



FRESHMEN NEWS

Monthly Email Newsletter- March 2019



DA VINCI
SCHOOLS

IMPORTANT DATES

- Mar 1:** Beach Clean Up Field Trip
- Mar 11-14:** Student Led Conference
- Mar 15:** PD Day- NO SCHOOL



STUDENT LED CONFERENCES

Student Led conferences are right around the corner. Mark your calendars with your student's assigned date and time for SLCs. Come in to hear about your student's successes and their plan for improvement. The schedule is also posted on the 9th grade website <http://dvdgrade9.weebly.com/>

If you have any questions about your student's scheduled SLC, or you need to reschedule for a different time and/or date, please email Ms. Hannouche at channouche@davincischools.org by Friday, March 1st at 4pm.

LETTER CONTEST

Students wrote letters to authors about books that made an impact on them. The winners were announced at our February 1st Community Dialogue

*Leila Hill, our Grand Prize Winner, won up to \$50 worth of books!
Congrats to all who participated*

Leila Hill



Runner Up Winners

- Nicole Sedgwick
- Miguel Roman

Honorable Mention Winners

- Sasha Lerman
- Madison Simmons Benjamin
- Arely Martin
- Obelyah McLean
- Christian Gaudio
- Kayah Garrison
- Alex Flores

TINA HANNOUCHE PHYSICS



Physics students will be continuing their studies of energy with a focus on Climate Change. They will be able to answer questions such as: What is causing the climate to change? How are we making a positive or negative impact on our environment? What clean energy solutions exist? On March 8, we will have a speaker from About and For Sustainability to teach students about solutions that they can use in their own lives. Students will engage in a clean energy debate and also get to consult with a real world client about how we can all reduce our impact on Earth.

CARIE MACONOCHE DESIGN FOUNDATIONS

At the end of February students finished their coffee bar designs and created a presentation combining their mood board, drawings, and speech. This presentation will be held after exhibition on April 24th- 26th. There will be 10 quarter-finalists chosen to advance to the semi-finals round of presentations. The semi-finalists will then present in front of a guest architect and other staff members. The final 3 design winners from 9th grade and from 10th grade will then present in front of the CEO, principal, and other industry partners to determine an overall winner.

In March students will be introduced to their Exhibition project. Our essential question in art is, "How can we influence a certain audience to minimize their impact on Earth?" Our deliverable is a group video that influences a target audience to take action on their impact on Earth students will also combine their Spanish video deliverable at the end of their art video. Students will analyze flip books. Then, illustrate their own stop motion video for Exhibition on Adobe After Affects which is an animation program.



IVAN VILLANUEVA SPANISH 1



Feliz Primavera! Happy Springtime! This month in Spanish, we will be reviewing food vocabulary from across the 21 different Spanish-speaking countries, culminating in a food menu project, wherein students will be designing and creating a digital food menu based on the particular Spanish-speaking country that they get. Also this month, students will begin the Spring Exhibition project deliverable for Spanish class: first they will learn about the three R's: "Reduce, Reuse, Recycle" as it pertains to reducing the potential carbon footprint that we may leave on planet earth, secondly, they will learn key vocabulary in Spanish in order to write a short PSA, highlighting the importance of the three R's to the Spanish-speaking community. This deliverable will be a part of their larger Art deliverable which will require them to make a video that encourages people to take action in reducing their carbon footprint.

MELINDA LOVE INTEGRATED MATH 1

This month we will be concluding our work on Solving Systems of Equations. I wanted to take this moment to share a couple of tips on how students can be successful in math class.

1) Complete homework: *Quiz questions are taken straight from the homework problems. If students are doing and understanding the homework, they should do well on their quiz*

2) Attend office hours: *Office hours are Mon-Thurs. 8:00-8:50 am and 4:00- 5:00 pm in the conference room at the top of the stairs. Students should go here to get daily help with their homework.*

3) Retake quizzes: *Students can retake their identical quiz an unlimited amount of times. All they need to do is show evidence that they have practiced the material.*

4) Take good notes: *I provide students with detailed notes and steps on how to complete problems. Students should remember to write down all notes given. Notes are always posted on Google classroom in case a student misses notes.*



HOLLY TAKASHIMA AND JASON WHITE ENGLISH AND COMPOSITION



As we finish up February, 9th graders are well on their way to finishing their Climate Fiction (“Cli-Fi”) books that explore various versions of a future Earth suffering from a range of environmental impacts caused by people, including climate change. While reading these books, students have also been learning more about different ways that people have negative impacts on the Earth’s environment, especially those described in their reading selections. By the end of February they will be finished reading and will then compose essays based on their exploration and tracking of the various themes within their books. In March, once students complete their theme essays, they will begin working on their English / Composition deliverable for the spring Exhibition project, which is a podcast based on an environmental topic that they want to explore through personal experience and research.