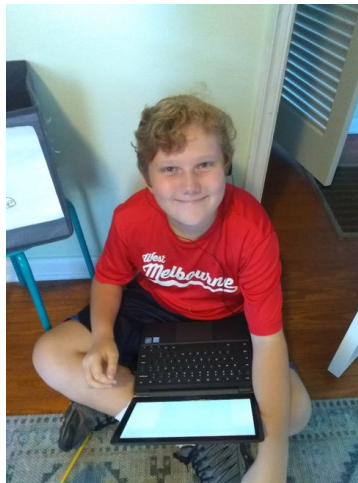




WEEKLY RECAP

UPPER SCHOOL

9/9/19 - 9/13/19



GARDENING AND ANIMAL HUSBANDRY

MS. CAMILA, MS. SAVANNAH, MS. ANGELA, DR. J

Our seedlings didn't fare so well after Hurricane Dorian with many of them becoming moldy and not growing. Students replanted seedlings and also helped to reshape our garden beds. Our animal husbandry team and leaders took great care of the school's rabbits. Our school chicken and rooster did well during the storm. Unfortunately we lost our school chicken to a predator when she was moved into the chicken coop and somehow escaped. The remaining rooster is being taken care of by school families until we can find a good home for him.

FLORIDA FOLKTALES

MS. ANGELA, MS. SARA, MR. KRIS

How can we, as story-tellers, create a folktale with animals native to Florida?

Students continued crafting their folktales this week using story maps to help guide them. Each has taken time to edit and revise their stories and will continue to do so next week. Different types of folktales were explored as well, with the focus being on trickster tales and the cultures which they represent (Native American and Mexican). Skills students built upon were writing conventions, writing folktales, identifying different types of folktales, and editing and revising.

Next week students will finalize their stories and begin practicing for their presentations on September 24th.

Students are concluding their first book using the Barton program (phonemic awareness) and will soon begin the second book.

EVOLUTION OF HUMAN CIVILIZATION: THE ANCIENT WORLD

MS. SAVANNAH

How can we, as historians or archeologists create a multimedia presentation, excavation sight or reenactment to inform the audience of life in ancient civilizations?

This week, the students were able to spend some time each day reading their books of interest! The kids are reading some amazing titles that range from historical fiction, science fiction, thrillers and literary classics! The students also continued to research their ancient civilization, began creating their excavation sites, models or reenactments and began writing their body paragraphs that answered the question "How do civilizations survive?". Next week, we will continue reading, building and learning about ancient Egypt, China, Mesopotamia, Babylon and Harrapa (Indus Valley Civilization).

CHOICE: SHARK TANK

MS. SARA

How do successful entrepreneurs recognize business opportunities and are these entrepreneurial traits innate or a product of education and work experience?

This week we learned the 3 P's of Marketing. Price (how much we will charge for our product/service), Placement (where we will sell our product or provide our service) and Promotion (how we will let people know about our product/service). We began creating our branding and our business signs, as well. Looking ahead to next week, we will discuss first impressions so whether we're making a sales pitch, interviewing for a job, or meeting a potential customer, we can rest assured that we're putting our best foot forward. We will talk about appearance, communication, and follow-through.

CHOICE: CLEAN EATS

MS. SAVANNAH

How can we, as exploratory dieticians, recreate every day processed food into healthy, wholesome, recipes?

This week, the students worked on their nutrition label posters for their processed food of choice! The posters include the nutrition facts, ingredients, what each ingredient is and some shocking facts about the food at hand. The students also created their recipes for the alternative. Cooking starts next week!

CHOICE: ARTIST STUDIO

MS. DENISE

How can we, as artists, develop our craft and build a body of work through consistent studio practice?

There was some serious creativity goin' on in the art studio this week! Students are getting into a steady practice and are jumping in to their projects each day, some even asking to come to class early. In addition to Open Studio this week, we started on Artist Profiles, which require students to research different artists of their choosing through history to help put their creation into context. Next week, we will have our last week of Open Studio and continue to work on our Artist Profiles. In the last week of the term, we will be curating our work, writing artist statements, and holding a formal artist critique of our work.

SHOULD I STAY OR SHOULD I GO?

MS. ANGELA

How can we, as meteorologists, make sure people find safety when a natural disaster is coming?

Students discussed how Hurricane Dorian affected them and the ways in which science and math help people get ready for a natural disaster to hit their area. We were able to discuss how meteorology can help prepare us but is not completely foolproof. Students discussed the ways many of the predictions made for Hurricane Dorian turned out to be incorrect.

Our class has decided it wants to do something to help the victims of Hurricane Dorian in the Bahamas. Students have been brainstorming ways in which we can make a difference to our Caribbean neighbors.

Groups created a small tsunami and timed how long it took a wave to reach a destination. They then repeated the test with different volumes of water to see how that affected the waves speed. Skills focused on were observing and recording data as well as averaging out times for waves per second.

ROCKET MATH

DR. J, MR. KRIS

How can we, as Rocket Scientists, apply skills of Algebra and Geometry to design, create and calculate the height of bottle rockets launched in the sky?

Students were excited to have our un-modified rocket launch trial this week. We practiced addition, subtraction, multiplication, division, fractions, decimal points, place value, ratios and units of measure in order to be prepared to calculate rocket flight height. We solved some preliminary algebraic expressions. On launch day, we were ready for lift-off! Unfortunately, just like real-world launches at KSC and NASA, we experienced a flight delay and were all disappointed when our rockets did not launch due to equipment failure! It was however a wonderful learning experience in theorizing what was the likely cause of our failure to launch. We hypothesized that the high heat and humidity had caused an expansion of our rocket launcher equipment which prevented our rockets from releasing off the “pad” device. On further trials, we found that we had a faulty pressure system (bicycle pump) rather than a “sticky” launcher. We have purchased a new pump system and have high hopes that we will have a successful launch next week! We will continue to practice foundational skills of arithmetic to increase fluency and literacy in math in order to be able solve our algebraic formula for max rocket height.

MONEY MATTERS

MS. ANGELA, MR. KRIS

How can we, as engineers, design a building that uses quality materials but stays within a specified budget?

The focus of student activities were budget. Students had to calculate how much money they had per month and then “spend” that money on various items. The goal was to know exactly how much they spend and have at the end of the month to save. Skills students worked on were subtraction and addition of large numbers as well multiplication and division of small numbers.

SURVIVAL OF THE FITTEST

DR. J

How can we, as Scientists, gain a thoughtful understanding of the anatomy and physiology of human beings?

We continued our discussions on the structure and function of the Skeletal System. We learned about the structure and function of our vertebrae in helping our bodies to bend and twist. We also learned a bit of trivia, noting that humans and giraffes both have 7 cervical (neck) vertebrae! We reasoned that

giraffe vertebrae must be much larger in size than our bones in order for both species to have an equivalent number of neck bones. We identified each section of our spine and discussed the different bones that attach to the spine in order to support our overall body shape. We also discussed the shock absorbing function of the spinal discs and how we can potentially have back pain when we are dehydrated as the gel center of our discs are primarily made of water! We examined a true-to-life replica of an infant spinal column, complete with pelvic girdle and spinal cord, as a hands-on visual to understanding how the nervous system (to be discussed next week) and spinal column work together.

CHOICE: THE CONSTITUTION REVAMPED

MS. SAVANNAH

This week, students dove into the first three articles of the constitution. Within the first three articles, students learn about each branch of government (Legislative, Executive and Judiciary), the role of the Congress, the role of the House of Representatives and the Senate, the restrictions and rules revolving around the House of Representatives and the Senate, the roles of the president and vice president, the restrictions and rules around the president and vice president, the role of the Supreme Court and lower courts, and the rules and restrictions around the supreme court and lower courts. Students utilized this information in order to revamp the constitution and to create a script for their movie.

CHOICE: SELF-DIRECTED STUDENT DISCOVERIES

DR. J

How can we, as life-long learners, challenge ourselves to take charge of our own learning and follow our personal interests by developing a project from start to finish (including "soup to nuts") that answers our own questions about the world around us?

Students were truly self-directed as they eagerly continued working on their project plans and designs. Positive energy and enthusiasm flowed freely. Skills of leadership, cooperation, collaboration and communication were practiced while students proactively took control of their own learning as they worked to build their projects and experiments. Projects about volcanoes, photosynthesis, seed germination, aerodynamics, surfing and animal care all in development. These exciting projects will be showcased at the end of the month.