



January-  
February 2015

**PARENT NEWSLETTER**



## UPCOMING DATES:

**January 8:** Mr. P.'s Birthday!

**January 19:** MLK Jr. Holiday-  
No School

**January 20-21:** Seminars Begin

**January 24:** SAT Exam

**February 6:** Professional  
Development Day- No School

**February 7:** ACT Exam

**February 11:** Yamara's Birthday!

**February 16:** Presidents' Day-  
No School

**THE TEAM 11 TEACHERS ARE  
READY TO HELP YOU TRANSFORM  
YOURSELF FOR SECOND SEMESTER!**

*Your Teachers From Left to Right in the Picture Above:*

- **John Choi (Black Widow)** Biology
- **Amy Sy (Thor)** Spanish 3 & Spanish 105
- **Michael Prendergast (Hulk)** Digital Art
- **Steve Anderson (Iron Man)** US History & HIS 102
- **Travis Wimer (Captain America)** English
- **Andrew McGregor (Hawkeye)** Precalculus

*Not Pictured:*

- **Erika Magaña (Iron Fist)** Spanish 2
- **D'yann Crosby (Valkyrie)** ASL
- **Yamara Barba (Starfox)** Resource

## WHAT WE'RE WORKING ON IN...

### English

Happy New Year!

As we look ahead to a fruitful and meaningful 2015, English 11 will look back in time to study Mark Twain's *The Adventures of Huckleberry Finn*. The story on the surface looks simple, but underneath the nostalgic journey of a boy and his friend down the Mississippi, is an undercurrent of biting social satire and plenty of controversy. One theme of the book is the power of deception, and ignorance. Believe it or not, even after 131 years since the book's publication, humans still deceive each other. That is why it is critical that your student is equipped with the knowledge and vocabulary to tackle deceptive persuasion. Throughout the unit, students will research and report on various examples of illogical claims called logical fallacies in a popular culture. My hope is that your student would be able to think more critically about the claims they are presented with in their daily lives.

*Travis Wimer*

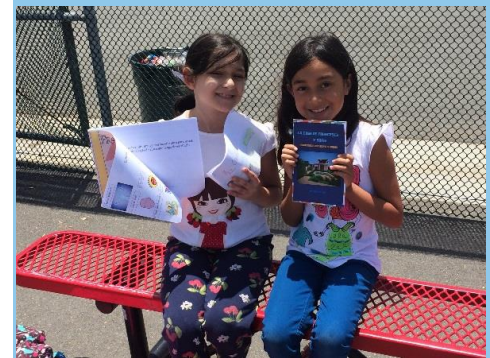
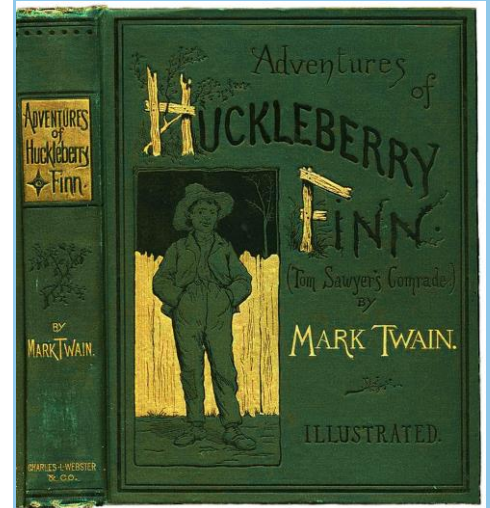
### Spanish

¡Bienvenidos! Welcome back to semester 2! I'm so excited about our projects this semester.

#### *Spanish 3*

In Spanish 3 we will be focusing on a lot of language input and reading comprehension through exploring mini-novels. The first mini-novel we will be reading is called "Vida y Muerte" and is a fictional story based on the true story of the MS 13 gang from El Salvador. Students will be able to answer higher level questions about the topics explored in the book as well as discuss the chapters.

**Looking ahead:** Children's book project- Students will pair up with a child learning Spanish at Cabrillo Elementary and tailor make a story-book starring that child. They will get to meet that child and present the book to them.



**Cabrillo students still sharing and loving their books on the playground after receiving them from their DVS buddy! A gift of inspired learning!**

## Team 11 BIG Themes

✓ Identity

✓ Defense

✓ Growth

⇒ Transformation

Community

Trajectory

**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]**
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**U.S. HISTORY/HIS 102****[Steve Anderson]**
[sanderson@davincischools.org](mailto:sanderson@davincischools.org)
**Spanish 105**

**Spanish 105:** In Spanish 105, we will begin with a project called "Nuestra Identidad Cultural." In this project they will explore not only their own cultures, but many cultures of the world and the benefits and challenges of living in a multi-cultural society. There are 3 major project deliverables for this, "La Palabra en la Calle," (The word on the street) where they interview Spanish speakers about current events that effect Latinos in our community, El Anuncio Latino" where they re-create a commercial to better cater to the Latino population, and a persuasive essay where they answer the question, "¿Cuáles son los retos y las oportunidades que presenta una sociedad multicultural a la cultura e identidad de un individuo?"

**Looking ahead:** In March, the bilingual theater, "Teatro Carmen Zapata" will be having their annual spring play. This year it will be based on one of the most famous Spanish poets/authors Federico García Lorca's play, "La Casa de Bernarda Alba." Tentatively on Sunday March 15<sup>th</sup> I will be taking the students to see the play and then to Placita Olvera for a memorable Sunday afternoon. March your calendars!

*Amy Sy*

**Spanish 2**

¡Feliz año nuevo a todos! ¡Bienvenidos nuevamente!

Second semester of Spanish 2 will continue to challenge student's ability to: speak, read, collaborate, communicate and write in Spanish. The culture essential skill will also be assed this semester.

This semester students will begin reading short novels in Spanish. These novels will help students reinforce the vocabulary development and speaking skills.

Here are some tips for being a successful reader:

- Underline / highlight vocabulary words that you don't know
- As you read, find words that are cognates and try to make sense of what is being said
- Paraphrase in English on the margins
- Review the vocabulary words at home every night



The first project for Spanish 2 students will focus on the student's ability to write a short story using the preterit and imperfect verb tense.

**Late-work policy:**

I do not accept late work. I will accept work for feedback after due date, but not for credit.

**School policy on Project Resubmission:**

Students will have a 2-week resubmission 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 component on the due date, he/she is ineligible to submit the project component on or before the resubmission deadline.

*Erika Magaña*

## Digital Art

This spring in Digital Art we will be taking on the extremely ambitious *Animation Domination* project, a stop motion animation video. Last year we had a great deal of success with the project but, this year we have only 11 weeks (2 fewer than last year) to get this project completed and ready for Exhibition Night. Students will be working in groups of 4 and I have decided to let the students choose the people with whom they would like to work. I hope they choose wisely.



A majority of the project will be completed in class but, students will have to work outside of class to meet the schedule deadlines. See the schedule below. If you are interested in seeing what students created last year check them out on YouTube:

[https://www.youtube.com/watch?v=VZuyfsOgxQ4&list=PLjQdnjCR2l0J\\_qmfvaw-CGMa\\_VldgcuGR](https://www.youtube.com/watch?v=VZuyfsOgxQ4&list=PLjQdnjCR2l0J_qmfvaw-CGMa_VldgcuGR)

**Animation Domination calendar:**

**Week 19 (Jan 12-16<sup>th</sup>)** – Introduction, Groups, Story Treatment, scripts for animation

**Week 20 and 21** – Creating 3D Space and begin Storyboard, Scripts are Due

**Week 22 and 23** – Character Development and Story Board

**Week 24 and 25** – Set Design, Storyboard Due, begin filming

**Week 26 and 27** – Filming, obviously sets and characters are due before filming.

**Week 28 and 29** – Editing (Final Video Due: 3/27)

**Week 30** – EXHIBITION NIGHT April 1<sup>st</sup>.

*Michael Prendergast*

## Biology

**“Equipped with his five senses, mankind explores the universe around him and calls the adventure Science.”**

**-Edwin Powell Hubble**

Hello DVS Parents!

Last semester, we saw the advent of Biospeak--a habit that hopefully breached barriers and continued into dining room table talks of macromolecules in our diet. We also covered the intimate connection between the scientific inquiry process and social justice by bringing in our own ideas on how to possibly address issues that stem from the drought in California. We took a step into the wonderful world of the cell and even encountered a fictional zombie on our path to understanding the differences between cells and viruses. In short, most of what we covered last year was the microscopic portion of biology: integral process and pieces we cannot see with our naked eye, but are fundamental to understanding and building life.

This semester, we will transition into the more macroscopic facets of biology, starting with our first unit on energy. Subsequently, we will look at topics in genetics, bioethics, evolution and ecology, and physiology. An exciting semester is ahead of us and I cannot wait to get started as soon as possible. However, there are a couple of new things to note that will be of utmost importance in helping our students engage with our content at a higher level of rigor.

First, *students will be expected to watch 1-2 videos per week and take an accompanying Edmodo quiz for homework.* In order to save more time in class for labs, activities, projects, and discussions, I will be completely moving the lecture portions to the home setting where they can watch the lectures at their own pace and ask questions on an FAQ page on Edmodo. Of course, to make sure that students' questions are fully addressed, we will have small group Q&A questions during class. This flip teaching model will certainly be an adjustment to last semester, but in the end, it is made under consideration for our students' already busy schedule. That being said, it will be extremely important to chisel work as they have done last semester.

Second, *office hours will be held on Mondays and Tuesdays from 8-9am and after school on Thursday and Friday from 4-5pm.* Students can come in to be tutored M-W after school if they make an appointment. These office hours are also open to you if you have any questions about the curriculum and your student's progress.

### PowerSchool

#### Parent Sign In

Username

Password

[Having trouble signing in?](#)

[Sign In](#)

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## REMEMBER!

You can always access  
your student's grades  
online on  
PowerSchool!

<https://davincischools.powerschool.com/public/>

Please contact the  
school if you need  
login information.



The following table shows the Essential Knowledge and Skills we will be covering this semester:

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>25%</b>
2	<i><b>SCIENCE VERTICAL THREAD #2</b></i> <b>SUPER MODELS:</b> I can develop a model based on evidence to predict and show relationships.	
3	<i><b>SCIENCE VERTICAL THREAD #3</b></i> <b>BACK IT UP:</b> I can evaluate claims, evidence and reasoning to determine the validity of arguments.	
4	<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>12.5%</b>
5	<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>12.5%</b>
6	<b>INHERITANCE AND FAMILY:</b> I can predict the phenotypes of future progeny through the laws of inheritance and design a pedigree analysis for genetic counseling.	<b>12.5%</b>
7	<b>THE SECRET IN MOLECULAR CODES:</b> I can draw conclusions on the evolutionary relationship of species through their commonality of the genetic code by comparing similarities within the Central Dogma	<b>12.5%</b>
8	<b>EVOLUTION AND ECOLOGY:</b> I can analyze how changes in the environment drive patterns of evolution and change allelic frequencies and design a sustainable system for the community I live in and describe the complex relationships between abiotic and biotic factors in the environment.	<b>12.5%</b>
9	<b>PHYSIOLOGY OF DISEASE:</b> I can analyze and predict the ways the human body, organ systems, and immune system work together to combat disease and maintain homeostasis.	<b>12.5%</b>

### Biology Wish-list:

Nitrile gloves, tissue boxes, clorox wipes, and distilled water

Contact info:

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(405) 698-CHOI

*John Choi*

## American Sign Language (ASL)

American Sign Language plays a central role-as all spoken languages do-in the context of understanding the culture of the people who use it to communicate. As with spoken languages where words are often pronounced differently by speakers with different backgrounds, American Sign Language have similar variation factors. Students will explore several types of sign formation and variations and evaluate their influence on American Sign Language and Deaf culture. ASL II and ASL III students will observe and interview Deaf persons to learn about their background and investigate how the signs they use are influenced by age, gender, racial/ethnicity and region. Students will produce a 3-5 minute video of their experience applying related sign vocabulary, descriptive verbs and appropriate grammar structure.

*D'yann Crosby*

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## Precalculus

In the beginning of the year I told students that Precalculus can be broken into two parts: Semester One - Algebra on Steroids. Semester Two - Trigonometry. Trigonometry is my absolute favorite part of Precalculus. Students will begin the semester deriving and memorizing the Unit Circle. This will quickly become their best friend (or their worst enemy) as it will be fundamental to their success. Your child should be able to visualize the Unit Circle in their head - all angles, radians, and coordinates. We will be practicing this derivation in class throughout January.

The rest of the semester has students apply the Unit Circle to various applications, constantly building on their prior knowledge to solve and evaluate more complex problems. Students will apply their trigonometric knowledge to a lab involving oscillating weights and motion detectors. The Resilience of Nature Project will allow students to become experts on sinusoidal modeling. Sound waves, motion, light, seasonal data, and sonar are just the beginnings of what students will be able to model both algebraically and graphically.

This second semester will be more challenging than the first. Working with others, asking questions, attending office hours, and chiseling are the support strategies your child will need to continue doing to be successful. If you have any questions or concerns please feel free to contact me via email during the week.

I want to also thank everyone for being so supportive to my family during this time. Your words, support, and prayers have been a tremendous blessing. As Daniel continues to undergo treatment this spring there will be some class I will be forced to miss. However, Jonathan, a credentialed teacher assistant who is preparing for graduate school will be teaching the course on my days out. We all feel incredibly fortunate to have him during this time. I am confident that your child will be well prepared for Calculus as we work together to challenge and stimulate the Class of 2016.

*Andrew McGregor*





As an added measure of student support, all Da Vinci Science teachers hold office hours Monday-Thursday, from 8-9 AM where students have the opportunity to seek additional help outside of class and work with their teachers in a smaller (and sometimes even one-on-one!) setting. In order to be admitted to Office Hours, students must be inside the main building by 8:10 AM.

See the **new, revised Team 11 Office Hours schedule for Semester 2** at the bottom of this page!

## U.S. History & History 102

### U.S. History

- \* How do assassinations illustrate the political, social and cultural conflicts of their time?
- \* Why do people kill Presidents & other leaders?
- \* In regard to our history: do we see things as they are or as WE are?

These are the questions your students will be answering as they begin their study of US History following the Civil War in both US History and in the Antioch University college US History course, History 102: US History from 1877 to the Present! Looking at the unique circumstances surrounding the assassinations of Abraham Lincoln (1865), James Garfield (1881), William McKinley (1901), John F. Kennedy (1963), the three student civil rights workers murdered in Mississippi (1964), Malcolm X (1965), Martin Luther King, Jr. (1968) and Robert F. Kennedy (1968) your students have begun to trace the political, social and cultural themes that defined the US in the late-19<sup>th</sup> and early-20<sup>th</sup> centuries

## TEAM 11- SEMESTER 2

# office hours

	MON	TUES	WED	THURS
<b>ENGLISH</b> Travis Wimer	•		•	
<b>PRECALCULUS</b> Andrew McGregor		•		•
<b>SPANISH 3/105</b> Amy Sy	•		•	
<b>SPANISH 2</b> Erika Magana		•		•
<b>U.S. HISTORY/HIS 102</b> Steve Anderson	• (USH & HIS 102)	• (HIS 102 only)	• (USH only)	(by appointment only)
<b>BIOLOGY</b> John Choi	•	•		<b>THURS &amp; FRI</b> • (4-5 PM only)
<b>DIGITAL ART</b> Michael Prendergast		•		•
<b>ASL</b> Dyann Crosby		•		•



In the next few weeks student research teams will begin to look not only at *why* the assassinations above took place, but also at the historical context surrounding them—using the assassinations as a way of understanding the political, social and cultural issues of specific time periods throughout the late-19<sup>th</sup> and early-20<sup>th</sup> centuries and looking closely at the many profound changes affecting the US in the years after the Civil War. Don't be surprised if your student comes home talking about whether Sirhan Sirhan was subject to mind-control experiments and “programmed” to kill Robert F. Kennedy or explain to you the strange connection between Lincoln's oldest son, Robert and the first three presidential assassinations. Your student might want to inform you over the dinner table about why John Wilkes Booth used a derringer to ensure maximum damage to Lincoln's brain, that President James Garfield was probably killed by the dirty, probing fingers of doctors rather than an assassin's bullet or that Malcom X was shot 21 times—don't worry, they're learning US History while learning all of this!

I am excited to be working with your student again this semester and in seeing all that they will learn and produce through this first unit and their first project “The Murder of Theodore Roosevelt” (we will unveil the full details of this project in late January-early February in US History and in early-to-mid February in History 102). As always, I will work to make your student's experience in my class interesting, rigorous and rewarding.

Please know that I am *always* available to answer any questions or concerns you might have about your student or their progress and I encourage you to keep in touch with me via email!

**Office Hours:**

**Monday:** 8-9 AM for USH & HIS 102

**Tuesday:** 8-9 AM for HIS 102 *only*

**Wednesday:** 8-9 AM for USH *only*

**Thursday:** *Thursday Office Hours available by appointment only*

**Steve Anderson**



**DID YOU READ THE  
TEAM 11 NEWSLETTER?  
IF SO, YOU COULD WIN A \$40  
STARBUCKS GIFTCARD!**

Simply answer these questions and send your answers to Mr. Choi at [jchoi@davincischools.org](mailto:jchoi@davincischools.org) (be sure to include your name *and* your student's name!) by January 30, 2015 to be entered into a raffle to win a \$40 Starbucks gift card!

1. When are Mr. Choi's office hours?
2. What will students in Ms. Sy's Spanish 3 class produce for their next project?
3. What is the name of the next project in Mr. Prendergast's Digital Art Class?
4. What is the name of the first novel students will be reading in English 11 this semester?