



## CURRICULUM COUNCIL AGENDA

May 17, 2018

Members Present: Wanda Miller, Cathy Collins, Harmony Brenneman, **TJ Winkler**, **Fran Mort**, Jill Ackerman, Jackie Blosser, Sally Windle, Stacy Barker, Joel Steinmetz, Kristen Lee, Brian Wischmeyer, Lee Stockhaus, Peter Badertscher *purple not in attendance*

### Old Business- *italics indented carry-over proposals from canceled April Meeting*

***Technology Integration Class at Unity (a pilot program this year) – Joel with Guests Lauren Anderson and Tricia Winkler.***

***A Presentation was made to review the merits and consider a proposal for next year.***

Lauren shared overview of past year.

*(see attached Unity Technology Integration Program Report 2017 - 2018 end of minutes)*

Third and fourth graders think technology is for games and videos so that mindset needs to be changed. PLTW was for only one quarter. Co-teaching went well.

**Pete moved to extend the pilot for a second year at Unity with Lauren and Joel continuing to build the curriculum, seconded by Stacy. Motion was approved without dissent.**

### ***Science & Technology supplemental curriculum usage. - Joel***

***Review merits and consider plans for next year.***

- 1. STEM: Fuse***
- 2. PLTW Launch Modules (K-5)***
- 3. PLTW Gateway Units (6-8)***
- 4. PLTW Biomedical (9-12)***

**Joel received feedback from South and Unity about each program. PLTW had all positive feedback, while STEM: Fuse feedback was mixed. Chad wants to add another Gateway Unit to the 6-8 program, however Sally reported that the current teacher has applied for a different position in the district which is cause for concern because PLTW teacher training is required for each Unit. The Biomedical program will move to the Career Tech Program and will add an additional course. STEM: Fuse is a curriculum supplement utilizing 3-D printing; the success of its implementation and its continuation will be reviewed further.**

### ***Final approval of 7-12 Grading Policies – FRAN & TJ***

*The final policy be put into a digital form and will be electronic voted by cc members, before April School Board meeting, so the policy change can be submitted for their consideration. (THIS WAS NOT DONE YET.)*

### ***Update on HS Course Catalog – FRAN***

### ***District Wide Policy for informing Parents of student Performance and Progress – per Jill – STACY***

*Elementary Principals and TJ met April 12 to make a written proposal.*

Principals were looking for more feedback on what form this request needs to take. Kelli L. has a form to use that could be helpful. They also suggested that a Checklist that goes on the revised report card would solve this problem. The checklist would have what particular reports should be sent with the grade card for each quarter.

### ***“Typing Club” – PETE***

***A request for a digital vote on this proposed program was conducted by Peter B. and the request was approved with no known dissenting votes in April.***

### **Elementary Grade Card Issue - Stacy**

K – Report card has specific skills requiring extra testing that are not in the current standards. A Recommendation was made to remove fill-ins from that Report card and replace with a checklist of reports that need to go with report cards throughout the whole school year. (See above ***District Wide Policy for Informing Parents...***).

## **New Business –**

### **Liberty Arts Integrated Classes for 2018 – Angie Heffner, Beth Bartels, Jamie Duncan** (special guests)

The Plan for next year is to enhance courses by more authentically integrating arts and non-arts classes using co-teaching model. Rob Levit has been providing PD on Arts integration with entire staff at Liberty. The Schedule being redone to allow co-teachers to have common planning time and at least one class where co-teaching is occurring.

(See attached Information Sheet and sample Co-Teaching Plan at end of minutes.)

**CTL's would like a copy of co-teacher teams from Angie as soon as possible.**

### **“READY MATHEMATICS” K-2 – CATHY**

Cathy shared a 5 min overview video from the website which is linked below...

<https://www.curriculumassociates.com/products/iready/i-ready-takethetour.aspx>

The program has adaptive assessments, Personalized Instruction & Intervention, and Classroom ready instruction. Not a curricular replacement but a request for the digital access for small group rotations in the workshop model. Not sure if \$ will be available. Jill moved to allow the program to be further investigated and can be used in K-2 classrooms. Harmony seconded the motion. The motion was approved without dissent.

### **Vocational Agriculture Technical Program – Jill & Joel**

A Committee has been working on this project. 42 acres of land at Prison is the site that hopefully will become available. ODOT and the County Commissioners have buildings that could be used and one has been selected if land lease gets approved by Department of Corrections. Next step is to present Business Plan to Prison to officially get the land.

If that goes well, then the plan for next year is to hire a teacher. Their job will be to take over the actual planning of the new program starting in 2019-2020, solicit community support, recruit students and organize cross career tech connections.

Jackie moved to approve this addition to the Career Tech Programs and Stacy seconded the motion. Motion was approved without dissent.

### ***New tech integration pieces – PETE & Jeanine J.***

Jeanine reported on district teacher technology growth from this year. There were 95380 visits to Schoology this year. She shared the work she has done making technology integration with ELA (K & 6), Math (K-3) and Science (K-6)...(Samples attached at end of minutes). Technology Department currently views the district teachers see technology as something extra to add if time instead of using it as a part of good teaching practices. Using the SAMR scale of technology implementation (Substitution, Augmentation, Modification, Redefinition) most district teachers are at the S or A levels although they self-perceive their levels as higher. Use the link below to access the complete presentation from Jeanine.

**[Insert link here!](#)**

## **Committee Updates**

### **Arts –**

Trying to hire new ART and Music teachers for district positions.

### **Career Tech –**

26 students are graduating by the Career alternative path. Staff is working on final stages of revised Career Tech Handbook.

### **ELA –**

Jackie has been testing third grade at risk for retention students as an alternative assessment (Terra Nova). They will have one more state test opportunity to be given in July at end of summer school. District Teachers are registered for PK-2 teachers for new phonemic awareness program on June 15 over two sessions 3 hours a session. Teachers can also go to SST 6 for the same training if they cannot attend 6/15.

Brian and Jackie have worked budgets together to update HMH intervention programs so that next year all programs will be hosted and upgraded for READ 180 to Universal READ 180 will be completed.

### **Math –**

Math PD with Self-contained teachers was completed. HS SC teachers using ALEKS has been going well.

### **Science –**

Nothing additional...see above.

### **Social Studies –**

**SS new standards roll-out delayed to Feb. 2019 because of November elections.**

### **Special Ed. –**

Alternate Assessment rollout presentations were finished, as of yesterday and went well. ODE suggested moving away from extended standards in the future, thus there will be no more self-contained specific PD trainings. Department is looking into providing more resource room opportunities for students in buildings.

### **Technology –**

New state standards are released, but aren't of high quality, so district will stick with the national standards.

**Meeting was adjourned at 2:59 P.M. after Brian moved to adjourn the meeting. It was seconded by Cathy and approved without dissent.**

## Unity Technology Integration Program Report 2017-2018

**Summary:** Every student had technology class in the computer lab for two 40 minute sessions every week. The technology teacher and grade level teams worked together to co-plan units of instruction. Students learned a variety of technology skills and then practiced and applied those skills by creating digital projects based on grade level content.

### **Successes:**

- Students have shown a lot of growth in basic technology skills (**see Figure 1**)
- Students have begun cultivating a digital portfolio of grade level content projects
- More ability for differentiation and enrichment as needed
- More familiarity with online assessments (Schoolology, ConnectEd, Ohio Air)
- Teachers are able to co-plan and dig deeper into grade level content (emphasis on Science and Social Studies standards)
- Ability to loop back to content previously taught in the classroom for differentiated review
- High level of student enjoyment and engagement of grade level content
- High level of teacher approval and desire for continuation of program (**see Figure 2**)
- Started a curriculum overview of the technology program (**see Figure 3**)

### **Struggles:**

- Everything takes longer than planned for because students are learning and practicing two sets of skills (technology and grade level content)
- 3<sup>rd</sup>/4<sup>th</sup> grade student attitudes toward technology – need to change the perspective
- Not enough direct typing instruction
- Desire to prepare for and help students be more successful with testing, without that being the end goal and main focus of the class
- STEM:FUSE and PLTW some student pushback because the hands-on STEM projects means students to not get on computers every class for the whole time
- Some projects worked well, some need replaced, some need a bit of tweaking for next year because this has been a learning process for all of us

### **Proposal for Next Year**

- Continue the program – we have already seen a lot of growth and success, and it should continue exponentially as each grade level moves up through the program
- More structured typing component – utilize Typing Club for 10 minutes at the start of each technology class, with mini lessons on specific instruction as needed
- Continue PLTW (one module per grade) and parts of STEM:FUSE – great creative and critical thinking components that students need, they will just have to understand this is a STEM class, not just the technology component
- More focus on technology in the classroom – Technology teacher will continue to help teachers find ways to use technology in the own classrooms through co-planning time, time in the schedule to be in the classrooms, and instruction and help using Schoolology to digitalize already existing content as well as creating and delivering new content

Kindergarten Projects		Technology Components	Unity Technology Integration Program Curriculum Overview	Grade Level Standards	ISTE Standards	Resources
Letter Recognition (type and trace)	Basic keyboard and mouse navigation	RF.K.1, L.K.1, L.K.3	1c, 1d	<a href="http://www.aboya.com/keyboarding_practice.htm">http://www.aboya.com/keyboarding_practice.htm</a> <a href="http://www.aboya.com/cup_stack_typing_game.htm">http://www.aboya.com/cup_stack_typing_game.htm</a> <a href="http://www.aboya.com/letter_trace.htm">http://www.aboya.com/letter_trace.htm</a> <a href="http://www.aboya.com/letter_trace.htm">http://www.aboya.com/letter_trace.htm</a> <a href="http://www.sheppardsoftware.com/mathgames/earlymath/CountAnimals1to10.htm">http://www.sheppardsoftware.com/mathgames/earlymath/CountAnimals1to10.htm</a> <a href="http://www.sheppardsoftware.com/mathgames/earlymath/fruit_shoot_count.htm">http://www.sheppardsoftware.com/mathgames/earlymath/fruit_shoot_count.htm</a> <a href="http://www.aboya.com/counting_fish.htm">http://www.aboya.com/counting_fish.htm</a>		
Number Identification (trace, order, count)	Mouse skills (trace, click and drag)	K.CC.A.3, K.CC.B.4	1c, 1d	<a href="http://www.aboya.com/letter_trace.htm">http://www.aboya.com/letter_trace.htm</a> <a href="http://www.sheppardsoftware.com/mathgames/earlymath/CountAnimals1to10.htm">http://www.sheppardsoftware.com/mathgames/earlymath/CountAnimals1to10.htm</a> <a href="http://www.sheppardsoftware.com/mathgames/earlymath/fruit_shoot_count.htm">http://www.sheppardsoftware.com/mathgames/earlymath/fruit_shoot_count.htm</a> <a href="http://www.aboya.com/counting_fish.htm">http://www.aboya.com/counting_fish.htm</a>		
Red Word Recognition	IPad navigation, recording audio, typing internet and mouse navigation	RF.K.3, SL.K.6	1b, 1c, 3c, 6b	<a href="https://bingobaker.com/">https://bingobaker.com/</a> <a href="https://bingobaker.com/">https://bingobaker.com/</a>		
CVC Word Recognition	SMARTboard touch screen use	RF.K.2, RF.K.3	1c, 1d	<a href="https://bingobaker.com/">https://bingobaker.com/</a> <a href="https://bingobaker.com/">https://bingobaker.com/</a>		
Christmas Card Design	Inserting media	W.K.6	6a, 6c, 6c, 6d	<a href="https://bingobaker.com/">https://bingobaker.com/</a> <a href="https://bingobaker.com/">https://bingobaker.com/</a>		
Career Research and Presentations	Online research Green screen Recording audio and visual	SL.K.1, SL.K.6 Social Studies 9	3a, 3b, 3c, 3d 6b, 6c, 6d	<a href="https://bingobaker.com/">https://bingobaker.com/</a> <a href="https://bingobaker.com/">https://bingobaker.com/</a>		
Exporting Maps	Google Earth navigation (mouse skills)	Social Studies 5 and 6	1d, 2d	<a href="https://bingobaker.com/">https://bingobaker.com/</a> <a href="https://bingobaker.com/">https://bingobaker.com/</a>		
Create Classroom Maps	Internet and mouse navigation	Social Studies 5 and 6	1d, 2d	<a href="https://bingobaker.com/">https://bingobaker.com/</a> <a href="https://bingobaker.com/">https://bingobaker.com/</a>		
First Grade Projects	Online representation of a real world thing	Social Studies 5 and 6	1c, 1d, 4b	<a href="https://bingobaker.com/">https://bingobaker.com/</a> <a href="https://bingobaker.com/">https://bingobaker.com/</a>		
Computer Introduction	Typing and mouse skills	L.1.1	1c, 1d	<a href="http://www.aboya.com/keyboarding_practice.htm">http://www.aboya.com/keyboarding_practice.htm</a> <a href="http://www.aboya.com/cup_stack_typing_game.htm">http://www.aboya.com/cup_stack_typing_game.htm</a> <a href="http://www.aboya.com/letter_trace.htm">http://www.aboya.com/letter_trace.htm</a>		
Computer Lab Rules	Mouse skills	SL.1.1, SL.1.3, SL.1.5	6a, 6b, 6c, 6d	<a href="http://www.aboya.com/letter_trace.htm">http://www.aboya.com/letter_trace.htm</a> <a href="http://www.aboya.com/letter_trace.htm">http://www.aboya.com/letter_trace.htm</a>		
STEM:FUSE - Biographies/Autobiographies (with All About Me project)	Online navigation Typing and mouse skills Inserting media	RL.1.6, RI.1.1, RI.1.5, RI.1.6	1c, 3c, 6b	<a href="http://www.aboya.com/make_a_word_search.htm">http://www.aboya.com/make_a_word_search.htm</a> <a href="http://www.aboya.com/make_a_word_search.htm">http://www.aboya.com/make_a_word_search.htm</a>		
Red Word Review	IPad navigation and recording audio Typing, copy and paste keyboard shortcuts	RF.1.2, RF.1.3	1b, 1c, 3c, 6b	<a href="http://www.aboya.com/make_a_word_search.htm">http://www.aboya.com/make_a_word_search.htm</a> <a href="http://www.aboya.com/make_a_word_search.htm">http://www.aboya.com/make_a_word_search.htm</a>		
Word Recognition Fluency (from AMMSwab)	IPad navigation and recording audio Typing, copy and paste keyboard shortcuts	RF.1.2, RF.1.3	1b, 1c, 3c, 6b	<a href="http://www.aboya.com/make_a_word_search.htm">http://www.aboya.com/make_a_word_search.htm</a> <a href="http://www.aboya.com/make_a_word_search.htm">http://www.aboya.com/make_a_word_search.htm</a>		
Christmas Card Design	Inserting media	W.1.6	6a, 6c, 6c, 6d	<a href="http://www.aboya.com/make_a_word_search.htm">http://www.aboya.com/make_a_word_search.htm</a> <a href="http://www.aboya.com/make_a_word_search.htm">http://www.aboya.com/make_a_word_search.htm</a>		
Audiobook Fluency	Online navigation of multimedia IPad recording	RF.1.1, RF.1.4	1c, 4c, 6b, 6d	<a href="http://www.aboya.com/make_a_word_search.htm">http://www.aboya.com/make_a_word_search.htm</a> <a href="http://www.aboya.com/make_a_word_search.htm">http://www.aboya.com/make_a_word_search.htm</a>		
Sequencing	Online navigation Typing and mouse skills	RL.1.3, RL.1.7, RI.1.7	1c, 6d	<a href="http://www.aboya.com/make_a_word_search.htm">http://www.aboya.com/make_a_word_search.htm</a> <a href="http://www.aboya.com/make_a_word_search.htm">http://www.aboya.com/make_a_word_search.htm</a>		
Second Grade Projects	Mouse skills	SL.2.1, SL.2.3, SL.2.5	6a, 6b, 6c, 6d	<a href="http://www.aboya.com/make_a_word_search.htm">http://www.aboya.com/make_a_word_search.htm</a> <a href="http://www.aboya.com/make_a_word_search.htm">http://www.aboya.com/make_a_word_search.htm</a>		
Computer Lab Rules	Mouse skills	SL.2.1, SL.2.3, SL.2.5	6a, 6b, 6c, 6d	<a href="http://www.aboya.com/make_a_word_search.htm">http://www.aboya.com/make_a_word_search.htm</a> <a href="http://www.aboya.com/make_a_word_search.htm">http://www.aboya.com/make_a_word_search.htm</a>		
Habitat Explorations	Online navigation IPad navigation QR code technology	Life Science: Interaction with Habitats	1d, 3a, 3b	<a href="http://www.aboya.com/make_a_word_search.htm">http://www.aboya.com/make_a_word_search.htm</a> <a href="http://www.aboya.com/make_a_word_search.htm">http://www.aboya.com/make_a_word_search.htm</a>		
Animals Change their Environments	OR code technology Interacting with multimedia online Mouse skills	Life Science: Interaction with Habitats	1d, 3a, 3b	<a href="http://www.aboya.com/make_a_word_search.htm">http://www.aboya.com/make_a_word_search.htm</a> <a href="http://www.aboya.com/make_a_word_search.htm">http://www.aboya.com/make_a_word_search.htm</a>		
My Place on a Map	Google Earth satellite technology Screen shots/copy and paste/insert media Typing	Social Studies 3 and 5	2d, 3c, 6b	<a href="http://www.aboya.com/make_a_word_search.htm">http://www.aboya.com/make_a_word_search.htm</a> <a href="http://www.aboya.com/make_a_word_search.htm">http://www.aboya.com/make_a_word_search.htm</a>		
STEM:FUSE - World Geography (with World Map Project)	Online navigation Typing and mouse skills Inserting media	Social Studies 5	3c, 6b	<a href="http://www.aboya.com/make_a_word_search.htm">http://www.aboya.com/make_a_word_search.htm</a> <a href="http://www.aboya.com/make_a_word_search.htm">http://www.aboya.com/make_a_word_search.htm</a>		
Christmas Card Design	Typing and mouse skills Inserting media	W.2.6	6a, 6c, 6c, 6d	<a href="http://www.aboya.com/make_a_word_search.htm">http://www.aboya.com/make_a_word_search.htm</a> <a href="http://www.aboya.com/make_a_word_search.htm">http://www.aboya.com/make_a_word_search.htm</a>		

4: Map of Ohio	Online navigation and search skills Switching between browsers and programs Mouse skills	Social Studies 9	1d, 3a, 3c	Microsoft Paint Google Earth <a href="http://www.netstate.com/states/geography/oh_geography.htm">http://www.netstate.com/states/geography/oh_geography.htm</a> Spelling Bee app <a href="https://bingobaker.com/">https://bingobaker.com/</a> Microsoft Word <a href="http://www.abcya.com/make_a_word_search.htm">http://www.abcya.com/make_a_word_search.htm</a> <a href="https://sionbird.com/">https://sionbird.com/</a> Microsoft Word
K2: Red Word Activities	iPad navigation Typing and mouse skills	Various	1b, 1c, 3c, 6b	
4: Narrative Writing	Typing skills Mouse skills Google Earth satellite technology Screen shots/copy and paste/insert media	W.4.3	1c, 1d, 6b, 6d	
4: My Place on a Map	Typing Online navigation of multimedia Mouse skills	Social Studies 9 Various	2d, 3c, 6b 1d, 3a	Google Earth Microsoft PowerPoint BookFlix (InOHIO) Get Epic! app BookFlix (InOHIO) Get Epic! app ReadWriteThink Cube Creator
K2: Reading Fluency and Comprehension	Online navigation of multimedia Mouse and typing skills Audio recording Taking pictures for stop motion animation Painting sound and images to make a movie SMARTboard touch screen Typing Inserting images Mouse skills - click and drag, resize	RL.4.2, RF.4.4 W.4.6, W.4.9 Various	1d, 3a, 6d 1c, 6b, 6d	Movie app iPad audio recording app SMARTboard Microsoft Publisher YouTube WorldBook Student PowerPoint presentation - "Best Research Practices" Online research myiConnect YouTube Sheppard Software PBSkids/ABCya
4: Inventor Research and Presentations	Online navigation and research skills Choosing digital tools to present content	W.4.7 Social Studies 8	2b, 2c, 6a, 6c, 6d	Various digital tools for presentations (PowerPoint, Word, Web-based, etc.)
K2: Grade Level Content Online Resources	Mouse skills Online navigation Typing skills	Various K-2 Science/Social Studies	1c, 1d	
Computer Lab Rules	Mouse and typing skills	SL.3.1, SL.3.3, SL.3.5 SL.4.1, SL.4.2, SL.4.5	6a, 6b, 6c, 6d	Microsoft Paint STEM/FUSE Forces and Motion module
STEM/FUSE - Forces and Motion	Online navigation Coding skills Mouse skills	Third Grade Science: Matter and Forms of Energy Fourth Grade Science: Electricity, Heat, and Matter	1c, 1d	Various online games exploring forces and motion
Introduction to Coding	iPad navigation Online navigation and research Typing skills Interacting with online media	3.OA.D.9 4.OA.C.5	4a, 4c, 4d, 5a, 5d Scratch Jr. app	Code.org
Olympics Research		RI.3.7, W.3.4, W.3.7 RI.4.7, W.4.6, W.4.7	3a, 3b, 3c, 3d	<a href="http://www.cbc.ca/olympics/">http://www.cbc.ca/olympics/</a> <a href="https://www.olympic.org/">https://www.olympic.org/</a>



# Liberty Arts Magnet

## Plan for School Year 2018-19

Beginning in the fall of 2018, Liberty will enhance the integration of arts and non-arts classes with the goal of students learning authentically through the arts.

In June of 2017 a plan for authentic integration through co-teaching was established. This plan allows arts and non-arts staff to teach together in one classroom using both sets of Ohio standards.

Preparing Liberty's staff for successful integration through co-teaching started with professional development that continued throughout the 2017-18 school year . This PD included:

- Growth Mindset work- articles, videos, and activities for both teachers and students
- Co-Teaching- professional articles, a book study using Co-Planning for Co-Teaching, and training provided by Mrs. Gantz, Lima City Schools Special Education Supervisor
- Arts Integration Specialist, Rob Levit provided training to all teaching staff on February 21 and 22. He will return to Liberty for additional training on May 16 and 17. To fund Rob's first visit, the Lima City Schools' 100 Steps Grant was written and received. Rob's second visit will be funded by Title 4 grant monies, showing our district's belief in the Arts by investing in high quality arts learning.
- Arts and non-arts teachers have shared their Ohio content standards with each other
- Teaching staff has begun planning units for next school year
- A schedule was created that allows for co-teachers to work together while having common planning time

Beginning in September of 2017, second and sixth grade piloted authentic integration between English Language Arts and Theater. One day per week the two content teachers collaborated to create lessons using standards from both content areas. The lessons blended that content into one lesson or project that allowed a natural path for the integration process to work and deepen the learning process.

	<b>ELA standards</b>	<b>Drama/Theatre standards</b>	<b>Co-teaching method/ activities</b>	<b>Materials &amp; notes</b>
Week 1 (8/31)	Reading: Finding text evidence	6.1CE Consider and discuss how the characters, events and theme of a story contribute to its meaning and storyline	Co-teaching method: teaming  Activities: Using a previously read text, students will practice identifying character traits and providing textual evidence to support their conclusions	Body outline
Week 2 (9/7)	Reading: Using text evidence and identifying character changes	6.1CE Consider and discuss how the characters, events and theme of a story contribute to its meaning and storyline	Co-teaching method: stations  Activities: (theatre station) Students analyzing a monologue to identify character's emotional changes through finding text evidence	<u>Lucy Monologue</u>
Week 3 (9/14)	Reading: Main idea & details, point of view  Writing: Explanatory writing	6.1PR Create and perform improvisations and scripted scenes based on personal experience, imagination or heritage.	Co-teaching method: teaming  Activities: using story for the week (The Secret World of Caves), students will create a monologue of a character living in the cave, including main idea and details in the monologue	<u>Cave Monologue Worksheet</u> <u>Cave Monologue Rubric</u> <u>Cave Monologue Sample</u>



## Secret world of caves

I am really scared, but i am so excited! I can not belive I got picked to go to the dark zone of a cave out of all 23 people in my cave club. I have studied the twilight zone for so long I can not wait to study the dark zone. (walks into the cave)

Woa I can not belive im in the entrance zone. There are a lot of animals like pack rats, and phoebes. (looks around at all the animals) There are pack rat nest every where and a lot of little eyes. This is so cool! I am almost to the twilight zone.(walks closer to the center/middle of the cave) I can see some centipedes, fish, beetles, earthworms and ewwwwwwww! SPIDERS! The walls feel dape and it is a little colder down here in the twilight zone but I half to run I think I just saw another spider.(runs to the end of the cave)

Now, I am in the dark zone. The whole reason I am here! Wow its really dark. I might need my flashlight(grab flash light out of pocket and make a click noise so the audience knows you are turning on your flashlight). That is better now, that I can see. Their are so many cool things down in the dark zone like troglobites that me and my club have been studying and the walls are even damper than the onec in the twilight zone. There is also muddy puddles of water, it also smells a little too but this is the coolest thing ever.

I had so much fun and i really hope i can do this again soon with my hole cave club. This was a good learning experience but I half to leave now because, my mom is waiting for. I mean my super cool friend aaron.