



October/November  
2014



## UPCOMING DATES:

**October 6-9:** SLCs (early dismissal)  
**October 10:** Professional Development Day- No School  
**October 15:** PSAT  
**October 17:** Cultural Fair  
**November 1:** Dance @ 7pm  
**November 8:** No School  
**November 10:** Veterans Day Holiday- No School  
**November 11:** Professional Development Day- No School  
**November 12/13:** Last Seminar classes for First Semester  
**November 20:** Fall Exhibition Night  
**November 24-28:** Thanksgiving Break- NO SCHOOL



Your Team 11 Teachers:  
Helping you CHISEL your way to success!

## team 11 PARENT NEWSLETTER

### Your Team 11 Teachers!

Top Row from Left to Right

- **D'yann Crosby** American Sign Language
- **Erika Magaña** Spanish 2
- **Andrew McGregor** Precalculus
- **Travis Wimer** English
- **Amy Sy** Spanish 3 & Spanish 104
- **Steve Anderson** U.S. History & History 101

Bottom Row from Left to Right

- **John Choi** Biology & Biotech
- **Michael Prendergast** Digital Art
- **Yamara Barba** Resource

## STUDENT-LED CONFERENCES

The week of October 6 is set aside for Student-Led Conferences. The purpose of these conferences is to encourage our students to evaluate the effort they are putting forth in their classes, assess their progress so far and help them to set goals for the remainder of the semester. All students will be expected to lead a conference and their parent/guardian and teachers will serve as their audience. In order to prepare for this, students will create a speaking outline and gather pieces of evidence to support their statements. Please visit <http://tinyurl.com/Team11AtoK> (student last name: A-K) or <http://tinyurl.com/Team11BLtoZ> (student last name: L-Z) to schedule your appointment if you have not already done so. If you have any questions, please contact Amy Sy ([asy@davincischools.org](mailto:asy@davincischools.org)). We are looking forward to meeting with you!

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

### English

The problem with most publications is that they are akin to dead stars still twinkling in our night sky: the moment they hit the press, the information's outdated.

In the past two weeks we have taken a brief detour to help your child get ready for the forthcoming SATs and ACTs. We have learned what is on the ACT and SAT; we have gotten our hands dirty with some practice tests; and we have tinkered with some test taking strategies. By all means, these two weeks were far from comprehensive but merely a slathering of a foundation for your child to start studying.

Starting on Monday, October 6<sup>th</sup> we will begin our next unit, *Let Them Stare at Me*, where students will learn to use symbols to build their confidence and shatter their stereotypes. Students should have a copy of the text that we will be reading this unit, *The Scarlet Letter*, by **Monday, October 6<sup>th</sup>**. I cannot stress the importance of owning a copy. Due to the difficulty of the piece, your child's success this unit will hinge on the quality of the annotations your student scribbles in his or her copy.

Lastly, as October begins, the 11<sup>th</sup> grade workload will begin to ramp-up. If your student historically struggles with writing and reading, I strongly encourage him or her to see me during office hours on Mondays and Wednesdays or make an appointment to see me for lunch or after school. To further support your child, I will also post on Edmodo helpful resources that support what we are learning in class. I can only open the door; your child must walk through it.

Forever Curious,  
*Travis Wimer*



Travis Wimer



Erika Magaña  
& Amy Sy



#### 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]

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#### SPANISH [Amy Sy]

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#### SPANISH [Erika Magaña]

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

#### U.S. HISTORY [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)

#### SIGN LANGUAGE [D'yann Crosby]

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

#### BIOLOGY [John Choi]

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

### Spanish 2

#### Celebración Hispana

Southern California is hosting a series of cultural events celebrating Hispanic Heritage Month. The Spanish department at DVS would like for you to explore/ visit an authentic celebration and bring your experience back to the classroom.

As a department, we will paint a mural outside the classrooms that represents what students learned about Hispanic Heritage Month in our classes.

We encourage parents to participate in the activities presented by the different organizations. Before you go to an event, WE HIGHLY recommend that you read the description of the event and do a bit of research on what you may need to bring.

On the horizon: Día de los muertos

*Erika Magaña*

### Spanish 3 & Spanish 104

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Please be one the lookout for the list of materials your student will need to supply for the final art piece. We are still working on the logistics for the specific materials.

Gracias in advance for your support of this special opportunity to bring authentic culture into your student's life and helping to promote a love of language learning!

*Amy Sy*





Michael Prendergast

## Digital Art

The students may not realize it, but we have been preparing for Exhibition Night since the semester began in August. The skills they have been acquiring are preparing them for the Pre-Calc and Digital Art Exhibition Night project. Check out the projects students have completed to learn about Color, Design and Adobe Photoshop and Illustrator. You're kids are doing amazing things in such a short time.

October and the beginning of November will be dedicated to creating the presentation documents for the Transforming Your Identity and Symbol Me projects (see Pre-Calc ). In Digital Art we are taking the math and will create a visual communication presentation for the project. For those students in Digital Art that do not have a math class this semester they will take on a Pre-Calculus student that does not have Digital Art as a "client" and use their math work to create the visual presentation. Students will further their understanding of the Principles of Design, Photoshop and Illustrator through this project and the remainder of the semester.

*Michael Prendergast*



THANK YOU!!!

Team 11 would like to thank all of our parents and families who attended Back-To-School Night last month.

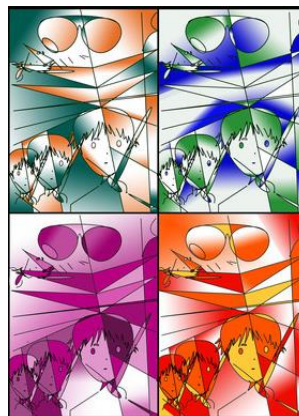
It is always great connecting with our Da Vinci family members and having the opportunity at the beginning of the school year to explain our goals and plans.

We would also like to send a huge thank you to all of the families who donated items from our wish lists!

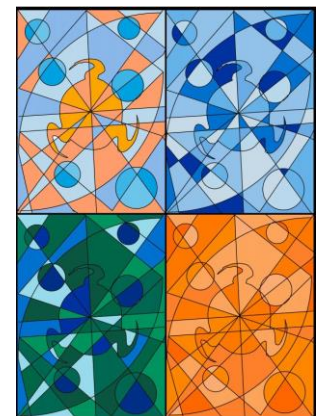
We will definitely make good use of these supplies in our projects this year and appreciate your continued donations and support!

*Team 11 Teachers*

## SOME PHOTOS OF OUR LAST DIGITAL ART PROJECTS



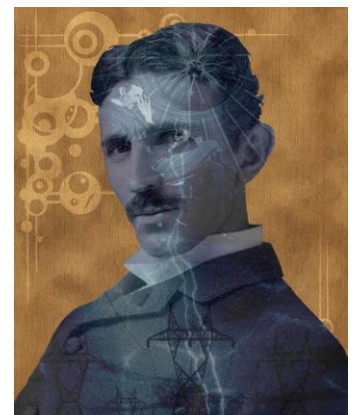
Sam Gallagher



Erica Lacap



Daniela Portero



Andrew Nott



## The PSAT

On **Wednesday, October 15**, all juniors will be taking the Preliminary SAT (PSAT). The PSAT is a standardized test that provides firsthand practice for the SAT. It also gives students a chance to apply for scholarship programs and to gain access to college and career planning tools.

The PSAT measures:

- Critical reading skills
- Math problem-solving skills
- Writing skills

The PSAT also provides students with feedbacks on their strengths and weaknesses and helps them to develop a plan to study for the SAT which most juniors take for the first time in January or March of their junior year.

The cost of the exam is **\$14**. You can register and pay for the exam at:

<http://www.davincischools.org/collegepsat>

Please visit the following website for more details:

<http://www.collegeboard.com/student/testing/psat/about.html>



John Choi

### Biology

The students have just completed their first project, "H2Ohhh Nooo, We're in a Drought" with hopefully lessons of drought awareness, inquiry and investigation, and confounding variables and unexpected data at the forefront of their memories. We are now moving forward with our first topical unit on food, where we will be discussing the biochemistry of life with macromolecules and enzymes.

In brief, their upcoming project will involve a tool known as "Bio-Speak," in which they will describe popular foods to a scientific scrutiny. In the coming weeks, expect your students to explain how they are eating complex chains of polysaccharides linked together via alpha-linkages and breaking them down to monosaccharide glucose molecules through hydrolysis. From this, we will segue to our main project: Break that Enzyme! In this investigation, students will build on previous lessons in inquiry by developing a formal lab proposal on disrupting enzyme activity. Bubbling, digestive, and color changing reactions will hopefully be a part of family dinner highlights this next month.

*John Choi*



### TEAM 11- SEMESTER 1

### office hours

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





Andrew McGregor  
(helping to refine Mr. Anderson)

## Precalculus

Juniors are just on the tail end of finishing their “Transforming Your Identity” projects. Students have worked hard to take an image that represents *how they see the world* and reverse engineer it graphically through the use of algebraic functions and their appropriate transformations. Through multiple drafts and constant feedback these are the best logo images I’ve seen. I’m thrilled to see how they will transform them into artistic tabloid pieces in Mr. P’s Digital Art Class.

Currently, we’re developing the idea of Area Under a Curve as we get closer and closer to Calculus. Students have done a fantastic job the first eight weeks attending office hours, asking questions, and completing the Retake Exam. Specifically, those students that are enrolled in Precalculus Support Seminar have demonstrated GRIT as they continue to “chisel” away at the difficult content. As the content continues to become more challenging I want to encourage even more the idea of study teams and working with others. Talking about the math will really help your child flush out their misunderstandings.

Once again if you have any questions or concerns please shoot me an email. Cheers!

Andrew McGregor

## Team 11 BIG Themes

Identity

Defense

Growth

Transformation

Community

Trajectory

PowerSchool

Parent Sign In

Username

Password

[Having trouble signing in?](#)

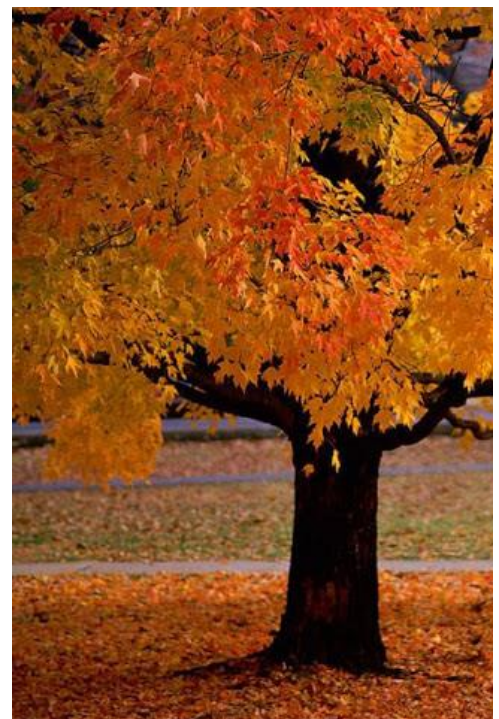
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## REMEMBER!

You can always check  
your student’s grads  
online on PowerSchool!

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

Please contact the  
school if you need  
login information.





D'yann Crosby



## materials requests

### 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

Team 11 thanks you for your generous classroom materials donations in August & September! Ask the Team 11 teachers at Student-Led Conferences (SLCs) for any additional materials you can donate!

## American Sign Language

### 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.

ASL II students will create a poster board and present to class in both signed and spoken English.

ASL III students will write a 2-3 page paper and submit a 3-minute signed video with closed captions.

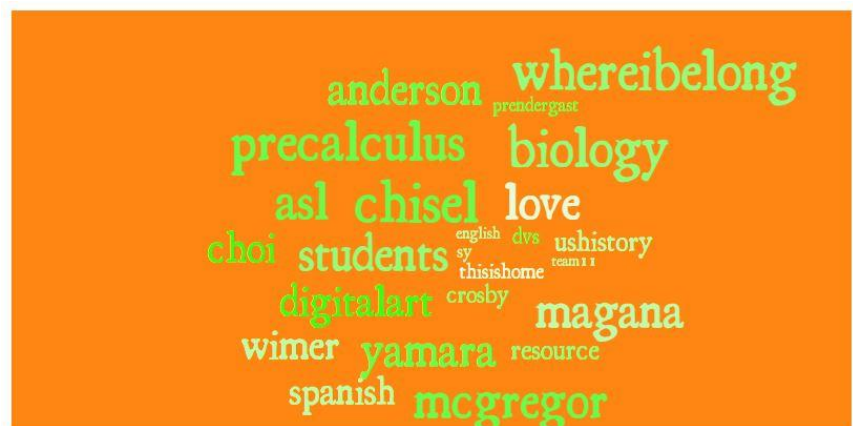
### Materials Required:

Poster Board (ASL II)

Webcam for Video Upload (ASL III)

YouTube Editor (ASL III)

*D'yann Crosby*





Steve Anderson

## U.S. History

### History 101

These last two months in History 101, students began by taking a “behind the scenes” look at U.S. History and how it is commonly taught, investigating how history changes because of the way textbooks present it and how we teach it. We looked also “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.

It was exciting this week to see the 15, 16 and 17 year olds enrolled in this college course beginning already this month to act and study like college students following our discussions—forming study groups for their first quiz, coming in before school and after school to work together to discuss the course content. I am proud of all these students have already accomplished in these first eight weeks of the course!

This month, students will continue their look at the mechanics and expectations of college courses while investigating a period in U.S. History they likely remember from early history courses—the American Revolution. We’ll begin our look at this period, by uncovering why much of what we’re often taught about the Revolution represents an oversimplification of what *really* happened and by debunking some of the myths we often learn as history students and Americans about this period. As we head toward our second quiz in the class in the second week of October, students will be able to explain that, contrary to what we usually learn about this period, Americans in the 1760s & 1770s actually *didn’t* want a political separation from England and didn’t begin waving their revolution against Great Britain for the cause of democracy. Ask your student how the American colonists were actually more “reluctant revolutionaries” who ended up declaring independence from Great Britain only as a last resort and with a great deal of trepidation and uncertainty.

As always, I am excited to be working with your student this year and working hard to make their experience in my class interesting, rigorous and rewarding.

**CONGRATULATIONS to the**  
**AUGUST-SEPTEMBER 2014**  
**USH & HIS 101**  
**STUDENTS of the MONTH!**

Every month, we honor students who have added to our **USH & HIS 101** classes through their in-class contributions and examples of excellence. Here are last month’s honorees!



**THEO  
BOLAS**



**NAYELI  
DOMINGUEZ**



**LINDSEY  
SANTAELLA**



**ANGELA  
FORBES**



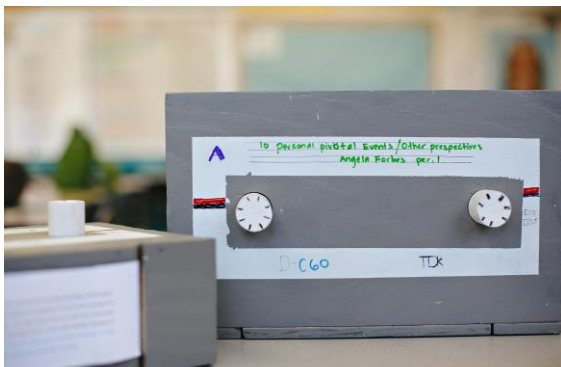
### U.S. History

U.S. History students finished their first unit on the history of the last 25 years and completed their first project—a timeline illustrating the pivotal events of their lives as well as pivotal social, cultural, political and historical events of the last 25 years that have shaped students' lives and the lives of their generation. I enjoyed reading through your student's experiences, seeing all of the hard work and thought they put into their first 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!

After closing this unit on recent U.S. History we left the modern and began looking at the beginnings of U.S. History by asking important questions about the myths we often learn about early American history. Coming up in a few weeks, we will embrace the Team 11 BIG theme of **defense** by assuming the role of "Mythbusters", examining the many myths we learn about U.S. History and using evidence to explain and defend what *really* happened!

Steve Anderson

## SOME PHOTOS OF OUR "LIFE MOVES PRETTY FAST" TIMELINE PROJECT



Angela Forbes



Vincent Ornelas



Diana Vallelunga



Erica Lacap