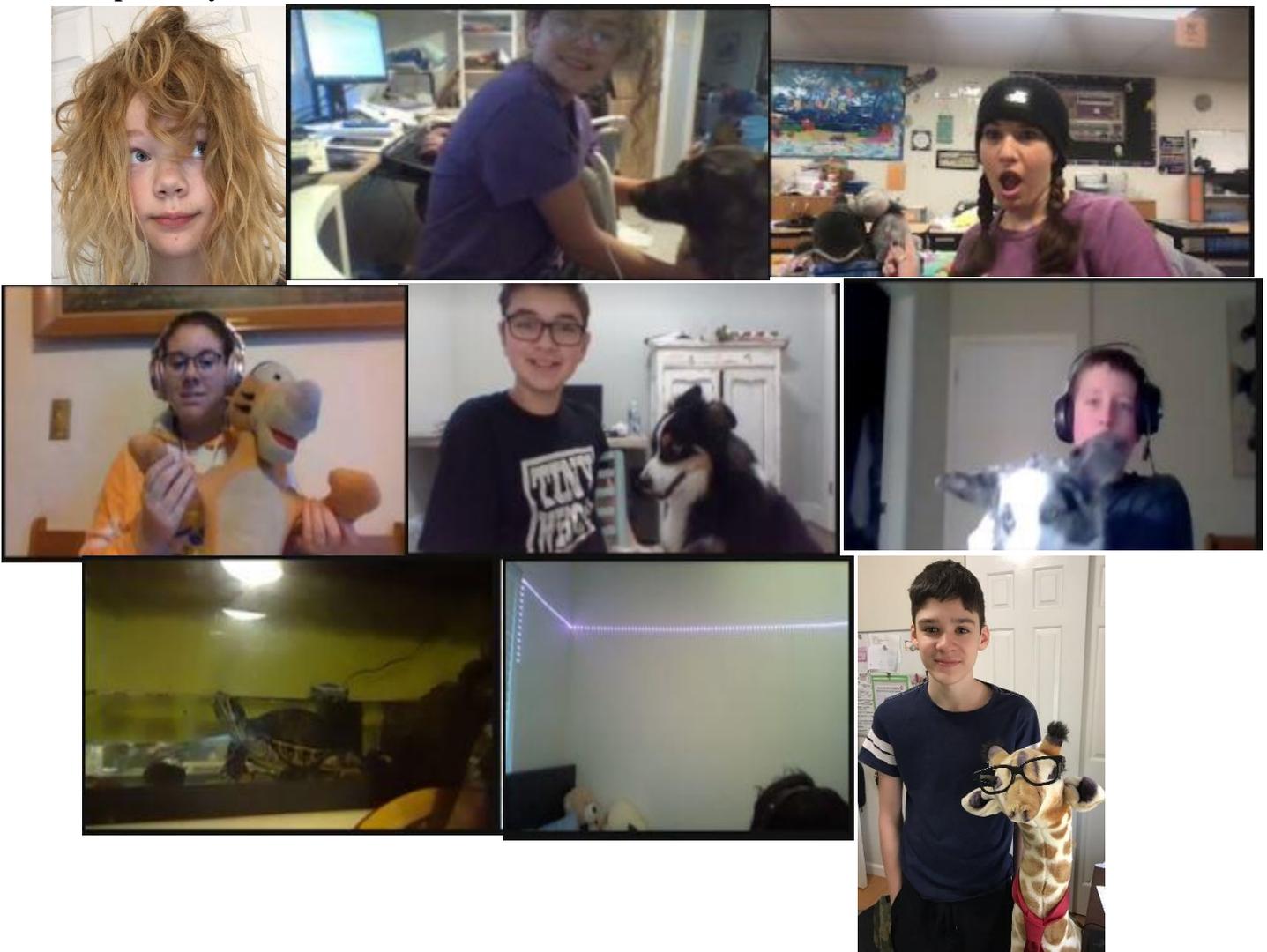


Mark West Charter School Newsletter 1/29/2021



From Ms. Franci: Based on feedback from our School Site Council we are going to try having whole school activities starting on certain Wednesdays in February. Hopefully the students will want to participate. I have asked them to email me some ideas they would like to see on these Wednesdays. The first one will be held on February 17, with a movie from 2-4. The students are in the process of choosing the movie. The choices are Ferris Bueller's Day Off, The Sandlot, and Beetlejuice. Next week on February 3, I will be sending a movie opt out form. If you do not want your child to attend please fill out the form and return it to me by February 10.

District Spirit Days:





Jase B.L.



Makai P



Katherine Westfall



Evan Meier



Bri M.



Jazmine Peterson



Shannon Bell



Jase B.L.



Julian Tuscano



Star Z M



Christian Reyes



Samantha Ochoa



Jazmine Peterson



Peyton Hill



Alhassane Doucoure



Anthony Douglas



David Marin



Shannon Bell



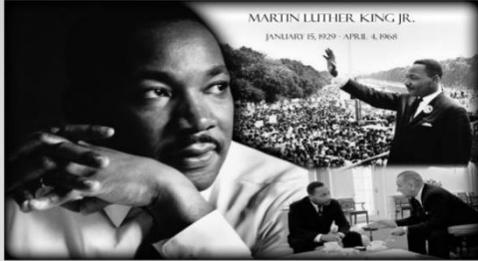
From 7th Grade: 7th Grade ELA and History

In English Language Arts students have begun to read The Hunger Games, by Suzanne Collins. In the novel the characters have finished their training and are about to enter the arena. In class, students have been assigned a survival project. They are picking from a list of environments and research that habitat; listing what they would need for survival based on the environment they chose. The students will then create a digital presentation of what they learned about their environment and what they will need: Climate, shelter, resources (both helpful and harmful), supplies and skills they need, etc. This assignment crosses over to their current Science lessons on habitat and adaptations.

Ancient Japan, Nam Viet, and the Khmer Empire are currently being studied in our History class. They are learning about the geography, topography, natural resources, and culture of these ancient civilizations. For example: students are learning about Samurai and their code of conduct called Bushido (similar to Chivalry in Medieval Europe) and how this code was strongly influenced by Zen Buddhism and the culture of Japan. We will finish this chapter soon and then move onto Medieval Europe and Feudalism.

7th Grade “I have a dream...”

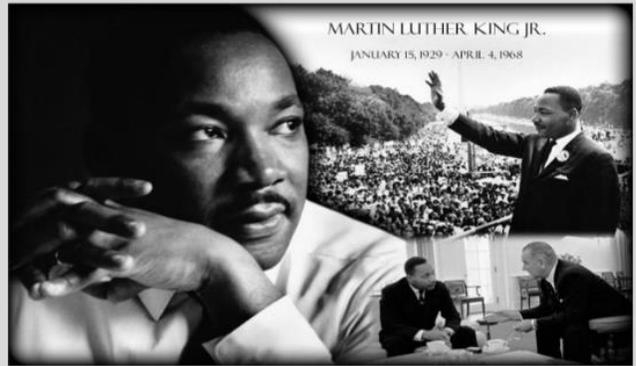
I have a Dream... *By Layla V*



I have a dream that this world will improve. I dream that the eyes of people will be opened so that they look beyond someone's skin color or economic status. I have a dream that people will find the truth about our existence and realize that they cannot fix this broken system on their own. I long for the day when sickness and division ends so we are able to come together as one. But most of all, I have dream that there will be a time where no one will live in fear for themselves or ones that they love.

I have a dream...

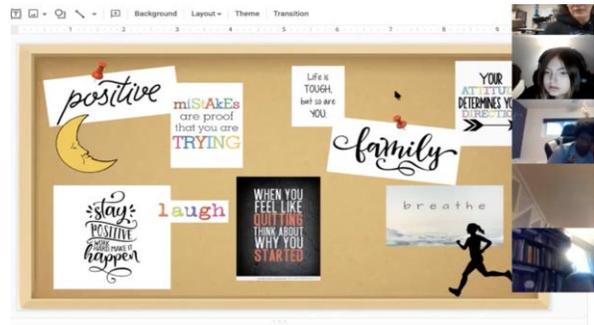
By Ashley



I have a dream where the virus will have a vaccine available to everyone to take, and we will be able to go places again. I have a dream where everyone would get along with each other and everyone would be treated equally and have the same rights as everyone else.

From 8th Grade:

During the first week back after Winter Break, the 8th grade engaged in a “**Vision Board**” activity. Students were tasked with creating their own digital or physical vision board that would incorporate their personal short term and long term goals for themselves. The vision boards are in the process of being printed in order for students to place them in the front of their binder sleeve to look at and reference each day to be reminded of their goals. Our hopes are for students to see these daily reminders to encourage positivity and reassure them of their optimistic futures.



Compare and Contrast Inaugural Speeches

Directions: Using the URL links below, choose **one** of the Presidential Inaugural Speeches to read and analyze. Then read and analyze our new President Elect Biden's Inaugural Speech (you can find it on youtube to listen to while you read along). Jot down the similarities and differences between both speeches in the Venn Diagram. Lastly, using the information you gathered from each speech and our discussions in class, answer the Critical Thinking Questions on the next two pages.

JOE BIDEN

THOMAS JEFFERSON

DWIGHT D. EISENHOWER

(Speech will be available at the link above after class)

FRANKLIN D. ROOSEVELT

RICHARD NIXON

Biden's Inaugural Address

(Jefferson) Inaugural Address

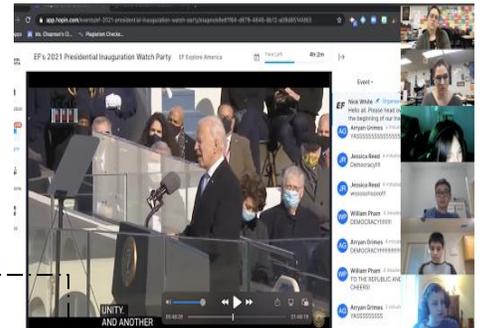
Similarities

- Union and harmony (between each other in the US)
- Democracy
- Covid
- USA's past challenges + overcoming them
- Uses modern language

- Both talk about some sort of friendship or union
- Both talk about injustices

- Friendship with other nations
- Taxes (what they're used for)
- Louisiana Purchase
- Justice and injustice
- Used more eloquent words

Since this was an election year students watched a **live broadcast of the inauguration** on 1/20. Our goal was to live stream it through the Explore America (educational) platform. We used this as an informational learning opportunity that links directly to the 8th grade history standards. Students also compared this year's Inaugural speech to historical Inaugural speeches to critically think about various topics. See photos to the left and right.



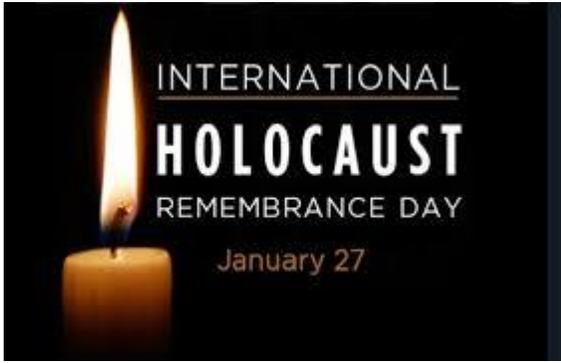
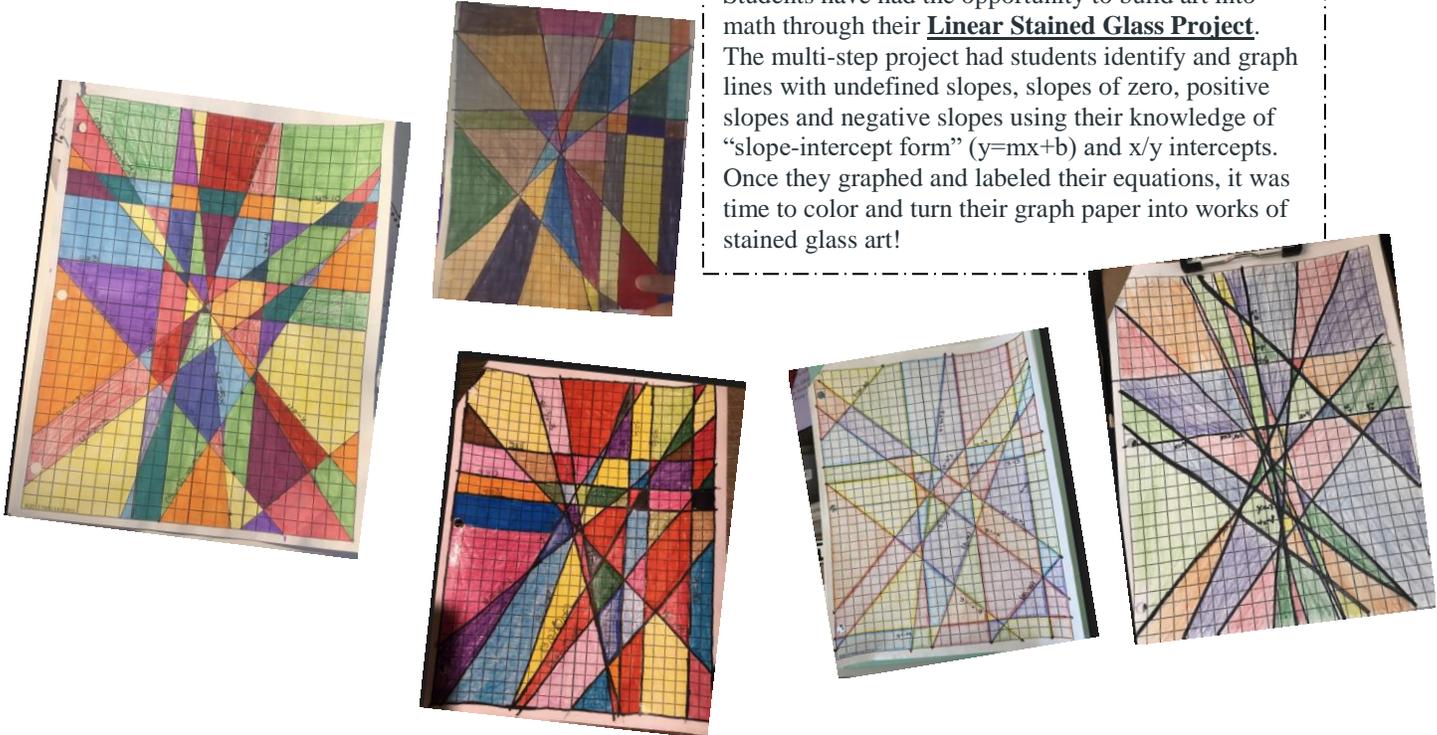
Long Answer Question: Make sure to use evidence from the speech to support your response.

Question: Do you think that Biden's speech helped to unite the country? Why or why not?

I think his speech was definitely something, I'm not sure if it fully helped unite the country though. I found his speech to be slightly inspiring and relatable, which is surprising because I don't normally take interest in politics nor long speeches. Biden presented himself as someone approachable and one-with-the-people--humble, which made him likable. By giving himself this friendly aura, he makes himself seem trustworthy, helping him win people over. He also didn't say anything mildly offensive nor depressive towards the opposing people; he said, "To all those who supported our campaign I am humbled by the faith you have placed in us. To all those who did not support, us let me say this: Hear me out as we move forward. Take a measure of me and my heart. And if you still disagree, so be it....And I pledge this to you: I will be a President for all Americans. I will fight as hard for those who did not support me as for those who did." His speech was very uplifting and definitely spread a sense of union. I think it was an appropriate first step to helping unite the country.



Students have had the opportunity to build art into math through their **Linear Stained Glass Project**. The multi-step project had students identify and graph lines with undefined slopes, slopes of zero, positive slopes and negative slopes using their knowledge of “slope-intercept form” ($y=mx+b$) and x/y intercepts. Once they graphed and labeled their equations, it was time to color and turn their graph paper into works of stained glass art!



Students were introduced to the events of the Holocaust on January 27th, or **International Holocaust Remembrance Day**. Students engaged in a “what would you do” scenario activity to think about what decisions they would make if they were themselves targeted during that time. Then students watched an interview from a Holocaust Survivor to hear a first hand account of the event. Finally, the entire 8th grade had a moment of silence to honor and commemorate the lives lost.

Scenario 6
41 responses

I would do everything in my power to ensure something like this never happens again. I would...	12.4%
I would do everything possible to bring the murderers to justice.	14.6%
I would take justice into my own hands to make a new begin... and my life.	14.6%
I would join the army so no one could...	14.6%
I would tell them to stop all of the millions of children, students, babies, women, and babies, that died what happened.	14.6%
I would never attend.	14.6%
I would counteract that by being what I see and experienced.	14.6%

Scenario 7
41 responses

I would never attend.	75.6%
I would counteract that by being what I see and experienced.	14.6%
I would tell them to stop all of the millions of children, students, babies, women, and babies, that died what happened.	14.6%



Important dates:

February 1: Charter Parent Meeting at 2:00

February 3: Materials Pickup from 10:00-2:00 (see message from your teachers for more details)

February 8: Lincoln's Birthday Observed (No School)

February 15: President's Day (No School)

February 16: District Board Meeting at 5:00

February 17: Materials Pickup from 10:00-2:00 (mandatory for all students)

February 17: Movie Day from 2-4

February 22: Charter Parent Meeting at 2:00

February 26: Non-Instruction Day (No School)

March 3: Materials Pickup from 10:00-2:00 (see message from your teachers for more details)

March 5: End of the 3rd quarter

March 8: Charter Parent Meeting at 2:00

March 9: District Board Meeting at 5:00

March 17: Materials Pickup from 10:00-2:00 (see message from your teachers for more details)

March 19: Report Cards go home

March 22-26: Spring Break (No School)

March 29: Charter Parent Meeting at 2:00

March 31: Materials Pickup from 10:00-2:00 (see message from your teachers for more details)