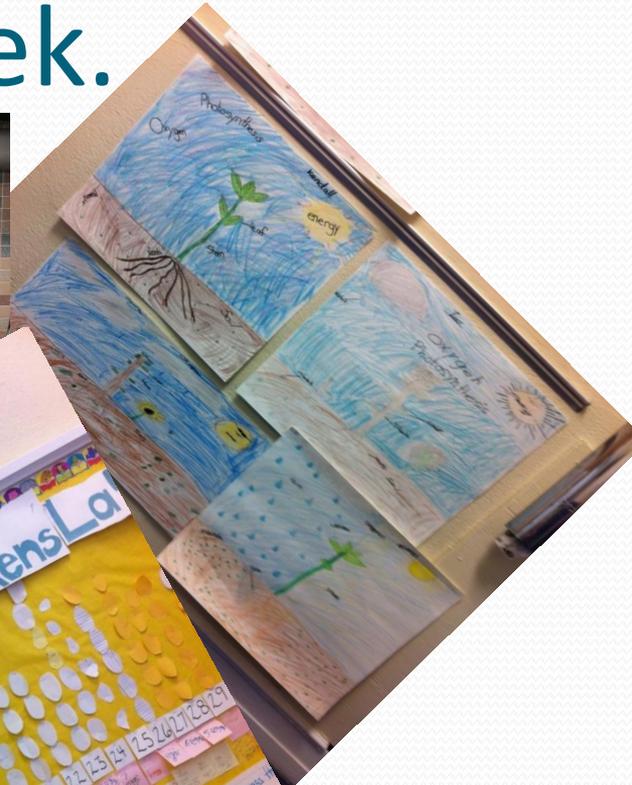


Each class did at least one arts-infused activity each week.





Pre-K and K students gather and identify shells to do a shell arts project.



What Pre-k made with their shells.

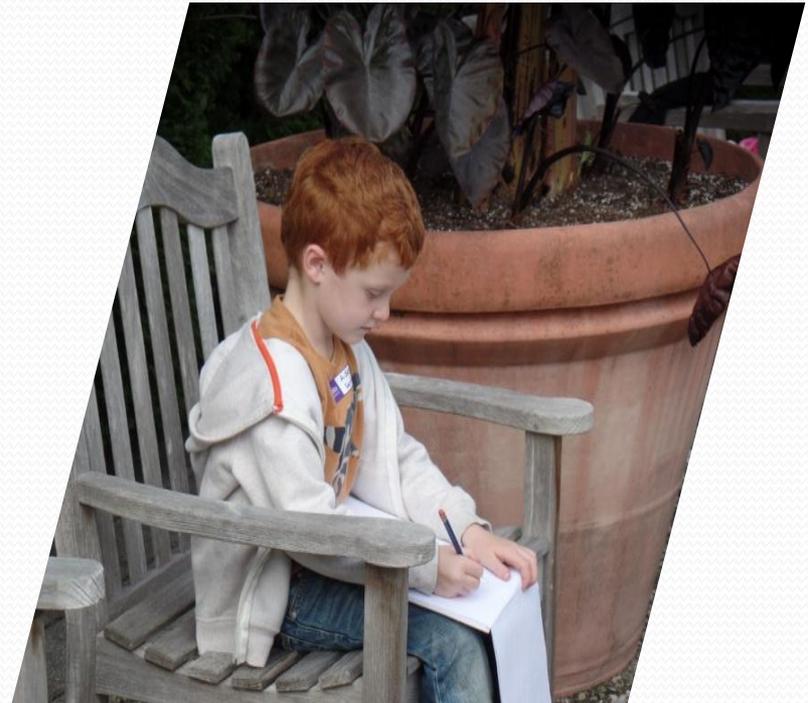


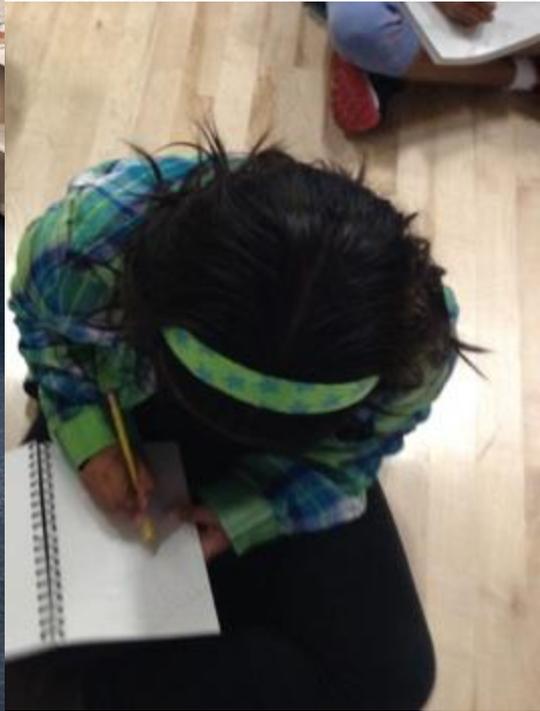
Each student has their very own sketchbook and we sketch in them on our field trips, at our assemblies and in our classrooms.



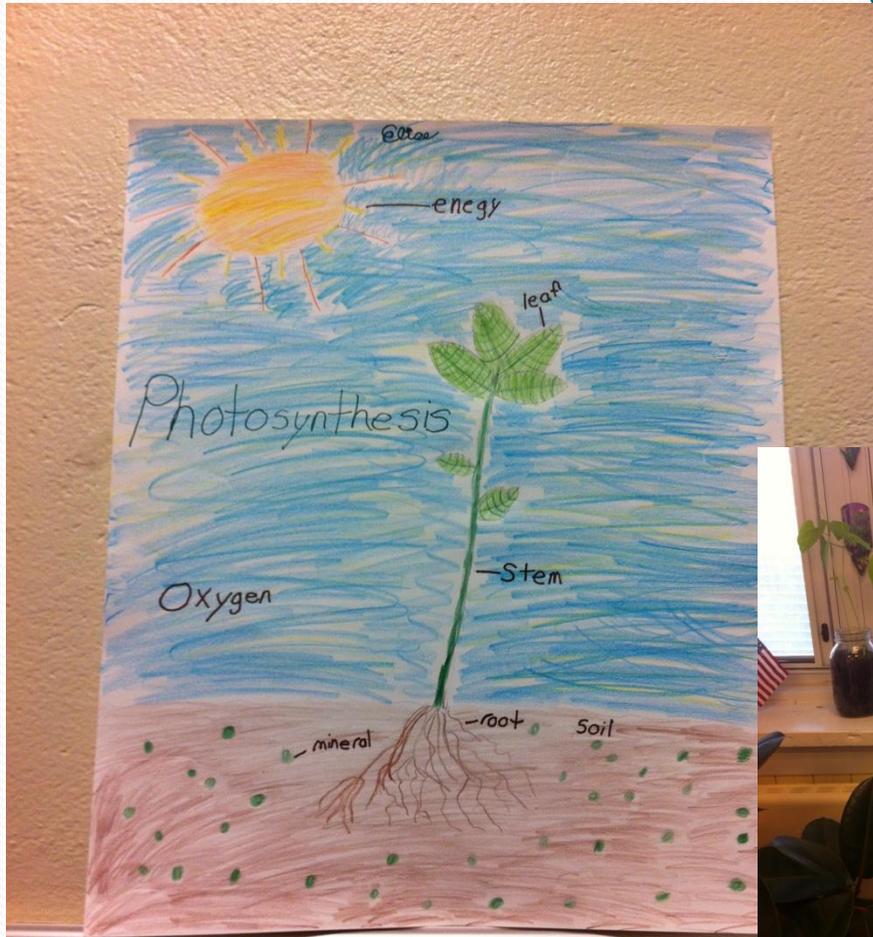
In layer 1 we learned to have our focus on:
the sketching process.
and anatomical drawing.

Student sketching at Grounds
for Sculpture.





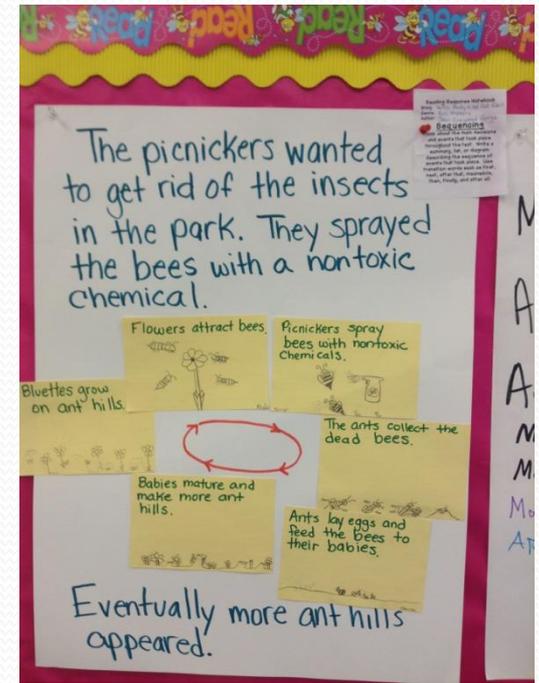
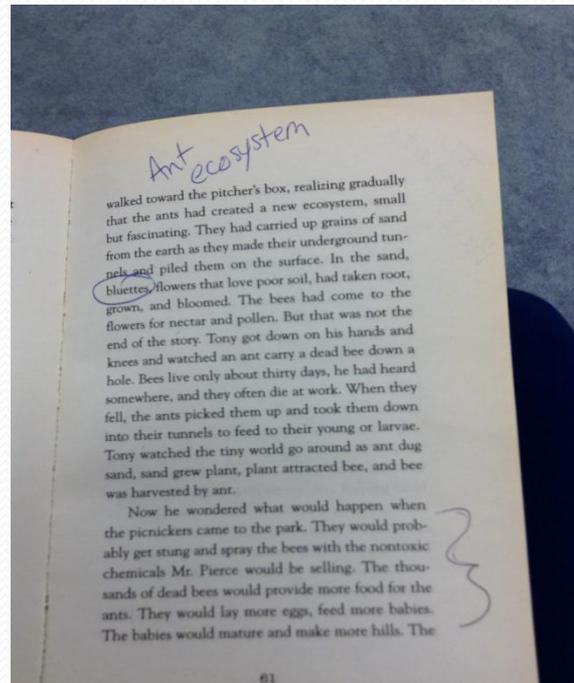
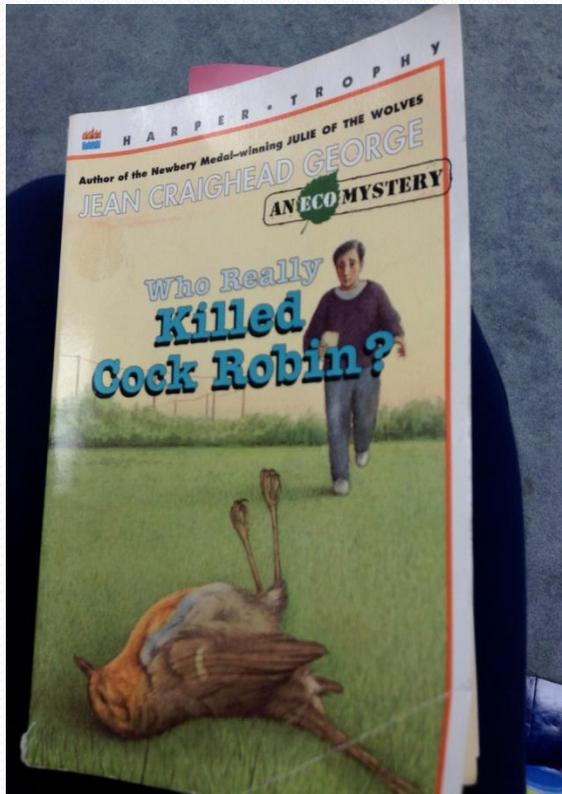
Botanical drawing



4th -6th grade students made our own drawings from the book, *Who Really Killed Cock Robin?* by Jean Craighead George



We found out more about bees in our reading of the book *Who Really Killed Cock Robin*.



We responded in our sketchbooks to a poem

Here is part of a poem written for her daughter and delivered by Kathy Jetnil-Kijiner in September of 2014 at the UN Climate Summit. She is a Marshallese Islander whose nation is being covered by the ocean as global warming melts the polar ice.



men say that one day
that lagoon will devour you

they say it will gnaw at the shoreline
chew at the roots of your breadfruit trees
gulp down rows of your seawalls
and crunch your island's shattered bones

they say you, your daughter
and your granddaughter, too
will wander rootless
with only a passport to call home

dear matafele peinam,

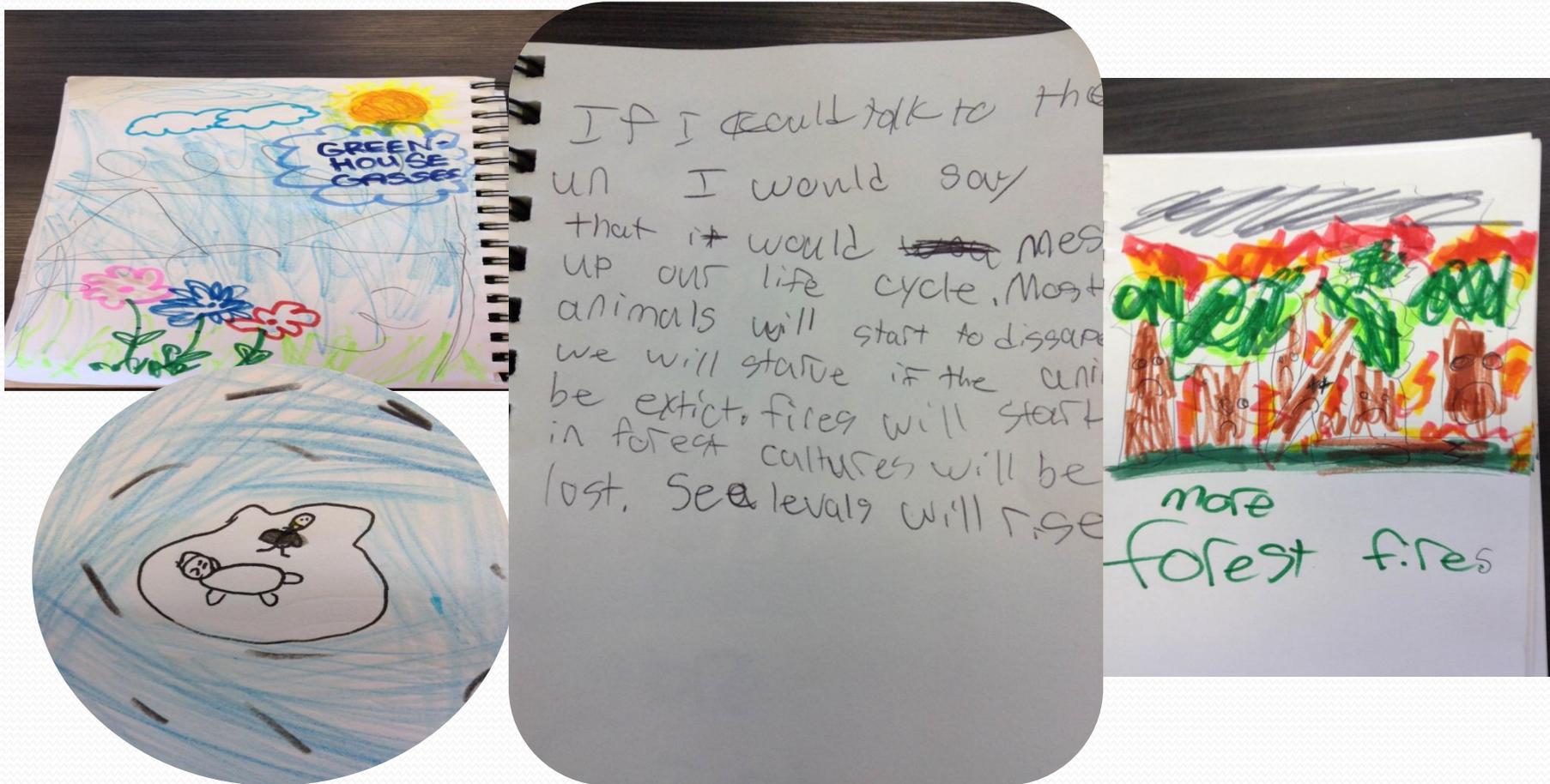
don't cry

mommy promises you

no one
will come and devour you

Kathy Jetnil-Kijiner

We responded in our sketchbooks to her poem by answering to the question: *If you could speak before the UN what would you say?*



Painter Joanie Gagnon San Chirico visited the school in November

She began her current series depicting harmful algae blooms because of the ongoing issues facing Barnegat Bay close to her home



Grades 1 and 2 with Joanie's paintings



Here are some student portraits of the artist



“Today we had an artist visit our school; Joanie San Chirico. She shared her beautiful paintings. ” (Margaret Fay)



Drawing of toxins



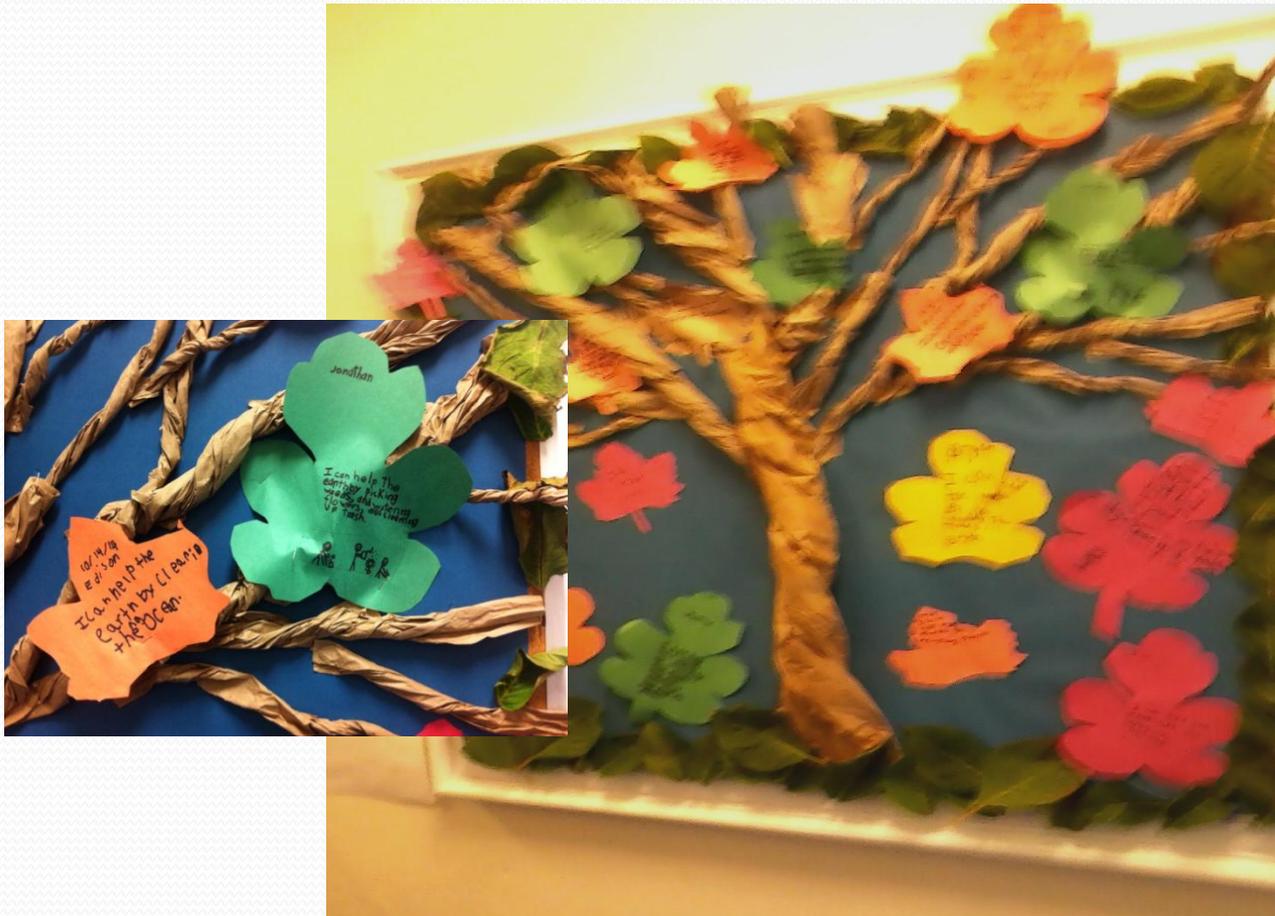
Pre-K weekly art project: stained glass with leaves



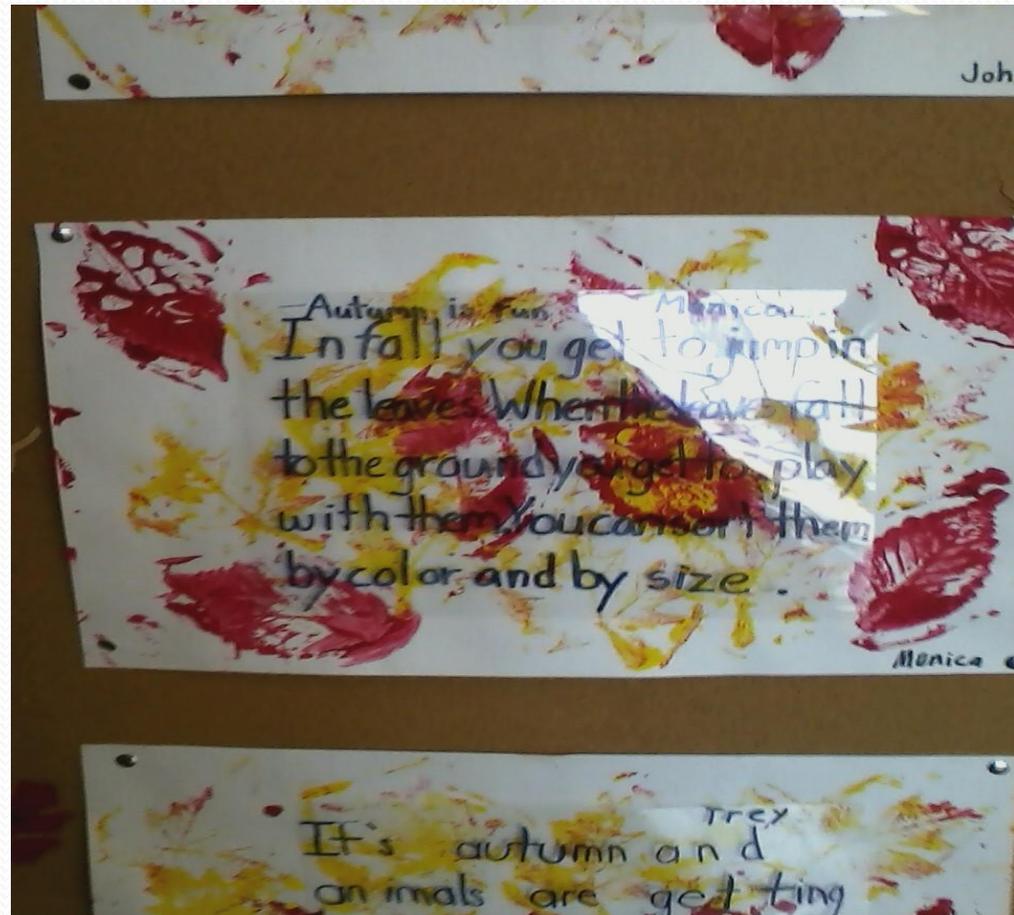
K learned about leaves too.



1-3rd grade made a tree from twisted paper bags



Leaf print poems by the grades 1 and 2

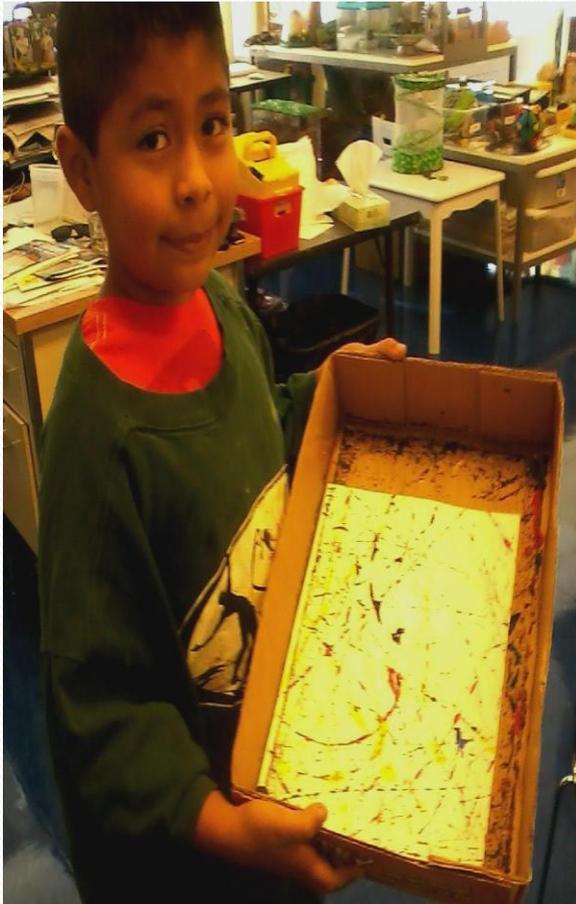


Culinary Arts Too

Making
tea with
winged
sumac.



Painting like Jackson Pollock



Our monarchs emerged



We released them

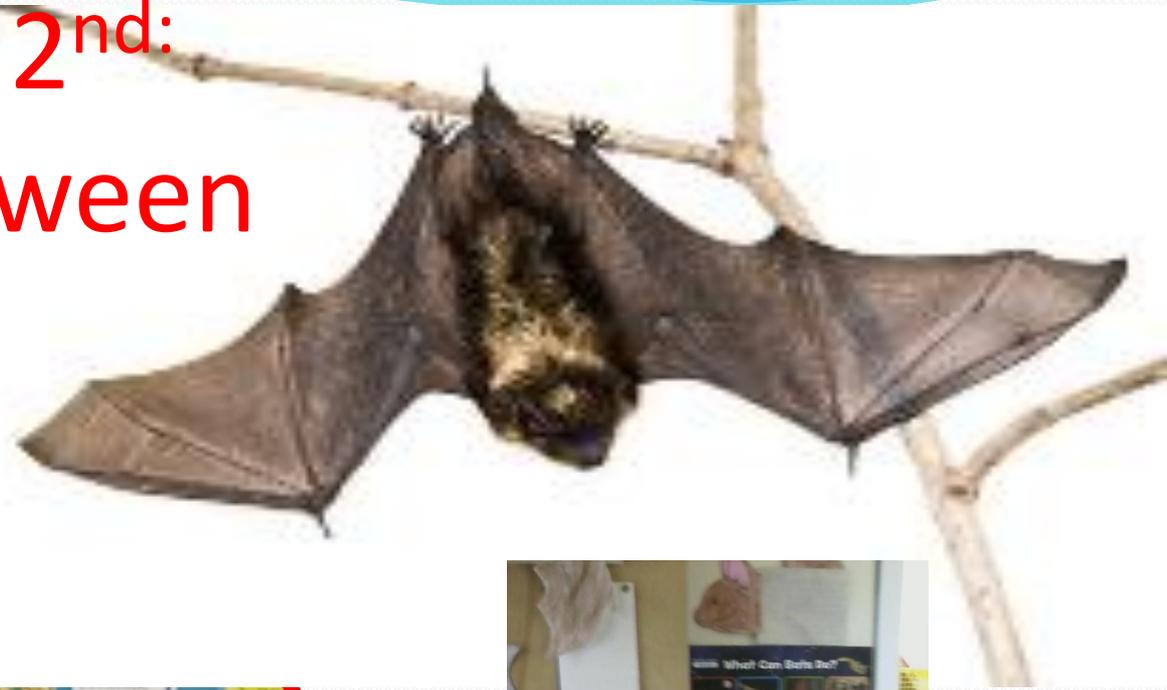




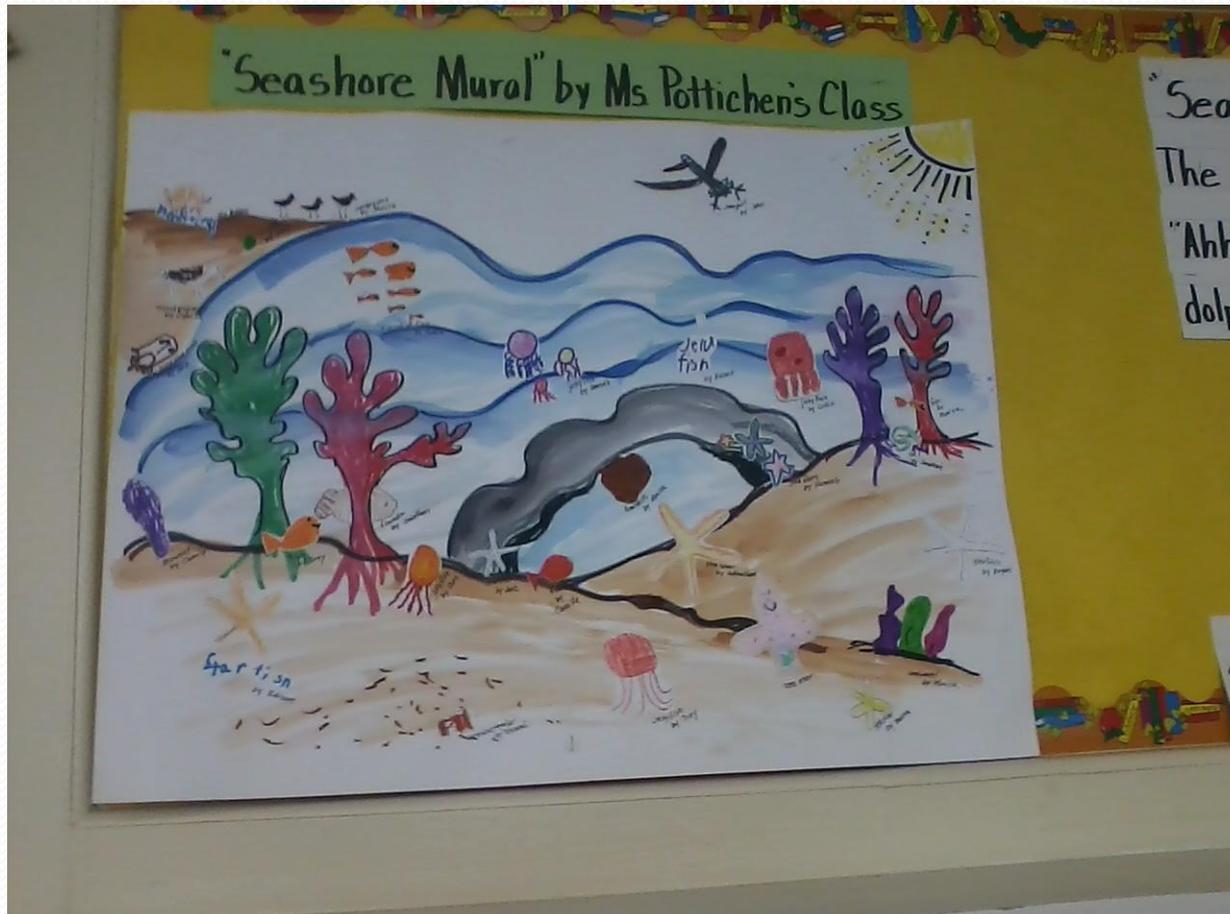
The 4th graders are reducing their ecological footprint



Pre-K, 1st and 2nd: Bats for Halloween



Ocean Mural by 1st and 2nd

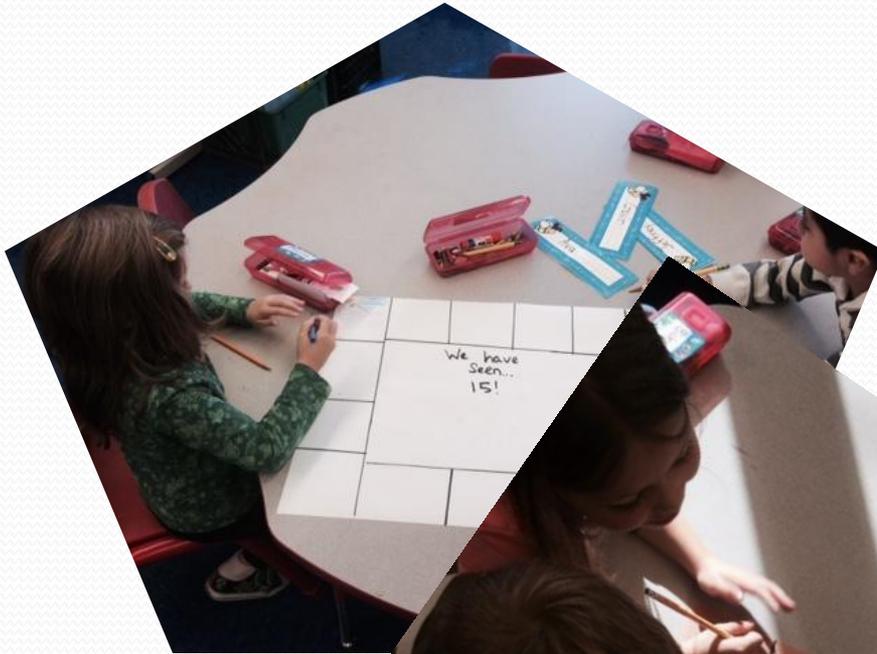


Students participate in Reclam the Bay

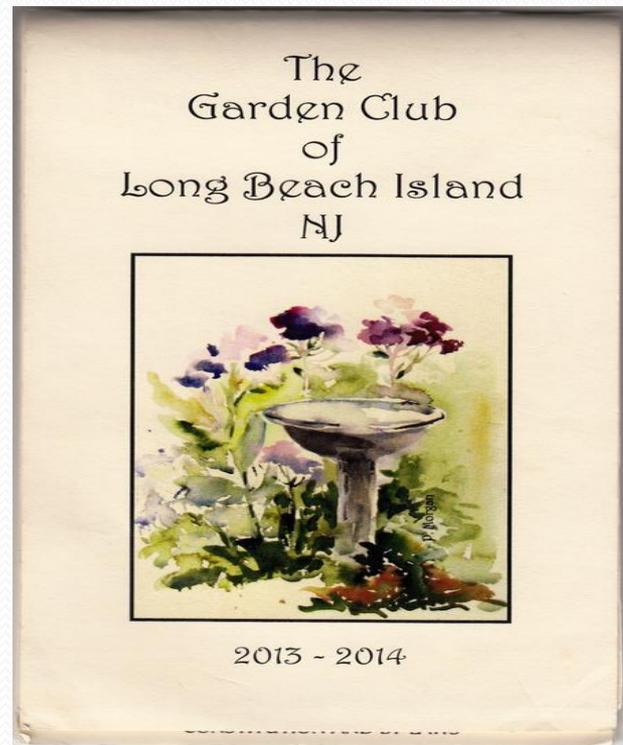




K assessment: 15 things we have learned about the web of life



Students entered their poems in the LBI Garden Club Poetry Contest



Artwork by Pat Morgan

This year's theme is an arts integrated STEAM project

- S science
- T technology
- E engineering
- A arts
- M mathematics

What integration requires of teachers

- collaboration
- research
- intentional alignment
- practical application on behalf of the teachers

What integration asks of students

- creativity
- problem-solving
- collaboration
- perseverance
- the ability to work through the rigorous demands of multiple ideas and concepts woven together to create a final products.

Success requires

Integration is not simply combining two or more contents together. It is an approach to teaching which includes intentional identification of naturally aligned standards, taught authentically alongside meaningful assessments which take both content areas to a whole new level. Put together, these components set the foundation for how we will be able to facilitate the Common Core State Standards.

- Susan Riley Edutopia



Unit Title: Ecology

Grade Levels: Pre-K through 6

Time Frame: MP1

“Where we fit on the Earth”

(Layer 1)

- **Stage 1 - Desired Results**
- **Transfer - All Tiers**
- Students will be able to independently use their learning to: explore our own local ecological system and the scientific story of the earth's evolution, the structure of our cells and the atoms in our breath. We enliven our wonder about the total miracle of life on earth. We consider that we are the Universe in human form; we are stardust; we are the miracle of life.

STANDARDS

Enduring Understandings

Essential Questions

All Tiers:

- 5.1 Understanding scientific explanations; generating scientific evidence through active investigation; reflecting on scientific knowledge; and participating productively in science.**
- 5.3 Understand that life science principles are powerful conceptual tools for making sense of the complexity, diversity, and interconnectedness of life on Earth. Order in natural systems arises in accordance with rules that govern the physical world.**
- 7.1 Use language study to connect the migration of the Monarch butterfly with international responsibility for caring for our earth.**
- 8.1 Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to communicate knowledge.**

The growth of scientific knowledge involves questioning, collecting evidence, making connections to scientific knowledge and theory and communicating & justifying explanations.

All animals and plants depend on other organisms and their environment for their basic needs.

Earth's components form systems. These systems continually interact at different rates of time, affecting the earth locally and globally.

Acquisition

Tier Specific Standards

T₁

T₂

T₃

5.3.4.E.2 - Evaluate similar populations in an ecosystem with regard to their ability to thrive and grow.

5.3.6.C.3 - One population of organisms may affect other plants and/or animals in an ecosystem..

5.4.6.G.3 - Describe ways that humans can improve the health of ecosystems around the world.

Students will know...

- Discuss and explain why it is important to keep the environment free of pollution
- Personal activities impact the local and global environment.
- All organisms cause changes in the ecosystems in which they live. These changes could affect the survival or migration of another species.
- In any ecosystem, some populations of organisms thrive and grow, some decline, and others do not survive at all.
- Throwing things “away” is going SOMEWHERE.

Students will be able to

- (4-6) -Investigate local ecosystems
- Distinguish between the living and nonliving elements of an ecosystem
- Predict or determine how slight variations might confer an advantage, consider how certain environmental conditions or surroundings might impact an individual’s survival.
- Collect and analyze data
- Make tables and graphs (Use Google Sheets in Technology Lab
- Use the Internet and computer software to make an informational presentation
- Make a text -to- World connection with regards to the environment

Special Thanks (so far).

- Jump Up Australia
- Uriah Creek Apiaries Michael Long
- Linda Burroughs The College of New Jersey
- Beverly Tromm
- Jim Verhagen
- Joanie Gagnon San Chirico
- Young Audiences of New Jersey
- The Geraldine R. Dodge Foundation
- Coast Guard Auxiliary Beach Haven, NJ
- Pachamama Alliance
 - June Hamet
 - Marty Levin
 - Laura Hawkins
 - Chuck Putnam
 - Donna Salvadore
 - Toni Granato