# Cross Curricular Meeting (Feb 17th, 2014)

Initially teams at the start of the school year review CC and Voluntary State Content Standards in order to develop overarching expedition themes. K’s standards were heavily about my community so they chose crabs and osprey because they’re such a prevalent part of Annapolis and Anne Arundel county economies and are very visible to students. 1st grade standards included a great deal of life cycle investigation so they chose the monarch butterfly as an ideal model of life cycles, because it’s the butterfly the school is named after. 2nd grade standards had a great deal of fairy tails, habitat, and food chain investigation. This team chose to study deciduous forests to incorporate all of these themes.

* Hallway teams – K-2 grade meet together, 3-5, etc.
* Pitch your expedition to other people and get critique from people not directly involved in the planning
* To see where kids are coming from and where they are going instructionally – know grade above and below
* 3 K teachers, 3 1st grade, 3 2nd grade, reading specialist, instructional coach, administrator (Joel), cultural arts team (music teacher, PE teacher, art teacher, media teacher).
* Each grade explained overview expedition
* Protocol where the team presents for 10 minutes, for 5 minutes questions and answer, another 5 minutes people allowed to give suggestions, notes for help, (expert you could use, etc.).

2nd Grade

* Spring Expedition – into woods, creatures and echo system of a deciduous forest
  + Field work, experts, topics / concepts covered that connected to common core
* Concept: Deciduous Forest
* Final product: Social Media website spoof
* Expert: Arborist
* Fieldwork: Going to national history museum with art teacher to sketch realistic animals
* Academic goals:
  + Literacy: writing a 5 paragraph essay introducing author’s purpose, researching
  + Social Studies / Science ideas: Interdependence within a food web, ecological human footprint
  + Math: Measurement and geometry (comparing creature sizes, using measurement to compare living things, geometry to quantify and describe living things in ecosystem).

Comments QA

* Lots of suggestions for fieldwork – live near deciduous forest. Put a web cam in a forest.
* Question about integrating other forms of math through problem solving about a new development that’s cutting down deciduous forests to build.
* Authentic service that 2nd graders could do connected forest conservation.

1st Grade

* Spring Expedition – The Monarch Butterfly: Investigating the life and legacy of a Monarch butterfly (specific type of butterfly that makes a journey from n.america – mexico every year)
* Concept: The Monarch Butterfly
* Final product: Calendar that shows the various stages of the butterfly’s life. Plan is to put into Spanish and English and sell to raise money to support conservation of Monarch habitats.
* Expert: Entomologist
* Fieldwork: Butterfly house pavilion
* Academic goals:
  + Literacy: writing descriptive sentences
  + Social Studies / Science ideas: Impact of ruined habitats, life cycles
  + Math: comparing numbers, patterning (for making predictions for the future of monarch butterflies)

Comments QA

* Concern about calendars – considering a different product as calendars had been done before and didn’t showcase a lot of knowledge – just a lot of pictures. Try to add more juicy captions / more information.
* Exp is in 5th year and so discussion about ways to make the expedition deeper since it’s been in play for so long. Considerations tying a language piece into it. Outcome is they are going to try to make some connections schools in Mexico. Spanish teacher is going to teach greetings – setup a Skype connection and a translator to discuss the butterfly with another culture. (tried last year with a partner school – didn’t work – this year try again with IT person and translator).

Kindergarten

* Spring Expedition – Maryland Native Species: blue crab & osprey
* Concept: The Blue Crab and Osprey
* Final product: Creating a coloring book that teaches about the blue crab and osprey
* Expert: Crab fisherman, Ranger who specializes in the osprey
* Fieldwork: Aquarium (Baltimore)
* Academic goals:
  + Literacy: Identifying beginning sounds & basic sight words related to crabs and osprey
  + Social Studies / Science ideas: Labeling the body parts of the crab and osprey, telling why they are important in Maryland
  + Math: Counting to ten, basic patterns

Comments QA

* Discussion about undertaking of a museum as a final product instead of the coloring book because the coloring book didn’t show a tremendous amount of the learning that occurred last year. Undecided and then decided in cress grade-level themes.
* Discussion about whether just focus on either crab or osprey. Decided to use both because at K level can’t dive too deep into the topics. (e.g. crab- eyes, legs, shell vs internal organs, etc.).

Cross Grade-Level Themes

* All focusing spring expeditions on animals, whether good or bad. Good because of consistency, negative missing out on non-living themes that primary students would benefit. In the end a decision was made it was a positive thing for them to examine animals in a stair stepping pattern. Kindergarten – just MD, 1st – animal that migrates from here (country) to another country, 2nd – looking at much more global thing (all deciduous forests have similar eco system)
* Lot of realistic drawing as parts of products and projects, wondered if there were different ways of getting at the same skill so kids aren’t doing that three years in a row. Change was made – 1st grade decided going to try out photography for calendars instead of realistic drawings. Looking into including a photography expert who can do small unit on photography. Bring cameras to fieldwork so they can take photos of butterfly instead of drawing them. K is going to do more modelling / sculpture for their final products. FP is now going to be a museum that showcases the crab and osprey through 3d sculptures, etc.
* Really excited about how much more in-depth the expeditions are this year than last year. All three are building on expeditions that were piloted last year so stronger this year. Excited about adding / fine tuning.
* Cultural Arts integration – excited to integrate cultural arts in a much more authentic way this year. (e.g. music teacher going to teach personification of animals in music during 2nd grades expedition). (The art teacher is going to make animal masks with the kids for second grade, and going to work with K to create some sculptures (nest and egg) for crab and osprey).

Suggestion

* Feedback functionality
* Online discussion

# 2nd Grade Team Meeting (Feb 24th) – 1 hour

Participants: Three 2nd grade teachers and cultural arts team.

What is the up-to-date overview of our expedition?

* Finalized final product:
  + Students work in pairs to research and develop a social media page for a particular animal in the deciduous forest ecosystem.
  + Social media page to include an about me section, status update based on chosen animal’s realistic whereabouts, postings on animals pages that are higher or lower than you on the food chain, a fictional story about something that their animal did, a picture and caption depicting what their animal had for dinner, and a “selfie” shot of the student’s wearing their animal’s mask in a scene showing their animal’s habitat.
* Decision on Fieldwork:
  + Three separate visits to Patapsco State park
  + One visit to the natural history museum
  + One visit to the National Zoo
* Experts
  + Two different Rangers will visit school to discuss deciduous forests, animal food chains within the forest.
  + Arborist who will discuss identification of different trees and human use of different trees.
  + Tree man who will discuss the positives and negatives of cutting down trees in human habitat.

Current Action Points (things need to do)

* Fieldwork Scheduling
  + Physically wrote applications for the 6 different fieldwork visits
  + Calculated the overall cost of students and our expedition budget
  + Adder fieldwork to the whole school calendar (so people would know when weren’t there)
  + Invited the art teacher to join us on two arts integrated fieldworks
* Adding experts / contacting new experts – include
  + a representative of a development construction site
  + hunter
  + Social media expert.
* Back-mapped the Final Product: Figured out skills and concepts that students needed in order to create that product effectively and at a high quality.
  + Literacy: writing a five paragraph informative piece, writing a piece that entertains using and creating text features, summarizing, researching, citing research, making connections between what they read and write.
  + Math: Measurement and comparing measures, geometric concepts like symmetry, shape, line and form; fractions; problem solving
  + Science / Social Studies: Interdependence, food chains, habitats, adaptations, life cycles, needs, conservation
* Art teacher mapped out her spring units to coincide with when team needed realistic drawings for the profile pictures for the final product and animal masks for “selfie” picture for the final product.

Upcoming Action Points

* Get approval for fieldwork
* Schedule dates for expert visits
* Schedule and flesh out the weekly concepts to be taught in each subject area (lesson planning)
* Organize / fit museum projects into the weekly lesson planning schedule – mini back-mapping of the museum and student needs for debate.
* Assign Roles and Tasks: Teacher A will get approvals, etc., Setting dates for back-mapping.

Concerns and Tweaks (playing devil’s advocate – reviewing decisions)

* Determine how to showcase final product (going back and forth between setting up a computer café style thing to showcase, or having three separate classrooms – one internet café where parents could see social media pages the kids made for the animals, one would be a museum for the artwork created throughout the expedition, one room would host a debate about human responsibility toward conservation of the deciduous forests). Decided to do three room setup.
* Cost of transportation for fieldwork over expedition budget. Do students cover part, take from other 2nd grade budgets, or fundraise. Final decision take from 2nd grade budget (fall) and that covers most of the overage for spring. Going to charge students a nominal mound more for fieldwork to make up the final cost.

Back-mapping – what skills do students need to do the overarching expedition items.

* For students to be able to post a hash tag – need an understanding of titles and main ideas – in four or less words they need to describe exactly what the picture is about
* To understand deciduous forest, need to understand habitat, interdependence, etc.
* Much of EL is in the Lesson Planning piece – needs to be more detailed

Need more details – connections within and between grades, etc.

For 2.0 – observation of weekly team meetings would be helpful.

Weekly team meetings are basically to flesh out specific skills and concepts for upcoming weeks. Also they would include specific materials, activities, demonstrations, and lessons that the team would use – for planning and / or locating resources needed.