

# Greetings from the Curriculum Department

By the time you are seeing this in the district Friday Folder; we will be entering into the final week of school. For students it is a time to wrap up courses, finalize projects, and look forward to summer. In the curriculum office, it is a time to bring one year to a close while at the same time preparing for the summer tasks of creating and editing curriculum and programs. Over the course of this year, we have moved forward with updates to our K-5 Gifted and Talented program and STEM initiatives. We have started to look at possibilities that exist for elementary world language programs and high school schedules. We were able to successfully implement year one of PARCC testing and applaud the fact that the PARCC Governing Board has decided to consolidate the test windows and reduce the overall testing time (<http://www.parcconline.org/parcc-states-vote-shorten-test-time>).

This summer, the staff and curriculum department will be hard at work updating our middle school courses to meet the Next Generation Science Standards, creating the AP Computer Science course, aligning the Algebra I, Geometry and Algebra II scope and sequence, and revising our Level II World Language courses. We will also be evaluating several of our curricular programs by evaluating research, surveys, and best practices. School may not be in session, but the district will be busy preparing for the year to come.

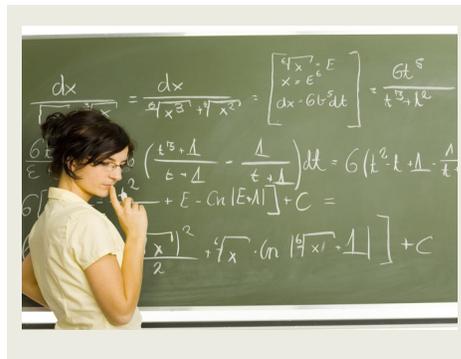
In the same way, school is not in session for students, but education does not have to stop in the summer. As parents, many of us struggle with how we let our kids spend summer vacation and research strongly supports the fact that “Summer Slide” is a reality. Striking the balance between allowing our children free time to play and more structured learning can be difficult.

Some district courses have required assignments and reading (For instance - Ridge Summer Assignments <http://bit.ly/1dSjv9c>), but that is not always the case. In this newsletter you will find some summer ideas for your children as well as some for the entire family. You may find that some additional academic practice may be in order, or perhaps you will choose to benefit from the many cultural events around the state. Whatever you do this summer, I hope that it is enjoyable and safe, and we look forward to working with you and your children again in September.

Dr. Brian Heineman, Director of Curriculum and Instruction

## Inside this issue:

World Languages	2
English Language Arts	3
Science and Technology	5, 6, 7
Fine and Practical Arts	8
Mathematics	9
Counseling	10
Social Studies	11



# World Languages

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## Building Proficiency through Reading in World Languages

Think back to your own World Language classes in Middle School and High School. Were your lessons centered on a text book? Did you repeatedly listen to recordings? Did you recite dialogues daily? While language instruction theory has changed several times over the past few decades, the most current methodology, TPRS (Teaching Proficiency through Reading and Storytelling,) is based upon comprehensible input, a term coined by Stephen Krashen in the 1980s. Krashen, one of the leaders in the study of language learning, coined the Input Hypothesis, or  $i + 1$ , which states that we learn languages by exposure to content just above what we are capable of producing.

Consider when your own children began communicating. You spoke to them in “caretaker speech” meaning that you communicated in simplified sentences just above what they could produce yet they were capable of understanding. Eventually, they acquired the language and began speaking back.

The goal of TPRS is to build motivation and proficiency through active reading of comprehensible stories that create dialogue and build understanding. This is precisely how our redeveloped World Languages curriculum is structured. This year, for the first time, our 8th graders in Spanish, French and Italian read a short, fiction book that is just above their level of production in the target language. The contextual clues combined with what they already know assists them in acquiring new vocabulary and helps them formulate grammatical rules based upon observation of the written text. This reader is the follow up to a strong focus on interpretive reading activities this year in all classes whereby students have learned to take the initiative in learning language rules.

As we develop Level II curriculum this summer, we plan for our Ridge students to also spend time with a leveled reader and will continue to implement these more and more over the next few years. Not only are we sure to see an increase in language proficiency, but this additional reading practice should also enhance the overall literacy skills of our students across the content areas.

One last crucial component of Stephen Krashen’s school of thought is the notion of Free Voluntary Reading by which he states that students should be allowed to read whatever they want whenever they want as their motivation will increase with topics they enjoy. Providing our students the opportunity to choose what to read in the target language is sure to increase their vocabulary and build proficiency. If your child is interested in reading outside of school, leveled readers can be purchased in most bookstores and on several online sites.

Krashen, S. “Free Voluntary reading: New Research, Applications, and Controversies.” Paper presented at the RELC conference, Singapore, April 2004. Web. 15 May 2015. <http://www.sdkrashen.com/content/articles/singapore.pdf>

Krashen, S. *Principles and Practice in Second Language Acquisition*. Pergamon Press Inc. 1982. Internet Edition 2009.

Ray, B. & Seely, C. *Fluency Through TPR Storytelling*. Blaine Ray Workshops & Command Performance Language Institute. 2014.

Katherine Stotler, Supervisor, World Languages

# English Language Arts

## Independent Reading

Summer teems with opportunity: time to escape, time to get some sand between your toes, some sun on your face and some water on your back. Time to spend with family and experience new things.

This parenthesis between school years is a wonderful opportunity for kids to become engrossed in good books. Several studies, going back decades, confirm what common sense tells us: the more you practice reading, the better you get; the more you surround yourself with words and ideas, the more keen your perception, the more sophisticated your expression, the higher your achievement.

### Variation in Amount of Independent Reading (Readers and Words per Year)

Percentile for amount of reading	Minutes of Reading per Day	Words read per year
98	67	4,733,000
90	33	2,357,000
80	25	1,697,000
70	17	1,168,000
60	13	722,000
50	9	601,000
40	6	421,000
30	4	251,000
20	2	134,000
10	1	51,000
2	0	8,000

Scholastic, Inc. “[Open a World of Possible.](#)”

I’ve written to you before about the importance of parental involvement in a **child’s reading life**. **Fostering a love of reading in the home and modeling good** reading habits for your children has a greater impact on a child’s reading ability than household income. According to an [infographic](#) published by the National Parent Teacher Association, “[W]hen parents read with their children and provide access to books, children read more and classroom scores rise significantly.” Oxford University Press writes that that “the biggest single indicator of whether a child is going to thrive at school

## English Language Arts (cont'd)

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and in work is whether or not they read for pleasure. Young people who read outside of class are 13 times more likely to read above the expected level for their age.” When you consider that children spend approximately 900 hours a year in school versus 7,800 hours outside school, a ratio cited by Scholastic, the importance of fostering an independent reading life becomes clear.

An independent reading life is even more crucial to avoid the “summer slide,” a phrase used to describe the loss of learning and skill that can result from lack of regular practice.

I am a runner, though I admit that I run less regularly now that I have young children. If even a month goes by without running, I cannot run as far or as fast as I did when I was practicing regularly. The same applies to reading. Consider what the effect would be if your child did not read for three months. Would you expect her reading ability to remain unchanged?

Yet, maintaining or expanding your child’s reading powers is only a preamble. Ultimately, we want our children to read when we are not looking, to have their own reading life - to have a means of learning that is independent of institutions.

In the lazy, hazy days of summer, with its fireworks, pool parties and family vacations, provide your child opportunities to become engrossed in good books.

Here are some resources to help:

[5 Ways of Getting Your Kids to Read \(and Like Doing it!\) This Summer](#)

[How to Help a Teen Choose a Book from Read, Write, Think](#)

[Book Selection Tips from Scholastic](#)

[Book Suggestions from Amazon and the National PTA](#)

[Barnes & Noble Books for Kids](#)

David Hunscher, Supervisor, English Language Arts



# Science and Technology

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## Digital Citizenship

There is no question that the children of today live in a world vastly different than the one their parents experienced as children. One of the most significant differences is the degree to which our children can access and share information digitally. American school-age children spend an inordinate amount of time online. In fact, a 2013 study from the research company GfK, found that the amount of time teens are spending online is not just increasing, but is increasing at a rate that is outpacing that of other demographic groups. The amount of time American teens now spend online averages just over four hours per day. Many parents find this trend concerning and wonder what they can do ensure their children are making good online choices and are acting safely, ethically, and responsibly in an increasingly digital world.

**Ask your child the question, “Who do you want your online ‘self’ to be?”**

Encouraging your teen to think of their online presence as their own ‘brand’ can be effective. Discuss how difficult it is for

companies to craft their brand and how easy it is to ruin it. Consider New England Patriots quarterback Tom Brady who led his team to the Super Bowl last year, set a new record with 37 pass completions, and the team won the championship. Even so, the first thing that comes to mind for most people when they hear his name is the under-inflated football scandal!

### **Establish expectations for online behavior**

Discuss with your teens your expectations for how they conduct themselves online. Review the pictures and videos they are posting as well as the comments they are leaving. Discuss the types of comments their friends are posting as well. Are these posts consistent with the *online self* they wish to establish?

### **Establish rules for information sharing**

Discuss with your teen the risks of sharing personal information online. Online predators do exist, but are thankfully rare. More common risks include identity theft and privacy violations. Several high profile examples have been covered by the media

lately including the November security break of Sony Pictures Entertainment in which executives’ confidential email and other information was stolen and made public. Help your child establish secure passwords and set rules for what information is appropriate to share online and what is not.



### **Model good digital citizenship!**

Modeling positive and appropriate online behaviors yourself will send the right message. Share with your child the types of comments, photos and videos you are posting to social media and how they project your own positive message. Discuss your strategies for safeguarding your own digital privacy.

Matthew Hall, Supervisor,  
Science and Technology

# Technology

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## A Peek into My Video Game Design and Development Courses

It often comes as a surprise when I tell people that I teach Video Game Design and Development at a public middle school. Over the past 20 years, I have been teaching game design in some capacity or another. Currently, my entire course load revolves around it. To say I love my job would be a gross understatement. :)

In 7th grade, I teach a six week introduction to video game design and digital storytelling. In 8th grade I teach a full semester course in video game design and development. I have also developed and teach the full semester course as an online high school course for The VHS Collaborative (<http://thevhscollaborative.org/>). I hope you find the information interesting and gain an understanding of the valuable learning that takes place related to 21st century skills and computer science concepts through game design. I believe that more schools should offer game design and development. It certainly taps into student interest while providing an accessible point of entry for learning skills that might otherwise seem intimidating.

Some of the learning outcomes and ideas I find most worthwhile for further research and implementation include constructionism, design thinking, increasing female involvement in computer science, and ultimately the notion behind developing a scalable curriculum to teach game design and development from upper elementary school through high school.



Gamestar Mechanic is a great point of entry (and beyond). My 7th graders spend the 6 week cycle using Gamestar Mechanic (<http://www.gamestarmechanic.com>). Students learn about game design and digital storytelling throughout the course. They start with the built in Quests which take them through 5 episodes covering game design principles, using the built in tools to fix and develop games, and ultimately provide students with the ability to create original games from scratch. After completing the Quests, students create their own game. Typically, it is a 5 level game of increasing difficulty that exemplifies good game design principles. Prior to starting their game, students complete a comprehensive design document that is used for brainstorming / pre-writing and serves as a road map for the development of their game.



Another tool we have used in my 7th grade class involves a greater emphasis on Digital Storytelling. We have utilized a product called Looking Glass (<https://lookingglass.wustl.edu/>) which is a wonderful environment for development of digital stories and remixing existing stories. Another product I recommend and provide as an option to students is Scratch (<http://www.scratch.mit.edu/>), developed at the MIT Media Lab.

My 8th graders use a variety of tools, one of my favorites being GameMaker: Studio (<http://www.yoyogames.com>). After learning the basics of how GameMaker: Studio works, students create an original game based on a design document that they write up as a game plan. A fun optional activity for students is to recreate a classic arcade or console game. This is a great learning exercise as it puts students in the position to reverse engineer an existing game.



Students in my 8th grade class also work with Portal 2 and the Puzzle Maker. You can find out more about the Teach with Portals program here: <http://www.teachwithportals.com/>. My students play through part of Portal 2 to understand the basics of the game and then create their own puzzles using the iterative design process of planning, creating, testing, and refining their game.

Minecraft is another tool used in my classroom as students design their own games in the Minecraft World. This is very exciting to watch as students push the envelope and learn advanced approaches on their own in order to automate aspects of the game with command blocks, redstone, server plug-ins, etc. The independent learning that takes place is pretty awesome. I can say that I've learned far more about Minecraft from the kids than they have from me! It is pretty empowering for students to see that they can attain a level of expertise.



An aspect of my course that I would really like to emphasize is the value placed on student choice based on the

# Technology

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Quest Based system I incorporate. 3DGameLab is a quest based learning management system that allows students to choose quests and unlock other quests based on predefined prerequisites. This allows for a differentiated learning environment where students choose how they want to extend their learning. The GameMaker, Portal 2, and MineCraft unit are all considered main quest lines while a vast number of side quests are available to provide a variety of opportunities, all of which contribute to the overall learning outcomes including design thinking, computer science principles, etc. A number of quests include activities related to coding. Students can work through the self-guided activities in code.org, codecademy, code combat, CS-First, and Khan Academy. In addition, students can choose to create different types of games including Interactive Fiction / Text Based Adventures which draw from rich narrative storytelling. Another option includes exploring the game mechanics in non-digital games to draw inspiration and create a tabletop game. Students can also learn to use game development tools on the Xbox 360, XboxOne, and PlayStation 4 including Disney Infinity, Project Spark, and Little Big Planet 3. These items were added to our resource library thanks to the successful funding of several grants. We were also graciously provided with 3 large flat panel smart TVs to provide students with the opportunity to use the consoles as well as present their work.

I believe that students should be provided with engaging learning opportunities through a variety of resources. This allows students to take ownership of their learning. In turn, students demonstrate their understanding by creating games, tutorials, and videos to share their work. The goal for my learning environment is to set up a Studio Environment that encourages students to collaborate, seek resources to support their learning, and engage in authentic activities that are relevant to them. It is very exciting to see what happens when the students are given opportunities to pursue areas of interest. I have learned so much by letting go of control and embracing the potential the students have when they drive the learning. In my classroom, I am not so much a teacher as a facilitator, supportive guide, and most importantly co-learner.

Resources (Feel free to share these with your children as they can really provide great opportunities for passion-based learning over the summer):

GameMaker: Studio: <http://www.yoyogames.com>

Gamestar Mechanic: <http://www.gamestarmechanic.com>

Portal 2: (Think with Portals) <http://www.thinkwithportals.com/>

Looking Glass: <http://lookingglass.wustl.edu/>

Scratch: <http://scratch.mit.edu>

Minecraft: <http://www.minecraft.net>

Code.org: <http://www.code.org>

Codecademy: <http://www.codecademy.com>

Code Combat: <http://codecombat.com/>

Khan Academy: Programming: <https://www.khanacademy.org/computing/computer-programming>

Project Spark: <http://welcome.projectsark.com/>

Disney Infinity: <https://infinity.disney.com/>

Little Big Planet: <http://littlebigplanet.playstation.com/>

Here are a few videos featuring my class:

Teaching with Games: Video Case Study

<https://youtu.be/yBlM-W2rrVw>

Steve Isaacs, Technology Teacher

## Fine and Practical Arts

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There has been much talk about STEM in our district as of late. As important as Science, Technology, Engineering and Mathematics are, the role of the Arts should not be overlooked. The article below comes from a group of researchers at Michigan State University who found a link between childhood participation in arts and crafts activities to patents and businesses owned in adulthood. Whether it is called STEM or STE(+a)M, the role of an arts education could be the conduit for CREATIVE DESIGN.

*From Michigan State University, 10/2013*

### **A YOUNG PICASSO OR BEETHOVEN COULD BE THE NEXT EDISON**

Good news for parents: Those piano lessons or random toy parts littering your floors may one day lead to the next scientific breakthrough.

That's according to new Michigan State University research linking childhood participation in arts and crafts activities to patents generated and businesses launched as adults.

In the study, which is published in the most recent edition of the journal *Economic Development Quarterly*, the researchers defined "childhood" as up to 14 years old.

The team of multidisciplinary researchers studied a group of MSU Honors College graduates from 1990 to 1995 who majored in science, technology, engineering or mathematics, or STEM. They found of that group, those who own businesses or patents received up to eight times more exposure to the arts as children than the general public.

"The most interesting finding was the importance of sustained participation in those activities," said Rex LaMore, director of MSU's Center for Community and Economic Development. "If you started as a young child and continued in your adult years, you're more likely to be an inventor as measured by the number of patents generated, businesses formed or articles published. And that was something we were surprised to discover."

Musical training seems to be important. The researchers found 93 percent of the STEM graduates reported musical training at some point in their lives, as compared to only 34 percent of average adults, as reported by the National Endowment for the Arts. The STEM graduates also reported higher-than-average involvement in the visual arts, acting, dance and creative writing.

In addition, those who had been exposed to metal work and electronics during childhood were 42 percent more likely to own a patent than those without exposure, while those involved in architecture were 87.5 percent more likely to form a company. And children with a photography background were 30 percent more likely to have a patent.

Why?

Such activity fosters out-of-the-box thinking, the researchers said. In fact, the group reported using artistic skills – such as analogies, playing, intuition and imagination – to solve complex problems.

"The skills you learn from taking things apart and putting them back together translate into how you look at a product and how it can be improved," said Eileen Roraback, of MSU's Center for Integrative Studies in the Arts and Humanities. "And there's creative writing. In our study, a biologist working in the cancer field, who created a business, said her writing skills helped her to write business plans and win competitions."

The results of the study could be crucial to rebuilding the U.S. economy, the researchers said.

"Inventors are more likely to create high-growth, high-paying jobs in our state, and that's the kind of target we think we should be looking for," LaMore said. "So we better think about how we support artistic capacity, as well as science and math activity, so that we have these outcomes."

In addition to LaMore and Roraback, the research team included Robert Root-Bernstein, professor of physiology; John Schweitzer, professor in the Center for Community and Economic Development; James Lawton, professor of sculpture; two undergraduate students and one graduate student.

**Michigan State University: Kristen Parker, Eileen Roraback, Rex LaMore**

# Mathematics

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## Summer Mathematics Learning

As we approach the start of summer, it is likely that you will see plenty of articles bemoaning “summer brain drain” for students. Different studies will provide different statistics, but it has been documented numerous times that students can and often will experience learning loss over the summer months.

Within the mathematics education community, the philosophy of mastery at each level currently exists. While there is some overlap as necessary, many courses, particularly at the secondary level, will begin with new information in the fall rather than a review of the previous course. Therefore, it is important to ensure that students have the opportunity to practice mathematics during the summer. There are some important resources that students can take advantage of to help facilitate this practice.

### Technology Resources with Tutorials and Practice (All grades)

There are several sites that provide the opportunity for students to have individualized practice. They can take diagnostic assessments and then be given specific problem sets that target areas for growth, reinforce skills and concepts, and potentially provide enrichment. They also provide video tutorials along the way for students who may need additional support. Parents can receive reports along the way to help monitor the progress of their students. Two such websites that are completely free and highly recommended are:

**TenMarks (Grades 1 through Algebra II)**

[www.tenmarks.com/summermath](http://www.tenmarks.com/summermath)

**Khan Academy (Kindergarten through Calculus, and beyond)**

[www.khanacademy.org](http://www.khanacademy.org)

### Technology Resources with Games (Mostly grades K-6)

While targeted practice is important for many students, it is also possible to use games to reinforce skills and concepts. The following list provides websites that have a variety of mathematics games that can be fun and engaging. They typically are geared towards the elementary level; however, some include features for the secondary level, too. They all have free components; some have paid subscriptions that provide additional features.

**Math Playground (Grades 1 – 6)**

[www.mathplayground.com/common\\_core\\_state\\_standards\\_for\\_mathematics.html](http://www.mathplayground.com/common_core_state_standards_for_mathematics.html)

**SumDog (Grades K-8)**

[www.sumdog.com](http://www.sumdog.com)

**Arcademics (Grades 1-6)**

[www.arcademics.com](http://www.arcademics.com)

**Illuminations by the National Council of Teachers of Mathematics (Grades K-12)**

<http://illuminations.nctm.org>

**XPMath (Grades 2-9)**

<http://www.xpmath.com/>

### District Created Assignments (Grades 6-12)

The middle and high school mathematics departments have created assignments that are designed to help students prepare for entering grades 6 through Calculus. These assignments are called “Getting Ready for...” For students going into Math 6, Math 7, Math 8 and 8<sup>th</sup> Grade Algebra I, these assignments are highly encouraged, but not mandatory. All of the assignments have a detailed answer key to help assist the students. For students going into any of the high school courses that have an assignment, there will be a mandatory Diagnostic Skills Assessment at the beginning of the school year. More information is contained in a parent memo that will be sent via Friday folder on Friday, June 5<sup>th</sup>.

The teachers have been working diligently to revise and update these assignments from previous years. All finalized assignments

## Mathematics (continued)

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will be available by Friday, June 19<sup>th</sup> and can be found here:

<https://www.oucoursesystems.com/school/webpage/13465/1161962>

Hopefully, these resources may be a useful place to start in providing support and assistance to students and parents outside of the mathematics classroom. There are many additional websites out there; these are simply a few. As always, please encourage your children to use the internet resources carefully and safely. These websites may contain advertisements (particularly if they are free), and parents should monitor them. May your summer be happy, healthy, and mathematically engaging!

Kristen Wolff, Supervisor, Mathematics

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## Counseling Department

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### **Elementary Level Anti-Bullying Modules Revised**

The school counselors from our elementary schools spent time this year revising the district's K-5 Anti-Bullying Modules. Each "module," or classroom lesson, reflects the state's updated terminology surrounding Harassment, Intimidation and Bullying (HIB), and conveys the district's updated policies and procedures on a developmentally-appropriate level. New books and activities were also included, as well. These modules were piloted and tweaked during the spring and will be formally debuted in classrooms during the 2015-16 school year.

### **MAP Curriculum Revision this Summer**

The Motivating Adolescent Performance (MAP) program was originally developed in the late 1980s to address the needs of regular education students who were achieving below their potential in a classroom for a variety of reasons. In its current iteration, MAP is offered as a class in lieu of an elective for students in grades 6-12 at WAMS and Ridge and can provide organizational and/or emotional support to students. The curriculum for the course will undergo a revision this summer to ensure that it continues to support the achievement of the four primary MAP goals and objectives: to improve self-concept, to develop a positive attitude toward learning, to strengthen the desire and ability to function within society, and to develop strategies that will increase the likelihood of academic success. For more information about MAP, please see the [district website](#).

### **Upcoming SAT Changes**

Changes are coming to the content, structure, and scoring of the SAT in March 2016. CollegeBoard has released some information regarding these changes, and Ridge counselors are taking advantage of the workshops and information sessions that are starting to pop-up to help professionals best advise students during this change in standardized testing. The information we currently have is that which has been published on CollegeBoard's [Redesigned SAT website](#). As the summer progresses and more information is released, the *Navigating the College Process* module will be revised, updated resources will be posted on our website, and general information will be blasted to Ridge students and parents.

The redesigned PSAT will debut this October to help students prepare for the changes to the SAT. This year, the test will be offered during the school day on October 14, 2015, to 9th, 10th and 11th graders at Ridge. General information regarding the redesigned PSAT can also be found on the CollegeBoard's [website](#); Ridge-specific information regarding testing and registration can be found on the RHS Counseling Department's [homepage](#).

Jillian Shadis, Supervisor of School Counseling

## Social Studies

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You don't have to stop learning about our rich history and culture just because school is out for summer! There's plenty to do right here in New Jersey. Check out a few of the events below. The full list published by NJ.com can be found at [http://www.nj.com/entertainment/index.ssf/2015/05/summer\\_festivals\\_2015\\_new\\_jersey.html](http://www.nj.com/entertainment/index.ssf/2015/05/summer_festivals_2015_new_jersey.html)

### JUNE

- 20 - The Camden Children's Garden hosts Festival de Aibonito, modeled after a flower festival in Aibonito, Puerto Rico, which will have Hispanic arts and crafts and tropical plants; [camdenchildrensgarden.org](http://camdenchildrensgarden.org)
- 20/21 - Learn about the history of the Shore and its people and tour a lighthouse at Hereford Inlet Lighthouse's Maritime Festival in North Wildwood; [herefordlighthouse.org](http://herefordlighthouse.org)
- 27 - Revel in the long history of New Jersey blueberry farmers with blueberry-picking and wagon rides at Whitesbog Village Blueberry Festival in Browns Mills; [whitesbog.org](http://whitesbog.org)

### JULY

- 11 - The 15th South Jersey Caribbean Festival brings a taste of the islands to Wiggins Waterfront Park in Camden; [sjcaribbean.org](http://sjcaribbean.org)
- 11 - The 15th South Jersey Caribbean Festival brings a taste of the islands to Wiggins Waterfront Park in Camden; [sjcaribbean.org](http://sjcaribbean.org)
- 18 - Check out the pirates and boats of all sizes at the Toms River Seaport Society's Wooden Boat Festival; [tomsriverseaport.org](http://tomsriverseaport.org)
- 18/19 - Party Celtic Highlands-style at Historic Cold Spring Village's Celtic Festival in Cape May, which will have live music, dancing and a beer pavilion; [hcsv.org/events](http://hcsv.org/events)

### AUGUST

- 15 - Historic Walnford in Upper Freehold celebrates another bounty of summer -- sweet corn. The [Sweet Corn Festival](#) will have corn crafts and live music.
- 15 - The Trenton African American Cultural Festival will have live music on three stages at Cadwalader Park; [taacf.com](http://taacf.com)
- 22 - Celebrate the Morris Canal with live music and kayak and boat rides at Wharton's Canal Day Music and Craft Festival; [canalday.org](http://canalday.org)

### SEPTEMBER

- 4-7 - The Naval Air Station Wildwood Aviation Museum in Rio Grande hosts AirFest, with aircraft on display including the B-17 Flying Fortress, P-51 Mustang and B-24 Liberator; [usnasw.org](http://usnasw.org)
- 6 - Grab a Swedish meatball at the 31st [ScanFest](#), or Scandinavian Festival, at Vasa Park in Budd Lake. The annual bash celebrates the culture -- food, clothing, music and dance -- of Nordic nations; [scanfest.org](http://scanfest.org)
- 10-13 - Looking for more Italian culture? The four-day Hoboken Italian Festival, or Feast of the Madonna Dei Martiri, comes to Sinatra Drive, with fireworks on Saturday; [hobokenitalianfestival.com](http://hobokenitalianfestival.com)

Kristin Fox, Supervisor, Social Studies