



WEEKLY RECAP

UPPER SCHOOL
12/9/19-12/13/19

ANIMAL CARE, GARDENING, AND FREE READ

DR. J, MS. ANGELA, MS. SAVANNAH

Each morning, students are given the choice to care for the school yard and market garden, free-read, or care for our community's farm animals (chickens and rabbits). The farm animal space was opened up this week to connect to the 1861 side yard via removal of a fence panel. It is now a wonderful, safe way for all ages of students to walk between the schools and lunch area without exiting onto the front sidewalk.

Our chicks Lemon and Lilac met Amelia and Dandelion for the first time this week. The bigger hens were spooked by the "babies" initially but by the end of the week, all the chickens were peacefully free-ranging for food together. The bunnies also enjoyed some free range time with the chickens as well as some garden time from the safety of portable wire crates. The happy energy from the bunnies was obvious in their body language as they hopped, explored, stretched and napped in the cool sunshine. All of the students are excited for the opportunity to interact with the bunnies once their new, walk-in habitat is built. Donations of materials or gift cards for this project are immensely appreciated! Please contact Ms. Denise if you are willing to donate to this project.

STUDENT DIRECTED RESEARCH

INTEGRATED LITERACY/SOCIAL STUDIES

MS. ANGELA

How can we, as historians, use research skills to learn about our favorite topic in social science?

Students were able to find more sources for their research projects. They focused on the [Big 6 Skills](#) 2-4 (Information seeking, location and access, and use of information). We went over where to find the most reliable sources, locating useful information, and how to take notes on what they found. Students also went to our local library to get a lesson on finding information in databases. Brevard County library cards provide all patrons to free access to many sources using the [Florida Electronic Library](#). While books may not always be found in your public library, you can always find reliable information using this free resource!

At the end of the week, students also worked on storytelling skills by viewing short, silent films and taking notes on them. They then rewrote the storyline based on minor changes in the film. One of the short stories they viewed was Pixar's "Piper" (here is a [shorter version](#) of the original shown in class).

THE STRUGGLE FOR POWER IN AMERICA

INTEGRATED LITERACY/SOCIAL STUDIES

MS. SAVANNAH

How can we as, as revolutionary historians, tell the stories of the American Revolution?

This week, students worked to research and begin the prewriting stage of the writing process. Students gained information and insight into the events of the American Revolution, and how this struggle for power impacted different groups of people involved. The students also dove into a historical workshop on the Stamp Act, Townshend Acts and the Boston Massacre.

THE AGE OF GLOBAL DISCOVERY IN AFRICA

INTEGRATED LITERACY/SOCIAL STUDIES

MS. SAVANNAH

How can we as, as exploration historians, tell the stories of the Africans impacted by the Age of Global Exploration?

This week, students worked to research and begin the prewriting stage of the writing process. Students gained information and insight into the events of the Age of Global Discovery and how it impacted african culture. Students also spent time reading, annotating and responding to an article outlining the thriving african culuture before european colonization and the Transatlantic Slave Trade began.

The students will finish this week's course off with at-home requirements:

- Read for 25 minutes each night and log your reading
- As you read, pull out any unknown vocabulary words, look them up and define them in your own words.
- Provide a one page summary of your reading this week.
- Complete your research and note taking this week.
- Complete any incomplete work from this week and SeeSaw.

MILITARY EXPLORATIONS

MTW CHOICE

MS. SAVANNAH

How can we as, as junior military officers,, learn about the differences in US military branches by creating student-chosen replicas of military artifacts?

What a wonderful week! This week students spent time generating interview questions for Wednesday's interview, and worked through researching their specific military branches for their projects. The students were also able to interview Sergeant Major Lee Partridge from the United States

Military. Sergeant Major Lee Partridge served for 24 years, and spent time (among many other things) as a paratrooper!

MARINE BIOLOGY: ESTUARY HABITATS

MTW CHOICE

MS. NIKIA

How can we, as marine biologists, assess the value of the ecological habitats of the Indian River Lagoon (IRL) and develop a plan to protect them?

We began the week researching basic biology, ecology, and conservation of our specific species chosen for their project. We also went over the project rubric for the written portion and visual portion of the project. They had homework to continue their research and a worksheet on habitats of the IRL. Those that had finished with the research portion moved on to the writing portion. We also had a class lesson on the biology of the Mangrove, specifically the Red Mangrove. Examples were brought in to show the basic anatomy of the propagule, roots, and shoots were discussed along with their importance to the ecosystem.

MARKET GARDEN

MTW CHOICE

MS. MIKAEL

What can we as permaculturists do for our school gardens to help create a more closed-loop ecosystem that recycles all materials back into the soil in which it grows as well as grows all materials needed for the garden?

Monday we spent the whole class discussing dynamics of closed-loop farm ecosystems and how we all play a vital role in establishing that for our garden. I introduced a project that we will be working on throughout the remainder of the class where each student will track an item of their choosing to see what factors went into its production from an industrial standpoint and then develop a more sustainable option from a permaculture standpoint.

Tuesday we worked on our projects- selecting our item and beginning research. Then we worked on creating another compost pile and moving ready compost to the garden.

Wednesday we worked on our industrial vs. Permaculture project. Then we grouped up and did compost maintenance and garden maintenance.

PE

MTW LUNCH CHOICE

MR. KRIS

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

This week the group was introduced to three new activities. We learned a new soccer dribbling game that focused on evading a defender. Half of the participants and given a soccer ball, and the other half must drag a hula hoop around one ankle. Dribbling can be done with the outside, inside, instep, and sole of the foot. Students learn to run with the ball, change direction, and keep the ball under control while evading a hula hoop defender. Our next game was a different type of dodgeball. The game starts with one thrower in the middle of a circle of four obstacles. Each student is given 10 seconds to run between the obstacles whilst avoiding the throwers dodgeball. As each player is hit, they join the thrower in the middle. This game was incredibly intense and everyone enjoyed it. Dodgeball is a great anaerobic exercise. Short bursts of sprinting involved in dodgeball improve cardiovascular health. Dodging dodgeballs improves agility and can also help improve players balance. A new Ninja Warrior monkey bar was introduced this week. Compared to a standard monkey bar, the Ninja Warrior apparatus includes an assortment of challenging grip holds. Children took turns improving their previous attempts and fun was had by all.

MINECRAFT WORLD

MATH AND SCIENCE

MS. ANGELA

How can we, as architects, use our knowledge of math and science to build the safest world in Minecraft?

Students finished drafting their Minecraft world designs on graph paper. They then began to make their worlds using various materials (modeling clay, hand-cut wood blocks, card-board, and paper). Each of the worlds vary dramatically in design and function, showcasing our students' individuality.

The skills students applied this week were geometric shapes, ratios, planning and design, and perimeter. Students also continued to progress in math using Khan Academy, math stations, and one-on-one instruction. Week 3, students will continue to put together their Minecraft worlds as well continue their differentiated math education.

SURVIVAL OF THE FITTEST 3

INTEGRATED SCIENCE

DR. J

How can we, as scientists, understand the anatomy and physiology of the human body and apply that knowledge to compare/contrast the structures and functions of vital organs in other organisms?

Students used their prior knowledge base and class notes on the nervous system to independently choose materials to represent the structure and function of the brain and skull. Students were required to provide an explanation for their choice, citing scientific evidence to support the basis for the material choice in terms of representing both the structure and function of the body part. Our human body models are “growing”!

EDIBLE SCHOOLYARD 2

INTEGRATED MATHEMATICS

DR. J

How can we, as budding agricultural scientists, apply our knowledge of math to harvest a bountiful garden and create delicious, edible foods and other farm-based products?

This week we worked on literacy and fluency of algebraic equations as well as practicing skills of arithmetic using positive and negative numbers, number lines, ratios, proportions and fractions. We differentiated stages of learning via small group and one-to-one instruction using worksheets and math games, including a jeopardy style game. We also had our market garden teams developing and creating additional pesto products, creating marketing posters and jar labels as well as computing our cost versus profit. We are delighted to be implementing the agricultural and entrepreneurial mission of the school! If there is continued success of these and future-planned products, the students may have the opportunity to establish a real working business (a limited liability corporation) to meet the needs of our community and “customers”!

STUDENT GOVERNMENT

TH FRI CHOICE

MS. SAVANNAH

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

This week, students followed the student-created meeting agenda that was led by our primary class speaker. Through this meeting agenda, students explored the things that are going well within our community, the needs that they are seeing and action items for addressing these needs. Some of the needs include: New stools in the upper school science lab with backs on them, a secure chicken coop for the baby chicks, fixing the black fence in the front, creating more space in the Science Lab and moving the compost pile to a new location. They ended the week by researching the cost to accomplish

these goals, creating a budget and reaching out to the fundraising committee in hopes of working together to meet these needs.

FARM ANIMAL CARE AND BEHAVIOR

TH FRI CHOICE

DR. J

How can we, as animal caretakers and agricultural scientists, identify and address the needs of our farm animals to help them thrive and create desirable agricultural products such as eggs or fertilizer (manure)?

Students were eager to spend time with the 4 chickens and 2 rabbits that live at our school. Students fed, watered and cleaned the animal spaces. They replaced soiled hay and added these desirable items to our compost system for the eventual enrichment of our gardens. Students held, examined and observed the animals' behavior, drawing conclusions about their health, wellness and thoughts/feelings based on these observations. Students noted how happy the bunnies seemed once they were out of their triangular hutches, especially when they were surrounded by the garden plants and scents. Students also noted how the baby chicks fluffed themselves up and stood tall as if to say "You don't scare me!" when they were meeting the bigger hens but they only did these behaviors after scampering to the safety of the feet of a giant human. :)

The students were challenged to share their knowledge of chickens and bunnies during a family feud style game based on chicken/rabbit biology and behaviors. All of the students are excited for the opportunity to interact on a regular basis with the bunnies once their new, walk-in habitat is built. Please contact Ms. Denise if you are willing to donate to this project. We will also be adding nest boxes to the chicken enclosure for encouragement of laying and ease of collecting eggs. Any donations will also help us to complete the chicken coop upgrades. Donations of materials or gift cards for these projects are immensely appreciated! THANK YOU!