



WEEKLY RECAP

UPPER SCHOOL &
ECO-HIGH
TERM 1
8/24-8/28/2020



MORNING MEETINGS

EDUCATORS: MS. ANGELA, MR. KRIS, MS. SAVANNAH

Morning meetings are a daily ritual between educators and students with the goal of creating a climate in which children feel safe enough to celebrate, connect, and solve problems. Morning Meetings are comprised of: a welcome, noticing absentees, Brain Smart Start, celebrations, announcements, Wish Wells, problem-solving, intentional breathing, review of the day's rhythm, and our Safekeeper Ritual.

NATURE AS ART STUDIO

EDUCATOR: MS. JENNA

Students: Adam Gio, Zoe, Charlie, Trevir, Brayden, Emmitt, Rhett, Mae, Brenna

This week students continued to design and construct their bird sculptures. While making, they worked through material challenges in relation to form and mobility with determination. After speaking with students one on one, I learned that each student has their own goal for the project. Some really want to see their birds fly while others are more interested in conveying the type of bird they picked; some can't stop talking about where their bird will live once they're finished. Next week we will begin surfacing our cardboard creations.

IMPACT OF INDUSTRIAL ADVANCEMENT

INTEGRATED LITERACY/HISTORY

[HS CREDIT]

EDUCATOR: MS. SAVANNAH

Student Names: Rowynn, Nate, Brie, Joseph, Damian, Christian, Jack, Jonas

This week, the students continued to learn about the first Industrial Revolution and the monumental inventions that came out of them. Students researched inventors of the Industrial Revolution and created a presentation explaining a brief biography, what the invention was, what it did and how it impacted society. Students also brainstormed problems revolving the railway industry in Florida, and decided on their team focus.

THE "NEW" WORLD

INTEGRATED LITERACY/HISTORY

EDUCATOR: MS. SAVANNAH

Student Names: Mae, Gio, Brayden, Zoe, Brenna

This week, students focused on the Calusa and the ways in which they were "Fierce People". Students also worked hard to learn about and generate TEA paragraphs in an effort to structure paragraphs within an informational text. Within their project time, students worked together to brainstorm solutions to the lack of representation of the native people of Florida and narrowed down their chosen product to combat this problem.

THE "NEW" WORLD

INTEGRATED LITERACY/HISTORY

EDUCATOR: MS. ANGELA

Students: Ricky, Lexi, Griffin, Jackson, Grady

How can we, as social justice advocates, increase representation of Native American populations in

Florida?

This week, students learned about the first colonizers of Florida. They read an article about Juan Ponce de Leon's landing in 1513 near what is now St. Augustine. Students then discussed the ways Spanish colonization affected the native people of Florida. "I wonder" questions students have after their reading are: What weapons were used by Native Americans and the colonizers?; Why did Native Americans help enslaved Africans who escaped?; What clothes did the Native Americans wear? Students also participated in Souday System pretests which will continue next week. Skills developed this week were close readings, annotating, vocabulary, and reading fluency.

THE RICH HISTORY OF EAU GALLIE

INTEGRATED LITERACY/HISTORY

EDUCATOR: MS. ANGELA

Students: Adam, Emmitt, Trevir, Rhett, Charlie

How can we educate others about the first people of Melbourne in an effort to celebrate their legacy?

This week, students continued to learn about the first people who inhabited Florida. They began a close-reading of an article about the Timucua people who lived just North of what is now Brevard County. Their ways were much like the Ais people who inhabited the Central Florida/East Coast region that we now inhabit. As students read, they discussed the meaning of what they read. We will continue these close-readings with annotations to get students into the habit of taking notes while they read. Students also participated in Souday System pretests which will continue next week. Skills developed this week were close readings, annotating, vocabulary, and reading fluency.

THE ART OF PROTEST

EDUCATOR: MS. JENNA A.

Students: Jonas, Jack, Christian, Ricky, Lexi, Griffin, Jackson, Grady, Nate

This week students explored text as an art form. Alphabet samples in different text styles were handed out to everyone along with graph paper. Students played with text through tracing different letters to create words and messages of their own choosing! On our second day we investigated shape templates. Students used the same tracing technique to place text inside of different shapes. We discussed how these shapes can be used as a frame, guide, and basic form to build larger concepts on.

ATHLETIC MOVEMENT FOUNDATIONS

EDUCATOR: COACH ETHAN

Students: Adam Gio, Zoe, Charlie, Trevir, Emmitt, Rhett, Mae, Brenna

This week students played a fun game of tag at the beginning of class, which helped keep everyone focused during the learning portion. The learning focus for the week was basic strength and moderate coordination training. The students are showing great progress in learning the fundamental moving patterns. I have introduced them to skipping, squatting, pull-ups, rolling, and shuffling activities. Moving forward the students will be participating in circuit learning with different stations. This will

progress them to slightly more challenging combinations of movements to ensure the learning process continues.

Students: Lexi, Jonas, Brayden, Griffen, Jacks, Jackson, Christain

At the beginning of each class I have been introducing them to basic muscular system anatomy. After the class discussion a dynamic warm-up of running movements and light stretching takes place to prepare the students for the class learning activities. The learning objectives were basic strength training and quickness. The students were introduced to basic circuit training with various strength training and quickness drills. The progression of increasing the number of exercises and the number of sets will take place over the following weeks to improve conditioning. At the end of class students participate in a cool-down including light stretching and free play before lunch.

MINDSET MATHEMATICS - TEAM NUMBER FLEX

EDUCATOR: MS. ANGELA

Students: Adam, Charlie, Rhett, Trevir

How can I, as a mathematician, develop a growth mindset for learning new things?

The week began with students being challenged to figure out how many squares they could fit into an 11 x 13 rectangle. They paired up with someone to come up with a way to find the solution. Each group used a different method of figuring out the correct number of squares. One chose to use the repeated addition of 13, 11 times. Another group repeatedly added 11 and another student chose to start with a 10 x 10 portion of the rectangle and then added the remaining squares to the number 100. Students also further explored the function of graphing items. They further explored a graph about the length of animal tongues and then created their own graphs based on different types of animal data. This activity had students figure out how to lay out numbers on a graph line so that all data could be represented. It also had them put numbers into a number range from lowest to highest. Some students chose to graph the weight of animal brains, while others chose to graph the length of an animal's tail. Skills worked on this week were measurement and data ([3.MD.3](#)); number and operations in base ten ([3.NBT.2](#)); operations and algebraic thinking ([3.OA.3](#)).

MINDSET MATHEMATICS - TEAM RUBIK'S

EDUCATOR: MR. KRIS

Students: Emmitt, Gio, Grady, Griffin, Zoe, Mae (MTW), Brenna (MTW), Brayden

How can I, as a mathematician, develop a growth mindset for learning new things?

This week in class we had a great round of number talks. This week's conversation was about number flexibility. We discussed why some numbers are used more frequently in the world and why some are not. In teams, each group was given a set of numbers and asked to determine relative flexibility. As a class we constructed a continuum of flexibility on the wall. With all of our numbers on the wall we were able to define flexibility even further. We used these theories to help us with multiplication of large numbers through the week. Students were also introduced to the distributive property of multiplication to solve multi-digit multiplication.

MINDSET MATHEMATICS - TEAM RUBIK'S

EDUCATOR: MR. KRIS

Student Names: Jonas, Lexi, Jack, Jackson, Christian, Ricky, Nate

How can I, as a mathematician, develop a growth mindset for learning new things?

This week students built connections between two-dimensional and three-dimensional representations of cubes by flooding nets, first mentally and then physically, to test their predictions. They were asked how they would solve surface area given these circumstances. Also students played with different prisms and solids to predict what shapes would be made. We also explored some shapes that wouldn't work. Students devised plans to revise the shapes so that they would make sense. We used our MATHia software to further our exploration of surface area and volume. Each child gave a great effort and I'm very proud!

INTEGRATED MATH - MINDSET MATHEMATICS

[HS CREDIT]

EDUCATOR: MR. KRIS

Student Names: Brie, Joseph, Damian, Rowynn

Module 1: Searching for Patterns

We are on the quantities and relationships topic. Students were presented with various scenarios and asked to identify independent and dependent quantities. We matched graphs to the appropriate scenarios, labeled the axes, observed the graphs for differences and similarities, and touched on function families. Our MATHia computer time further developed our understanding of this topic. For the record, I am very proud of our group. Each student attacked these new challenges with tenacity.

CLAY SCIENCE LAB

EDUCATOR: MS. JENNA A.

Students: Christian, Ricky, Jonas, Lexi

This week students were introduced to the steps of the scientific method to conduct experiments. Students were walked through how to develop a research question, hypotheses, collect data, and draw conclusions based off of collected data and prior knowledge. During lab we explored the air space of our soils: loam, sand, clay, and loam. We did this by creating a second drainage test on each soil and dividing the volume of drained water by volume of dry material. We discussed how air space is connected to particle size then compared our air space results to our prior drainage test. Students learned about plasticity, how it is made/gained, what role it plays for a maker, and how to test a clay body for it. We ended the week by learning how to roll coils out to create small vessels.

EARTH SCIENCE AND SUSTAINABILITY

[HS CREDIT]

EDUCATOR: MS. NIKIA

Students: Brie, Joseph, Jackson, Jack, Damian, Nate, Rowynn

A recap of last week's concepts were covered and discussed as a class to ensure that everyone understood the foundation of Earth's systems. This included reviewing energy,

matter, and chemistry concepts relevant to their pre-assessments from last week. We also reviewed class expectations including our science notebooks with a mini lecture on scientific skills and what habits make a good scientist. The project rubric was introduced as well as the first vocabulary list. Next we investigated the energy flow of geysers through a reading lesson and real world application of the geothermal plants of The Geysers in California. The soda geyser lab was their first experiment to get them excited about energy flow in Earth's systems. They performed the lab procedure in the field and then as a class we went over what a complete lab report should include. We ended the week discussing the science behind the experiment and writing their lab reports on the soda geyser lab.

AGRICULTURAL SCIENCE: GROWING FOOD SYSTEMS

EDUCATOR: MS. NIKIA

Students: Gio (MW), Grady (MW), Brayden (MW), Griffin (MW), Adam (MW), Rhett (MTW), Mae (MTW), Charlie (MTW), Trevir (MTWTH), Zoe (MTWTH), Brenna (MTW), Emmitt (MTWTH)

Class began everyday with our naming ritual and assigning tasks for taking care of the gardens and our rotating jobs for animal care. Each class will begin with a lesson related to permaculture principles (with a word of the day) and how we are applying this to our gardening designs. This week we focused on the importance of Nitrogen in the soil and decomposition in the soil. The skills we learned included correctly identifying and examining the structures of the organisms in our garden. We had a class led discussion on how to use herbaceous edible plants in our food and cooking. They came up with the idea to make their waters more refreshing by adding mint that they harvested from the garden.. Decomposition organisms, termed the FBI, were identified by the students in the garden including mating millipedes, a spider with an egg, fungal tubes (hyphae) and so much more!

ENTOMOLOGY

EDUCATOR: MS. AMANDA ROSE

Student Names: Gio, Adam, Brayden, Grady, Griffin

The collecting and identifying insect fun kept going this week! The focus was on how to properly collect winged insects like moths, butterflies, and dragonflies as well as carefully handling and observing invertebrates up close. We also discussed and thought about animals that use insects in their daily diet, such as lizards, and students set up a food preference study for both the lizards and insects observed. In both cases, water was the first item consumed, which served as a reminder of how just like it is for us, water is something all animals can not live without!

LIVING IN BETA

[HS CREDIT]

EDUCATOR: MS. JENNA A.

Students: Brie, Damian, Joseph, Rowynn

This week students were introduced to the concept of Living in Beta and the stages that exist within it: exploration, self discovery, purpose, and self actualization. We broke down LIB into two journeys:

existential and experiential. We began our first assignment by brainstorming topics for our stories. Each student will create a story of their lives to share with the class. This story will promote understanding and connection for students.

PROFESSIONAL PATHWAYS

[HS CREDIT]

EDUCATOR: MS. JENNA B.

Students: Brie, Damian, Joseph, Rowynn

Professional Pathways workshops take place each Thursday at 2PM ET and feature an interactive discussion on best practices in career development and entrepreneurship. Our first four workshop sessions have been used to identify (a) what professional field interests each student (b) what impact students seek to have in their field of interest (c) five local professional who could mentor each student in their field of interest (d) five national or international role models who have had success in their field of interest.

Each week, students add one or two more slides to their professional pathways presentation. At the end of this term, each student will have a set of 13 slides that represent their own personal roadmap for professional success in the next 5 to 10 years. Students are preparing to contact their ideal mentors this week and schedule a 15-minute interview.