



WEEKLY RECAP

UPPER SCHOOL
10/28/19 - 11/1/19

GARDENING & ANIMAL HUSBANDRY

MS. MIKAEL, DR. J.

Benny and Peter are eagerly looking forward to exploring their new nature habitat that is in development at the 1861 schoolyard. They have been enjoying free exploration of the small yard outside of their current habitats. They seem to take delight in evading capture when trying to return them to the hutches.

Amelia and Dandelion are growing larger but have not yet produced eggs. Dandelion is still growing more slowly than Amelia and is less adventurous than her sister. This week, they dined with gusto on fresh crickets and mealworms.

Any extra fresh veggies that you can send in for supplements to the farm animal's diets is greatly appreciated!

TEACHING HARD HISTORY: THE LEGACY OF ENSLAVED AFRICANS

MS. ANGELA

MS. DENISE, MR. KRIS - BARTON PHONEMIC AWARENESS SMALL GROUPS

LITERACY AND SOCIAL STUDIES

How can we, as anthropologists, learn about the rich cultural history of enslaved Africans and the lasting legacy of slavery in Florida?

This week students continued working on their presentations. They have put in their best effort writing informational essays about a specific topic dealing with their project. Some students focused on the contributions of enslaved Africans to American culture, some on the history of one of those contributions, and others on what those contributions meant to those who were enslaved. The skills they focused on were researching, critical thinking, synthesis of information and informational writing.

Students were also read traditional African tales and they could see the influence those tales had on "Brer Rabbit," an African-American folktale passed down orally from those who were enslaved. The tales were about outsmarting a more powerful opponent.

Another very important focus during this course was the proper treatment of others. Each morning, students wrote about acts of kindness they have witnessed or experienced first hand. They then discussed ways in which our class family can ensure each member is respected and expectations were explicitly laid out for the day. These morning meetings will be a daily activity which will remind students to think through their actions and how what they do may others.

CHRISTOPHER COLUMBUS: FRIEND OR FOE?

MS. SAVANNAH

MS. DENISE, MR. KRIS - BARTON PHONEMIC AWARENESS SMALL GROUPS

LITERACY AND SOCIAL STUDIES

How can we, as lawyers, analyze the impact of the Age of Exploration on native communities by placing Christopher Columbus on trial?

"What does it mean to be forgotten?". This week, students dissected the word forgotten and how that word becomes so significant when talking about indigenous cultures. We discussed the reasons for why civilizations are forgotten and why, specifically, the Taino culture became lost. Students deduced that things like censorship, systematic racism and an obliteration of a nation by Europeans were among the reasons that the Taino people are rarely mentioned. We then used this information, and the idea of a civilization becoming lost or forgotten, to learn about the Tainos in an effort to offer remembrance. Next week, we will hold a memorial to honor the innocent lives now gone.

In addition to learning about and commemorating the Taino people, the students continued to work through their essay (Prompt: How Did Christopher Columbus Impact Indigenous Civilizations?) and court case document.

EDIBLE SCHOOLYARD

MS. ANGELA

MATHEMATICS AND SCIENCE

How can we, as agriculturalists, apply our knowledge of math and science to both gardening and cooking?

Students continued working on their multiplication fluency using Khan Academy, pencil-on-paper, Prodigy math and hand-on manipulatives. This week students used sunflower seeds to visualize and manipulate multiplication and division statements. Such activities help students understand the concept behind those math skills. Please continue to encourage your children to learn their multiplication facts by playing fun multiplication games such as "multiplication war" with them. The more fluent they are with their multiplication facts, the more easily they will be able to perform multi-digit multiplication, long division, and more advanced mathematics skills.

Students also baked vegan pumpkin pie. Again, the math skills we focused on while baking were fractions and conversions. We also explored [the science of baking](#) using a TedEd video on the chemical changes that take place in cookie dough, making them edible cookies.

EDIBLE SCHOOLYARD

MATHEMATICS

DR. J

How can we as budding agricultural scientists apply our knowledge of math to support a bountiful garden of delicious edible foods?

We celebrated the national holiday this week by including pumpkins and cooking in our lessons. We continued to learn and practice skills of ordered pairs, coordinate grids, algebraic reasoning, identifying variables, identifying and converting units of measurement, tables, graphs, and arithmetic. The students created Jack-O-Lanterns and a hand-made card as part of an applied math skill lesson incorporating geometry and coordinate grid mapping. Students also measured, weighed, estimated and calculated several dimensions and qualities of each pumpkin before carving. Students used the seeds to practice arithmetic, estimating and following step-by-step recipe directions to create 2 deliciously different seasoned batches of roasted pumpkin seeds. Students also practiced math skills

including weights and measurements using a whole fresh pumpkin to make a super yummy, healthy, non-dairy, allergen-free, cool and creamy coconut pumpkin pie entirely from scratch. Fresh pumpkin seeds were planted along the fence line in hopes of growing our very own pumpkin patch!

SURVIVAL OF THE FITTEST 2

SCIENCE

DR. J

How can we, as scientists, understand the anatomy and physiology of the human body?

We continued to study the nervous system and learn in-depth details about the brain and our sensory pathways. We conducted another experiment on the sense of touch and brain processes by investigating more mystery items in the sensory boxes. Students were treated to a visit from a special guest, Jen Pettis, who shared her experiences as a biologist and computer programmer in the development of an integrated human-dolphin specific language. During the course of her presentation, we learned how dolphins use their 5 senses to communicate and navigate their undersea world. We learned how humans and dolphins have similar sensory organs and functions. We learned how massive amounts of data can be analyzed for patterns using computer programming skills integrated with tables and graphs to visualize the results. As Ms. Jen described graphing the data on an X,Y coordinate grid, one student spontaneously commented "What we are learning in math really does have real-world applications!" Ureka!!!! Yes! Math is useful in real life and science!!! We will be continuing to hear more from Ms. Jen during the course of the project development.

Ms. Jen is super talented and also treated us to a beginner's yoga session with a Halloween twist!

CHOICE: PE

MR. KRIS

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

This week we played dodgeball. It is a great form of anaerobic exercise. The short bursts of sprinting involved in a game of dodgeball can improve cardiovascular health by lowering blood pressure and pulse, improving circulation and burning calories. In this manner, dodgeball can constitute a form of interval training, with players running for brief periods of time. It increases agility and balance: Players running across a court don't just run, they also have to dodge balls. This can improve agility as players adjust their bodies at a rapid pace. It can also help players improve their balance. The balls we purchased were light in weight, so even the little kids joined. Fun was had by all.

CHOICE: STUDENT GOVERNMENT

MS. SAVANNAH

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

This week, the students completely finished the Verdi EcoSchool Constitution and worked toward a plan to have the overall school community ratify the constitution. Students also elected their primary

speaker of the house and began a plan for allowing students to campaign in order to become student body president. Next week, students will share their constitution with the school and hold a vote in order to ratify it.

CHOICE: MARKET GARDEN BUILD TEAM

MR. KRIS

How can we, as engineers and contractors, design and build the infrastructure systems our school's Market Garden needs to thrive?

The market Garden build is moving right along. However, the nursery shelves have been taking a little more time than expected. We did finish them this week and they look great! We decided to color the wood red and this added touch of style makes the plants look wonderful on the shelves. Everyone had a chance to cut, drill, screw, stain the shelves. The children worked in rotations as we worked through meticulous detail, and operated the electric saw safely.

CHOICE: MARKET GARDEN GROW TEAM

MS. MIKAEL

How can we, as permaculturists, develop our school's Market Garden to grow food using sustainable practices?

Monday- We got so close to finishing our vetiver garden hedge this week but we chose to wait a while longer for the rest of the starts to root before we planted them.

Tuesday- We made our first compost pile using the food scraps collected by the school and its families (thank you!!), along with hay as our source of carbon, and horse manure as a great source of N-P-K and micronutrients! Students learned the proper Carbon:Nitrogen ratio (30:1) and how to layer materials appropriately.

Wednesday- We went on a tour of the new gardens installed by YIELDS Joshua Andersen. Students were able to see new fruit tree varieties and sustainable planting and plant combining methods.

CHOICE: PRIDE OF PLACE

DR. J, MS. SAVANNAH

How can we as community members effectively and joyfully enhance our learning environment and demonstrate care and compassion for all living things?

Students practiced care and compassion for our environment and community by continuing to deweed the schoolyard, plant veggies and herbs, clean up litter and trim vegetation. The students also took part in Reverse Trick or Treating on Halloween by hand-delivering gifts ("treats") of carved Jack-O-Lanterns to our EGAD partners. Needless to say, our EGAD friends were delighted with the treats! The students created the Jack-O-Lanterns and the accompanying hand-made cards as part of an applied math skill lesson incorporating geometry and coordinate grid mapping.

CHOICE: ART MORE PLACE

MS. CAROL

This week our students are doing watercolors and gouache paintings of pumpkins and birds. These mediums allow students to learn how to do washes in watercolor pencil but also the range of possibilities with gouache painting.

BRAIN SCIENCE

MS. SYDNEY

This week we continued to mindfully practice using our prefrontal cortex to focus and observe the sense of smell and taste. At the beginning of the week, we explored our sense of smell. We used adjectives to describe what we smelled (sweet, minty, spicy, fresh), wrote and shared what the smell reminded them of, and they're prediction of what they were smelling. For taste, students tasted something spicy, sweet, sour, bland, and fruity. Students were prompted to hold the food in their mouth and savor the taste before chewing and swallowing. Some students noticed that if it were something they liked (chocolate) it was really hard for them to wait to eat it. We talked about how sometimes people eat without pausing, or slowing down and taking a moment to mindfully taste what they are eating. We related this back to the brain because students were focused, attentive, and mindfully tasting their food. Students were able to identify that they were using their prefrontal cortex to practice these skills.