 as needed
Retest on Unit Fundations Assessment if the students scores under 80%

Performance Tasks:

- Teacher made activities

Suggested Options for Differentiation

Special Education

- ➢ Follow all IEP modifications.
- ➢ Use visuals, graphic organizers, and outlines to support comprehension.
- ➢ Pre-teach and review key vocabulary and concepts.
- ➢ Provide small-group or one-on-one support.
- ➢ Assign peer tutors or collaborative partners.
- ➢ Offer preferential seating.
- ➢ Allow extra time for assignments and projects.
- ➢ Accept oral or dictated responses.
- ➢ Provide simplified or leveled resources as needed.
- ➢ Use adapted tools or communication devices for writing/drawing.

Students with 504 Plans

- Follow the 504 plan.
- Provide extended time for assignments and assessments.
- Offer small-group or quiet working settings.
- Provide preferential seating.
- Accept oral or dictated responses.
- Provide adapted tools, materials, or assistive technology.

Students at Risk of Failure

- Break down assignments into smaller, manageable steps.
- Provide outlines, guided notes, or teacher-created study guides.
- Pre-teach vocabulary and reinforce with visuals.
- Assign peer support or tutoring.
- Provide preferential seating.
- Offer frequent teacher feedback and check-ins.
- Connect learning to real-life experiences to increase engagement.

Gifted and Talented

- Ask open-ended and higher-order questions (analyze, evaluate, create).
- Provide opportunities for independent research or inquiry projects.
- Encourage choice in projects, themes, and presentation formats.
- Offer enrichment texts, primary sources, or multimedia materials.
- Provide advanced organizers, puzzles, or design challenges.
- Use flexible grouping for collaborative inquiry and problem-solving.
- Incorporate enrichment centers, STEM/STEAM tasks, or simulations.
- Encourage creative products such as journals, portfolios, or exhibits.
- Allow leadership opportunities (peer teaching, leading group work).
- Provide cross-curricular enrichment (link social studies, science, and ELA).
- Include structured reflection through discussion, debriefs, or written responses.

Multilingual Learners

- Collaborate with ESL/MLL teachers.
- Provide visuals, realia, and labeled diagrams for new concepts.
- Pre-teach and revisit academic vocabulary.
- Offer bilingual glossaries or dictionaries when possible.

- Provide sentence frames for discussion and writing (e.g., "I discovered ___," "The evidence shows ___").
- Scaffold writing with templates and graphic organizers.
- Allow oral responses and extended time.
- Use captioned videos or recorded directions.

Diversity and Inclusion

- Highlight diverse cultural voices and contributions in projects.
- Provide alternative ways to demonstrate learning (art, oral presentations, digital projects).
- Use visuals, timelines, and clear, accessible language.
- Establish respectful norms for discussion and critique.
- Collaborate with cultural liaisons and support staff as needed.
- Provide sufficient wait time for student responses.
- Build family involvement into projects or cultural learning opportunities.

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 4 Overview	
Content Area: Enrichment	
Unit Title: Unit 4 Theme Park Design	**Duration:** 8 days
Target Course/Grade Level: Enrichment/Grade 4	
Introduction/Unit Focus:	

In this engaging unit, students will investigate public parks from both academic and creative perspectives. They will study the features, purposes, and designs of parks, learning how these spaces serve communities by providing areas for recreation, relaxation, and connection with nature.

Students will explore different types of parks through research, observation, and analysis, considering elements such as layout, accessibility, natural features, and amenities. Through this exploration, they will gain an understanding of how parks are thoughtfully designed to meet the needs of diverse visitors.

Using their newfound knowledge and observations, students will apply design thinking to create their own unique park plans. This process will encourage creativity, problem-solving, and collaboration as they imagine spaces that are both functional and inspiring.

By the end of the unit, students will have developed an original park design that reflects their understanding of park features and community needs, combining academic learning with real-world application.

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.

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

4.OA Operations and Algebraic Thinking

A. Use the four operations with whole numbers to solve problems.

1. Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.1
3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the

unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

4.M Measurement

A. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit

- 3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

B. Geometric measurement: understand concepts of angle and measure angles

4. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
   a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through a circle is called a "one-degree angle," and can be used to measure angles.
   b. An angle that turns through one-degree angles is said to have an angle measure of degrees.

4.G Geometry

A. Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

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

ETS1: Engineering Design

- ETS1.A: Defining and Delimiting Engineering Problems
- ETS1.B: Developing Possible Solutions
- ETS1.C: Optimizing the Design Solution

ETS2: Links Among Engineering, Technology, Science, and Society

- ETS2.A: Interdependence of Science, Engineering, and Technology
- ETS2.B: Influence of Engineering, Technology, and Science on Society and the Natural World

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

Core Ideas	Performance Expectations (Identified with Standard Number and statement)

You can give back in areas that matter to you	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
There is a broader economic system that influences your financial goals.	9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals. 9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.
An individual's passions, aptitude and skills can affect his/her employment and earning potential.	9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	**Performance Expectations (Identified with Standard Number and Statement)**
Individuals can select, organize,	8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of

and transform data into different visual representations and communicate insights gained from the data.	the data. 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.
Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.	8.2.5.ED.1: Explain the functions of a system and its subsystems. 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
Engineering design requirements include desired features and limitations that need to be considered	8.2.5.ED.4: Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints). 8.2.5.ED.5: Describe how specifications and limitations impact the engineering design process. 8.2.5.ED.6: Evaluate and test alternative solutions to a problem using the constraints and tradeoffs identified in the design process
Technology innovation and improvement may be influenced by a variety of factors. Engineers create and modify technologies to meet people's needs and wants; scientists ask questions about the natural world.	8.2.5.NT.1: Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem. 8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies. 8.2.5.NT.3: Redesign an existing product for a different purpose in a collaborative team. 8.2.5.NT.4: Identify how improvement in the understanding of materials science impacts technologies
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	**Performance Expectations (Identified with Standard Number and Statement)**
Engineering design is a systematic and creative process of	8.2.5.ED.1: Explain the functions of a system and its subsystems.

communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.	8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

Knowledge and Skills

Unit Learning Targets (Objectives):
Students will be able to…

- Design an original theme park layout using knowledge of area and perimeter.
- Use engineering concepts to build a 3D model of a ride from their theme park design.
- Calculate the area and perimeter of various shapes and figures.
- Apply graphing skills by creating a “perimeter person” using coordinate grids.
- Explore the design elements of theme parks and understand their spatial requirements

Unit Enduring Understandings:
Students will know…

- Science and physics principles influence the development and safety of amusement rides and attractions.
- Theme parks are complex environments that require careful planning and engineering to create safe and exciting experiences.
- Accessibility and inclusivity are important considerations when designing spaces that welcome people of all ages and abilities.
- Mathematics, especially area and perimeter, plays a critical role in the design and construction of amusement parks.

Unit Essential Questions:

- In what ways do theme parks accommodate visitors of different ages and abilities?
- What makes a theme park both thrilling and accessible to everyone?
- How can knowledge of area, perimeter, and physics help us design fun and safe amusement park rides?

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

- Explore area and perimeter
- Read about theme park design
- Evaluate roller coasters

- Begin the design process of a theme park in accordance with area and perimeter
- Begin the design process of a roller coaster

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
- Fundations monitoring
- Graphic Organizers
- Hands on worksheets and assignments

Summative Assessments

- Writers Workshop / Conferencing
- Pre-test, test, and daily work
- Portfolio review
- Reading Assessment/Running Records
- Fundations End-of-unit tests
- Teacher made assessments

Benchmark Assessments:

- Oral Presentations
- Rubric assessments
- Portfolio assessments

Alternative Assessments

- Based on IEP or 504 as needed
- Retest on Unit Fundations Assessment if the students scores under 80%

Performance Tasks:

- Teacher made activities

Suggested Options for Differentiation

Special Education

- ➢ Follow all IEP modifications.
- ➢ Use visuals, graphic organizers, and outlines to support comprehension.
- ➢ Pre-teach and review key vocabulary and concepts.
- ➢ Provide small-group or one-on-one support.

- Assign peer tutors or collaborative partners.
- Offer preferential seating.
- Allow extra time for assignments and projects.
- Accept oral or dictated responses.
- Provide simplified or leveled resources as needed.
- Use adapted tools or communication devices for writing/drawing.

Students with 504 Plans

- Follow the 504 plan.
- Provide extended time for assignments and assessments.
- Offer small-group or quiet working settings.
- Provide preferential seating.
- Accept oral or dictated responses.
- Provide adapted tools, materials, or assistive technology.

Students at Risk of Failure

- Break down assignments into smaller, manageable steps.
- Provide outlines, guided notes, or teacher-created study guides.
- Pre-teach vocabulary and reinforce with visuals.
- Assign peer support or tutoring.
- Provide preferential seating.
- Offer frequent teacher feedback and check-ins.
- Connect learning to real-life experiences to increase engagement.

Gifted and Talented

- Ask open-ended and higher-order questions (analyze, evaluate, create).
- Provide opportunities for independent research or inquiry projects.
- Encourage choice in projects, themes, and presentation formats.
- Offer enrichment texts, primary sources, or multimedia materials.
- Provide advanced organizers, puzzles, or design challenges.
- Use flexible grouping for collaborative inquiry and problem-solving.
- Incorporate enrichment centers, STEM/STEAM tasks, or simulations.
- Encourage creative products such as journals, portfolios, or exhibits.
- Allow leadership opportunities (peer teaching, leading group work).
- Provide cross-curricular enrichment (link social studies, science, and ELA).
- Include structured reflection through discussion, debriefs, or written responses.

Multilingual Learners

- Collaborate with ESL/MLL teachers.
- Provide visuals, realia, and labeled diagrams for new concepts.
- Pre-teach and revisit academic vocabulary.
- Offer bilingual glossaries or dictionaries when possible.
- Provide sentence frames for discussion and writing (e.g., "I discovered ___," "The evidence shows ___").
- Scaffold writing with templates and graphic organizers.
- Allow oral responses and extended time.
- Use captioned videos or recorded directions.

Diversity and Inclusion

- Highlight diverse cultural voices and contributions in projects.
- Provide alternative ways to demonstrate learning (art, oral presentations, digital projects).
- Use visuals, timelines, and clear, accessible language.
- Establish respectful norms for discussion and critique.
- Collaborate with cultural liaisons and support staff as needed.
- Provide sufficient wait time for student responses.
- Build family involvement into projects or cultural learning opportunities.

Supplemental Resources

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

Teacher Notes

OCEAN ACADEMY CHARTER SCHOOL
Unit 5 Overview

Content Area: Enrichment

Unit Title: Unit 5 Greek Mythology | **Duration:** 8 days

Target Course/Grade Level: Enrichment/Grade 4

Introduction/Unit Focus:

In this interdisciplinary unit, students will journey back in time to explore the fascinating world of Ancient Greece, a civilization whose stories, ideas, and innovations continue to influence our world today. Through the study of Greek history and culture, students will build a foundational understanding of Ancient Greece's impact on art, architecture, government, and especially literature.

A special focus will be placed on the oral tradition of storytelling, a powerful method the Greeks used to pass down myths, fables, and legends across generations. Students will analyze these ancient stories to strengthen their comprehension and writing skills, particularly in summarizing, identifying themes, and recognizing how stories convey moral or cultural lessons.

As part of their literacy development, students will explore the use of figurative language, including similes and metaphors, to better understand how authors use creative expression to enhance their writing. Students will also have opportunities to practice using these techniques in their own retellings and original narratives.

By the end of the unit, students will not only have a deeper appreciation of Ancient Greek culture and its lasting legacy, but they will also have grown as thoughtful readers, writers, and storytellers.

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.

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

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an

informational text says explicitly and make relevant connections when drawing inferences from the text.
RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text. RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text. RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. A. Identify audience, purpose, and intended length of composition before writing. B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter. C. Consider writing as a process, including self-evaluation, revision and editing. D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary. E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and description to develop experiences and events or show the responses of characters to situations. C. Use a variety of transitional words and phrases to manage the sequence of events. D. Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events.
New Jersey Student Learning Standards: Interdisciplinary Connections **https://www.nj.gov/education/cccs**
• ETS1: Engineering Design • ETS1.A: Defining and Delimiting Engineering Problems • ETS1.B: Developing Possible Solutions • ETS1.C: Optimizing the Design Solution ETS2: Links Among Engineering, Technology, Science, and Society

• ETS2.A: Interdependence of Science, Engineering, and Technology • ETS2.B: Influence of Engineering, Technology, and Science on Society and the Natural World	
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills	
Core Ideas	**Performance Expectations (Identified with Standard Number and statement)**
You can give back in areas that matter to you	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.	9.1.5.RMI.1: Identify risks that individuals and households face.
Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	**Performance Expectations (Identified with Standard Number and Statement)**
Many factors influence the accuracy of inferences and predictions.	8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data
Engineering design requirements	8.2.5.ED.5: Describe how specifications and limitations

include desired features and limitations that need to be considered	impact the engineering design process. 8.2.5.ED.6: Evaluate and test alternative solutions to a problem using the constraints and tradeoffs identified in the design process
Societal needs and wants determine which new tools are developed to address real-world problems.	8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	**Performance Expectations (Identified with Standard Number and Statement)**
Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions. 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.

Knowledge and Skills

Unit Learning Targets (Objectives):
Students will be able to…

- Recognize and describe the symbolic meaning and characteristics of major Greek gods and goddesses.
- Explore the Ancient Greek explanation of how the world was created and organized.
- Design an original myth to explain a natural event or phenomenon using elements of traditional Greek storytelling.
- Use creativity to invent an original god or goddess, including powers, symbols, and backstory.
- Interpret how geography was understood and represented in Ancient Greek mythology.

Unit Enduring Understandings:
Students will know…

- Myths were a way for ancient people to make sense of the world around them.
- Stories from Greek mythology reflect the beliefs, fears, and values of Ancient Greek society.
- The questions and themes in Greek myths—such as the search for meaning, bravery, or justice—are still relevant today.

- Mythological stories serve as a window into how past civilizations explained nature, human behavior, and the unknown.

Unit Essential Questions:

- What can myths teach us about the people and cultures that created them?
- In what ways have ancient Greek myths shaped modern ideas of heroes and storytelling?
- Why do mythological heroes continue to be meaningful in today's world?
- How do the values and traits of heroes differ across cultures and time periods?

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

- Explore the characteristics of self; then mythological creature of choice
- Study Greek architecture using Google Earth
- Describe Ancient Greece
- Analyze various gods/goddesses and their importance to civilization
- Investigate the ancient Acropolis
- Read The History of Greek and Roman Myths: Who Are They and What is Their Contribution?
- Using multimedia content; design; write and tell their own myth.

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

- Writers Workshop / Conferencing
- Pre-test, test, and daily work
- Portfolio review
- 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

Suggested Options for Differentiation

Special Education

- ➢ Follow all IEP modifications.
- ➢ Use visuals, graphic organizers, and outlines to support comprehension.
- ➢ Pre-teach and review key vocabulary and concepts.
- ➢ Provide small-group or one-on-one support.
- ➢ Assign peer tutors or collaborative partners.
- ➢ Offer preferential seating.
- ➢ Allow extra time for assignments and projects.
- ➢ Accept oral or dictated responses.
- ➢ Provide simplified or leveled resources as needed.
- ➢ Use adapted tools or communication devices for writing/drawing.

Students with 504 Plans

- ➢ Follow the 504 plan.
- ➢ Provide extended time for assignments and assessments.
- ➢ Offer small-group or quiet working settings.
- ➢ Provide preferential seating.
- ➢ Accept oral or dictated responses.
- ➢ Provide adapted tools, materials, or assistive technology.

Students at Risk of Failure

- ➢ Break down assignments into smaller, manageable steps.
- ➢ Provide outlines, guided notes, or teacher-created study guides.
- ➢ Pre-teach vocabulary and reinforce with visuals.
- ➢ Assign peer support or tutoring.
- ➢ Provide preferential seating.
- ➢ Offer frequent teacher feedback and check-ins.
- ➢ Connect learning to real-life experiences to increase engagement.

Gifted and Talented

- Ask open-ended and higher-order questions (analyze, evaluate, create).
- Provide opportunities for independent research or inquiry projects.
- Encourage choice in projects, themes, and presentation formats.
- Offer enrichment texts, primary sources, or multimedia materials.
- Provide advanced organizers, puzzles, or design challenges.
- Use flexible grouping for collaborative inquiry and problem-solving.
- Incorporate enrichment centers, STEM/STEAM tasks, or simulations.
- Encourage creative products such as journals, portfolios, or exhibits.
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