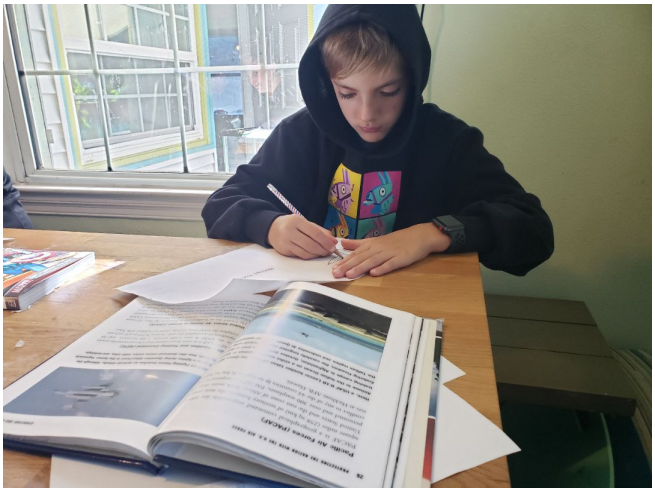
WEEKLY RECAP

UPPER SCHOOL
1/6/20 - 1/10/20



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 continued creating slideshows for their project presentations. The slideshows are informative and will educate the audience on what students have learned while conducting research. This process has allowed students to practice their research skills, take proper notes, learn to avoid plagiarism, work collaboratively, and create a dynamic and informative slideshow using Google Slides. Next, students will practice presenting their information, being sure they truly understand the information they found and can share their new knowledge with others.

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 in The Struggle For Power in America, students worked hard towards building their products that will depict the stories and impact of American Revolution from a chosen perspective and towards completing their essay draft and reading, annotating and discussing chapters from A Young People's History that outlines important events leading up to, during and after the American Revolution. Each day, students worked hard to complete these tasks as well as work on writing tasks through one-on-one support and small groups, and seesawing their work thus far.

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 in The Age of Global Discovery in Africa, students worked hard towards building their products that will depict the stories and impact of The Age of Global Discovery on Africa and towards completing their essay draft and continuing to expand their knowledge through research and note-taking.. Each day, students worked hard to complete these tasks as well as work on writing tasks through one-on-one support and small groups.

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 in Military Explorations, students were able to build their products that would depict replicas of military artifacts based on the student's chosen military branch. The students were also able to interview Mr. Tyler Hughes (Ms. Savannah's brother!) about his 10 years of experience with the Navy and Marine Corps.

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?

The first day back from break we did a recap on what we have learned so far in class with a student led discussion. We also had a refresher on the project rubrics and where we should be to keep on task with the weekly schedule laid out at the beginning of the semester with our project planner. We did a lesson introducing energy acquisition (food chains/webs) in the IRL. For their project they began the sketching part of the visual portion with identifying features of the species they chose along with labeling their external anatomy. The sketches for their projects were finalized along with their creation plans. We ended the week with project time for them to create their products.

MARKET GARDEN

MTW CHOICE
MS. MIKAEL

What can we as permaculturists do for our school gardens to help create a more closed-loop ecosystem that recycles all materials back into the soil in which it grows as well as grows all materials needed for the garden?

On Monday we observed the garden to see what was "growing on". We noticed there was a lot of fruit set- tomatoes, cucumbers, and corn! I also went over a little plant anatomy as we observed the blooms of separate male and female flowers on the squash vine. Then we split up into groups. Aislinn , Rowan, and Charlotte worked on flipping 2 compost piles. They noticed a lot of sow bugs helping along the decomposition process. Landen, Brie, and Kenley helped to pull unwanted grass from the garden beds and chop and drop cowpea where the soil was exposed.
On Tuesday we talked about our end of the semester presentation and what that entails. We recapped the semester thus far. Then we worked as a team on creating a list of all of the inputs that go into the production of an industrial egg compared to a permaculture egg. Every Tuesday we will work on this to create a graphic representation to display the differences and why an egg produced using permaculture methods is better for us and the environment.
On Wednesday we had a guest speaker Mrs.Amanda parent join us in class to teach us nutritional facts of the kale, swiss chard, cucumbers, and tomatoes we harvested for our salad today! Rowan and Aislinn graciously volunteered to flip our two compost piles while we were harvesting. We all worked together to make a delicious salad!

PE

MTW LUNCH CHOICE
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. It’s a great sport for cardiovascular health, increases coordination, improves health and enhances flexibility. Students work together to achieve success.

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, many of the students completed their Minecraft Worlds using various materials (clay, legos, cardboard, wood blocks). When finished with their structures, students were asked to calculate the area and perimeter of various structures in their world. To reinforce real-world applications of area and perimeter, students also calculated how many area rugs could fit in the school's front room using area and perimeter. Math stations were used to help students continue to progress at the level which is appropriate for them. Khan Academy and teacher created formative assessments were used with one-on-one instruction to ensure student understanding of the concepts they were working on.

As a side project, students are also learning the scientific method using the Mentos experiment. This week they created a hypothesis (if, then, because statement) regarding which soda will have the biggest reaction with Mentos. Students also took care of their cabbage patch. They are learning to care for the plants by removing weeds and providing water and nutrients to their cabbage "babies." They are excited to see which of the plants grows the biggest.

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 worked together to review human anatomy and physiology concepts/details and created a table outlining the key points of the function and structure of various body parts. We also discussed homologous structures in other organisms. As needed, students modified and completed the structures of their human body models. Using their outline/table of facts, students began writing detailed, descriptive reports to explain the structure and function of various body parts. They worked diligently to draft, edit and revise their introductory topic paragraph and supporting body paragraphs. As we continue to explore body systems, students will create additional structures on their body models and further develop their reports.

Students also took an educational survey to determine which hemisphere of their own brain is more dominant and recorded the various characteristics of right vs left brain learners. Many students agreed with their survey results but some were shocked at the survey results. Students also played various educational brain exercises aimed to improve their visual and auditory areas of the brain (right) as well as verbal, numerical and logical areas of the brain (left). Students had a mind-boggling experience as we viewed an internet photo of a sneaker that appeared to be different colors depending on the viewer. These types of sensory perception illusions have been described as a result of personal experiences literally coloring the image according to New York University's Clinical Assistant Professor of

Psychology, Pascal Wallisch. Ask your student about this great debate and "see" what colors you see! In brief, Wallisch suggests that we fundamentally believe that reality is the same for everyone and we assume that our eyesight shows us reality, yet *the reality is* that there is *no consensus* on reality! Wallisch also states, "I think the same thing — more or less — applies to social and political questions," he says. "We take our experience at face value and fill the rest in with assumptions that are based on prior experience. As people's experiences will differ, disagreements abound." Is your mind boggled yet???

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?

We continued working on skills and concepts using our fantastic math textbook and discussed real world applications of these processes. Students worked at their own pace to master knowledge and advance to more complex skills. We differentiated stages of learning via small group and one-to-one instruction. We are monitoring our pizza/pesto/salsa garden for the ripening of tomatoes and other vegetables in order to prepare another artisan batch of delicious, edible food and farm products to bring to market in early February. In the next two weeks, we will begin harvesting and applying our math skills to create (and price for profit!) additional pesto products and exciting, original salsa mixtures to add to our growing list of market products. The students love to work on these hands-on projects, implementing the agricultural and entrepreneurial mission of the school! If there is continued success of these and future-planned products, the students may have the opportunity to establish a real working business (a limited liability corporation) to meet the needs of our community and "customers"!

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?

This week, students followed the student-created meeting agenda that was led by our primary class speaker. Through this meeting agenda, students were able to identify the good things that were happening within our community, as well as the community needs. Students noticed that many of the community needs outlined before the winter break were met during the winter break! Students also noticed a need for a firm process in planning community and fundraising events, and more connection opportunities across the school programs. Students used this knowledge to create their own event planning process and began to plan two potential events that would allow Upper School, Journeys and Nature Immersion to connect and interact in meaningful ways.

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)?

The social hierarchy, aka “pecking order” in our flock has been established; Amelia is the top chick! The hens have enjoyed a lot of free range time to scratch for tasty bugs and worms. Our bunnies are still generally shy but also were given some free range time this week. In addition to caring for the animals’ basic needs, students led an informational session with the younger students from Journeys and instructed them on how to safely care for the animals. Students demonstrated how to safely pick up and hold each animal, reminded them to keep all gates closed securely and covered other safety topics including how to read behavioral cues. Students also worked on creating signs for the animal habitat area to help identify the animals to anyone visiting their space. 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!