

Raven Review for the Week of February 20

Dear Renaissance families,

It is sure nice to enjoy mid-winter break this week. Conferences generally went very well. Anyone who was unable to get their conference scheduled for last week, please make sure to reach out to your child's guild teacher to get that scheduled. In addition, if you have questions for teachers about their specific classes make sure to send them a direct email to get your questions answered.

Based upon the conversation I had in my conferences, I wanted to share with the whole community about the importance of students developing the habit of reviewing the work of the day as part of their homework routine. An important concept that supports the value of reviewing each day after school.

Have you ever been on a course where the trainer went through their material so fast that you barely learned a thing? Or the content was so complex that it went completely over your head?

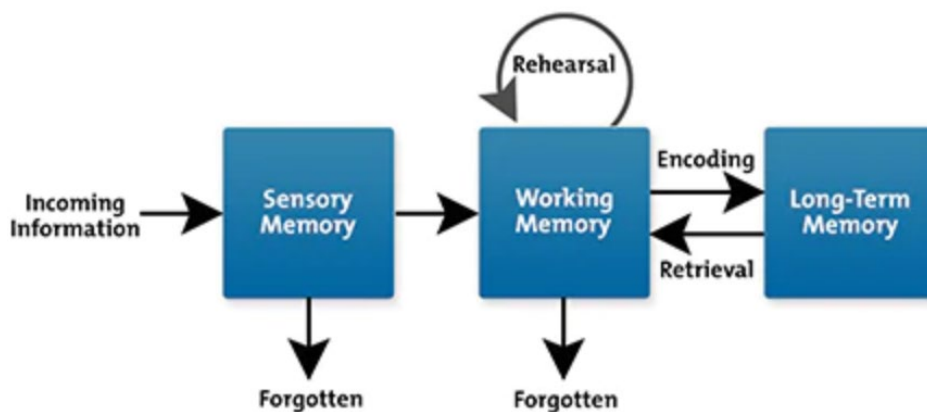
In this article, we'll look at Cognitive Load Theory (CLT). This takes a scientific approach to the design of learning materials, so you can present information at a pace and level of complexity that people can easily understand.

How Do We Process Information?

Cognitive Load Theory builds upon the widely accepted model of human information processing shown in figure 1 (this was published by Richard Atkinson and Richard Shiffrin in 1968.)

It describes the process as having three main parts: sensory memory, working memory, and long-term memory. Since then, many researchers have added to our understanding of this concept, but the basic model remains the same.

Figure 1: Information Processing Model



Adapted from Atkinson, R.C. and Shiffrin, R.M. (1968). 'Human memory: A Proposed System and its Control Processes'. In Spence, K.W. and Spence, J.T. *The psychology of learning and motivation*, (Volume 2). New York: Academic Press. pp. 89–195.

Every day, you are bombarded with sensory information. Sensory memory filters out most of this information but keeps an impression of the most important items long enough for them to pass into working memory.

For example, when you return a volley while playing tennis, your sensory memory discards information about players on adjacent courts, the sound of children playing nearby, the smell of coffee from the park's café, and so on, and focuses only on the approaching ball.

Information from your sensory memory passes into your working memory, where it is either processed or discarded. Working memory can generally hold between five and nine items (or chunks) of information at any one time. This is central to Cognitive Load Theory, as we will see.

When your brain processes information, it categorizes that information and moves it into long-term memory, where it is stored in knowledge structures called "schemas." These organize information according to how you use it. So, for example, you have schemas for different concepts such as dog, cat, mammal, and animal.

You also have behavioral schemas for actions like hitting a ball, riding a bicycle, ordering food at a restaurant, and so on. The more practiced you become at using these schemas, the more effortless these behaviors become. This is called "automation." Schemas are also significant to Cognitive Load Theory. Let's find out why. <https://www.mindtools.com/aqxwcpa/cognitive-load-theory> You can read the remainder of the article by clicking on the link.

This week, is a four day week with normal schedules each day. We will be starting to work with graphic novelist, David Lasky, from Writers in the Schools. There is also a field trip for 6th graders coming up this Friday with Mrs. Rothwell. This will be in the later half of the day on Friday. Hope this week is a positive one for you and your family.

Sincerely,

Martha Daman, Lead Teacher

Teacher Corner: What we did last week.

Week of February 20 – February 24 (Week 4 of Quarter 3)

Classes	6 th Grade	7 th Grade	8 th Grade
Mathematics	6th grade math: 6 th grade worked on comparing and ordering integers and took a quiz on Tuesday (grades will be entered before we return to school tomorrow, 2/21).	7th Grade math: Last Week: Students finished the unit Chapter 1 test. Also, we have started percents. Please incentive your child to calculate percent and taxes on receipts. This Week: We will continue the percent	8th grade Math: 8 th grade worked with exponents and scientific notation.

		chapter. We will learn to find the percent number and the estimation.	
Science	<p>6th graders completed an assignment that will be worth 15 points, called Icing Injuries Assessment. For this assignment, they got to evaluate each others' models using a rubric, and then evaluate their own work using a key before turning it in. They have one more assignment to complete over the break, called Disaster Blanket Assessment. This assignment is posted on Teams and can be turned in via Teams.</p>	<p>7th graders completed experiments in which they manipulated the distance between two magnets, and measured how that affected the attractive or repulsive forces between them using meter sticks and stop watches. Since many of them didn't have quite enough time to collect the data they needed, they will have some time to wrap this activity up after the break.</p>	<p>8th graders played a Jeopardy-esque review game that tested their knowledge of Newton's three laws. They got quite competitive! We will tally the scores when we return from break, to see who has truly mastered this content before moving on to our next topic: forces in motion (speed, velocity, and acceleration).</p>
English Language Arts Social Studies	<p>Last Week in Social Studies: Finished Mesopotamia.</p> <p>Last Week in English Language Arts: Students started working in Amplify with a Mysteries and Investigations. Students are learning about "Yellow Fever" considering the timeline and medical investigation. They have to include strong evidence in their claim.</p> <p>This Week in Social Studies: starting Ancient Egypt unit.</p> <p>This week in English Language Arts: We will be continuing with Yellow Fever and working on finding and including strong evidence to support a claim.</p>	<p>Last Week in Social Studies: Students learned about the Preamble of the constitution; they presented posters about it.</p> <p>Last week in English Language Arts: Students started working in Amplify with Brain Science. Students are learning about "Brain Science" with texts that show "True Stories" about the brain.</p> <p>This Week in Social Studies: We will continue working on the parts of the US Constitution.</p> <p>This week in English Language Arts: We will continue to work on the Amplify unit on Brain Science.</p>	<p>Last week: ELA: Students presented their second independent book projects. Students generally did an excellent job on these presentations. SS: Students were working on following up with their impact projects.</p> <p>This Week: ELA: We will be starting our first unit in Amplify ELA called Liberty and Equity. We will be working on this unit for the next month. Students should also be reading their 3rd independent book project book. SS: This week 8th graders will be learning about the economy of slavery in our nation's history.</p>
Visual Arts	<p>In art, 8th grade finished up Unexpected Beauty.</p> <p>All three classes got a chance to play the doodle game. We will begin new projects in art this week.</p>		

Performing Arts	This week we will be reading through our scripts, actors will be expected to develop their characters' back stories, and tech students will start working on determining their projects and starting to plan for them. Rehearsals will start next week.
Guild	Last week we completed lesson 19 in Character Strong which focused on Values and Conflict. We did an activity called conflict confusion which had us as a class and individuals to think about conflicts and how those are connected to our values. The new character dare we got last week is, "Look for a conflict in a story you are reading or a show you are watching. Guess what values might be driving the way the people in the story handle conflict." This week will be discussing this character dare on Tuesday, February 21 in class. Tuesday, February 21's lesson will be #20 focusing on Conflict Resolution. Thursday we will be doing a fun personality inventory to determine our communication and collaboration strengths and weaknesses. Students will also be completing a weekly skyward check assignment on Friday, February 24 th .

Spirit Wear

Thank you to Naomi Lundquist for organizing the Custom Ink order for spirit wear for our Renaissance community. You can find the links to order on our RSAR Community FaceBook group or below. The order will close at the end of February. Make sure to order some spirit wear so we can show our support for our school both at school and out in the community. Ordering will end on Tuesday, February 28th.

White Logo - shirts in a variety of colors with an all-white logo

Use this link for families: <https://tinyurl.com/rsar-whitelogo>

Color Logo - shirts are white, gray, and purple

Use this link for families: <https://tinyurl.com/rsar-colorlogo>

Communicating about Challenges, Concerns, or Questions

We recognize that conflicts, challenges, concerns and questions will come up from time to time. It is important to remember first that we all come to this journey with the student's best interest at the core of the work. Every teacher at Renaissance is teaching at the middle school level, specifically at Renaissance because they are passionate about supporting students and families through this challenging time. With our intent clear, if questions arise about grades, student progress, something you are unsure about, please go directly to the teacher who teaches that subject. If the concern is more generalized, always feel free to go to your student's guild teacher. The guild teacher is the bridge between home and school so that we can develop a strong working team around supporting your student's success over the course of them being at Renaissance. The other thing to remember is that all of our teachers are working very hard to provide your student with the best possible education we can, so make sure your approach to expressing your concerns or questions take that into consideration. Equally we will always intend to assume positive intent on your behalf as the parents as well. Thank you very much for being thoughtful in all our communications with each other.

Writer's in the Schools

We are looking forward to having graphic novelist, David Lasky, at Renaissance starting on Tuesday, February 21. If you have not yet completed the permission form, please feel free to complete it using the link below. This provides permission for your student's work to be published in the annual anthology of student work that WITS produces.

Here is the link to the permission forms:

https://docs.google.com/forms/d/e/1FAIpQLSeLyMopW0b8mX3uJ_dfeQAr1IGWkcyHkuY_ASt9YPQjT2NPbw/vjewform

Sustainability Ambassadors

For the past three Wednesdays, the 8th grade has been working with Peter Donaldson, long-term educator and founder of the organization Sustainability Ambassadors, sustainabilityambassadors.org ([HOME | Sustainability Ambassadors | Seattle, King County, WA](#)), to create a sustainability plan for RSAR. They have been working to save water when showering, constructing their own projects to help the environment in their personal lives, and have started on developing a plan to impact our carbon footprint as a Renaissance community through our commuting situations! Please make sure your student has filled out the survey in their PA Teams. There will be a question about the gas mileage of the car they ride in, if they take a gas car to school.

<https://forms.microsoft.com/r/k9E1izkypS>

Field Trips

6th Grade Field Trip on Friday, February 24th

Ms. Rothwell will be taking the 6th graders on a field trip to Beaver Lake Park on Friday, February 24th. The field trip is hosted by Nature Vision, who will lead outdoor lessons in properties of water, water quality testing, the water filtration process, and organisms that inhabit natural bodies of water such as the lake. We hope this will be a fun and informative follow-up to the water unit the 6th graders covered earlier this year. Below are the nuts and bolts of the trip.

- **Schedule:** Students will arrive and depart from school at the normal times that day. We will depart school at 11:30 am via a school bus and arrive at Beaver Lake Park by 11:45 am. We will be at the park for just under two hours. We will depart the park at 1:30 pm and return to school by 1:45 pm. Students can be picked up at the normal time, 2:00 pm.
- **Things to Bring:** Students will need to **DRESS FOR COLD WEATHER** as they will be outside for just under two hours that day. Students also need to **BRING LUNCH** that day so they can eat before the trip. The cafeteria will not provide lunch for the 6th graders that day.
- **Adults Present:** Lessons will be led by Nature Vision instructors, and Ms. Rothwell and Mr. Standal will also be with students for the duration of the trip. Additionally, we will have at least three parent volunteers to chaperone the trip (likely more). Please let us know if you are willing to be a chaperone as soon as possible, as there are some steps to becoming an approved district volunteer.
- **Fees:** To cover the cost of the field trip, we are asking each family to pay a **\$10 field trip fee**. Please drop off in the morning: cash (exact change) or check payable to RSAR in the office.

Please reach out to Ms. Rothwell with any questions at erothwell@lwsd.org.

What is happening this week: February 21 – February 24 Quarter 3 Week 4

Monday, February 20 (Week 4)

- No School – President's Day

Tuesday, February 21

- First day with David Lasky on cartooning
- ASB rep meeting at lunch in Mrs. Daman's Room
- Quiet Lunch in Standal's room

Wednesday, February 22

- Regular Wednesday Schedule
- Quiet lunch in Mr. Standal's room

- Thespian meeting 12:30 – 1:30
- 6th Grade families make sure that you turn in your field trip permission form and \$10.00

Thursday, February 23

- Quiet Lunch in Mrs. Daman's room
- Knitting club in Mrs. Borgiani's room at lunch
- Environmental Club 2:30 – 3:30

Friday, February 24th

- Quiet lunch in Mr. Standal's room
- 8th Grade Leadership meeting at lunch in Mrs. Daman's room
- 6th Grade Field Trip to Beaver Lake Park after lunch

Important Dates End of February and Beginning of March

6th Grade Science Field Trip – Friday, February 24th

Spirit Wear Order – last day to order spirit wear is Friday, February 24

Monday, February 27th 8th Grade Cast Rehearsal #1 – Scene 1 Rehearsal which covers pages 1 – 8 2:00 PM – 3:00 PM in Mrs. Daman's room; student director asl needed.

Tuesday, February 28th 6th Grade Cast Rehearsal #1 – Scene 1 Rehearsal covering pages 1 – 5 2:00 PM – 3:00 PM in Mrs. Daman's room.

Thursday, March 2nd 7th Grade Cast Rehearsal #1 – Scene 1 rehearsal covering pages 1 – 8 2:00 PM – 3:00 PM in Mrs. Daman's room including student director.

Friday, March 3rd Tech Work Session for all grades (tech students only) Mrs. Daman's room 2:00 PM – 3:00 PM.

Friday, March 3 First PTA Sponsored Community Building Event – Family Movie Night from 6:30 PM – 9:00 PM