



WEEKLY RECAP

UPPER SCHOOL
1/13/20 - 1/17/20



ANIMAL CARE, GARDENING, AND FREE READ

DR. J, MS. ANGELA, MS. SAVANNAH

The majority of students are choosing to free read when they arrive while a handful of them are working with Dr. J and taking care of the animals. Free read happens inside and helps students calm their minds before the day's activities begin. Animal Care and Gardening allow students to actively help their community.

STUDENT DIRECTED RESEARCH

INTEGRATED LITERACY/SOCIAL STUDIES

MS. ANGELA

How can we, as historians, use research skills to learn about our favorite topic in social science?

Students worked diligently this week so that they could complete their projects and practice for Tuesday's presentations. They each gave constructive feedback to their peers and received helpful feedback from their classmates. Their culminating projects highlight what they learned while conducting research on the topic of their choosing.

Presentations will be held Tuesday morning, at 9:30 a.m., in the front room of the 1851 Highland House.

THE STRUGGLE FOR POWER IN AMERICA

INTEGRATED LITERACY/SOCIAL STUDIES

MS. SAVANNAH

How can we as, as revolutionary historians, tell the stories of the American Revolution?

This week, students worked hard to edit and revise their final drafts of their essay, complete their final build of their course project, create presentation plans within their groups and began practicing their presentations within their groups. They also participated in group discussions centered around A Young People's History and the events leading up to, the events during and the events after the American Revolution.

THE AGE OF GLOBAL DISCOVERY IN AFRICA

INTEGRATED LITERACY/SOCIAL STUDIES

MS. SAVANNAH

How can we as, as exploration historians, tell the stories of the Africans impacted by the Age of Global

This week, students worked hard to edit and revise their final drafts of their essay, complete their final build of their course project, create presentation plans within their groups and began practicing their presentations within their groups. They also participated in a critical friends workshop for both their essays and products.

MILITARY EXPLORATIONS

MTW CHOICE

MS. SAVANNAH

How can we as, as junior military officers,, learn about the differences in US military branches by creating student-chosen replicas of military artifacts?

This week, students worked hard to complete their final build of their course project, create presentation plans within their groups and began practicing their presentations within their groups. They also participated in a critical friends workshop for both their essays and products.

MARINE BIOLOGY: ESTUARY HABITATS

MTW CHOICE

MS. NIKIA

How can we, as marine biologists, assess the value of the ecological habitats of the Indian River Lagoon (IRL) and develop a plan to protect them?

This week was focused on creating their Species Spotlight project products. The majority of class time was dedicated to creating their products and then once finished they practiced their oral presentation. We also had a class discussion on some current events happening in the Indian River Lagoon.

MINECRAFT WORLD

MATH AND SCIENCE

MS. ANGELA

How can we, as architects, use our knowledge of math and science to build the safest world in Minecraft?

This week students finished their Minecraft Worlds and used measurements to figure out the area and perimeter of various structures they built within their world. Students also continued progressing in their individualized math courses with one-on-one instruction. Each child has made great learning gains in the areas of math and has been persevering through problems they find challenging. Students were also able to harvest eggplant from our garden which we prepared and ate together as a class family.

SURVIVAL OF THE FITTEST 3

SCIENCE/BIOLOGY

DR. J

How can we, as scientists, understand the anatomy and physiology of the human body and apply that knowledge to compare/contrast the structures and functions of vital organs in other organisms?

Students conducted a Food Digestion lab this week, learning the pathway of food from the plate to the lavatory (not to be confused with laboratory!). Students were surprised at some of the information we discussed. For example, the sensory organs play a role in digestion to kick start the entire process, stomach acid acts as a protective agent to kill off harmful bacteria and the real work horse of the digestion process is the small intestine. Students brainstormed to determine which ordinary materials might be best suited to represent the structure and function of these body parts on their human body models. Students will be adding these structures to their body models next week and will continue working on their reports and presentations.

EDIBLE SCHOOLYARD 2

MATHEMATICS

DR. J

How can we, as budding agricultural scientists, apply our knowledge of math to harvest a bountiful garden and create delicious, edible foods and other farm-based products to bring to market?

Students continued to work at their own pace to master knowledge and advance to more complex skills using the math textbook in combination with small group and one-to-one instruction. We focused on ensuring mastery of ratios and proportions in order to apply these skills to next week's real-world, culinary math projects. As our tomatoes are still green, we will be developing salsa verde recipes as well as artisan pestos to bring to market in early February. We will also apply our math skills to price for profit all of our garden-based products. Students report that harvesting the plant materials and creating yummy and unique products is a highlight of our class!

STUDENT GOVERNMENT

TH-FRI CHOICE

MS. SAVANNAH

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

Utilizing our weekly meeting agenda, the students identified good things that are continuing to happen in our community, community needs and action items that still needed some attention. The students continued to plan the following events with community input: Spirit Week, Earth Day and Field Day.

FARM ANIMAL BEHAVIOR AND CARE

TH-FRI CHOICE

DR. J

How can we, as animal caretakers and agricultural scientists, identify and address the needs of our farm animals to help them thrive and create desirable agricultural products such as eggs or fertilizer (manure)?

Students' leadership skills are flourishing as they worked together to present "seminars" on animal behavior and care to 3 different student groups this week. Students introduced each animal with a little story about each animal's personality, demonstrated how to safely pick up and hold each animal, explained why it is vital to keep all gates closed securely, stressed why it is important to wash hands after handling the animals, and, covered other safety topics including how to read behavioral cues in order to stay safe. Students also worked on painting signs for the animal habitat area to help identify the animals to anyone visiting their space. The chickens are "coop"erative and chatty with everyone; via their body language, we can see that they are happy, love to be out and about, and are always on the hunt for worms or bugs (watch your toes!). The bunnies love being out of their hutches but are not so cooperative in letting the students catch them to go back inside to their safe space. We discovered that Benny had a minor eye infection this week but otherwise seemed fine, he eagerly ate up his carrot and apple treats! All of the students are excited for the opportunity to interact with the bunnies once their new, walk-in habitat is built. Donations of materials or gift cards for this project are immensely appreciated! Please contact me if you are willing to donate to this project. Thank you!