



WEEKLY RECAP

UPPER SCHOOL

2/24/20 - 2/28/20



ALL HANDS ON DECK

MS. SAVANNAH, MS. AYANA, MR. KRIS

Each morning, students, educators and administrators work together in activities that benefit the community and offer connection opportunities. Activities include cooking food from the garden, cleaning and organization projects, pride of place art, building and animal care.

PHYSICAL EDUCATION

MS. ANGELA

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

Students have continued to improve their physical strength and endurance by participating in daily physical fitness challenges. To work on team collaboration and hand-eye coordination, the students played dodge-ball, basketball, wall-ball, and tether ball. An emphasis was placed on following the rules of a game and becoming supportive members of a team.

THE STORIES THAT UNITE US- HISTORY/LITERACY

MS. ANGELA

How can we, as oral historians, gather, archive and share the experiences of elders within our community?

We had a very exciting week with students officially recording interviews with Victoria Landing residents. Final interviews will be conducted on March 3rd. We also read the story [Freedom on the Menu](#) about the Greensboro sit-in, a peaceful protest demanding the desegregation of restaurants. We also discussed civil rights in depth and the practice of segregation in the United States, including schools in Brevard. Students also worked on creating topic sentences from this unit's essential questions. On Friday, students wrote a paragraph about why they like their friends. More detailed lesson plans can be viewed on the [course PBL project planner](#).

CIVIL RIGHTS IN AMERICA- HISTORY/LITERACY

MS. SAVANNAH

How can we, as civil rights activists, persuade our local government officials to recognize Zora Neale Hurston through learning about The Civil War and Civil Rights Movement and Florida's role in these prominent eras, writing a persuasive speech and creating a persuasive presentation?

This week, students focused on Zora Neale Hurston and civil rights. Students worked together to read, understand and act out *Why the Waves Have Whitecaps* and *John and the Frog* which are two folktales written by Zora Neale Hurston. John and the Frog derives from her anthropological book, *Mules and Men*, which outlines the stories, folktales and songs of black culture within Florida. Students also learned more about her work as an anthropologist by reading two stories from the *Eatonville Anthology*, which is an anthropological work telling the stories of the citizens of Eatonville, Florida. Eatonville was the first unincorporated black community that was founded by former slaves after the civil war. It was also where Zora Neale Hurston spent her childhood. We ended the week by discovering more about her

time as an author and activist through interactive centers, as well as plotting out our presentation plans within teams.

CULTURAL RELATIVISM AS A LENSE INTO HUMAN RIGHTS- WORLD HISTORY/LITERACY

MS. SAVANNAH

How can we, as anthropologists, use cultural relativism to view human rights through global history.

Students began the week by engaging in a Sticky Note Showdown to show what they already knew about civil rights and civil rights movements, and to open up a discussion about what students knew and what they wondered about global civil rights. Students then continued through the week learning about various civil rights movements that occurred globally at the same time as the American Civil Rights Movement, and the global impact that some of the most renowned civil rights activists had. The students then plotted these events on a timeline, as well as the geographical location on the map. Geographical locations plotted include: The United States and individual states within the U.S, India, Ghana, The Democratic Republic of the Congo, Indonesia, Vietnam, South Africa, Switzerland, Norway, Ethiopia, and Saudia Arabia. Student then related this to the Universal Declaration of Human Rights, which was a legal document signed by the United Nations in 1948 that outlined what rights every human was entitled to. By examining this document, students recognized that civil rights is only one category of human rights, and that all of the civil rights acts movements studied were really human rights issues that included civil rights, cultural rights, political rights and economic rights. Students ended the week by continuing their project work within teams.

EDIBLE SCHOOL YARD- MATHEMATICS/SCIENCE

MS. ANGELA

How can we, as budding agricultural scientists, apply our knowledge of math to enjoy a bountiful harvest of farm fresh produce and create made-from-scratch, delicious foods and products for the local market?

Students continued learning the concept of equivalent fractions with hands on projects and games. They also continued their differentiated math lessons (fluency in basic multiplication, division, and fractions on a number line). Students created plots for the Coconut Point garden (our community garden) and calculated the area of each garden row. They also calculated our predicted total yield for the garden. Afterwards, they tested the soil to see if the amount of sand and silt were optimal for plant growth. More detailed lesson plans can be viewed on the [course PBL project planner](#).

EDIBLE SCHOOL YARD- MATHEMATICS/SCIENCE

Ms. Mikael, Mr. Kris

How can we, as budding agricultural and environmental scientists, apply our knowledge of math and science to enjoy a bountiful harvest of farm fresh produce and create made-from-scratch, delicious foods and products for market?

Mikael

Monday- I brought in tea leaves, herbs, and edible flowers. We smelled, felt, and tasted all of them.

Tuesday- We created plant profiles for an herb, tea, or flower of our choice.

Wednesday- We learned a little about the culinary history of basil and cilantro/coriander. Then we planted some in our nursery. Rowynn and Hendrik made a lovely tea out of marigold flowers, lavender, ixora flowers, and cucumber weed.

Kris

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 adding and subtracting fractions and mixed numbers as this will be seen in large amounts in our workbooks. We had so much fun finding the LCM and GCF. We also worked hard on organizing our computations. I am very happy with everyone's focus and determination.

EDIBLE SCHOOL YARD 3- MATHEMATICS

MR. KRIS

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?

This week we worked on our Mathematical Applications in Agricultural assignments. Everyone is enjoying applying the skills we've been learning to real life word problems. We also planned for our next Fleagad product. We will be offering a aloe and cucumber face scrub.

We began installing our garden projects, noted any changes in the plants, as well as and documented researched the benefits and uses of our garden projects.

SURVIVAL OF THE FITTEST 4- SCIENCE

MS. NIKIA

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

The beginning of the week was primarily dedicated to finishing research and to sketching our anatomical drawings for the Angiosperm Anatomy project. We had a good student led discussion while doing a review activity of the different A&P of various plant organs covered so far with a focus on the flower. A stem lesson with a group reading and mini talk to the class on what they learned was done by each student. A group dissection was performed on the hibiscus flower showing all structures involved in sexual reproduction. A celery lab was performed to analyze the vascular tissue structures and they recorded the results over time. We ended the week making a summary chart on our celery lab predictions and analysis.

M-F CHOICE: BIOLOGY OF SEA TURTLES

MS. NIKIA

How can we, as marine biologists, learn to understand the biology and physiology of the sea turtle as a model species for creating a conservation plan for threatened and endangered animals?

The week started with a review on all of the threats to sea turtles from last week and they were given balloon educational cards and balloon jellies were shown to the class. They were given take 5 for turtles and skip the straw stickers as reminders to their vows to the wildlife. We played a “turtle triathlon” game to assess their knowledge on identifying various species by their external anatomy, the various steps of the nesting process and the five developmental stages of sea turtles. Time from each class was also dedicated to sketching and creating their Nature News: ST edition newspaper article. A crossword puzzle was also completed by each student to review and assess their vocabulary. We ended the week with a brainstorming activity on how we can all personally help sea turtles which led to a great class led discussion on the various solutions to helping them including ideas of plastic alternative products, community involvement (e.g. restaurants) and steps we can all take individually in our everyday lives to reduce the threats to sea turtles.

M-F CHOICE: CULINARY BOTANY

MS. MIKAEL and MS. AYANA

How can we, as culinary botanists, learn about different cultures and food dishes through our school garden?

BLURB

M-F CHOICE: PHYSICAL EDUCATION

KRIS REID

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

Students have continued to improve their physical strength and endurance by participating in daily physical fitness challenges. To work on team collaboration, the students played capture the flag. An emphasis was placed on following the rules of a game and becoming supportive members of a team. We played many variations of the game. The older kids continued to work on light weight lifting, and have been enjoying the workouts.