



Acadia in the Winter

Acadia Team Newsletter

April 5, 2024

Monday's Field Trip Details:

Parent parking in the far back lot by the soccer field. Cars rolling in caravan 9:45 to UMF.

- 10:30-10:45 am: Set up for lesson, split into groups, bathroom breaks, tour guides arrive and head out about 10:45 am
- 10:45-11:30 am: Group 1 Tour (45 min)
- 11:30-11:45: Swap Groups (this will give a little flex for the tour to get back/lesson to finish up and get the groups switched)
- 11:45-12:30 pm: Group 2 Tour (45 min)
- 12:30 pm-1:30 pm: the group will go to eat lunch in the North dining hall.
- 1:30 -1:45 gift shop & bathroom.
- Leave UMF 1:45
- Phillips Community Center. 24 Depot St. around 2:30. Visit with community members, activities and use our eclipse glasses to watch the growing eclipse.

- 3:30 Go nuts seeing totality. Leave altered for life.
- 4:00 head home. Arrive back at Maranacook approximately 5:15. Students dropped on the way with parental permission.

On the Horizon:

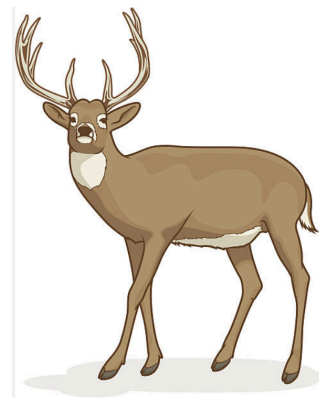
Needs on-team:

- Pencils!
- Tissues
- Snacks for Monday's trip

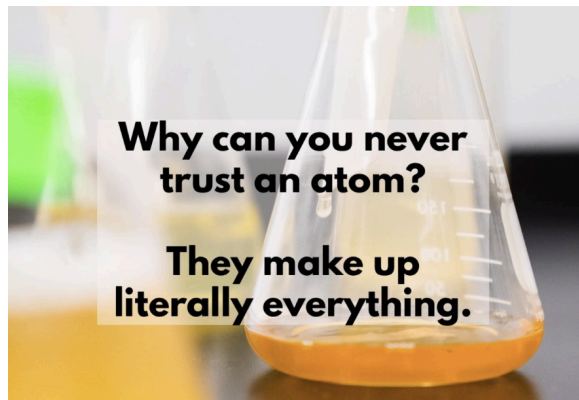
In our classes:

Conflict, Tension, and Competition:

Our conversations about deer populations continued this week when students read an article about human/deer conflict and how Maine wildlife biologists help to control the deer population. Students learned more about the C.E.R. format for writing conclusions: Claim, Evidence, and Reasoning, and considering whether the State of Maine should be more concerned about the biological carrying capacity of the deer population or the societal carrying capacity. We ended the week exploring tension in reading and writing.



It's Elemental:



This week students started an element project. They picked an element and went into its characteristics and history. Students have made progress in understanding the structures of atoms and how the table of elements works with families and periods. Next week they will complete the element project. We will then start modeling simple molecules with marshmallows, toothpicks and other models.

Life Cycles:



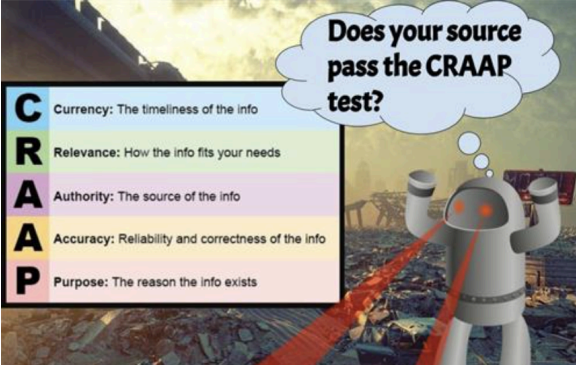
We have looked more deeply at food webs and the roles of apex predators. Most dramatically students saw how reintroducing wolves to Yellowstone

National Park changed everything, right down to the flow of rivers and streams! The other topic of the week was photosynthesis. That tied nicely to our other class: It's Elemental, as we looked at how CO_2 and H_2O are reconstructed to make the foundation of almost everything.



Microscopes & Metaphors:

Our work with figurative language continued this week with students attempting to identify instances of metaphor, simile, personification, and hyperbole in lines of poetry. Students were then reminded of the Big Idea structure for Trimester 1. Students are seeking articles that relate to food webs, ecology, nutrient cycles, climate change, etc. They are learning about the CRAAP test to look at a source's currency, relevance, authority, accuracy, and purpose. When looking at whether or not a news source or article passes the CRAAP test, students learn to be curious about the source and to determine whether or not the source is trustworthy. In a world where misinformation confronts us daily, it's important for students to question their resources and to make sure the information they find is reliable.



Does your source pass the CRAAP test?

C	Currency: The timeliness of the info
R	Relevance: How the info fits your needs
A	Authority: The source of the info
A	Accuracy: Reliability and correctness of the info
P	Purpose: The reason the info exists