



october 2014

team twelve parent newsletter



Upcoming Dates:

October 6: SLC's

October 10: No school for students

October 14: School site council meeting

October 16: Great CA Shakeout

October 17: Cultural Fair at DVS

January 4: FIRST FRC kickoff

WELCOME to Fall at DVS!

As our first semester comes to its halfway point, the twelfth grade team would love to extend an invitation to slcs and offer an update on your child's coursework!

This is our twelfth grade teachers and subjects!

- **Aaron Tostado** *..project lead the way..*
- **Yamara Barba** *..resource..*
- **Katie Kondo** *.. calculus..*
- **Gerard Besina** *..anatomy/physiology/psychology..*
- **Scott Weatherford** *..us government..*
- **Darcey Whitmore** *..english..*
- **Molly Mclean** *..college writing..*
- **Francisca Marquez** *..counselor..*
- **Tristen McClendon** *..counselor..*

What we're working on in...**English.**

Happy October, parents!

As we move from the Middle Ages into the Renaissance in English class, we are reading, discussing, and writing about Shakespeare's *Macbeth*—the tragic play about a man whose ambition spurs him to take fate into his own hands. The students continue to respond to literature by writing short essays with original thesis statements and textual support.

The classes are also adapting key scenes from *Macbeth* into modern language and settings. Small groups will be writing, designing, acting in, directing, and filming scenes for screenings and filmmakers' panels to be held 11th week.

Last month the students "published" books featuring themselves as heroes in their own senior year quests. They spent a good deal of time revising the stories and creating images to complement the text. I encourage you to ask for a read!

It is a pleasure working with your sons and daughters every day. As always, please contact me at dwhitmore@davincischools.org with any questions or suggestions.

Darcey Whitmore

Calculus.

Seniors in Calculus have finished working on their Rube Goldberg Machines and are finally on to analyzing the Calculus behind the machines they have built! You should see your students using the Vernier Logger Pro software to get position and velocity graphs, along with using that information to examine continuity and area under a curve. The final drafts of this project are due during the week of October 13 with presentations on October 29-31. In addition to the project, the students just finished taking the Chapter 1 Exam and the next big exam will be the Midterm, on October 20 for the Antioch Calculus class and October 22/23 for the Calculus classes. Lots of things coming up so please help your student stay focused and on track! Thank you for your continued support of the great work they're doing!

Katie Kondo
B.A., Mathematics (UC Berkeley)
M.Ed., Math Education (UCLA)



Project Lead The Way.

The end of a violin appears to be a scrolled piece of wood. How is that created? For some products, the method of construction may be obvious. A cereal box, for example, is simply a pattern cut from cardboard and folded. But what about more complex products, such as a violin? How about the lamp in your bedroom? How was it manufactured? Were the violin and the lamp created in the same manner? Products that are used by consumers on a daily basis are all created using different manufacturing processes. As emerging technologies develop, the speed, quality, and durability of the products also improve.

In the remainder of our semester, students will investigate a process for a common product and apply that knowledge by creating the product using solid modeling software. Then students will learn a CAM software to create their own modeled item and create it themselves via a CNC machine.

Aaron Tostado

Government

Greetings 12th grade parents! We recently wrapped up our Supreme Court and Civil Liberties project. Students did a great job arguing before the Supreme Court on important topics like the death penalty, gun control, and drone attacks. We are currently in the middle of a project on politics, elections, and change. Students are learning how our campaign and election systems work, and getting involved themselves with an issue or election that they care about. Students are required to do some work outside of school on behalf of the candidate or issue they have decided to support. These hours will also count toward their DVS community service requirements for Seniors. I look forward to seeing many of you in SLCs, and as always please contact me if you have any questions.

Regards,

Dr. Weatherford

Dr. Scott Weatherford



College Writing.

Greetings senior families! Thank you to those parents and guardians who were able to make it out to Back to School Night last month; it was a pleasure seeing you and sharing with you all that your students will be doing this semester. Thank you, too, for taking the time out of your busy schedules to come to DVS to meet with your student and their counselor. These meetings have been so important to the college planning process, and we truly appreciate your time.

As you know, your students are hard at work balancing all of their classes, assignments, and projects with the demands of applying to college. At this point we have gone over, in detail, the portals and applications of The Common Application (for over 500 schools: most private and some out of state), the UC Application (for all nine of the UC campuses), and CSU Mentor (for all 23 of the California State Universities). Your students also now have a clear understanding of the eligibility requirements for all of their schools of interest, and are developing a plan best suited for them with the help of this class and time with their counselors.

Moving forward, things will continue to be busy, as many students have application deadlines as early as November 1, 2014. As your students are completing their applications, please be prepared for them to come to you with questions regarding information they may not readily know. Along with answering their questions, please check in with them on a weekly basis to be sure they're working on their applications, revising their personal statements, and of course studying for the SAT/SAT Subject/ACT tests for which they are registered. We want to do all we can to help keep them on track.

It is wonderful being a part of your students' planning process and I cannot wait to see their plans unfold before them. As always, if you have any questions, do not hesitate to contact me. I can be reached during school hours at (310) 725-5800 and via email at mmclean@davincischools.org.

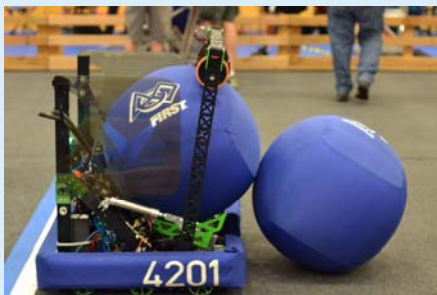
Molly Mclean

Science.

Anatomy, Physiology + Disease

Is it October already? These past few weeks have just flown by! In Anatomy, Physiology + Disease, students have learned an incredible amount of the language of anatomy, including Greek and Latin roots, anatomical directions, body regions, and planes. I am so proud of their ability to combine this





content with their growing knowledge of diagnostic medical tests and diseases to analyze real case studies and create preliminary diagnoses. We are delving into the individual body systems more closely now, having learned about the integumentary system (composed of skin, glands, hair, and nails), and we are starting to learn about the skeletal system and muscular system and the many of the disorders and pathologies associated with each. As we learn each system, we will be incorporating hands-on labs and activities as well as more case studies to hone students' skills at diagnosis. In our next project, Anatomy Slide, students will create a song and music video to demonstrate anatomical movements of the body (such as flexion, adduction, and circumduction). I'm looking forward to seeing the students' creativity in demonstrating their mastery of this essential skill!

Psychology

These first few weeks in Psychology have been a blast! We are in the midst of our unit on the biological foundations of psychology, which include learning about neurons, neurotransmitters and the various brain structures and their functions. Students will delve into the brain structures in a hands-on and meaningful way during our upcoming sheep brain dissection, and I feel this really helped bring another dimension to the unit. Furthermore, each student will create their own Brain Biography, a project in which they will create a presentation to share their personal connections to each brain structure and function. I really love this project because I find that I get to learn a little about each of them, from their most cherished memories (as they discuss the hippocampus) to their fears or phobias (as they discuss the amygdala). We will be transitioning into a unit on sensation and perception, and students will be learning about our sensory organs and how sensory information is perceived and interpreted by our brain, all the while doing labs and activities to help students make deep connections with the content of psychology.