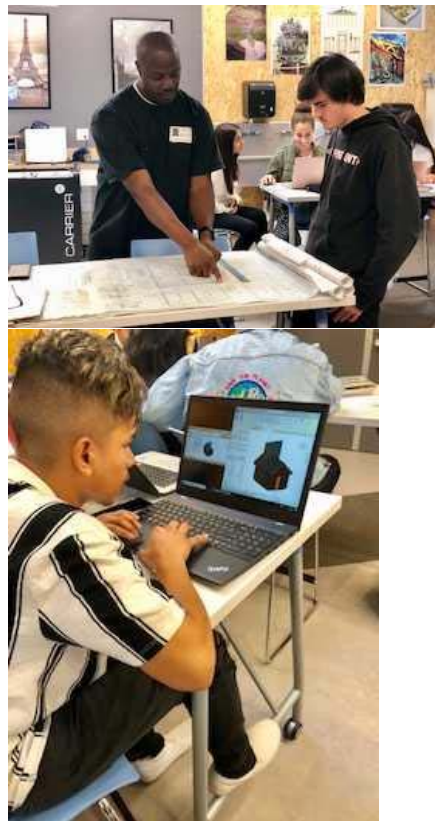


# DVD Senior Family Newsletter

March 2019

**Grade Level Announcement!**  
*Student-led Conferences 03/11-14 PD*



Architecture students working on designs for their client project.

## Industry partner search!

If you know of anyone in the toy industry, survey or focus group industry or anyone who is connected to developmental psychology, please reach out to Erin Naymark at [enaymark@davincischools.org](mailto:enaymark@davincischools.org). Read Ms. Naymark's blurb for more information. We would love to have more industry partners help us with this project!



DA VINCI  
design

## Senior All-Star

*Nadia Olea*



We are so proud of all of Nadia's hard work this year. She puts care into her work and shows great diligence in the face of academic challenges.

**Art History: Carmen Haas**  
[chaas@davincischools.org](mailto:chaas@davincischools.org)

In the Art History class, students are finishing up their lessons on Japanese art and printmaking. Students tapped into Japanese culture by understanding different concepts such as Shintoism and Zen Buddhism. They relate these perspectives to architecture and artwork. For their project, students will be creating their own Foam Block prints using Japanese iconography, symbolism, and landscape to convey Shintoism or Zen Buddhism philosophies. Before the end of March, we will move into Unit 3: Modernism focusing our art on Post impressionism and Surrealism.

**Math Explorations: Austin Anderson**  
[aanderson@davincischools.org](mailto:aanderson@davincischools.org)

In Math Explorations, we have been focusing a lot on the basic trig functions of sine and cosine for our daily warm-ups. Our financial literacy project is due on March 14. Many students are pursuing the entrepreneurship track, in which their final deliverable is a written business plan. Other students are pursuing the personal finance track, in which their deliverable is a month's worth of recorded transactions and a budget tailored to their client's actual spending and financial goals. In the second half of March, students will be creating and implementing a social sciences survey and analyzing their collected data statistically to find a correlation value.

**Psychology: Erin Naymark**  
[enaymark@davincischools.org](mailto:enaymark@davincischools.org)

The Child Development Enrichment Box project is underway in March! Each group of students will design and create a box of items that enriches development for a specific child between 4 and 9 years of age. Students will reach out to a specific family and target a child to be their client. Items in the box must be age appropriate, safe, engaging for the client and relate to specific developmental psychological theories. They will include items such as games, toys, and activities for each type of development: social/emotional, cognitive, language, and physical. Students are giving their boxes to a real child! Students will design and create pre-and post-surveys to give their child client and parents as well as give and receive feedback on their box item designs over this month.

**English 12: Edwin Maldonado**  
[emaldonado@davincischools.org](mailto:emaldonado@davincischools.org)

For the month of March students will continue the unit that focuses on ideas of race, class and gender. Students will focus on Lorraine Hansberry's *A Raisin in the Sun* and August Wilson's *Fences*—two plays which depict the challenges people once faced in the 1950s & 1960s. Students will produce literary analytical writing, engage in class discussions and design a visual component that encompasses the ideas discussed in class.

**Economics: Frank Solis**  
[fsolis@davincischools.org](mailto:fsolis@davincischools.org)

In economics, students are mastering practical adulting skills that will help them in their adult life as they complete the Economics of Life project. Students are learning how to fill out a W-4 form, calculate federal taxes, calculate APR, estimating possible student loan debt and more. They are focusing on researching and planning around three themes in life, education, career and personal financial goals. Later in March, students will write a white paper where students will provide evidence-based proposals on what to do in the face of wealth and income inequality.

**Pre-Calculus/Calculus: Austin Anderson**  
[aanderson@davincischools.org](mailto:aanderson@davincischools.org)

In Calculus we are at the most exciting time of the year from a conceptual standpoint, as we are learning not only about integrals, but also the Fundamental Theorem of Calculus, which relates the key concepts of calculus together. In the week before Exhibition, calculus students will be completing a Function Story Project in which they relate everything they know about slope and area under a curve to a function they create. In Precalculus we are focusing on logarithms and logarithmic functions this month.

**Advanced Graphic Design:**  
**Ralph Villalobos**  
[rvillalobos@davincischools.org](mailto:rvillalobos@davincischools.org)

The month of March is the last month in which Advanced Graphic Design will be holding classes. In honor of this final month of lessons, students will be working in their studio groups to create and present a final project that encompasses their time in Graphic Design. Each group is given the option of using any of the various software or units covered in the course for the last year and half. At the end of the month the students will present their final pieces in a Gallery show.

**Advanced Architecture:**  
**Katherine Simon:ksimon@davincischools.org**

Students continue their "Designing for a Client" project and learn how to add in lighting to their floor plans. They then use the AutoCAD Revit software to create renderings, a complete construction plan set, and a video walk through of their designs. Following this project, they will work with 9th grade students to mentor and come up with a conceptual coffee shop that will be located on the first floor of our school. Honors students continue working in groups to design the community center building, create models, and construction plan sheets to eventually present to the client. Students are assessed daily or weekly on their progress.