

# **COURSE DESCRIPTIONS**

**UPPER SCHOOL - FALL II - 10/7 - 11/15**

## **GARDENING & ANIMAL HUSBANDRY**

EDUCATOR: MS. MIKAEL, DR. J

Each morning will begin with gardening and animal husbandry. As students arrive, they will work together to grow food and care for our animals by completing daily jobs of their choosing.

## **MORNING MEETING & SOCIO EMOTIONAL**

Upper School students and educators start every morning together by participating in a community morning meeting paired with focused socio-emotional activities. This critical daily time is dedicated to giving students the support to develop the practice of setting goals, thinking consciously, regulating their bodies, developing connection, resolving conflict, sharing their voices and experiences, committing to safety, and celebrating helpfulness. The frameworks of Conscious Discipline and restorative practices support this daily learning.

## **TEACHING HARD HISTORY**

LITERACY AND SOCIAL STUDIES

EDUCATOR: MS. ANGELA

*How can we, as anthropologists, learn about the rich cultural history of enslaved Africans and the lasting legacy of slavery in Florida?*

In August of 1619, a ship appeared on this horizon, near Point Comfort, a coastal port in the English colony of Virginia. It carried more than twenty enslaved Africans who were sold to the colonists. No aspect of the country that would be formed here has been untouched by the years of slavery that followed.

In this course, students will learn about the history of enslaved Africans in Florida. We will explore the rich oral history, songs, and traditions of the Africans that were brought to this country through age-appropriate topics and issues surrounding the history of slavery in America. The goal of the course is to celebrate diversity and the many contributions of Africans and their American descendants in Florida.

## **CHRISTOPHER COLUMBUS: FRIEND OR FOE?**

LITERACY AND SOCIAL STUDIES

EDUCATOR: MS. SAVANNAH

*How can we, as lawyers, analyze the impact of the Age of Exploration on native communities by placing Christopher Columbus on trial?*

Through research, literature and essay development, students will discover the evolution of human civilizations within the indigenous people groups of North America and the Caribbean and the impact of the Age of Exploration and the Columbian Exchange on native communities.

## **BARTON READING AND SPELLING**

Barton Reading & Spelling is a structured literacy program that is Orton-Gillingham influenced. In small groups, students will participate in the multi-sensory, direct, explicit, structured and sequential program during their literacy block. This explicit instruction is designed to support their reading and writing goals.

## **EDIBLE SCHOOLYARD**

MATHEMATICS AND SCIENCE

EDUCATOR: MS. ANGELA

*How can we, as agriculturalists, apply our knowledge of math and science to both gardening and cooking?*

The students will be using our school garden to enhance their math and science knowledge. They will continue to build upon their foundational math skills and work more heavily in advancing in multiplication, division, and fractions. This unit will allow them to see the ways in which math and science are applied in many aspects of their daily lives in the hopes that they will embrace both subjects.

## **EDIBLE SCHOOLYARD**

MATHEMATICS

EDUCATOR: DR. J

*How can we as budding agricultural scientists apply our knowledge of math to create a bountiful garden of delicious edible foods?*

In this course, we will be learning, reviewing, practicing and applying skills of arithmetic, variables, fractions, decimals, proportions and ratios in the development of our Adventure Garden and Farm at 1861 Highland Avenue. We will also be progressing in the skills of geometry and algebra and applying them to real-world challenges.

## **SURVIVAL OF THE FITTEST 2**

SCIENCE

EDUCATOR: DR. J

LAB FEE \$10,

As discussed at the last parent meeting, lab fees help to facilitate activities in specific science courses above and beyond the general materials fee. Lab fee will be billed through Brightwheel. Please let us know if this fee presents a hardship for your family and we will work to make sure your student has everything they need to participate in their lab.

*How can we, as scientists, understand the anatomy and physiology of the human body?*

How does the human body survive and thrive in our environment? How is the human body designed to work hard and play harder? These mysteries and more will be uncovered in this unit on Survival of the Fittest! Anatomy and physiology are the content areas which will be mastered in this course. We will be picking up with a review of the skeletal system from Fall I semester and moving forward with learning about the nervous, digestive, excretory, muscular, and reproductive systems. As part of this course, we

will be hatching chickens to represent reproductive structures and cycles. We will also be going a squid dissection and comparing human body structures to other organisms.

### **PE [MTW CHOICE CLASS DURING LUNCH & FREE EXPLORATION]**

EDUCATOR: MR. KRIS

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

Some students have requested more structured physical education games, activities, and team sports. During free exploration on Mondays-Wednesdays, Mr. Kris will be leading PE with the Upper Schoolers who choose to enroll in this course. The physical activities in particular will be led by the group's interest!

### **STUDENT GOVERNMENT [MTW CHOICE CLASS]**

EDUCATOR: MS. SAVANNAH

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

Student voice is imperative for an educational environment to honor the needs of the community. This course will allow students to hone their voices by creating a democracy based school government that will ensure that all student voices matter in decision making, conflict resolution and school societal systems.

### **MARKET GARDEN - BUILD TEAM [MTW CHOICE CLASS]**

EDUCATOR: MR. KRIS

*How can we, as engineers and contractors, design and build the infrastructure systems our school's Market Garden needs to thrive?*

This course focuses on designing and building functional infrastructure in the 1861 Market Garden to support a student-led microeconomy. A compost system, a plant nursery, and a rainwater catchment system are among the options that students can work together to create!

### **MARKET GARDEN - GROW TEAM [MTW CHOICE CLASS]**

EDUCATOR: MS. MIKAEL

*How can we, as permaculturists, develop our school's Market Garden to grow food using sustainable practices?*

This course focuses on growing food at our 1861 Market Garden to support a student-led microeconomy. This semester, students will learn gardening techniques that take into account the carbon footprint of each input (fertilizer, mulch, minerals, potting soil etc.) into the garden system, favoring inputs with the lowest footprint by sourcing and growing the majority of our inputs on-site or as locally as possible.

### **ARTE EN ESPAÑOL [TH/FRI CHOICE CLASS]**

EDUCATOR: MS. KATHIE, FOOSANER ART MUSEUM

STUDIO FEE -\$20

This course will be hosted by our EcoCollective Community Partner, the Foosaner Art Museum, as an integrated Spanish immersion course for introductory speakers. Students will learn about the contributions of Spanish-speaking artists throughout history and create their own works of art in the museum's education center. Please note that there is a \$20 studio fee for this course, which will be billed through Brightwheel.

### **PRIDE OF PLACE [TH/FRI CHOICE CLASS]**

EDUCATOR: DR. J, MS. SAVANNAH

*How can we as community members effectively and joyfully enhance our learning environment and demonstrate care and compassion for all living things?*

Compassion, Collaboration, Cooperation and Communication will be our core focus and integrated into our class sessions as we work to polish and shine our school environment and our community. We will practice and demonstrate the 4 C's as we care for the rabbits, chickens, plants and organisms that share our environment.

### **BRAIN SCIENCE**

EDUCATOR: MS. SYDNEY

REQUIRED SOCIAL SKILLS COURSE FOR SELECT STUDENTS

This course will give students the opportunity to develop an understanding of the brain-body relationship through sequential lessons rooted in neurological research. Students will participate in mindful activities individually and as a group to cultivate an awareness of themselves, others, and the world around them. We will cover skills such as focusing, perspective taking, conflict resolution, forming positive connections, choosing optimism, expressing gratitude, becoming aware of senses, performing acts of kindness, taking responsibility for mistakes, pausing before reacting, and what to do when the world doesn't go our way.