

# Transformation



## A Study of Metamorphosis and Personal Growth

### Dear Parents, Teachers, and PEAKers,

Students have been working hard on insect metamorphosis, and have now studied two kinds of insect life cycles: hemimetabolous (incomplete metamorphosis) and holometabolous (complete metamorphosis). They've done a great job, both with the research and with the teamwork component! Please see the photo examples on pg. 2 for some student-simulated life cycle stages.

We'll continue that teamwork practice this week as students form teams of 3 for our final project for this unit, which will be a comprehensive species account of a metamorphic species. I can't wait to see what fascinating creatures they all choose to explore- and to share their work with you in October!

We'll also be furthering our work on the students' personal values. We graphed their various categories of values in Excel, including pie charts for each student. Now it's time to see how everyone actually chooses to use their time! I'll be assigning a time log project for students to carefully track all their activities for three days. We'll later graph the results and compare the results to their value graphs. It will be very interesting to see how closely they match! Then students will use the comparison of their charts to create SMART Goals for personal improvement.

## This Week's Activities: September 25 - 29

<b>Communication: Role-Playing</b> I can assume the role of another person/entity authentically within an activity or project.	<b>Amphibian Simulation</b> - Students will use their knowledge of amphibians to participate in a classwide simulation about metamorphosis and survival.
<b>Logical Reasoning: Debate</b> I can participate in a simplified-format debate with provided viewpoints and criteria.	<b>A Matter of Time, pt. 3</b> - Students will create logs to track their time usage over three days this week. We'll compare this data with their value graphs to create goals for personal growth.
<b>Research: Internet</b> I can navigate the internet and collect relevant research, including citations, with teacher guidance.	<b>Final Project Research</b> - Student teams will begin the research portion of their final projects for this unit. Finding reliable information and using proper citations will be focal points.

### Leaving the Larval Stage,

J. Slead

# PEAK GT4-5: Fall 2023

<b>September</b> 25	26	27	28	29
Jefferson Rossiter Warren	Jim Darcy Kessler Central	Four Georgians Hawthorne	Smith Broadwater Bryant	
<b>October</b> 2	3	4	5	6
Jefferson Rossiter Warren	Jim Darcy Kessler Central		<b>Four Georgians Hawthorne</b> Smith Broadwater Bryant	
9	10	11	12	13
	<b>Jefferson Rossiter Warren</b> Jim Darcy Kessler Central	Four Georgians Hawthorne	Smith Broadwater Bryant	
16	17	18	19	20
Jefferson Rossiter Warren	Jim Darcy Kessler Central	Four Georgians Hawthorne <b>Smith, Bryant Broadwater</b>	<b>Teacher Conventions No School</b>	
23	24	25	26	27
Jefferson Rossiter Warren	Jim Darcy Kessler Central	Four Georgians Hawthorne	Smith Broadwater Bryant	
30	31	<b>November</b> 1	2	3
Jefferson Rossiter Warren	Jim Darcy Kessler Central	Four Georgians Hawthorne	Smith Broadwater Bryant	
6	7	8	9	10
Jefferson Rossiter Warren	Jim Darcy Kessler Central	Four Georgians Hawthorne	Smith Broadwater Bryant	



## Holometabolous Insect Life Cycle:



Insect Eggs



Newly Hatched Larva



Emerging from the Pupa



Wing-bearing Adults