



WEEKLY RECAP

UPPER SCHOOL
10/21/19 - 10/25/19

GARDENING & ANIMAL HUSBANDRY

MS. MIKAEL, DR. J.

The bunnies and hens have been enjoying fresh veggie snacks of peppers, spinach, carrots, celery and pumpkin. These added nutrients have made the hens gain weight and grow larger. We are hoping for eggs soon to sell at market and use in our cooking lessons. The added nutrients have added shine to the bunnies' fur. Please support the nutritional health of our farm animals by donating some fresh veggies if you have extras in your kitchen.

TEACHING HARD HISTORY: THE LEGACY OF ENSLAVED AFRICANS

MS. ANGELA

MS. DENISE, MR. KRIS - BARTON PHONEMIC AWARENESS SMALL GROUPS
LITERACY AND SOCIAL STUDIES

How can we, as anthropologists, learn about the rich cultural history of enslaved Africans and the lasting legacy of slavery in Florida?

This week students began conducting research for their presentations. They are learning about the contributions made by Africans in America and the legacy of those contributions. Each group chose an area they wanted to focus on (traditional baskets, music, instruments, agricultural practices, and traditional foods). Students discussed the ways enslaved people held on to their cultural practices in an effort to maintain their identities.

Traditional music known as slave spirituals were further examined because of their importance in helping enslaved people find freedom. The songs sung by workers in the field were messages helping people escape bondage.

Harriet Tubman was also introduced to the class as someone who led many enslaved people to freedom. Her many contributions were highlighted as well in a video the students watched, ["Tracing the Life of Harriet Tubman."](#)

Skills that we focused on were note taking, conducting research, and collaboration.

CHRISTOPHER COLUMBUS: FRIEND OR FOE?

MS. SAVANNAH

MS. DENISE, MR. KRIS - BARTON PHONEMIC AWARENESS SMALL GROUPS
LITERACY AND SOCIAL STUDIES

How can we, as lawyers, analyze the impact of the Age of Exploration on native communities by placing Christopher Columbus on trial?

This week, the students embarked on a scavenger journey to discover facts about some of the explorers of the Age of Explorations. Explorers include Columbus, De Ga, Sir Francis Drake, Cabot and Magellan. Students also worked hard to finish their pre-writing, work on their trials in PBL groups and SeeSaw their work.

EDIBLE SCHOOLYARD

MS. ANGELA

MATHEMATICS AND SCIENCE

How can we, as agriculturalists, apply our knowledge of math and science to both gardening and cooking?

This week, students used a garden row to reinforce real-world multiplication and division skills. They calculated how many inches a row was and then they converted that number into feet. While many are able to multiply, division is a skill some of them need more support in. To help them recall their multiplication facts more easily, students created a deck of cards which they will use to play multiplication war with. I encourage families to challenge each other with this game at home as well. Knowing their multiplication facts will prepare students for division and increase their fluency in math.

Students also baked vegan chocolate chip cookies. The math skills we focused on while baking were doubling fractions, and changing cups to ounces. Next week we will also explore the science of baking so that students are aware of the chemical changes which occur in their food when it is baked.

EDIBLE SCHOOLYARD

MATHEMATICS

DR. J

How can we as budding agricultural scientists apply our knowledge of math to support a bountiful garden of delicious edible foods?

We continued work on in-depth understanding of the coordinate plane (grid) by extracting map points (ordered pairs) from the mystery image activities from last week. We also measured and sketched our pizza garden at a 1:12 scale on a coordinate grid that we created based on our initial measurements of the garden. Students struggled with figuring out how to convert the linear measurements to a grid containing ordered pairs in order to be able to sketch the garden shape. The students persevered and completed their drawings. We are now working on adding the sign post (aka sundial aka square shape) to the garden grid drawing. Students also painted signs for the garden to identify the vegetables that are growing and worked on drawing and mapping the ordered pairs of a self-created jack-o-lantern face on a coordinate grid. These individual designs will be transferred to actual pumpkins next week and carved as gifts for our EGAD partners.

SURVIVAL OF THE FITTEST 2

SCIENCE

DR. J

How can we, as scientists, understand the anatomy and physiology of the human body?

Discussions of the nervous system and brain anatomy continued this week. Students were introduced to the concepts of autonomic and voluntary nervous system functions. Students identified differences between these brain functions by analyzing movements such as blinking, staring, breathing and heart rate, determining whether and when they were at will (under conscious control) or not.

CHOICE: PE

MR. KRIS

How can we, as athletes, stay fit and develop team cooperation through physical activities?

We played soccer again this week. The kids are enjoying the game and enjoying the soccer drills. Since we are a small group I am able to coach each child on specific skills. Soccer helps kids stay fit and healthy. Its a great sport for cardiovascular health, increases coordination, improves health and enhances flexibility. Students work together to achieve success.

CHOICE: STUDENT GOVERNMENT

MS. SAVANNAH

How can we, as a class government, create a system that allows students to have direct oversight, input and voice into the school community decision making process?

This week, the students continued working on the Verdi EcoSchool Constitution and envisioned how they wanted the Verdi EcoSchool government to run. Students worked hard to write the Verdi EcoSchool preamble, and articles 1-5 that outline who is a part of the EcoSchool government, government roles and responsibilities and designated term lengths for our student body president and class speakers.

CHOICE: MARKET GARDEN BUILD TEAM

MR. KRIS

How can we, as engineers and contractors, design and build the infrastructure systems our school's Market Garden needs to thrive?

We had another big week for this design and build class. Our nursery shelf design is challenging, and has used all of our hands to create something that is aesthetically pleasing. We decided to stain the shelves red so that the green food really pops when setting on the shelf. We also stained a picnic bench this week.

CHOICE: MARKET GARDEN GROW TEAM

MS. MIKAEL

How can we, as permaculturists, develop our school's Market Garden to grow food using sustainable practices?

This week our compost team leads (Avery and Charlotte) collected a lot of food scraps from 1851, 1861, and parents. We will have enough to start a new pile next week. We dispersed the first one around the fruit trees at 1851. We separated the rest of the vetiver clump and potted them to nurse them into rooting, everything else has been planted and mulched. Our vetiver mulch wall is over halfway complete! This week we up potted a lot of plants in the nursery and sowed more seeds. It was also due time to fertilize the plants in the garden. We used peruvian seabird guano and talked about the importance of these nutrients and how they help plants grow.

CHOICE: PRIDE OF PLACE

DR. J, MS. SAVANNAH

How can we as community members effectively and joyfully enhance our learning environment and demonstrate care and compassion for all living things?

Students tackled areas of the school yard that needed care and compassion. Undesirable vines and plants were removed from the fence areas and removed from the soon-to-be new rabbit habitat. Concrete rubble and broken items were cleaned up from various areas and discarded. Students also continued to work on their plans for school campus improvement, researching and adding details to their draft presentations.

CHOICE: ART MORE PLACE

MS. CAROL

We discussed and practiced graphite rendering, materials and the seasonal subject is a leaf. This subject offers a full range of tone, which is perfect for pencil artwork. I am already impressed by the artistic ability of this group of students and am excited to push them more in the weeks to come!

BRAIN SCIENCE

MS. SYDNEY

This week we focused on using our senses mindfully with the intention of building mind skills. Students are learning that the more we practice skills, the more we wire our brains to become familiar with those patterns of behavior. If we practice using our senses mindfully, the more we will be able to use these skills across settings. We first began with mindful listening. We identified different sounds like an engine revving, fireworks going off, and a clock ticking. Students used mindful listening to identify the sounds, what they noticed about the sounds, and what it reminds them of. Later in the week we practiced mindful seeing. Each student observed the looks of a millipede; noticing length, width, texture, and unique characteristics about their millipede. Students put their millipedes together and were able to pick out the millipede they originally chose.