

*Welcome to our*  
*Community Celebration of Learning*



*West Bath School*  
*West Bath, Maine*

*Wednesday, June 8, 2016*  
*3:00 – 4:15 PM*

## *What is EL Education?*

EL Education, formerly known as Expeditionary Learning, is a school model that is designed to promote critical thinking, skills and habits, academic achievement, high quality work, and personal development through the use of in-depth expeditions or investigations that engage students in community, projects, and service. An expedition brings experts into the classroom, takes students into the field, and engages students in real world learning experiences. At a successful EL school, teachers, parents, staff, and students work together to create a school culture of collaboration, respect, and high expectations.

The educational values and beliefs of Outward Bound are the principles that guide EL schools. The principles guide educators amongst the relationship of teaching, learning, and the culture of schools. The principles are:

1. The Primacy of Self-Discovery
2. The Having of Wonderful Ideas
3. The Responsibility for Learning
4. Empathy and Caring
5. Success and Failure
6. Collaboration and Competition
7. Diversity and Inclusion
8. The Natural World
9. Solitude and Reflection
10. Service and Compassion



## *Welcome to our Community*

# *Celebration of Learning!!*

### **#WeAreCrew**

"We are crew, not passengers!" This refers to a group in a boat on a long voyage, where everyone is needed to pull at an oar and no one sits by watching. Crew can be used to reference both individual classrooms and the whole school community.

In an EL school, crew meetings are a regular morning routine. Crew meetings are the vehicle that is used to ensure that all students are known well by at least one adult in the school. Crew is used to develop and support classrooms and school norms, to have team building activities, provide opportunities for students to reflect and debrief, celebrate student successes, address issues and learn about and apply the school Code of Character and Habits of Scholarship. Morning crew meetings allow for students to start the day in a positive frame of mind.

#### ***As students present, visitors should focus on:***

- The connection between the standard, the learning target, the learning process, and the end product
- Evidence that shows growth over time or growth from draft to draft
- Evidence of students' ability to improve work or thinking based upon peer and teacher feedback



#### ***Questions visitors might ask students:***

- How does this work show you have met the learning target or standard?
- How did your work or thinking improve throughout multiple drafts?
- What part of the process was the most rewarding for you? Why?
- What questions do you still have?

#### ***A note about Effective Feedback:***

Feedback should be specific. Simply saying "This is good" doesn't really help the learner. Comments such as "I notice that you used descriptive picture captions," or "You have a catchy title that makes me want to read your piece" are more useful.

## *Agenda for the Celebration of Learning*

3:00 – 4:15 – Classrooms Open for Visits

- Please plan to tour at least three classrooms, or more, if time allows.
- Leave feedback for the students as you exit each classroom.

### Scheduled Events:

- 3 PM – Welcome & 2<sup>nd</sup> Grade Unveiling of School Sign
- 3:45 – “Ribbon Cutting” Ceremony in the Outdoor Classroom
- There is a visual art display in the gymnasium, hosted by Mrs. Wolfe.
- At 4:15 PM, drummers will indicate the celebration has come to an end. Please sign your child out in their classroom. The chorus will sing as guests exit the building. The shuttle will run continuously between the school and the West Bath Courthouse.

### School Greeters:

- Sophie Booth
- Colleen Cashman
- Abby Hinds
- Isabella Fournier
- Calin Gould
- Campbell Jacobs
- Levi Whitney

### Drummers:

- Edward Delano
- George Elwell
- Kaylee Hudson
- Piper Lamarre



### 4<sup>th</sup> & 5<sup>th</sup> Grade Chorus Leading *Best Day of My Life*, by American Authors

Seamus Bowdish  
Shelby Emerson  
Isabella Fournier  
Calin Gould  
Bailey Jacobs  
Lucas Manson  
Nicole Moore  
Chloe Quesada  
Macie Shiers

Gideon Walden  
Sophie Wood  
Kristian Merrill  
Delaney Crews  
Addie Hinds  
Campbell Jacobs  
Audrey Wong  
Aqil Alaboudi

Sophie Booth  
Sophia Barber  
Colleen Cashman  
Abby Hinds  
Libbi Wallace  
Maddy Kaler  
Ayden Reno

## *Map of Events*

*K – Squirrels – Pets or Pests?*

*1 – Biomimicry – To Imitate Life or Nature? How does Nature Help us to Solve Problems?*

*2 – The Butterfly Effect*

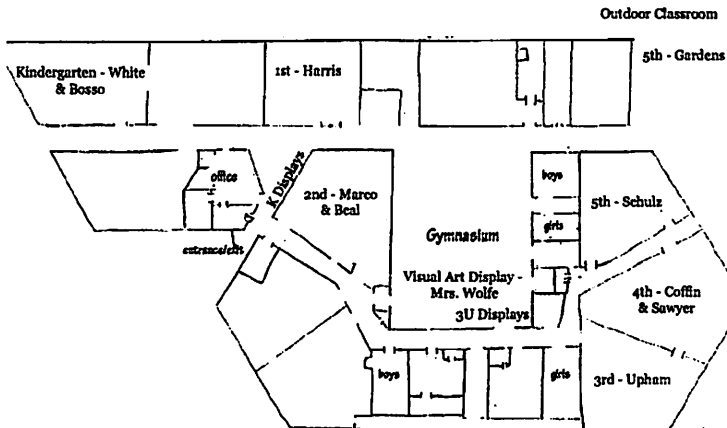
*3 – Where are YOU From?*

*4 – Show ME the Money!*

*5 – A Hearty Expedition Through the Deep Woods of Maine*

*WB Build Team – Building a Legacy of Outdoor Learning  
Visual Arts Display*

*At each Expedition location, please begin by speaking with the greeter to learn about the procedure for moving through the exhibit.*





## ***Squirrels – Pets or Pests?***

**By the Kindergarten Classes**

Mrs. Bosso & Mrs. White

To answer the guiding question, "What do squirrels need to survive?" Kindergarten students became experts on gray, red, and flying squirrels through 3 case studies – food, habitat/shelter, and special behaviors. Throughout these case studies, students persevered through drafts of an opinion letter on whether or not a squirrel is a wile pet or pest and through drawings of bird feeder deterrents.

Throughout our case studies we collected and created nature's treasure that squirrels need to survive. You will find the culminating habitat in the two Library window cases, along with their paper maché squirrels.



## ***Biomimicry – To Imitate Life or Nature? How Does Nature Help Us Solve Problems?***

**By the First Grade Class**

Mrs. Harris

Using scientific observation and research skills, students learned how birds' feet and beaks help them to survive and problem solve. Through experiments and model building, students were able to make connections between these specific bird features and manufactured tools.

Additional case studies about plants and other examples of biomimicry allowed students to spend time observing and exploring nature. Through fieldwork at Green Point Preserve and with the guidance of knowledgeable experts, students developed an appreciation for nature and feel the need to protect it.

First graders designed tools to safely remove litter from outdoor spaces. They also created biomimicry "thank you" cards to share their knowledge and appreciation.



## *The Butterfly Effect*

**By the Second Grade Classes**

Mrs. Beal & Miss Marco

Second grade students at West Bath School have studied plants and pollinators. In this expedition, students have worked to answer the overall guiding question, How can we support plant and pollinator interaction at the West Bath School?

Students became experts of the life cycle of a plant and what plants need to grow. Students became scientists, and experimented with different ways plants could grow. From that learning, they created a life cycle wheel and a rap. Students then became experts on different pollinators: bats, moths, bees, and hummingbirds. As a class, we focused on butterflies as a pollinator. In their groups, they created a model to show how their pollinator pollinates. Students observed butterflies going through their life cycle and released Painted Butterflies into the pollinator garden.

In response to the guiding question, students decided to build a butterfly garden at school to support the plant and pollinator interaction.





## *Where are YOU From?*

### **By the Third Grade Class**

Mrs. Upham

Students in third grade worked to answer the overall guiding question, How do my roots influence who I am? Students examined and researched the immigration of various individuals through Ellis Island between 1860 and 1954. They studied the various hardships families faced that made them leave their homes and countries as well as the harshness of boat travel to come to the United States. The students learned about the intense expectations, questions, and health examinations, and the experienced their own Ellis Island experience. Experts helped the students to better understand the various immigration experiences.

Students dove deep into their own heritage by learning about their ancestors. They created a family tree and interviewed a family member to learn about their own history. Finally, students learned through basic buoyancy experiments, how ships were able to carry passengers across the oceans to this new land of new beginnings. For fieldwork, the students studied the life of a sailor to better understand the travel the immigrants experienced.



## *Show ME the Money*

### **By the Fourth Grade Classes**

Ms. Coffin & Mrs. Sawyer

Fourth grade students have studied Maine geography and its impact on the state's economy. Through research, students found answers to these guiding questions:

- *How does Maine's geography affect its economy?*
- *How are the fishing and tourism industries interrelated?*
- *How do local businesses keep tourists coming to our community?*

To find their answers, students completed field work at the Maine State Museum, the Maine Maritime Museum, and local businesses. They also utilized the Bath Information Center and expert Jake Korb from Maine Street Bath. Through research, students learned that Maine's economy is significantly impacted by its geography. From its coastline to its northern wilderness areas, Maine's scenic beauty provides a vast amount of resources to the state which draw tourists from all over the world.

As students studied Maine's geography, they created large maps of the state; one showing its major products and other showing points of interest for tourism. Next they studied the lobster industry and learned how supply and demand affects the price of seafood in this area. Students visited a local restaurant to better understand the challenges local businesses face. Finally, students used their knowledge and experiences to create children's educational activity pages for local businesses to distribute to customers.



## *A Hearty Expedition Through the Deep Woods of Maine*

**By the Fifth Grade Class**

Mr. Schulz

The fifth grade class had an expedition of continued self-discovery. Through the eyes of someone living during the American Revolution, students determined, "What does it take to plan for, and survive, an 18<sup>th</sup> Century expedition? Students looked at various historical figures in non-fiction text, got the flavor of life through historical fiction, did field work along the Freedom Trail, forts and trading posts of the time, cemeteries, and the homesteads of important figures of the time period. Students also went through the process of learning how to build a lumberman's bateau, an important means of transportation for the Benedict Arnold expedition to Quebec that started here at the mouth of the Kennebec River.

At each bend of the expedition, students self-assessed their work, and their attainment of the school's Code of Character and Habits of Scholarship. They compared their efforts against those of the people we studied in history to determine what skills they have and those they need to build in order to plan for, and survive an 18<sup>th</sup> Century Expedition.



# ***Building a Legacy of Outdoor Learning***

## **By the West Bath Build Team**

Mrs. Jarvis

The West Bath Build Team spent the school year focusing on the design and creation of an outdoor classroom. They began their exploration with the guiding questions:

- *What is an outdoor classroom?*
- *How can we build one to fit our needs financially and environmentally?*

Next, the team set out to answer these questions with research projects and math investigations. Students studied a variety of informational texts about outdoor classrooms, collecting notes and continuously learning about all the advantages to having an outdoor classroom and the many different styles and materials to choose from. Each student began to piece together a vision for what West Bath's outdoor classroom could look like and prepared a proposal to present to the group. Students also designed and conducted math investigations to make informed decisions about the dimensions of the outdoor classroom. Much data was collected and analyzed to ensure that our classroom would not be built too big or too small.

Progress on the outdoor classroom was accelerated when the monetary needs of the build were met with a Lowe's Toolbox for Education grant. With a \$5,000 budget, the team set out to make their visions a reality. This was made possible with the help of amazing local experts: an architect, structural engineer, retail manager, code enforcer, and contractor. The students prepared questions for, and gleaned valuable information from all of these amazing local citizens.

The build is a work in progress and is growing into the beautiful outdoor classroom that the Build Team has envisioned. Chuck Frohmiller has gone above and beyond as our lead builder, ensuring that our outdoor classroom will stand strong and beautiful for years to come. Thank you to all of the community members who contributed to this work and thank you to the creative and inventive group of students who make up the West Bath Build Team.





## *Visual Arts Display*

By the 2<sup>nd</sup> & 4<sup>th</sup> Grades

Mrs. Wolfe

### Second Grade Functional Animals

Second grade students beautified a functional object, a Clementine box, by transforming it into an animal. Students researched their animal and wrote about them in the classroom. In art, the students problem solved how to form the parts of the animal with constructed and found objects, and then used paper maché to strengthen it. Animals can now be used as place to keep books or other small collections.



### Fourth Grade Architecture Houses

Students learned from the Sagadahoc Preservation Incorporation about the wide variety of architectural styles of houses located in the Bath area.

Students chose a house style to build from cardboard, and included architectural details such as windows, doors, and porches. The paper maché process helped color and strengthen the houses. Many students have started to work on the landscape around the house.

**The design principles serve as a moral and cultural foundation for each EL School.  
They express the core values and educational philosophy of EL.**

1. **The Primacy of Self-Discovery** states that learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. The primary task of the teacher is to help students overcome their fears and discover they can do more than they thought they could.
2. **The Having of Wonderful Ideas** places emphasis on fostering curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.
3. **The Responsibility for Learning** argues that learning is both a personal process of discovery and a social activity. Therefore, every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.
4. **Empathy and Caring** emphasizes that learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Older students often mentor younger ones, and students feel physically and emotionally safe.
5. **Success and Failure** states the fact that all students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.
6. **Collaboration and Competition** positions Expeditionary Learning schools as integrating individual development and group development, so that the value of friendship, trust, and group action is clear. Students are encouraged to compete not against each other, but with their own personal best and with rigorous standards of excellence.
7. **Diversity and Inclusion** increase the richness of ideas, creative power, problem-solving ability, and respect for others. Schools and learning groups are heterogeneous.
8. **The Natural World** helps create a direct and respectful relationship with the natural world, which refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.
9. **Solitude and Reflection** argues that students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need time to exchange their reflections with other students and with adults.
10. **Service and Compassion** places emphasis on strengthening students and teachers through acts of consequential service to others. One of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.



*Our sincere appreciation is given to:*

Bath Information Center  
 Ben Beal  
 Emily Booth  
 Patrick Bowdish  
 Blaine House/State House  
 Jason Carter  
 Maureen Craney  
 Nathan Craney  
 Coastal Maine Botanical Gardens  
 Mike Cunningham, Lincoln Haney Engineering  
 Liz Detweiler  
 Dr. Paul Franklin  
 Chuck Frohmiller – Frohmiller Construction  
 Keith Hinds  
 Home Depot  
 Becky Kolak – Kennebec Estuary  
 Jake Korb – Maine Street Bath  
 Steven Levy  
 Maine State Museum  
 Maine State Parks and Recreation

Adonna Manzo – Infinite Signs  
 Todd Marco – Gnome Landscape & Design  
 David Matero – Matero Architecture  
 Northern Stars Planetarium  
 Plant's Seafood  
 Ellis Reed  
 Matt Rioux  
 Sarah Scally – University of Maine  
 Paul Shelton – Lowe's  
 Schutt's Seafood  
 Small Point Fisheries  
 Spark's Ark  
 Kurt Spiridakis – Maine Maritime Museum  
 Colton Tlumac – Modern Pest Control  
 Town of West Bath  
 Jonathan Wells – Maine Maritime Museum  
 West Bath School PTO  
 Alan Yuodsnukis  
 Our parent field work chaperones  
 Our parent Build Team volunteers