



WEEKLY RECAP

UPPER SCHOOL &
ECO-HIGH
TERM 1
8/17-8/21/2020



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: welcome, noticing absentees, Brain Smart Start, celebrations, announcements, Wish Wells, problem-solving, intentional breathing, review of day's rhythm, and Safekeeper Ritual..

NATURE AS ART STUDIO

EDUCATOR: MS. JENNA

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

With students having so much interest in airplanes and the concept of flight, this week we began our first sculpture assignment on birds. We began our research by talking about their anatomy and the different modes of flying: flapping, soaring, and gliding. Students looked through books and created sketches to plan for the construction of their sculptures. A technical demonstration of different cardboard attachment techniques such as creating an insert, flange, tabs, was done on the first day so the students could explore their possibilities for connections. By the second day, students dove right creating their masterpieces!

THE "NEW" WORLD

INTEGRATED LITERACY/HISTORY

EDUCATOR: MS. SAVANNAH

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

This week, students kicked off their project by "exploring" the EGAD community, and discovering artifacts located at each site that told the story of the place it was found. Students then asked and answered the question, "Why do people explore new places?". Students also went over the driving question, an overview of the Design Thinking framework, picked their teams and created group contracts.

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?

This week, we started our unit by closely examining a tribal mask. We then discussed the indigenous people of Florida. We also deconstructed our driving question which students rewrote in their own words. Before beginning our PBL work, students formed groups and began filling out their group contracts. They also had a fluency check so that they are able to see their growth with regards to reading. At the end of the week, students began researching the tribe they will be learning more about. Our class is focusing on the Ais, Timucua, and Seminole people. We also read and discussed an article "Connected to Everything: a story from the Bitterroot Salish" to empathize with people who were forced off their land.

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?

This week, students walked Eau Gallie in search of artifacts that taught them about the area's history. They found shells, spanish moss, and collected the soil. Then students were introduced to their topic: the Native people of Melbourne, FL. Students spent the week rewriting the driving question in their own words as well as filling out group contracts. Writing was intentional and the students focused on many new words such as indigenous and native. We also focused on empathy. The educator model-read "Connected to Everything: a story from the Bitterroot Salish" and the students tried to understand what it would have been like to be forced from your home.

THE ART OF PROTEST

EDUCATOR: MS. JENNA A.

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

Our first project was to create and assemble our very own sketchbooks. Each student had the opportunity to personalize their books by drawing on the outside covers. We spoke about the use of sketchbooks- how they are used across many fields not just visual art, how they can be a place for ideas, emotions, sketches, doodles, - how they become a physical record of our thoughts at a specific time and exist as art objects just as any other form of art. We had our first discussion on the concept of protest and its relation to care. Each student made a sketchbook entry listing five things they cared for very much. We used this as a springboard to talk about how a personal concern has the potential to be a collective/global concern. On our second day we had material exploration with clay as a way to loosen our minds and hands as we settled into the routine of class. Students were encouraged to explore the materiality of clay using their intuition and the action of play.

ATHLETIC MOVEMENT FOUNDATIONS

EDUCATOR: COACH ETHAN, MR. KRIS

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

The learning objective for the week was changing direction and bodyweight exercises. Bodyweight exercises consisted of push-ups, forward rolling, and pull-ups. Changing direction exercises consisted of cone-to-cone shuffling and pattern agility drills. Perfecting these exercises will be the main focus throughout the upcoming weeks.

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

Students were introduced to physical education and asked what they wish to get out of the class. The objectives for the week were basic fundamentals of movement such as various athletic drills and dynamic flexibility exercises.

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?

Students explored the idea of growth mindset this week and watched a few public service announcements about the importance of making mistakes, and taking your time when learning math. They then talked about what made a PSA successful in order to get ideas about what they wanted to do when they create their own. Students then chose groups and began working on their group contracts for this unit. We also explored math patterns using a game which showed repeated addition and multiples of 3. They used an emoji graph to learn about the relationship of an x and y axis and then created their own graph of sports. The graph they created indicated whether they found a sport to be fun/boring, and easy/really difficult.

MINDSET MATHEMATICS - TEAM RUBIK'S

EDUCATOR: MR. KRIS

Student Names: Emmitt, Gio, Grady, Griffin, Zoe, Mae, Brenna, Brayden

What an incredible week! Our extended "Building School Family" weeks were complete and we're now ready to work together and get stuff done. A big part of our curriculum this year includes aspects of growth mindset. We will produce a Public Service Announcement this semester to persuade our audience to take on growth mindset ideals. Our group has decided on the type of PSA we will create.

Each week we will discuss a phase of Design Thinking. Empathy was this week's phase. We also printed off funny empathy memes that we hung on our walls for quick reference. We also had a great chat about conflict resolution. We designed a group contract.

Students were introduced to the curriculum that we will be using to enjoy math this year. Mostly all of our tasks will be group oriented, designed with a "low floor and high ceiling", so that everyone can contribute and learn.

MINDSET MATHEMATICS - TEAM RUBIK'S

EDUCATOR: MR. KRIS

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INTEGRATED MATH - MINDSET MATHEMATICS

EDUCATOR: MR. KRIS

Student Names: Brie, Joseph, Damian, Rowynn

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CLAY SCIENCE LAB

EDUCATOR: MS. JENNA A.

Students: Christian, Ricky, Jonas, Lexi

This week we focused on the origin of clay, its role as a soil, and how to find it in nature. We worked with a local soil dug up from a pond in West Melbourne. Unsure whether it was silt or clay, we collected observations of its materiality through sight, touch, workability, and running a drainage test. We worked with sand, pure clay, loam, and the local pond soil all as variables for comparison. The concept of particle size was introduced to form conclusions from our data. We then explored the question of what is the difference between clay and a clay body? Students made test tiles using pure clay, a clay body, and local silt to test the chemical composition of each.

EARTH SCIENCE AND SUSTAINABILITY

EDUCATOR: MS. NIKIA

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

The first week of the term we introduced the expectations of the class including our science notebooks. We also went over the driving question of the course with an interactive lesson on the four systems of the Earth. Students also worked on their sustainability impact proposals if they were not finished and all gmail accounts were synced with their google documents for Earth Science. The project product was introduced to explain the Ecocolumn "bottle" experiment. A pre-assessment was given to the students to determine a baseline for teaching the Earth Science units within the term. We ended the week with

an interactive web quest with videos, satellite imagery, and readings going into detail of the Earth's systems and their interactions.

AGRICULTURAL SCIENCE: GROWING FOOD SYSTEMS

EDUCATOR: MS. NIKIA

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

We began the week with our rituals and connection activities including everyone's favorite fresh meals. Each student presented to the class their animal care job poster they created from last week. Students were introduced to the driving question of the course and we made a concept map of what the DQ really means and how we are going to apply it to our project product. The first week focused on plant identification within the schoolyard gardens and doing work to meet the needs of the garden including bug patrol, trash patrol, watering, painting planters and any additional planting from before the term began.

ENTOMOLOGY

EDUCATOR: MS. AMANDA ROSE

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

This week, students were introduced to the diversity and importance of insects present all around us. Using "pooters", nets, pitfall traps, and keen observation skills, we examined the abundance of insects that can be found in a single backyard! Good bugs (predators of pests, pollinators, decomposers) and the bad bugs (pests, disease vectors, plant feeders) were discussed and identified, with importance placed on the necessity of both.

PROFESSIONAL PATHWAYS

EDUCATOR: MS. JENNA B.

Students: Brie, Damian, Joseph, Rowynn

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 three 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. Students are in the process of building a professional pathways presentation, or, a set of 13 slides that represent their own personal roadmap for professional success for the next 5 to 10 years.