



aug/sep 2014

team 11

## PARENT NEWSLETTER

### WELCOME TO THE 2014-2015 SCHOOL YEAR!

The eleventh grade teachers would like to extend a heartfelt **WELCOME** to all of our students and families as we begin this new school year! We look forward to meeting and getting to know all of you through SLC's, POL's, parent conferences, and student performances and presentations.

**We'd like to formally introduce ourselves and subjects!**  
*(from left to right in picture above)*

- **Travis Wimer** English
- **John Choi** Biology
- **Amy Sy** Spanish 3 & Spanish 104
- **Andrew McGregor** Precalculus
- **Yamara Barba** Resource
- **Michael Prendergast** Digital Art
- **Steve Anderson** US History & History 101
- **Erika Magana** *(not pictured)* Spanish 2
- **D'yann Crosby** *(not pictured)* American Sign Language

Upcoming Dates:



This first newsletter will also include each class' syllabus and first project descriptions. **Please see page 4 for instructions on how to complete the "sign off" for these syllabi.**

# Welcome Juniors!

Welcome Class of 2016! We are excited to have a group of students that has been so well prepared for this moment. At the end of last year, we had the privilege of hearing our students reflect upon their junior experience. We were struck by their thoughtfulness and sincerity. Students spoke to the challenges they confronted and the growth they demonstrated. As the presentations progressed we began to hear and identify common themes. What made students successful wasn't intellect, but hard work - **GRIT** defined them.

Junior year is a growth year. As the content becomes more challenging and the workload more demanding your approach to learning must change. It's no longer what you study but *how you study* that will build greater understanding. You will quickly discover that real learning isn't done in isolation but in community.

Below is a list of the **BIG SKILLS** you will need to be successful in your junior year.

- ✓ Form study teams
- ✓ Ask questions
- ✓ Be an advocate for yourself (take initiative)
- ✓ "CHISEL" – don't put out Fires
- ✓ Honestly measure your understanding

**This year is about you.** The projects we have designed will encourage you to make connections between your classes while reflecting on your growth throughout the year. The six big themes we will focus on are **IDENTITY, DEFENSE, GROWTH, TRANSFORMATION, COMMUNITY** and **TRAJECTORY**. Our hope is that you would learn how to engage with difficult content while developing a deep passion for learning. We look forward to a wonderful year filled with growth and success.

**GRADES:** Each student is responsible to meet all course requirements and will be graded according to the Da Vinci Mastery Based Grading System. All grades will reflect student mastery of content skills and final grades will be reflective of the student's level of content and skill mastery. These skills will be assessed through students' performance on assessments (based on 1.0 – 4.0 score). Students will have many opportunities to demonstrate their mastery level, but it is essential to understand that a student's grade will reflect the level of mastery he/she has achieved. Students should also apply the Da Vinci Habits of Mind to continually strive for higher levels of understanding and skill application.

Letter grades will be earned using the following scale:

Points	Meaning	Grade Equivalent
0.0	No evidence.	I
1.0	Evidence demonstrates partial understanding.	I
2.0	Evidence demonstrates basic understanding.	C
3.0	Evidence demonstrates significant understanding.	B
4.0	Evidence demonstrates mastery understanding.	A

\*Note: Any grade lower than a C- (69% and below) is considered not passing (incomplete) at Da Vinci.



## wish lists

### U.S. HISTORY:

bright color/pastel color dry erase markers, Expo whiteboard wipes, colored paper/Astrabrite paper, tissue, paper towels, blue (painter's) tape, small snack-sized candy

### BIOLOGY:

Nitrile gloves, tissue boxes, Clorox wipes, distilled water

### ENGLISH:

Books, books & more books! (For our class library!)

### PRECALCULUS:

AA & AAA batteries, whiteboard cleaner/Windex, mechanical pencils

### SIGN LANGUAGE:

glue sticks, giant easel-sized post it note pads, Bath & Body Works 1.5 oz. room perfume

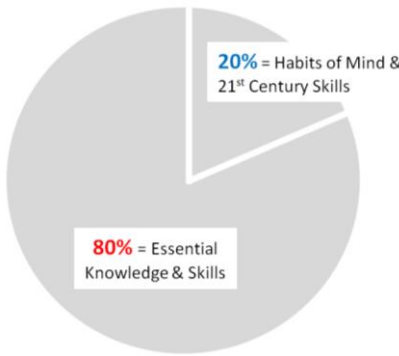
Ask the Team 11 teachers at Back-to-School Night (September 10) for any additional "WISH LIST" items you can donate!

# connection

The eleventh grade has adopted this Habit of Mind and will be integrating it into our lessons this year. We hope that by the end of the school year, students will be able to demonstrate mastery in it across all subjects.

*definition: Connection is the ability to look for patterns and ways that things fit together in order to utilize diverse material to form new solutions.*

## How Grades Are Determined in Each Class:



*Example:*  
 10% - Accountability  
 5% - Collaboration  
 5% - Subject-specific Habit of Mind or 21<sup>st</sup> Century Skill  
 (for example: *Social Sciences*: Evidence; *Digital Art*: Quality; *English*: Integrity; *Science*: Academic Language)

## Project Resubmission Policy:

Just as was the case last year at DVS, students will have a 2-week re-submission window (from the date that an assignment is returned by the teacher) for any components of a particular project to be reassessed for mastery (*not* accountability). Students must submit the project component on the due date to be eligible for resubmission. If a student fails to turn in a project on the due date, they are ineligible to submit the project after that deadline.

**Plagiarism:** At DVS, we have a strict policy on plagiarism. The use of someone else's words, ideas, work, data, etc. and presenting them as their own without clear, proper citation will be considered plagiarism, whether it be intentional or unintentional. Sources of information include but are not limited to books, the Internet (i.e. Google Translate), and other students. In addition to robbing themselves of the opportunity for genuine learning and growth, students who plagiarize may face suspension and additional consequences.



### TEACHER CONTACT INFO:

We are an email-friendly school, so this will be our primary mode of parent communication. Please make sure the front office has your correct parent email information on file.

#### ENGLISH [Travis Wimer]

[twimer@davincischools.org](mailto:twimer@davincischools.org)

#### PRECALCULUS [Andrew McGregor]

[amcgregor@davincischools.org](mailto:amcgregor@davincischools.org)

#### SPANISH 3/104 [Amy Sy]

[asy@davincischools.org](mailto:asy@davincischools.org)

#### BIOLOGY [John Choi]

[jchoi@davincischools.org](mailto:jchoi@davincischools.org)

#### U.S. HISTORY/HIS 101 [Steve Anderson]

[sanderson@davincischools.org](mailto:sanderson@davincischools.org)

#### DIGITAL ART [Michael Prendergast]

[mprendergast@davincischools.org](mailto:mprendergast@davincischools.org)

#### RESOURCE [Yamara Barba]

[ybarba@davincischools.org](mailto:ybarba@davincischools.org)

#### SPANISH 2 [Erika Magana]

[emagana@davincischools.org](mailto:emagana@davincischools.org)

#### ASL [D'yann Crosby]

[dcrosby@davincischools.org](mailto:dcrosby@davincischools.org)

## TEAM 11- SEMESTER 1

# office hours

	MON	TUES	WED	THURS
ENGLISH Travis Wimer	•		•	
PRECALCULUS Andrew McGregor		•		•
SPANISH 3/104 Amy Sy	•		•	
SPANISH 2 Erika Magana		•		•
U.S. HISTORY/HIS 101 Steve Anderson	•		•	
BIOLOGY John Choi		•	• (4-5 PM only)	•
DIGITAL ART Michael Prendergast		•		•
ASL D'yann Crosby		•		•

## Class Syllabi

For your convenience, we have compiled all of the class syllabi in the following pages. Please be sure to read through these descriptions as they will also explain the first projects of the year!

To confirm that you have read the class syllabi and understand the expectations described in this packet, please: access the link below and complete all items listed.

<http://tinyurl.com/Team11Parents>

If you have any questions or concerns, please contact Ms. Amy Sy at [asy@davincischools.org](mailto:asy@davincischools.org).

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### English

English 11 Syllabus  
Mr. Wimer  
[twimer@davincischools.org](mailto:twimer@davincischools.org)

#### Welcome

Welcome to season six. I am excited to teach English 11 this year because our journey through American literature will be a transformative experience.

As your child studies the voices that shaped the American psyche, he or she will, through reflecting, writing, and discussing, begin to craft his or her own voice that speaks into the community, the nation, and the world. The canon of American literature is vast, rich, and eclectic and can by no means be studied in its entirety in a one year course, but we will focus on the running themes that have preoccupied the minds and hearts of past and present generations of Americans. For the first semester we will explore how pivotal events shape who we are with *The Catcher in the Rye*, how the power of symbols govern our lives with *The Scarlet Letter*, and how to live an intentional life by studying the Transcendentalists. As you can see, English 11 isn't just about fostering a strong education but cultivating a rich and empowering inner life.

#### My Hope for Students

My goal is to help your student become a lifelong learner, a critical thinker and an educated citizen, so he or she can live a fulfilling, self-empowered life.



### STUDENTS!

Here is one of your very first homework assignments! Encourage & remind your parents to read the syllabi in this packet, access the link to the left and complete all items listed by the due date assigned in class!  
-Team 11 Teachers



Travis Wimer

**Books**

For this school year we will focus on some important books that helped shaped the American literature landscape. If you have a financial difficulty, please let me know and I am sure I can help you in some way.

1. *Catcher in the Rye* by J.D. Salinger
2. *The Scarlet Letter* by Nathaniel Hawthorne
3. *Huckleberry Finn* by Mark Twain
4. *The Great Gatsby* by F. Scott Fitzgerald

**Honors**

I encourage every student to do the honors options. The honors requirement is to read at least one of the following books for each semester (no repeats). Your student will write a thesis driven, seven paragraph essay that makes a connection to one of the other books we read in class. Your student will also sign-up for a presentation, one per semester, to defend his or her paper.

1. *The Bell Jar* by Sylvia Plath
2. *The Awakening* by Kate Chopin
3. *To Kill a Mockingbird* by Harper Lee
4. *Catch-22* by Joseph Heller
5. *Grapes of Wrath* by John Steinbeck
6. *East of Eden* by John Steinbeck
7. *A Confederacy of Dunces* by John Kennedy Toole
8. *Pudd'nhead Wilson* by Mark Twain
9. *The Sun also Rises* by Ernest Hemingway
10. *For Whom the Bell Tolls* by Ernest Hemingway

**Classroom Supplies**

1. Three ring binder divided by tabs with the following labels:
  - a. Projects
  - b. Writing
  - c. Reading
  - d. Miscellaneous
2. Marble covered composition notebook
3. A Free as Bird reading book
4. Pen and pencil

**Journals**

At the start of every class your student will have a journal prompt on the board, which he or she will respond in the marble composition books. The prompts will address a host of issues from grammar to personal insights from the previous night's reading and even philosophical quandaries.

**Free as a Bird**

Following journal time, we will spend ten minutes reading whatever your student's heart desires. The only rules are that students must be constantly reading and stick with a book.



# CLASSROOM EXPECTATIONS: MIND YOUR P's

## **Be Punctual**

- Students must show up to class on time.

## **Be Prepared**

- Students are to familiarize themselves with the details involved with a project, assignment or lesson, especially deadlines.
- Arrive prepared with anything your student might need for the day: materials, assignments, projects, etc.
- All assignments are due at the beginning of class in hard copy and, depending on the assignment, on Edmodo. Unless your student has spoken to me ahead of time, I will not accept any late assignments. If the printer is down that morning, your student must upload the assignment on Edmodo or email it to me before class.
- If a student is absent, it is his or her responsibility to know what he or she missed in class.
- We will be reading every day, so there is always something your child can be doing. I will give pop-quizzes, both verbal and written, so make sure he or she is on top of the reading.

## **Be Present**

- We move pretty fast in class, so students are to stay sharp and participate.

## **Be Polite**

- Students are to be respectful when someone else is talking or working in class.
- We are all wonderfully different. Students are to respect those differences.
- Students are to keep the room clean.

## **Be Productive**

- Students are in a learning and working environment. They are to stay focused on their work.
- If students have completed an assignment, they are to read their independent book.
- If students are confused about an assignment, they must ask me or a peer for help.

## **Specific rules for the classroom**

- No leaning back in chairs or putting head on the table.
- No electronic devices should be on, unless approved by me!
- Every teacher has a pet-peeve, mine is talking when I am teaching or giving announcements. This isn't a power control issue; it is simply because I find it very distracting when I teach.



Amy Sy

### I'd love to hear from your student

- If your student has any problem with anything or anyone (even me) or wants to make a suggestion for the classroom, have them drop a note in the comment box. His or her voice matters.

*Travis Wimer*

### Spanish 3

**Instructor: Señora Amy Sy**  
**Master of Art: Spanish Literature and Language Cal State Long Beach**  
**Office Hours: Monday and Wednesday 8:00 – 8:50 a.m.**  
**Office Phone: (310) 725-5800**  
**Email: [asy@davincischools.org](mailto:asy@davincischools.org)**

#### Course Description:

Students review structures of the language previously learned, concentrating on more complex as well as new aspects of Spanish grammar. The course introduces students to new vocabulary for usage in situations of everyday living. The course also serves as an introduction to literary works by Spanish and Latin–American writers as well as to the history, geography and cultures of the Spanish speaking world. Students will be required to write short compositions and prepare oral presentations.

#### Purpose/Goals:

- Culture of Spanish Speaking countries
- Conversation and language
- Grammatical structures
- Basic literature in the form of mini novels, articles, poems and plays.
- Have fun! Learning a new language and using it should feel rewarding and lend itself to wonderful opportunities to communicate with others!

#### Course Expectations:

We will be developing expectations and policies together as a class, as your voice and opinions are vital to the process of creating a collaborative and open classroom environment. However, there are some expectations we wish to lay-out:

1. Be on time and in your seat, working on the “Calentamiento” (Warm-up)
2. Be prepared for the day’s assignment with necessary materials (pen, paper, etc.).
3. We work from the start of class to the end of class.
4. No electronics unless specified by myself.

5. Behave in a way that shows **RESPECT** for you, others, the environment, time, and rules.
6. Take care of things (whether they belong to you, your neighbor, the school, or me).

**Course Policies:**

- 1.) **Homework:** Students are not given homework regularly since the emphasis on this course is communication through input and will need to be present in class for this skill. When homework is given, it is meaningful and is expected to be completed.
- 2.) **Absences/Make-up:** Students are to attend class regularly. Excessive absences will result in missing vital input in the language acquisition process and therefore negatively impact students' ability to master essential skills. It is imperative that they attend office hours when they miss class.
- 3.) **Participation:** Students should be ready to participate on a daily basis. Having the homework completed will enable/prepare the students for daily discussions and activities.
- 4.) **Quizzes and Unit Test:** Quizzes will evaluate the students understanding of the material taught in class. Quizzes should be used by the students as an opportunity to assess their understanding and see whether they need tutoring/extra help from the teacher.
- 5.) **Unit Project/Presentation:** Students will complete projects/presentations throughout the course of the year. Unit projects will be used to evaluate the students understanding of the main unit concepts and ideas. They will often require group work and outside research to complete.
- 6.) **Plagiarism/Cheating:** Students are to do their own work, and the use of translators/native speakers to translate from English to Spanish is considered cheating. If students need help expressing something in Spanish, they can use dictionaries, their notes, or come to office hours.

***Please write the names and phone numbers of two classmates to call if you are absent. They can consult their notes to update you with what we learned in class, and upcoming quizzes/assignments.***

Name \_\_\_\_\_

Phone \_\_\_\_\_

Name \_\_\_\_\_

Phone \_\_\_\_\_



### Classroom Procedures

1. When you first walk in the classroom you are to take out your materials (pen, pencil, eraser, etc.) and begin to work on the “Calentamiento.”
2. The “Calentamiento” will be completed in silence, unless otherwise indicated.
3. If you have a question or a comment, you will raise your hand and wait to be called on by the teacher.
4. If you need to use the restroom or get water go to the sign out sheet and mark the space next to your name. You are allowed 3 sign outs per semester.
5. The teacher dismisses the class at the appropriate time.

### Course Materials

**Notebook-** Students are required to have a notebook with dividers in order to keep an organized record of their work. The notebook should include the following sections:

1. Calentamientos/ apuntes
2. Vocabulario

**Writing utensils-** Students are expected to bring at least one pencil with an eraser, a pen, and a highlighter to class every day.

**Computer/internet access:** Some assignments might require the use of a computer or of internet access.

**Spanish/English- English/Spanish Dictionary** – Highly recommended.

### Grading Policy:

Mastery Based Grading – See handout



Michael Prendergast

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**Spanish 104 (Antioch University Los Angeles):** Full course syllabus to be distributed during second week of classes.

*Amy Sy*

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### Digital Art

#### Educational Background

I grew up in Hollyglen and Wiseburn, graduated from Dana Middle School in 1981, Hawthorne High School in 1985. After high school I received a certificate of completion for AutoCAD and worked 20 years in architecture. I went back to school in 1996 graduating with an AA from Santa Monica College in 2001. I transferred to Long Beach State graduating Magna Cum Laude with a B.A. in Art Education. I received my teaching credential from Long Beach State in 2007. Since then I have taught Art at Lawndale High School from 2006-2009 and am a founding teacher at Da Vinci.

## Course Description

**Digital Art** is a one-year visual arts course that focuses on art as a visual communication device. The course will cover art history, typography, drawing and photo manipulation as it compares the relevance of the computer as an art making tool. The course is intended to give students the foundation skills in vector drawing and raster manipulation (painting/photography), with a focus on two-dimensional design as they complete complex visual communication problems. The students will use traditional art making tools and computer programs to create their designs and deliver their messages. Students will acquire the skills to complete the projects little by little with each project assignment building on the skills from the previous ones.

## Materials

Students will need to provide basic materials for this course like they would for any of their other courses. Most if not all of the materials can be purchased at Target or an office supply store.

### *Materials Needed:*

**1 GB Flash Drive (Very Important) or an Online storage site like Dropbox**  
**Sketchbook 9x12 SPIRAL BOUND**  
**½" 3-Ring Binder**  
**Pencils, Pens, Erasers, Highlighters**  
**Color Pencils**  
**Ruler, glue stick**

## Class Expectations

**Do not disrupt the learning process.**

**Do not lie, cheat or steal.**

**Punctual:** Be on time for class.

**Prepared:** Have all necessary materials including sketchbook, pencils, pens, flash drive, etc.

**Polite:** Treat all with respect. Everyone's politeness contributes to the success of all.

**Productive** participation: Students are expected to be curious about everything. Being an artist is about being curious.

**Presentation:** Art that is not presented for public display is not really art. Students must work with the mindset that everything they make will be on display when completed.

## Projects

### *Potential Class Projects:*

**Graphic Logo (with Pre-Calc)**  
**Typography Portrait**  
**Pixilated Image**  
**Vans Campaign**  
**Poster Design**  
**Product Packaging (maybe)**  
**Claymation**

**Essential Skills**

1. I can create works of art that are thoughtful and made well. (Quality)
2. I can explain the differences between Raster and Vector images and the factors that determine whether an image will print well.
3. I can give a detailed explanation of why something should be considered art, using the Elements of Art and Principles of Design through the 5 Philosophies of Aesthetics. (Aesthetics)
4. I can recognize and analyze the Elements and Principles of Design in an artwork and everyday life. (Aesthetics, History and Creative Expression)
5. I can identify the major genres of art, the key artists and events that influenced the style.
6. I can define the properties of color explain how to modify colors, both digitally and the paint. (Creative Expression)
7. I can use the Principles of Design to effectively communicate concrete concepts logically through my own work. (Connections)
8. I can compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context. (Criticism)
9. I can understand professional practices such as:
  - Interpreting the ideas and concepts of the client or target audience
  - Meeting deadlines (accountability)
  - Working collaboratively
  - Professional Communication

**Work Load**

This course is designed to use the computer programs at school and to do prep work that does not require Illustrator or Photoshop at home. Students are required to complete homework to not disrupt the learning (see above).

**Grading Policy**

Students will be graded using a system called Mastery Grading. In simple terms they are graded based on how well the student completes each Essential Skill, the Habits of Mind and 21<sup>st</sup> Century Skills. The way this works is that students will have multiple opportunities to demonstrate their knowledge and skill in each of the Essential Skills each semester.

- 80% Essential Skills and Quality
- Specifics will be given at the beginning of each semester.
- 10% Accountability
- 5% Habits of Mind, as demonstrated through projects and class participation
- 5% 21<sup>st</sup> Century Skills, as demonstrated through projects and class participation
- Leadership, Use of Technology, Critical Thinking and Problem Solving, and Communication.

## Late Work & Homework Policy

**Projects:** Students must turn in the project components, even if incomplete, to have an opportunity to complete the work, receive feedback and earn a mastery score. If nothing is turned in on the day it is due, there will be NO opportunity to make up the portions of the project not turned in.

**Presentations,** if a student misses a presentation they must:

1. Notify me in advance to have an opportunity to represent.
2. Make an appointment to present during the first available Office Hours.
3. Be dressed professionally .

**Homework:** Most of the homework in this class is to prepare for the use of the computer in class. Homework will not require the use of Adobe Illustrator or Photoshop; software most students do not have at home. The expectation is that students will complete necessary prep work and research outside of class. If a student fails to complete prep work outside of class the consequence is to lose the ability to use the computer until the prep work is complete to the teacher's satisfaction.

## Communication and E-mail

Students are expected to monitor their **@davincischools.org** e-mail address. Assignments, corrections and other such communications will be sent via e-mail only to their @davincischools.org account and through **My Big Campus**.

Parents are also encouraged to have an e-mail address and monitor it regularly. I like to ask for help and provide community service opportunities via e-mail communication.

*Michael Prendergast*

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## Precalculus

Mr. Andrew McGregor  
[amcgregor@davincischools.org](mailto:amcgregor@davincischools.org)

Welcome to the wonderful world of Precalculus! The reason I love teaching this course is that it does a fantastic job unpacking the meaning and the wonder behind the math (aka "how the math works"). However, the more I teach this course the more I realize that my job is less about teaching higher level math and more about teaching students the study skills they need to be successful when the content becomes challenging. My hope for each and every one of you is that you heed the advice given by Team 11 and the seniors who have gone before you. Form study teams, ask questions, take initiative, do the retakes, get support on Activate, and make sure you are budgeting your time wisely. If you do these things this will be a very fulfilling year for you.



Andrew McGregor

## Essential Knowledge and Skills:

Choose a Strategy	1. Modeling	
Generalize	2. Functions & Inverses	
	3. Graphical Transformations	Reverse Thinking
	4. Trigonometric Functions	
	5. Trigonometric Applications	Justification
	6. Trigonometric Identities	
	7. Calculus 101	
Investigation	8. Algebra on Steroids	
	9. Vectors & Parametrics	

### Policies:

- If you are going to miss a test date you must take the test before it is graded and returned to students in order to qualify for the retake. Otherwise the retake will be your only testing option. Homework can only be made up and turned in during office hours.
- If you are absent, make the work up immediately. Regardless of the reason you were absent, you are responsible for the work you have missed. That means you must check in on Edmodo to see what you have missed and complete it.

### Materials:

- Graphing Notebook
- Precalculus Section in your 3-Ring Binder for any handouts
- TI-84 Graphing Calculator (recommended – early Xmas present?)

### When/Where can you get extra help?

- ★ Your peers. Creating study teams and working together is the **BEST** way to understand the content
- ★ CPM Homework hints – available as a link next to each problem in your e-book.
- ★ ACTIVATE & Edmodo - Homework questions and flipbook notes will be available on Activate via Edmodo. If you are absent it is your responsibility to check Edmodo to see what you missed and watch the videos on Activate that were relevant to that class (flipbook notes, HW questions, etc.).
- ★ McGregor – Office Hours (Tuesday/Thursday office hours 8:00am-8:55am) or by appointment. This year my plan is to be meeting with students individually during office hours. Office hours are most beneficial for students when they bring questions with them (versus just coming to do homework).

### **Project One - “Transforming Your Identity”**

Under the theme of “Identity” your first project will combine graphical transformations with how you perceive the world. It will force you to consider how your worldview is a product of your life experiences and how that can be represented both mathematically and artistically. This project will provide the mathematical tools necessary to be successful in my course. I look forward to beginning this journey with you.

Sincerely,



*Andrew McGregor*





Steve Anderson

## U.S. History

### U.S. History

We're starting our look at U.S. History this year by going BACKWARD! Beginning with 2014 and the context of students' lives, we'll be examining recent U.S. History as students create a personal/historical timeline illustrating the pivotal events of their lives as well as pivotal social, cultural, political and historical events of the last 20 years that have shaped their lives and the lives of their generation. Parents: Don't be surprised if your students come home asking you about the period *you* grew up in and what it was like growing up as a member of Generation X in the 1970s & 1980s or as a Millennial growing up in the 1990s! I am excited to see and to begin to assess all the work I know all your students will put into their project and reading their accounts of how events—both personal and historical—have helped shaped them into who they are and who they are becoming!

**Please see the following page for my full course syllabus.**

### History 101 (Antioch University Los Angeles):

This first month in History 101, we will begin by taking a “behind the scenes” look at U.S. History and how it is commonly taught (in both high school *and* college courses), investigating how history changes because of the way textbooks present it and how we teach it. We will also look “behind the scenes” of the mechanics of a college course—asking what about the content of a college course makes it different than a regular high school course, researching courses similar to History 101 at other universities and discussing the unique challenge of being successful in a college course while still in high school.

I look forward to working with this interesting, talented group of students and helping them not only to learn U.S. History but to grow as students as well.

**Full course syllabus to be distributed during second week of classes. *But please read the Course Syllabus for U.S. History as well as most of it applies to our class too!***

*Steve Anderson*

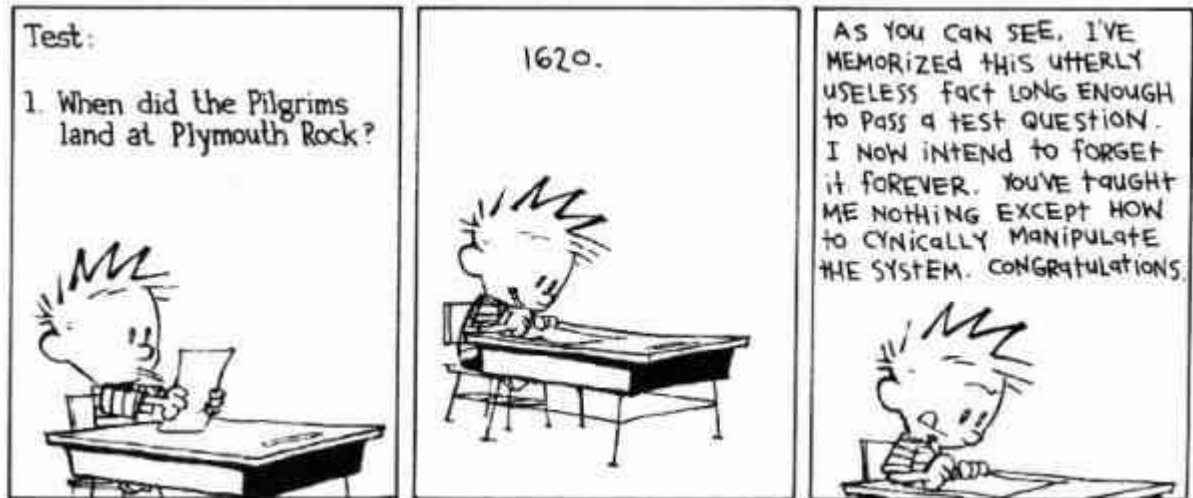


# COURSE SYLLABUS

## U.S. HISTORY

Mr. Steve Anderson

### FIRST SEMESTER 2014-2015



calvin is so wise.

## TEACHER INFO



THIS IS ME.

\*NOTE: NOT ACTUAL SIZE

I love my family, my students, coffee, laughing, Sour Patch Kids, the Los Angeles Dodgers and teaching at DaVinci Science!

I have two fancy degrees in U.S. History and have been teaching longer than many of my current students have been alive!

(In fact, many of my colleagues at DVS are my former students & I am old enough to have taught the daughter of one of my former students!)

I try to get better and better at teaching every year.

I hope you will say at the end of this school year that I accomplished this goal.

I am very good at returning email and you can always reach me at [sanderson@davincischools.org](mailto:sanderson@davincischools.org).

Rumor has it I am sometimes on Facebook.

I am always ready and eager to help you during Office hours every Monday & Wednesday from 8:00 AM-8:50 AM.

## ABOUT U.S. HISTORY ONE of your NEW FAVORITE CLASSES.

Calvin's U.S. History class one the preceding page is a lot like my own experience with most history courses in high school. According to historian and author of *Lies My Teacher Told Me*, James W. Loewen, high school students often *hate* history. When they list their favorite subjects, history invariably comes in dead last. Of 21 school subjects, students often consider history the least interesting and most irrelevant. In describing their experience study history "bo-o-o-o-oring" (yes, they said it just like that!) is the adjective most often applied.

As a DaVinci Science student, I know that was it is unlikely that you have at all had this experience. But, whatever your personal past experience, the study of a subject so vast and vague as "U.S. History" might at first seem just as intimidating and boring. Any subject where the average textbook weighs in at an average of four-and-a-half pounds and 888 pages might seem overwhelming and unapproachable. I want you to know that this course is *anything but*. As I hope you will be able to tell from our first week and even our first day of class, U.S. History will *not* be a class in which we merely memorize useless facts and dates like Calvin. This class will *not* simply be about *what* happened in our nation's past. Instead, we will spend a great deal of time asking *why*? Rather than proving a class where you will simply listen to your instructor and dutifully take notes (though we will do both of these things as well!), in U.S. History we will argue, discuss, write, speak, illustrate, question and analyze not just *what* happened, but *why* and how the events of our nation's past have influenced our present. This course will stretch you and your brain and challenge you as it provides you with not simply the factual knowledge of U.S. History, but also the analytic skills to deal critically with the problems and issues of U.S. History and those that transcend the study of U.S. History as well. More than teaching you *what* happened, U.S. History will encourage you to arrive at conclusions about *why* it did!

## EXPECTATIONS

BECAUSE YOU NEED TO EXPECT  
EXTRAORDINARY THINGS OF  
YOURSELF BEFORE YOU CAN  
ACCOMPLISH THEM.

I will expect a lot from you this year. I hope you will also expect a lot from yourself.

Junior Year is a BIG, IMPORTANT year.

Let THIS year be the year you make your mark.

While we will continue to revisit and review the expectations and procedures for U.S. History during the first weeks of class and throughout the entire school year, here are a few starting points. Mr. Anderson will expect you to:

### 1. Be Punctual: Be on time for class.

This should be easier this year at DVS without vending machines! ;)

### 2. Be Prepared: We have a great deal to accomplish this year. It is important not only that you arrive to class on time, but prepared to work. Have ALL necessary materials ready the *beginning* of class.

**This includes ALL assignments and homework.**

**ALL** assignments must be turned in *at the beginning of the class period* on the day due to receive full credit or be eligible to be resubmitted later to demonstrate mastery. **There are no exceptions to this policy.** Any assignment not turned in at the beginning of the class period on the day due, *even in the case of an excused absence* (when the assignment can be emailed to me) or *unexcused tardy* will receive an Accountability grade of **ZERO**.

If, for any reason, you will be unable to attend class the day an assignment is due, either email the assignment to me or have the assignment delivered to my classroom *before the period begins*. Again, **NO** late work will be awarded anything above a grade of **ZERO** for Accountability and will not be eligible to be resubmitted to demonstrate content mastery.

**THIS INCLUDES PROJECTS AS WELL AS HOMEWORK ASSIGNMENTS!!!**

When you are tardy or absent, it is **YOUR** responsibility to find out what happened or what they may have missed while they were out. When you are absent, I encourage you to email me, to check in with a classmate and to check the Facebook group for our class and Edmodo to find out what they need, what was assigned and when it is due.

When you are absent, it is best to do all that is listed above AND to come right away to **OFFICE HOURS** to discuss what you may have missed. Things often get left out or lost in translation when students try to talk with me at lunch or even after school. **OFFICE HOURS** give me a chance to talk to you one-on-one and are far more effective than asking what you might have missed in passing.

If you miss a test or a quiz in U.S. History, it must be made up either the day you return to school or during the next scheduled **OFFICE HOURS**. If, for some very serious, compelling reason, you cannot attend **OFFICE HOURS**, you must make arrangements with Mr. Anderson for an acceptable make-up date the day you return.

Tests or quizzes not made up the day a student returns from an absence or made up on the time arranged with Mr. Anderson on the day they return may not be allowed to be made up!

**3. Be Present:** We have a great deal to accomplish this year. Learning so much and working hard will require all students to be active participants in class. It is my hope that what we do in class each day will be engaging and interesting (and I will work hard every day in an effort to make it so!). Your *active* participation in class daily will help with that goal.

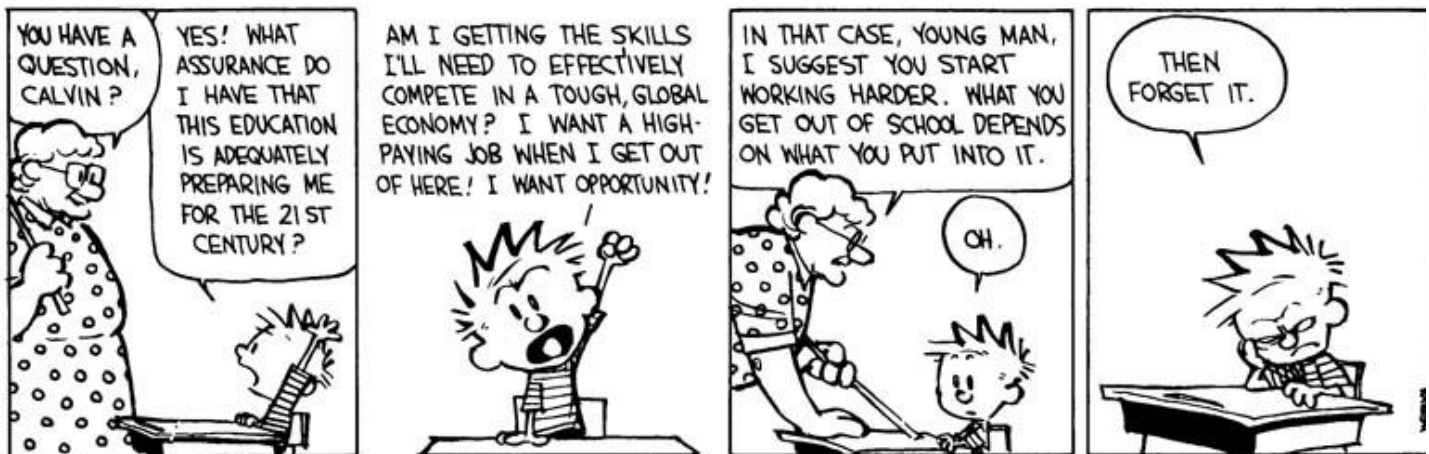
**4. Be Polite:** All students are expected to respect their classmates, respect their teacher, respect their classroom, respect the learning environment, respect class materials, respect their school and to **respect themselves!**

**5. Be Productive:** We will always work from the start of class to the end of class. Every class. Every day. Every student is expected to take an *active* part in class on a daily basis. This will be a class in which you will work hard (in a good way!), but it will *never* be a class in which they sit silently in their seat or simply take notes (though notes *are* an important part of U.S. History and I will teach you how to be an engaged student and take notes that will be a help to you!). It will *not* be a class in which you can sink into the background or hide. When you enter the classroom, you should be prepared to think, ask questions and make insightful, intelligent and relevant comments!

## IN CLOSING

SOME FINAL THOUGHTS...

I am genuinely excited to have the opportunity to work with you this year in U.S. History and will work hard to make the class interesting, rigorous and rewarding!



**PARENTS:** Communication with parents is especially important to me. As a DaVinci Science teacher *and* a DaVinci Science parent as well (my two oldest children currently attend DaVinci Science—one as a 9<sup>th</sup> grader and the other as an 11<sup>th</sup> grader just like your student!), I understand how important parents are in supporting the education of their students. Please do not hesitate to be in touch! I am *always* available to answer any questions or concerns you have about your student or their progress in my class and I encourage you to keep in touch with me through the email address listed earlier in this packet. I promise that I will work hard to teach, encourage and stretch your student. And I also promise that, if they will work hard, put forth their best effort and follows the expectations outlined in this syllabus, they *will* be successful.

While your student may not always have assignments in this class due the following day, they will *always* have homework or reading for this class to work on. Always. Even if all their assignments are complete, there is always more they can do in regard to reading and reviewing course material. Please encourage them to do so!

Again, I am excited to be working with your student this year at DaVinci Science and look forward to meeting and discussing their progress with you!





John Choi

## Biology

Contact info:

[jchoi@davincischools.org](mailto:jchoi@davincischools.org)

(405) 698-CHOI

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**“I do not know what I appear to the world; but to myself I seem to have been only like a boy playing on a seashore, and diverting myself in now and then finding a smoother pebble or a prettier shell than ordinary, whilst the great ocean of truth lay undiscovered before me.”**

**-Sir Isaac Newton**

Greetings Da Vinci Families! I am extremely excited to be your students' humble guide this year as we traverse the beautiful and seemingly infinite expanse that is biology. Focused on learning through discovery, this course will see scholars investigate driving questions such as why hot Cheetos and Takis seem to taste so delicious along with questions that address socially conscious ideas (eg. is there is a relationship between socioeconomic status and water availability/quality). Using our tools of scientific inquiry and dialogue, students will act as real scientists and develop essential skills in critical thinking and collaboration.

The first few weeks of school will focus on developing inquiry skills in research and development. In this period of drought, students will examine the many disparities that arise due to water availability and quality. In our first project, titled “H<sub>2</sub>Ohh no, we’re in a drought,” students will design an experiment in which they test the viability of using different qualities of water to grow plants. This project will see our scientists actually go out to the community to collect different water samples, focusing on variables such as the location of water sources, the presence of gasoline or other oils in the water, pH level, and any other variables they are interested in researching! The final deliverable will be a mini-poster presentation that tracks their research journey—a presentation that is open to all of you to come and watch!

Over the next few weeks, I will be sending a “Conversation Catalyst” home by email to encourage further scientific and academic discussion at home. These are biweekly notifications that include questions you can ask your scholars to hear what they are learning in class. I will also be including major deadlines for projects and assignments in these updates. In the end, I hope to work as your partner in order to secure the greatest success for our students.

If you have any questions, please do not hesitate to contact me by phone or email. Replies by email will usually be sent within 24 hours. I look forward to getting to know all of you as we continue through this exciting junior year!



## **Course Syllabus:**

### **Welcome!**

Welcome to Biology, the study of life and all the factors that affect it! During our exploration of this complex field, we will trace the signs of life from electrons and molecules to whole organisms and biospheres.

This year is an important one, and as a class we will be developing essential skills like critical thinking, dialogue, and agency. Our goal is to not only enjoy this year, but also ensure that we learn at a rigorous and collegiate level. In order to do this, we have three Big Goals for our year together:

1. Every Scholar will earn a 3 or higher on all Essential Skills.
2. Every Scholar will pass their Biology POL with a 3 or higher.
3. Every Scholar is capable of constructing a lab report on the collegiate level.

### **Office Hours**

***Tuesday / Thursday 8:00am-8:55am***

***Wednesday 4:00pm-5:00pm***

Please note the afternoon Office Hour time that I have designated to accommodate students who are unable to attend morning office hours. I will also be available by appointment before school, during lunch, and after school. I encourage you to advocate for yourself when you need this support and look forward to helping you succeed in any way possible!

### **About Mr. Choi**

Born in Norwalk, California, I grew up with the dream of becoming a power ranger. But the amazingness that is science called my name and I graduated summa cum laude from USC with a Bachelor's degree in Biology (with an emphasis in Neuroscience) and a minor in Psychology. I then earned my master's degree in Education at UCLA.

I am extremely excited to get to know all of you and your families over the course of the year! Please feel free to use the above contact information to reach out and discuss this course, college plans, questions, concerns, lost power ranger ambitions, or anything else! We can, we must, and we will do whatever it takes to succeed this year!

Over the course of the year, we will be studying life at a multitude of different levels within our world. Most content will be learned in the context of a project. Units of study include:

- Inquiry & The Scientific Method
- Cells and Viruses
- Biochemistry
- Energy in Life
- Mendelian Genetics
- Molecular Genetics
- Biotechnology
- Evolution
- Environmental Studies
- Physiology

## Essential Skills and Weighting for the Fall Semester

#	Essential Knowledge / Skill	Weighting
	<b>SCIENCE VERTICAL THREAD #1</b>	
1	<b>INQUIRY:</b> I can plan and carry out a controlled experiment to collect, analyze and communicate data to serve as the basis for evidence.	<b>10%</b>
	<b>SCIENCE VERTICAL THREAD #2</b>	
2	<b>SUPER MODELS:</b> I can develop a model based on evidence to predict and show relationships.	<b>5%</b>
	<b>SCIENCE VERTICAL THREAD #3</b>	
3	<b>BACK IT UP:</b> I can evaluate claims, evidence and reasoning to determine the validity of arguments.	<b>10%</b>
4	<b>LIFE AS WE KNOW IT:</b> I can justify whether or not an organism is alive and defend my position based on the characteristics of living things.	<b>5%</b>
5	<b>YOU ARE WHAT YOU EAT:</b> I can justify the significance of macromolecules in the human diet and body.	<b>8%</b>
6	<b>CATALYSTS IN BIOCHEM:</b> I can construct a model of enzymes and develop experiments that investigate their nature under different environments.	<b>8%</b>
7	<b>PLANT VS. ANIMAL:</b> I can differentiate between types of cells (plants and animals) and the function of their organelles and analyze how they are different from viruses	<b>10%</b>
8	<b>ENERGY:</b> I can design a model for sustainable energy using my knowledge of photosynthesis and investigate how cells consume nutrients to produce energy	<b>12%</b>
9	<b>DIVIDE AND CANCER:</b> I can differentiate between the processes of mitosis and meiosis and recommend therapeutic, preventative, and treatment possibilities for cancer events	<b>12%</b>

### Supply Checklist:

Please have these ready for our supply check by **Friday, August 15<sup>th</sup>**.

- A sturdy, spiral-bound, college-ruled notebook (at least 100 pages) **MUST FIT AN 8.5' X 11" PAPER** inside
- Glue stick
- Pens, pencils, highlighters and erasers
- A deck of 100 index cards (a Ziploc bag or rubber band stores them well)
- *Optional but encouraged: post-its, colored pencils, markers*

*John Choi*

## Spanish 2

### Bienvenidos a la clase de español/ Welcome to Spanish class

#### Non-Native Spanish

This class is designed for all students who want to learn Spanish. This course introduces students to the five receptive and reproductive skills of listening comprehension, speaking, reading, writing, and elementary grammar. Students are also introduced to the history, traditions and present day customs of the target culture. Emphasis is on listening comprehension and speaking.

#### Native Spanish

This course is an introductory study of the Spanish language for native speakers. Students will draw from their personal background and their ability to use, analyze, interpret and apply the language.

#### REQUIRED MATERIALS:

By the end of the first week of school, all students must have the following materials. Failure to bring these materials to class every day will hinder students' learning.

- Composition Book
- Blue and black ink pens
- Pencils with erasers
- Highlighters
- Lined notebook paper
- Spanish-English Dictionary (\$0.99 dictionaries will not work for this level)

#### ACTIVE PARTICIPATION

Active participation in the World Language classroom is of paramount importance. All students are expected to take part in the daily activities. Participation must take place in the target language. Lack of participation may result in a less than desirable grade.

#### "Me in 3D" project:

Non-native Spanish students will be working on a 2-part autobiography. In the first part, students will be describing themselves, their family and their school routine. This will be a great way for them to review the proper use of subject-verb and adjective agreement. In the second part, students will change their autobiography from their perspective to their peer's perspective.

Native Spanish speakers: En el primer proyecto estaremos trabajando en la unidad "Yo en 3D". Este será una colaboración entre las clases de inglés, matemáticas, y el español. Para dicho proyecto los alumnos tendrán que presentarse al igual que presentar la perspectiva en la cual otras personas los podrían ver. Al final del proyecto los alumnos unirán todo los elementos de las tres clases.



Erika Magaña



D'yann Crosby

## American Sign Language

THUMBS UP! I was born and raised in Los Angeles, California and lived 6 years in the state of Maryland. Prior to coming to Da Vinci, I taught 5 years at Century Community Charter School and 3 years at Century Academy for Excellence in Inglewood. I hold four degrees: B.A. in Communications from USC, a B.A. in Deaf Studies from CSUN, and two Masters Degrees from University of Phoenix in Organizational Management and Education. I am a credentialed English teacher who will soon be adding ASL teaching as a second credential and pursuing an Administrative Service Credential. Outside of the classroom, I am the Founder and Executive Director of Sign with Me Incorporated, a Freelance American Sign Language interpreter, a producer of accessible media content, a sign performer, and a Certified Community Emergency Responder (CERT). I also enjoy fashion modeling and sports (Quick fact: I was a former USC Women of Troy Basketball player. Watch out, I still got game!). I am so excited to get to know you all throughout this year and to build our American Sign Language knowledge and skills!

### First Project!

**Mos Deaf:** Deaf people have a rich heritage and there are many deaf individuals who have made great contributions to American society. Historically, however, deaf individuals have received little recognition for their contributions. Students will research a famous Deaf person, identify the time era that the individual lived in, and evaluate the social, economic and political implications that impacted the deaf person or community during this significant time in history. Students will make a connection between the difficulty of this contribution being recognized by society due to the social, economic and political climate of the time. Students will write a 2-3 page paper, create a poster board and present to the class in both spoken and signed languages.

### Materials Required:

2-inch binder  
Composition Book  
Notebook Paper  
2 Pencils, 2 Black Pens, 2 Blue Pens, 1 Purple pen, eraser  
Agenda

**Fujll course syllabi for ASL 1, ASL 2 or ASL 3 to be distributed in-class.**

*D'yann Crosby*

## Resource

I am absolutely thrilled to be working closely with your family to support your student's success! I will be assisting Allegra Williams in supporting students in their academic classes as well as working with them in small groups during resource seminar. During resource seminar, we will be pre-teaching or re-teaching academic concepts and reviewing and building greater fluency in foundational math and literacy skills. We will be coaching students to develop their executive skills such as planning/prioritization, organization and time management. Developing these skills will allow students to be more confident, independent and successful in their projects and Presentations of Learning and in their careers!

*Yamara Barba*



Yamara Barba