WEEKLY RECAP

UPPER SCHOOL
2/10/20 - 2/14/20

ALL HANDS ON DECK

MS. SAVANNAH, MS. AYANA, MR. KRIS

Each morning, students, educators and administrators work together in activities that benefit the community and offer connection opportunities. Activities include cooking food from the garden, cleaning and organization projects, pride of place art, building and animal care.

PHYSICAL EDUCATION

MS. ANGELA

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

Students challenge themselves daily to do as many physical activity challenges as they can in one minute. They should be seeing improvement in their numbers each week. They did sit ups, jumping jacks, lunges, various forms of planks, jump rope, squats, wall sits and burpees. The exercises were split up over the week. We are going over proper techniques and how to avoid injury. Students also participated in playing Dodge ball, a team sport that helps them build coordination as well as social skills.

THE STORIES THAT UNITE US- HISTORY/LITERACY

MS. ANGELA

How can we, as oral historians, gather, archive and share the experiences of elders within our community?

Students began the week learning about oral histories and how they are recorded. Their entry event was listening to the NPR StoryCorps story "6-Year-Old loves Space" so that they could get an idea of what oral histories sound like. The students learned they would be creating an oral historical record for a resident at Victoria Landing, an assisted living home in the community. In order to get to know the residents, students created questions they wanted to ask. They used the questions to interview as many residents as they could. They were then paired with a resident based on who they connected with the most. Both the residents and the students got a lot of their time together. This should be a wonderful experience for all involved! Students also read articles about famous African Americans who were instrumental in affecting change during the civil rights era and during the Civil War (Sojourner Truth, Rosa Parks, Martin Luther King Jr.).

For more curriculum details, you can view the Project Based Lesson Plans for this course.

CIVIL RIGHTS IN AMERICA- HISTORY/LITERACY

MS. SAVANNAH

How can we, as civil rights activists, persuade our local government officials to recognize Zora Neale Hurston through learning about The Civil War and Civil Rights Movement and Florida's role in these prominent eras, writing a persuasive speech and creating a persuasive presentation?

This week, we started the week with a tour of EGAD with the question of "Who is represented?". We stopped at most historical sites in EGAD, and ended at the site of Zora Neale Hurston's old home. We recognized that while many prominent individuals were commemorated in EGAD, she (and no other women) were represented. We then tied this issue to civil rights as a whole. We continued the week by learning about the Civil War through A Young People's History, and ended the week at the library.

CULTURAL RELATIVISM AS A LENSE INTO HUMAN RIGHTS- WORLD HISTORY/LITERACY

MS. SAVANNAH

How can we, as anthropologists, use cultural relativism to view human rights through global history.

This week, we started taking a look at cultures through the lens of cultural relativism. We started the week by practicing cultural relativism. Cultural Relativism is essentially the practice of observing a culture without bias, preconceived ideas or desired outcomes. The students practiced this by observing journeys while they were working on a creative project with Mr. Kris. The students continued the week by comparing and contrasting cultural relativism and scientific racism. Then, we ended the week with a tour of EGAD that asked the question "Who is represented?". We ended the tour at the site of Zora Neale Hurston's old home and recognized that she (or any women) has not been represented in our community.

EDIBLE SCHOOL YARD- MATHEMATICS/SCIENCE

MS. ANGELA

How can we, as budding agricultural scientists, apply our knowledge of math to enjoy a bountiful harvest of farm fresh produce and create made-from-scratch, delicious foods and products for the local market?

For their entry event, students looked at a close-up of a solar flare and participated in a Know, Want to know, Learn activity. Many of them thought the picture had something to do with the sun. We then discussed the sun's relationship with plants, and photosynthesis. During the week, students worked at various math stations (photosynthesis, fractions, an area and perimeter game, and differentiated math based on their learning levels). In study-hall, students worked on a math-packet that dealt with number sequences and made a pictorial representation of photosynthesis. Students had daily math challenges as well. Their challenge was to come up with an equation that would be equivalent to a number written on the board. They used various strategies such as addition, multiplication, division, repeated addition to get to the number, and multiple-step equations. It has been a fun, engaging activity which will be continued. Students also were asked to discuss ways in which they see math or science used in their family's daily lives. Examples given were ophthalmology, grocery shopping, interior design, and cooking (as you can see, parents occupations were often used as examples).

For more curriculum details, you can view the Project Based Lesson Plans for this course.

EDIBLE SCHOOL YARD- MATHEMATICS/SCIENCE
Ms. Mikael, Mr. Kris

How can we, as budding agricultural and environmental scientists, apply our knowledge of math and science to enjoy a bountiful harvest of farm fresh produce and create made-from-scratch, delicious foods and products for market?

This week we talked about our interests in gardening and what everyone wanted to see growing in the garden. We developed 5 projects within the group.
1. Jonas will be researching, planning, designing, and planting a pineapple herb garden.
2. Neven will be researching, planning, designing, and planting a hot pepper garden.
3. Christian and Jack will be researching, planning, designing, and implementing a passion fruit trellis.
4. Nate and Lexi will be researching, planning, designing, and implementing critter boxes.
5. Aislinn and Charlotte will be researching, planning, designing, and implementing, an edible flower garden.

Students continued to work at their own pace to master knowledge and advance to more complex skills using the math textbook in combination with small group and one-to-one instruction. We focused on ensuring mastery of ratios and proportions in order to apply these skills to this month's real-world, culinary math projects.

EDIBLE SCHOOL YARD 3- MATHEMATICS
MR. KRIS
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 to bring to market?

Students continued to work at their own pace to master knowledge and advance to more complex skills using the math textbook in combination with small group and one-to-one instruction. We focused on ensuring mastery of ratios and proportions in order to apply these skills to this month's real-world, culinary math projects. We are short on tomatoes at the moment, and will have to create new ideas this month to sell at market. We will also apply our math skills to price for profit all of our garden-based products. Students report that harvesting the plant materials and creating yummy and unique products is a highlight of our class! A few students expressed a desire to explore different subjects, for example, the stock market. With the creation of smaller class sizes, these areas can be explored.

SURVIVAL OF THE FITTEST 4- SCIENCE

MS. NIKIA

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

We started the class learning about taxonomy and the classification of plants with an introductory lesson on plant organs (basic body plan). We covered the basic anatomy (structure) and physiology (function) of leaves, stems, and roots. We had a preassessment of plant anatomy and physiology by choosing a part of a plant from the schoolyard and drawing a diagram of the plant with structure labels and their function. They had a class reading, critical thinking questions, and diagram to color code for their leaf anatomy lesson. We ended the week by introducing root structure and function along with specialized edible root systems. They were also allotted brainstorming time for their Angiosperm Anatomy projects and began their research.

M-F CHOICE: BIOLOGY OF SEA TURTLES

MS. NIKIA

How can we, as marine biologists, learn to understand the biology and physiology of the sea turtle as a model species for creating a conservation plan for threatened and endangered animals?

We learned about taxonomy and the classification of sea turtles along with binomial nomenclature. We also covered the different sea turtle species of Florida with a student led discussion. An Introduction to their external anatomy was covered along with a classification review activity. We had a lesson and discussion on marine adaptations of the sea turtle. A “sea turtles by the numbers” activity taught them about the Life cycle of the sea turtle. They used a measuring tape to measure out the sizes of sea turtles throughout their development along with differences among species. An overview of the project planner was written and discussed week by week along with the project rubric and expectations. We ended the week with a short recap of the week’s topics and by playing a vocabulary “charades” type game and vocabulary hangman game.

M-F CHOICE: CULINARY BOTANY

MS. MIKAEL and MS. AYANA

How can we, as culinary botanists, learn about different cultures and food dishes through our school garden?

This week we learned about leaf vegetables!

Monday Ms.Mikael introduced the group to moringa, katuk, south sea salad tree, longevity spinach, callaloo, collards, kale, nasturtium, and purslane. We tasted each of them and talked about the differences between flavors. We talked about the main nutrients of leafy greens and how to cook them in a way that retains the most nutrients as well as allowing your body to absorb the most nutrients.

Tuesday each student chose a leaf to do research on and create a "plant profile" for. They began looking into the scientific name, nutrition, cultural uses, and recipes.

Wednesday, Rowynn and Mae had their cooking day! They both prepared salads with moringa and nasturtium. Everyone else worked on propagating katuk, moringa, and south sea salad tree in the nursery.
On Thursday and Friday the Culinary Botanists split into groups for a nutrient retention cook off! Students were required to craft a recipe using their chosen primary plant (plant profile choice), and 4 ingredients direct from the garden. Culinary Botanist teams had to employ their nutrient retention knowledge to create a tasty dish that harnessed the power of each plant (refrain from using citrus, don't overlook and keep the lid off of the cook pot). Teams were timed while they created their recipe, gathered ingredients, prepped ingredients and finally cooked them. Students and staff tasted each recipe and gave high scores to the winners!

M-F CHOICE: PHYSICAL EDUCATION
KRIS REID
How can we, as athletes, stay fit and develop team cooperation through physical activities?

I am so happy that we have a full hour of P.E. We started the week with a challenge to see how many push-up, situps, and pull-ups each student could complete in one minute. After each exercise, the student numbers were recorded. We will revisit the activity later this semester and try to beat our records. We had a long discussion on the importance of stretching, and then a 15 minute stretching session. Our main sport this week was dodgeball. Two of the older students (13 and up) were given the opportunity to start a light weight lifting regime.

STUDY HALL
EDUCATOR: MS. SAVANNAH, DR. JANE, MS. ANGELA
All Students
In this course, educators and students will work together in accomplishing unfinished tasks, seesaw reflections and project requirements. In order to offer more support, students will also rotate through small group and one-on-one instruction with their educators.

STUDENT ADVISORY
MS. SAVANNAH, MR, KRIS, MS, DENISE, DR, JANE, MS. ANGELA, MS. AYANA
Adolescence is a time when two tasks take on special importance: determining our own individual identity and figuring out where and how we belong. These themes of identity, membership, belonging, and participation are the cornerstones of this term's Student Advisory sessions. Student Advisory will be held in small groups with students and an educator, and will be a student-centered space where honest questioning, discussion, and social and academic growth can occur.