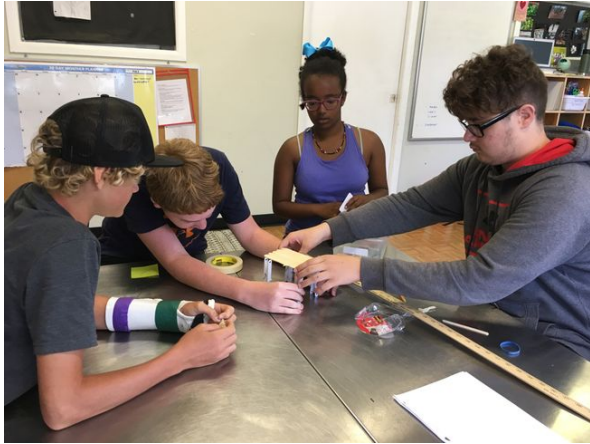




WEEKLY RECAP

UPPER SCHOOL - 4/29/19 -5/3/19



LITERACY FOUNDATIONS

Ms. Katie

This week, the students were introduced to the layout of the course and worked together to determine what success looks like and how it will be achieved. We took some time to get to know one another as learners, readers, and individuals. In doing so we addressed ways to be a supportive learning community and team. To build upon previous learning, we discussed the driving question: What qualities are needed to have a successful business? To inspire our learning, we began the book “Lemonade War” as a class read aloud. This book also highlights the connection between literacy and mathematical concepts, as we explore how math is a critical component in business.

COMMUNITY JOURNALISM 2

Ms. Savannah

This week, the students were welcomed to the new semester and introduced to the overall newsletter project. The students dissected the driving question and discussed the concepts of community and pursuit of happiness.

Driving Question: How can we, as community journalists, tell the story of the pursuit of happiness in our community?

The students worked together to generate sub topics of community and pursuit of happiness, decided what topics to focus on for each newsletter (focusing on interests and immediate community) and decided what newsletter jobs each student would be responsible for. We also worked on center rotations and qualitative reading inventories for progress monitoring with Ms. Savannah.

COMMUNITY JOURNALISM 3

Ms. Savannah

This week, the students were welcomed to the new semester and introduced to the overall newsletter project. The students dissected the driving question and discussed the concepts of community and pursuit of happiness.

Driving Question: How can we, as community journalists, tell the story of the pursuit of happiness in our community?

The students worked together to generate sub topics of community and pursuit of happiness, decided what topics to focus on for each newsletter (kindness/giving back, gratitude and self-love) and decided what newsletter jobs each student would be responsible for. The students also had the opportunity to interview the Journey's students in regard to their thoughts on being kind.

DATA MODELING

Mr. Kris

This week we started Data Modeling with Graphing coordinate pairs in preparation for our first Statistics Lesson. The class did very well with the graphing worksheets, and everyone enjoyed the work assigned. This week we were tasked with helping Mike Hall, a fictitious university track coach, determine a way to offer scholarships to potential athletes. We were given a large spreadsheet of data. Using the data on coach Hall's athletes, we needed to create a method for awarding scholarships to future athletes interested in joining the team. Student worked independently to create tactics for solving this complex problem. All of the ideas were very good. We then discussed the recommended way for solving this problem as a group.

MATHEMATICS IN THE MARKETPLACE

Mr. Kris

This week we started Mathematics in the Marketplace with a pre-assessment to test our current knowledge of skills and content. Our first concept will be to calculate Return on Investment and Percent Return on Investment. The next day we split into groups to create presentations on the concepts that we understood well, and that also gave me some time to catch others up on understanding the concepts that would lead us to calculating ROI. We worked on extremely long division with decimals, LCM, GCF, and division of mixed numbers. ROI was introduced and the class did very well. A few students are interested in different strategies for long division, so I will introduce some different strategies next week.

ARCHITECTURE AND ENGINEERING PBL 1&2

Ms. Denise

This week, the architecture and engineering focused PBL project was introduced. Our essential question is “How can we, as architects, learn from studying and building models of engineering marvels around the world?”

We started by defining “architecture” and “engineering” then looked at and discussed images of a few of the most interesting marvels using Visual Thinking Strategies. Students choose their favorite buildings/structures from a large stack of printed photographs, then sketched them and chose a writing prompt to respond to (What do you notice about this building that is different or original? What do you think this building is made of out? How long do you think it took to create this building?, etc.)

We reviewed the timeline and expectations of the project. Students submitted their applications with their top three choices of building/structures they’d like to become experts about. There was no class this Friday due to early release. Next week, we will be informed of our building/structure choices and starting our research!

ARCHITECTURE AND ENGINEERING PBL 3

Ms. Savannah

This week, the architecture and engineering focused PBL project was introduced. Our essential question is “How can we, as global architects, design and build replicas of important structures from around the world and educate the community about the significance of the chosen structures?”

We reviewed the timeline and expectations of the project, participated in a design challenge in order to introduce the 21st century skills and decided what structures they would like to focus on. There was no class this Friday due to early release. Next week, we will be informed of our building/structure choices and starting our research!

PROJECT HAPPINESS

Ms. Denise

This week, the Project Happiness course was introduced. Our essential question is “What can we learn about the science of happiness and how can we apply it to our own lives?”. We will be meeting outdoors in nature everyday after lunch to learn about what data and research can teach us about the pursuit of happiness. We discussed the term “happiness” and each student took a shot at individually defining it for themselves. We came to the conclusion that happiness can have many meanings to different people. We discussed the “Cycle of Desire” (desire, satisfy desire, immediate happiness, happiness fades) and the kids came up with examples from their own lives. We discussed some misconceptions about happiness - happiness is something that happens to us, it is possible to be happy all the time, measures of success.

We discussed “appreciation” - the recognition and enjoyment of the good qualities in someone or something. Both being appreciated and appreciated others have been shown to directly correlate to increases in reported happiness. We started with a group circle in which each student said one thing they appreciate about and to the person next to them. Next, each student found their sit spot (a quiet, mindful spot in nature) to write a letter to someone that they appreciate in their lives. On Thursday, we had Ms. Emily, a trial day educator, lead a writing and meditation activity that prompted students to slow down and become more aware of their immediate senses and perceptions. No class Friday due to early release. Next week we will be moving continue our focus on the practices of savouring, gratitude, and appreciation.

CHOICE: BUSINESS DEVELOPMENT

Mr. Kris

This week our main focus was on understanding the importance of a plan, what a business model is, and how to construct a business model. The class was also introduced to terms, and what characteristics an entrepreneur must have. We have a very artistic group of children in this class so I have adapted the curriculum in a way that will engage them and it appears to be working well. By the end of the week we were drawing business models with an understanding of the needed parts to create a business model, i.e. Competitive Advantage, Target Market, Distribution Channels, Resources, Expenses, Revenue, and Profit.

CHOICE: GARDENING FOR NUTRITION

Ms. Bridget

It was an amazing week in Gardening for Nutrition. On Monday, we studied jackfruit, participated in taste testing a barbeque marinated jackfruit which tasted like pulled pork. We discussed how to grow jackfruit, what types of climates are prime for growing jackfruit, how to harvest jackfruit, how to cook with jackfruit, as well as the nutrients and vitamins in jackfruit. Students also looked at three different bottles of cold pressed green juices and learned ingredients such as spirulina, wheatgrass, celery, spinach, blue green algae, and beets. Students also enjoyed eating organic oranges that were grown locally in Florida. This led to an awesome discussion on the benefits of purchasing and eating Non Gmo vs. Gmo produce and foods. Students talked about how Non Gmo tastes more pure, fresh, and full of goodness compared to genetically modified foods.

Pizza Garden:. On Wednesday, we went over what it means to grow a garden specifically for pizza. We brainstormed all of the certain veggies that we would grow in a pizza garden. Some of the items included olives, tomatoes, jalapenos, onions, green peppers, etc.

We then enjoyed some vegan gluten free pizza crackers and chips from Paradise Health. I bought these because they taste just like pizza, are gluten free, completely vegan, and made with a base of cassava flour. We learned about how pizza can be made from alternative flours and veggies (like cauliflower and cassava). We also learned about how pizza is so versatile that we can individualize each recipe to our liking.

Lemons and Bean Soak: On Friday, we soaked all sorts of different beans. I brought in red beans, kidney beans, black beans, and pinto beans. We learned that the Spanish word for beans is “frijoles”. We learned why it is healthier to soak beans rather than eat or cook with them non-soaked. When you soak beans, you are enabling them to be highly digestible.

Some of the benefits of soaking beans includes the fact that it reduces phytic acids, reduces tannins/polyphenols, promoting production of beneficial enzymes, promotes the production of beneficial enzymes, and it improves the body’s ability to absorb minerals such as iron, zinc, and calcium. It also makes proteins more available for absorption and reduces anti-nutritional enzyme inhibitors. I also brought in gloves for the students to wear as they cut lemons and made lemon water out of freshly organically grown lemons that are locally grown in Brevard County.

CHOICE: HIGH SCHOOL RECRUITMENT

Ms. Savannah

Our very own incoming high school students began their recruitment endeavors this week. The students collaborated in deciding how best to market the school, and how to reach out to other incoming high schoolers in order to bring them along for the journey! They also delegated responsibilities and began working on the blog, social media, a website page and school outreach projects.

CHOICE: SURVIVAL SKILLS

Ms. Denise

This week, the Survival Skills course was introduced. Our essential question is “How can we, as outdoor survivalists, learn skills that can keep us safe?” We went over the basic expectations and timeline for the course. We will be learning about how to calm and focus during an emergency situation, helpful and hurtful Florida flora, orienteering and signaling for help, finding and purifying water, shelter building, basic first aid, and how to build a fire.

We started by reading aloud a short survival story to get the kids hooked. In a group discussion, we shared out times in which we have been lost and described what those experiences were like. We introduced the most important skills that we have in our survivalist toolkit: our brains! We reviewed the steps for what to do when you get lost and illustrated them in our journals. S- Stop, T - Think, O-Observe, P-Plan. We responded to our first survival scenario. No class on Friday due to early release.

CHOICE: IMPROV COMEDY

Mr. Aaron, NQR

This week, we went over our warm ups again. These are designed to help loosen us up and it also emphasizes that what we are doing is a joint effort and it is non-judgmental. It helps us focus on one another, and allows us to begin to build a group mind. We discussed the meaning of “Yes, And” a little bit further. Which is the simplified way to say that it is important to listen to one another. It is important to be open and accepting to each other’s ideas and it is important, as well as, ok, to offer up our own contributions

and ideas to the conversation or situation. Then we did some character work exercises. One example is we discovered what it is like to walk around the room leading our walk with our elbow, or our Nose. This exercise not only inspires character discovery for improv scenes but it helps teach us to be self aware. We do this to learn to focus on how our movement, can make us feel and in turn learn, how we feel can influence the way we move.

CHOICE: APPLIED SCIENCE LAB

Ms. Rachel

In our first class we talked about the scientific method and how to apply it to our labs. Next we made rock candy! One student read the instructions while the other students followed. They were able to heat water using a jetboil (camping cooker), and added all the ingredients themselves. Observing the rock candy over the course of a week allows them to view the crystals as they grow.

In our second class we started off with some brain-teasers. This got their scientific minds ready for action. Next we made a plastic-like substance with milk and vinegar. Through this lab the students learned about molecules, polymers, proteins and chemical reactions.

CHOICE: NATURE IN CLAY

Ms. Cheryl, Foosaner

It was the first week of our new ceramics class at the Foosaner and the kids already love it. They met their educator, Ms. Cheryl, who is a potter and marine biologist. She introduced the course and its objectives. The kids started on their first project, a slab floral vase, by pressing plants they collected from the farm into clay slabs and then wrapping them around a cylinder mold.

SEXUAL EDUCATION

Ms. Savannah and Mr. John

Week 1: Trust Building, Introduction and Puberty

Boys:

In our first Sex Ed 101 class, the students and I focused on building trust, speaking openly about their discomfort or unfamiliarity with the subject and sharing ideas of what they believe sex is. Using the Sex Ed 101 curriculum we discussed puberty, parts of the male/female anatomy, hygiene, body differences and began an open conversation about consent.

Girls:

We started this week's class by reminding each other that we are all a community and that we are here to love and support each other. We made it clear that this class is a safe space for asking questions free of judgement and for learning. This group of girls are already close friends so they had no trouble building trust or being open! The girls jumped right in to learning and sharing about what they know of puberty and bodily changes that occur when puberty begins. They learned about the different types of sanitary items that can be used during this time, how they are used and shared our stories of when periods go awry and what we did about the situation. The girls were so supportive and loving to each other, and really worked together to make sure that everyone felt safe!

At the end, I opened the floor for Q & A and shared our question box that will be placed in my room for students to anonymously place questions. We'll answer these questions at the start of class next week.