



## WEEKLY RECAP

### UPPER SCHOOL

8/19/19 - 8/23/19



## **GARDENING AND ANIMAL HUSBANDRY**

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

The chicks are growing by leaps and bounds. They have been enjoying their outdoor safe space during morning jobs, pecking in the dirt for bugs and other treats. They are becoming comfortable with the animal "keepers" and are looking forward to the day they can safely live outdoors!

Bunnies Benny and Peter seem much happier and more relaxed with the addition of some toys and a "resting box/bag" in their habitats.

We have started to move our first stage seedlings into bigger pots! Accommodating their root space is an important part of getting them "ground-ready" for our market garden.

## **FLORIDA FOLKTALES**

MS. ANGELA, MS. SARA, MR. KRIS

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

This week students were introduced to the folktale pourquois genre. Pourquois tales often explain a natural phenomenon in story form. Students analyzed the African folktales "Why Mosquitoes Buzz in People's Ears" and "Why the Sun and the Moon Live in the Sky." Cultural representations in each story were discussed. The students then had to write a pourquois tale explaining why the sun and moon are in the sky.

Project timeline:

Week 1: Introduction, storyboards, creative writing, oral story traditions, creating masks to represent characters in their story

Week 2: Signing group contracts, researching native Florida species, creating a storyboard

Week 3: Writing a Florida Folktale, writing workshops

Week 4: Rewriting and finishing edits of Florida Folktale, begin creating final product for presentation (dramatization, tableaux scenes, puppet show)

Week 5: Finalize final group project, presentation practice and feedback

Week 6: Formal presentations constructive feedback

## **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 introduced to the Evolution of Human Civilization: The Ancient World project. Students kicked off their study of ancient civilizations by playing games invented by the ancient Romans and Greeks as an entry event. The students were then introduced to the driving question, the

requirements of this course (see HERE- the requirements are also on the parent portal and SeeSaw), and the project timeline:

The timeline is as follows (subject to change):

### **Week 1: Introduction**

- Entry Event
- Knows and Need to Knows
- Rubric
- Product and Civilization Choice
- Group Choice
- Workshops: Egyptian and Mesopotamian Civilizations.
- Reflection
- SeeSaw
- Knows and Need to Knows
- Library Visit: Please ensure that your students have a library card if they want to check out books for research or reading pleasure!

### **Week 2: Research, Essay Formation**

- Research
- Essay Formation: Prewriting and Research
- Workshops: Babylonian and Phoenicain Civilizations
- Reflection
- SeeSaw
- Knows and Need to Knows

### **Week 3: Research, Essay Formation**

- Research
- Essay Formation: Prewriting and Drafting
- Workshop: Sumerian Civilization
- Labor Day (No School Monday)
- Safety Drill on Tuesday
- Reflection
- SeeSaw
- Knows and Need to Knows

### **Week 4: Building, Essay formation**

- Building
- Essay Formation: Drafting, Editing and Revising
- Workshops: Chinese and Harappan Civilizations
- Reflection

- SeeSaw
- Knows and Need to Knows

## Week 5: Building, Peer Feedback

- Building
- Peer feedback
- Revisions
- Workshops: North American Civilizations
- Essay Formation: Editing, Revising and Final
- Reflection
- Seesaw
- Knows and Need to Knows

## Week 6: Presentation

- Presentation formation and practice
- Presentation: September 26th, 2019 at 9:45am.
- Reflection
- Seesaw

After discussing what makes a good team, and what makes a good teammate, students were able to choose their project groups. Students also applied for their desired civilizations, and began their study on this week's civilization, Ancient Egypt.

## CHOICE: CLEAN EATS

MS. SAVANNAH

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

This week, students were introduced to the driving question and overall Clean Eats project. Students kicked off the project by playing a survival game and answering the question "What do humans need to survive?". We discussed the difference between simply surviving in life and thriving in life, and how our food plays a role in that. Students were introduced to the five essential nutritional elements needed for human survival, and discovered what they were, their primary role/purpose, and daily intake requirements of each.

Next week, we will discover what is in our favorite processed foods, and begin thinking of how we can create a healthier alternative. Please remember to bring in your child's favorite processed food (with a nutrition label) on Monday!

## **CHOICE: ARTIST STUDIO**

MS. DENISE

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

This week, we started by touring our new outdoor atelier (fancy name for art studio)! The kids were introduced to our driving question. We started by completed a pre-assessment to gauge specific interests in this self-led, educator facilitated course: 1. What do you already love making? 2. What art processes do you want to learn more about and develop your skills in? 3. What artists do you know and love? 4. What does your dream creative environment look like?

We reviewed the [Studio Habits of Mind](#) (defined by Harvard's Project Zero) - skills developed in the art studio that apply across all domains - Developing Craft, Engaging and Persisting, Observing, Understanding Art World, Envisioning, Reflecting, Stretching and Exploring, and Expressing. We created posters for our art studio to remind us of our Studio Habits of Mind as we create each week.

We went over our project timeline and started our Open Studio time.

Week 1: Introduction, Sketchbooks, Open Studio

Week 2: Studio Practice

Week 3: Artist Study, Open Studio

Week 4: Open Studio

Week 5: Open Studio, Portfolio Selection, Artist Statements

Week 6: Artist Statements, Presentations/Critiques

## **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?*

The goal of this class is for each student entrepreneur to leave with a complete business plan with which they can apply to be a part of Brevard County's Children's Business Fair this spring. (For more information on the fair, please visit <https://www.childrensbusinessfair.org/brevard> )

This week we began the journey of starting a business. First, students reflected on their own interests and expertise in order to choose a business idea they were interested in pursuing. We spent the rest of our time conducting market research and discussing start up costs.

I am looking forward to next week, when students will begin conducting research and development as they finalize their products. They will also be developing their financial plan and establishing their brand.

Our project timeline:

Week 1: Introduction, refining business ideas

Week 2: Begin writing a business plan that answers the following questions:

*What is the name of the business? What product or service do you plan to sell?*

*What price will you charge for each product/service? How much will each product/service cost you?*

*How will you pay for your startup costs? If someone is helping you with your startup costs, how will you pay that person back? How will you advertise/market your business before the fair?*

*At the end of the fair, how will you determine if your business was a success?*

Week 3: Continue working on business plan

Week 4: Complete business plan, begin marketing good/service

Week 5: Submit application for Children's Business Fair

Week 6: "Market Day" Students bring in their products and pitch them to "sharks" in the community.

## **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?*

This week students were introduced to natural disasters and their effects on people. It is a transdisciplinary course which explores natural forces represented in folktale form. We used the "Three Little Pigs" as a way to begin our discussion with the Big Bad Wolf being a representation of a hurricane or tornado. Students also did a Know, Want to Know and Learn activity about hurricanes.

Students will research natural forces and learn how to plot hurricanes using longitude and latitude (which will also help them with number lines).

Project timeline:

Week 1: Introduction, hurricanes, tropical storms

Week 2: Plotting hurricanes, latitude and longitude, researching other natural disasters

Week 3: How does climate change affect weather patterns?

Week 4: How do natural disasters dictate where people live?

Week 5: How do natural events influence building codes in the U.S.?

Week 6: Create and test "Little Pig Homes" (toothpick homes) against the "Big Bad Wolf" (fan)

## **ROCKET MATH**

DR. J, MR. KRIS

During this term, students will be reviewing foundational concepts of Math, including arithmetic, units of measurement, and associated Math vocabulary. The goal is to ensure Math literacy and fluency as a basis for advanced topics in Algebra and Geometry. Other Math skills we will learn and practice include averages, ratios, proportions, decimals, fractions, percentages and graphing. Our final project for this term will be a student created bottle rocket that will incorporate concepts of Algebra and Geometry in order to design an aerodynamic rocket and determine the max height attained after launch.

This week, we set up our Math notebooks for student success, defined and described "What is Math", created Math Acrostic Poetry, reviewed foundational vocabulary, practiced skills of arithmetic, tested and "proved" to ourselves some basic properties of addition/subtraction and experimented with balloons as simulated rockets.

## **MONEY MATTERS**

MS. ANGELA, MR. KRIS

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

This week students were introduced to the need for a budget when trying to plan for big projects, such as building a home. Students also evaluated how making a tiny home requires a smaller budget than building an average size home by multiplying the cost of a brick times the number of bricks needed per square footage.

All students worked on assigned Khan Academy lessons to differentiate their math needs.

Project timeline:

Week 1: Introduction to a budget, What are successful and unsuccessful budget decisions?

Week 2: How are your daily decisions affected by your income?

Week 3: What is the difference between necessity and want?

Week 4: What would you buy with unlimited money? What would you purchase if you had a very tight budget?

Week 5: Create a budget for monthly expenditures

Week 6: Use a budget to "buy" materials to create a home for one of the "little pigs," evaluate how a budget affects what you can build.

## **SURVIVAL OF THE FITTEST**

DR. J

Students were challenged this week to define "Science" and write an acrostic poem to describe science. Most students agreed that the last "E" in the word was best represented by the word "Everything!" We also began our journey into the systems and organs of the human body, first by sharing what we already "know" on the topic. The first system we are learning about is the Skeletal System.

Class expectations and learning goals were also discussed at the start of the week, including an agreement for safe behavior in the classroom lab. Additionally, we set up our notebooks with a table of contents to help us to be successful students. The on-going project in this course will be student-made models of human anatomy, including organs and structures. Students will carefully and creatively choose ordinary items to represent the function of these structures and organs of the body.