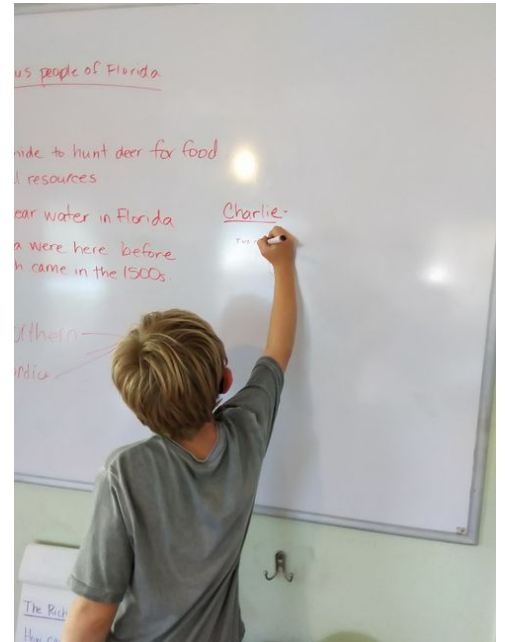
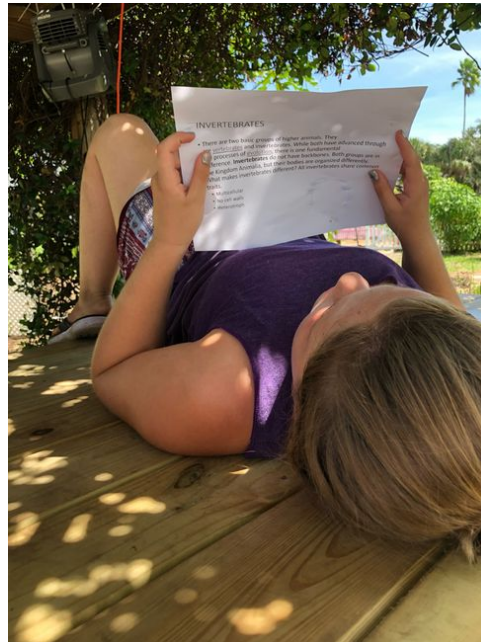




## WEEKLY RECAP

UPPER SCHOOL &  
ECO-HIGH  
TERM 1  
8/31-9/4/2020



## **MORNING MEETINGS**

EDUCATORS: MS. ANGELA, MR. KRIS, MS. SAVANNAH

Morning meetings are a daily ritual between educators and students with the goal of creating a climate in which children feel safe enough to celebrate, connect, and solve problems. Morning Meetings are comprised of: a welcome, noticing absentees, Brain Smart Start, celebrations, announcements, Wish Wells, problem-solving, intentional breathing, review of the day's rhythm, and our Safekeeper Ritual.

## **NATURE AS ART STUDIO**

EDUCATOR: MS. JENNA

Students: Adam Gio, Zoe, Charlie, Trevir, Brayden, Emmitt, Rhett, Mae, Brenna

This week we used our two days of class to put the finishing touches on our bird sculptures. Students explored their surfaces with tissue paper, marker, ribbon, and feathers. Layering and different ways of mark making were the main concepts of play this week.

## **IMPACT OF INDUSTRIAL ADVANCEMENT**

INTEGRATED LITERACY/HISTORY

[HS CREDIT]

EDUCATOR: MS. SAVANNAH

Student Names: Rowynn, Nate, Brie, Joseph, Damian, Christian, Jack, Jonas

This week, the students dove into discovering the events and impacts of the second industrial revolution, and how it was similar or different from the first. Students also began working on their digital proposals outlining the problems of the railway industry in Florida, the proposed solution to that problem and how the railway industry may achieve the solution.

## **THE "NEW" WORLD**

INTEGRATED LITERACY/HISTORY

EDUCATOR: MS. SAVANNAH

Student Names: Mae, Gio, Brayden, Zoe, Brenna

This week, students focused on the Conquistadors and the impact that Spanish settlement had on the native populations. We also discussed cultural appropriation, and the preferred titles of Indigenous populations (i.e. Indigenous people, first nations, native Americans VS. Indians). Students also worked out a design plan for their product in order to increase representation of native populations.

## **THE "NEW" WORLD**

INTEGRATED LITERACY/HISTORY

EDUCATOR: MS. ANGELA

Students: Ricky, Lexi, Griffin, Jackson, Grady

*How can we, as social justice advocates, increase representation of Native American populations in Florida?*

Students further explored the effects of European colonization on the Native people of Florida. They learned which Spanish soldiers first arrived in our state and what they did when they were here. Missions and the Spanish enforcement of Christianity was discussed as well. Students took notes,

annotated, asked clarifying questions and developed vocabulary. They also continued using the Soday System to assess where they need the most support in reading and writing.

### **THE RICH HISTORY OF EAU GALLIE**

INTEGRATED LITERACY/HISTORY

EDUCATOR: MS. ANGELA

Students: Adam, Emmitt, Trevir, Rhett, Charlie

*How can we educate others about the first people of Melbourne in an effort to celebrate their legacy?*

Students further explored the effects of European colonization on the Native people of Florida. They learned which Spanish soldiers first arrived in our state and what they did when they were here. Missions and the Spanish enforcement of Christianity was discussed as well. Students took notes, annotated, asked clarifying questions and developed vocabulary. They also continued using the Soday System to assess where they need the most support in reading and writing. For help with fluency, their educator model reads to them daily at the beginning of class. At the end of the week, students began a creative writing activity.

### **THE ART OF PROTEST**

EDUCATOR: MS. JENNA A.

Students: Jonas, Jack, Christian, Ricky, Lexi, Griffin, Jackson, Grady, Nate

We began this week of art class by completing a twenty color challenge. Each student mixed twenty different colors and recorded their formulas. Through this exploration students learned the difference between warm and cool, primary colors, analogous colors, and how to make colors lighter and darker. On our second day we began our protest sign project. Each student chose a topic of empathy to make a protest sign for. We sketched out our ideas and began transferring them to our cardboard pieces.

### **MINDSET MATHEMATICS - TEAM NUMBER FLEX**

EDUCATOR: MS. ANGELA

Students: Adam, Charlie, Rhett, Trevir

*How can I, as a mathematician, develop a growth mindset for learning new things?*

This week students focused heavily on what a growth mindset is and they began filming a public service announcement about why growth mindset matters. It was started as a class this week and will be done within their groups next week. Students had a lot of fun working on the content. They took turns acting and being directors. Students also participated in a multi-digit multiplication challenge as well a [geometry challenge](#) which forced them to see patterns (using sugar cubes). Skills worked on this week were measurement and data ([3.MD.3](#)); number and operations in base ten ([3.NBT.2](#)); operations and algebraic thinking ([3.OA.3](#)).

## **MINDSET MATHEMATICS - TEAM RUBIK'S**

EDUCATOR: MR. KRIS

Students: Emmitt, Gio, Grady, Griffin, Zoe, Mae (MTW), Brenna (MTW), Brayden

*How can I, as a mathematician, develop a growth mindset for learning new things?*

Due to the overwhelming excitement of our Growth Mindset project, we designed a script for our PSA. Students worked diligently to complete multiplication assignments early in order to have extra time to continue working on the PSA project. The multiplication assignments have been difficult and I'm happy to say that I'm hearing a lot of growth mindset phrases from children as they persevere through math prompts.

## **MINDSET MATHEMATICS - TEAM RUBIK'S**

EDUCATOR: MR. KRIS

Student Names: Jonas, Lexi, Jack, Jackson, Christian, Ricky, Nate

*How can I, as a mathematician, develop a growth mindset for learning new things?*

This week students continued connecting 2D objects to 3D objects by investigating the different volumes of different boxes that can be created from a 15x15 cm sheet of paper. Each round students cut off 1x1, 2x2, 3x3, 4x4, 5x5, 6x6, and 7x7 squares from each corner and calculated the volume. Students were asked, what would happen to the volume as the box changed. Students guessed which box would have the highest volume, and tabulated their findings.

## **INTEGRATED MATH - MINDSET MATHEMATICS**

[HS CREDIT]

EDUCATOR: MR. KRIS

Student Names: Brie, Joseph, Damian, Rowynn

Module 1: Searching for Patterns

Topic: Analyzing and Sorting graphs

Students cut out 19 graphs and sorted the graphs into different categories based on their own rationale. They then compared their categorizations with their classmates' choices and explained their reasoning. The emphasis was on the variety of ways to correctly categorize these graphs. Graphs of relationships have a variety of characteristics, and we will further define the families in weeks to come.

## **CLAY SCIENCE LAB**

EDUCATOR: MS. JENNA A.

Students: Christian, Ricky, Jonas, Lexi

This week students learned about the 5 stages of clay: wet, leatherhard, bone dry, bisque, and glazeware. They examined ceramic pieces at every stage through sight and touch. Students learned how to decipher the water content of clay through feeling its temperature cold or room temp. We then designed a shrinkage experiment. Students made clay prototypes to be measured in every stage. By comparing measurements we will determine the shrinkage rate of our clay body and conclude which stage has the most shrinkage.

## **EARTH SCIENCE AND SUSTAINABILITY**

[HS CREDIT]

EDUCATOR: MS. NIKIA

Students: Brie, Joseph, Jackson, Jack, Damian, Nate, Rowynn

The class rubric and project rubric were reviewed to clarify all expectations of tasks and content to be covered. The project was introduced in detail and the laboratory procedure was thoroughly discussed. We had a mini lesson on scientific skills including the scientific method, rigidity, accuracy, and other skills necessary for a good scientist to have. The expectations of our project lab reports were outlined in detail. The rest of the week was dedicated creation time of the ecocolumn bottle assembly, organism collection, and then putting all of the contents into each of the three chambers of the ecocolumn. During the procedure they learned how important writing all of the details of materials and methodology are and gaining the skills of recording accurate scientific data. We had great discussions on decomposition and those organisms we found that feed on decomposing matter.

## **AGRICULTURAL SCIENCE: GROWING FOOD SYSTEMS**

EDUCATOR: MS. NIKIA

Students: Gio (MW), Grady (MW), Brayden (MW), Griffin (MW), Adam (MW), Rhett (MTW), Mae (MTW), Charlie (MTW), Trevir (MTWTH), Zoe (MTWTH), Brenna (MTW), Emmitt (MTWTH)

We continued with identifying the FBI species within the garden and diving deeper into the molecular process of decomposition while introducing elements necessary for proper growth and development of plants. The students made their own compost from various materials in the garden. Growth and development of (seed bearing) plants were the focus of the week with words of the day including fruit and flower. We went over plant anatomy with visual aids as well as a real garden example-the papaya, which is showing every stage of development of the flower and fruiting processes. Students then identified various plant parts through garden exploration of their own. We dove deeper into stem anatomy by dissecting a Plumeria stem to identify the different parts and ended the week reviewing the structures and functions of basic plant growth and development. The students also performed their rotating animal care jobs and found the perfect habitat for one of our garden friends and her eggs: the southern toad. They ensured the location had all habitat necessities and we had a great discussion on toad ecology.

## **ENTOMOLOGY**

EDUCATOR: MS. AMANDA ROSE

Student Names: Gio, Adam, Brayden, Grady, Griffin

Since everyone is officially an insect collecting pro, this week we focused on preserving and displaying our findings for others to enjoy and learn from. Students learned how to properly mount, prepare, and label specimens from a variety of insect orders. Differences between young and adult insects, arachnids, centipedes, and millipedes were also discussed.

## **LIVING IN BETA**

[HS CREDIT]

EDUCATOR: MS. JENNA A.

Students: Brie, Damian, Joseph, Rowynn

This week in Living in Beta students met with Kate and Chad virtually for their tutorial on using ThriveCast. ThriveCast acts as a platform for modules and activities that walk students through the journey of Living in Beta. The students shared autobiographical stories they've been writing with the class. These stories are meant to build connections between students giving them an opportunity to deepen their friendships and insight on each others lives outside of school. We ended the week by completing our first modul on ThriveCast.

## **PROFESSIONAL PATHWAYS**

[HS CREDIT]

EDUCATOR: MS. JENNA B.

Students: Brie, Damian, Joseph, Rowynn, Genevieve

Professional Pathways workshops take place each Thursday at 2PM ET and feature an interactive discussion on best practices in career development and entrepreneurship. Our first four workshop sessions have been used to identify (a) what professional field interests each student (b) what impact students seek to have in their field of interest (c) five local professional who could mentor each student in their field of interest (d) five national or international role models who have had success in their field of interest.

Each week, students add one or two more slides to their professional pathways presentation. At the end of this term, each student will have a set of 13 slides that represent their own personal roadmap for professional success in the next 5 to 10 years. This week students will contact their mentors and schedule a 15-minute interview.