



WEEKLY RECAP

UPPER SCHOOL &
VERDI ECO-HIGH
BUILDING THE SCHOOL FAMILY
8/3-8/7/2020



MORNING MEETING

EDUCATORS: MS. ANGELA, MR. KRIS

Adam, Emmitt, Gio, Zoe, Ricky, Jonas, Lexi, Mae, Rhett, Trevir, Jack, Jackson, Charlie, Grady,

Our Brain, Smart, Start games this week continued to focus on connection. Students then planned out and took pictures to use for our visual schedule. In addition, they came up with safe morning greetings which were photographed. We continued to discuss the importance of keeping each other safe both physically and emotionally, with a specific focus on the pandemic. The students have been committing to keeping it safe and have kept their commitments throughout the day.

NATURE AS ART STUDIO

EDUCATOR: MS. JENNA

Logan, Adam, Emmitt, Gio, Zoe, Mae, Rhett, Trevir

This week was about exploration and play! At the beginning of class, students had drawing and sculpting materials placed out for them. Each student picked the medium they felt most excited about! Cardboard sculpture seemed to be the popular choice as many chose to work 3D. Without a specific prompt, students were asked to create something they would like to share with the class as a way to learn more about them and their interests! Some students worked in teams while others worked individually. At the end of class, we sat in a circle and shared our creations! We had airplanes, spacecrafts, a human head, as well as some interesting abstract pieces that were made from intuition. We also had music influenced drawings and a beach day family portrait.

ATHLETIC MOVEMENT FOUNDATIONS

EDUCATOR: COACH ETHAN, MR. KRIS

Logan, Adam, Emmitt, Gio, Zoe, Jonas, Lexi, Ricky

The learning objective of the week was jumping and quickness. Introduced basic target jumping to the students, which allowed me to view their mechanics and determine different exercises to help improve movement across the group. Slightly more challenging quickness drills were also introduced to the students, to help keep them engaged by learning new material daily. Even though different drills are being introduced to the students the progressions still give them the opportunity to master drills previously learned.

MINDSET MATHEMATICS

EDUCATOR: MR. KRIS

Logan, Adam, Emmitt, Gio, Zoe, Ricky, Jonas, Lexi, Mae, Rhett, Trevir, Jack, Rowynn, Nate

This week our two groups of math students worked on group projects that focused on measurement and data, and geometry. We also discussed grit which would be needed for these multi-day math questions.

Math 1 students were shown a graph and table last week then asked to discuss their observations. Partners worked together to find faulty data sets. During our group discussion we openly discussed our error findings. Students noticed both kinds of errors in the data - discrepancies between the table and graph and logical errors. Our next exercise students explored what data tells us about ourselves. Students were shown a birds-eye-view snapshot of a random parking lot and asked to predict what assortment of car colors might be in their community. They then worked in groups to devise a plan to collect data in our local area. Data was collected during a walk up and down Highland Avenue. Students worked hard to count as many cars as possible. We then graphed the information we gained, and explored different ways of presenting the data. The new ways of presenting the data came from the students and I am very proud of their engagement.

Math 2 students were presented with more area prompts in order to exercise this skill further. Students were shown a "Quadrilateral in Question" slide and asked how might we find the area of this shape. Small groups developed methods for finding the area of the quadrilateral. For each method, groups created a visual proof to share their findings. This series of prompts will lead to exciting explorations in volume in the coming weeks.

SELF CARE AND CREATIVE WRITING

INTEGRATED LITERACY AND HISTORY

EDUCATOR: MS. ANGELA

Adam, Emmitt, Gio, Zoe, Ricky, Jonas, Lexi, Mae, Rhett, Trevir, Jack, Rowynn, Nate

This week, students focused their attention on the three different [brain states](#) that regulate our behavior: Survival, Emotional, and Executive. We also discussed the difference between passive, aggressive, and assertive voices and which brain states we are in when we use them. Students practiced using their assertive voices with each other. At the end of the week, we reviewed the content by creating models of the brain and identifying which part controls which brain state.

THE ART OF PROTEST

EDUCATOR: MS. JENNA

Ricky, Jonas, Lexi, Jack, Rowynn, Nate

This week we started off the day by speaking about art manifestos! Specifically, how they relate to art collectives and movements! We decided to create our own art manifesto based off of a few questions: What is art?, What do we want our art to do?, How would we like to respond to our art?, How can our art change the world? After writing these thoughts down, it was time to put our art skills to work! As a group, students decided to make cardboard sculptures. Without a specific prompt, students were asked to play with the materials without any pressure of a final result! Students made two airplanes and a very funny dinosaur. A lot of smiles in class today!

EARTH SYSTEMS AND SUSTAINABILITY

HIGH SCHOOL SCIENCE CREDIT

EDUCATOR: MS. NIKIA

Ricky, Jonas, Lexi, Jack, Rowynn, Nate

Introductions, sharing, connections. We began the week reviewing nonrenewable and renewable resources and how we use them in our everyday lives. We asked ourselves what is the impact of all of our “stuff”? The students realized that there are no perfect answers to sustainability and that picking the MOST sustainable solution is the goal and they are complex problems that involve everyone to make a change. In order to put a value to our natural resources we talked about how much it costs to take a shower, run appliances and other household energy uses. A student led discussion on what information is needed to calculate the costs of our natural resources was a great way for them to start thinking of our natural resources in not only ecological terms, but economical terms as well. We played a matching activity to predict the percentages of household energy use by various appliances. To take this concept further the students analyzed a real, local utility bill to figure out the average use of water over various amounts of time and the unit price of water. Then, the next day they broke into groups to figure out the unit prices of solid waste. We ended the week with reflection and journal writing.

AGRICULTURAL SCIENCE: FOOD GROWING SYSTEMS

EDUCATOR: MS. NIKIA

Adam, Emmitt, Gio, Zoe, Mae, Rhett, Trevir

We were rained out for the first day back this week, but we had a great discussion and connection on our favorite meals and what experience we have with cooking. Each student was assigned an animal care job to make a poster with a checklist of each duty. We brainstormed as a class what tasks are needed to complete each job and finalized all job names and task schedules. The rest of the week was focused on planting seedlings, including dill, tomatoes, and peppers for the new market garden. The kids also began making a soil and wood “lasagna” design for the new salad boxes. Also, we learned proper protocols for making garden beds with permaculture principles in mind.