

The Magnet

CLEVELAND HIGH SCHOOL HUMANITIES MAGNET

OCTOBER 2008



Introducing the COREdinators

In order to help steer the CORE into the future, the Magnet has created a course for students to take matters into their own hands. We have developed a group of "COREdinators" to address issues such as the division between magnet and residential students, the aesthetics of the campus, peer mentoring, and fundraising. Our intimate class of 14 seniors is designed to give voice and direction to the issues that matter to students.

Being 12th grade CORE students, we are well aware of the ins and outs of CORE life. We want to utilize the knowledge we have accumulated over the past three years to help the freshmen and sophomores. As COREdinators, we are currently designing a peer-mentoring program, The COREner, specifically for ninth students who are not used to the grueling curriculum of CORE and the new social environment of high school. Along with counseling, we plan to have CORE recycling bins that are bigger than the ones the school currently provides to be home to the mass amounts of paper we use, abuse, and do not reuse. Instead of throwing away trash, excess paper, bottles and cans, we want to provide an eco-friendly alternative to unnecessary garbage deposits.

The CORE teachers have expressed their desire to improve on meeting the needs of their students. Although the curriculum has already proved successful, it is important to continue to teach the various fields of study that most interest and correlate to the students. As the COREdinators, we want to receive input from all members of CORE and act as a voice for those whose concerns need to be heard. We can channel those voices into actions by making suggested improvements while working hand and hand with the Humanities teachers.

Upcoming Magnet Event for Parents

CLEVELAND HUMANITIES MAGNET & MAGNET PARENTS ASSOCIATION PRESENTS

"The Magnet Student Experience for Parents"

Find out what's so unique about your child's education,
and help fund the program in the process.

Participate in a CORE classroom experience.

Meet other parents who are as clueless as you are
about what your kids are doing
in the Humanities Program.

Thursday, November 20

7:00 - 9:00 p.m.

M.P.R. ROOM (NEXT TO THE CAFETERIA)

CLEVELAND HIGH SCHOOL 8140 VANALDEN AVENUE, RESEDA, CA



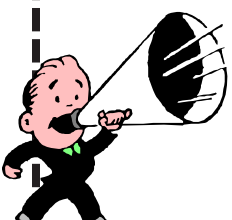
Adults only

In this tough economy,
don't let our Magnet suffer.
Visit humanitiesmagnet.com to contribute today.

New Attendance Procedure

All attendance and attendance related procedures (early leaves) are **NOT** being handled through our Magnet office anymore.

**All attendance will now be done
solely through the attendance office.**



CORE Grade Updates

9th grade from Donna Hill

Welcome ninth graders and parents to Cleveland Humanities Magnet. Our program is based on CORE classes that are team taught and thematically integrated. The integration in ninth grade includes four disciplines: English, social institutions, art and science. Because our Magnet is unique in the way we teach, the ninth grade curriculum begins with an overview of the year's themes, topics, major concepts and essential questions. Our English classes address the basics of writing fully developed paragraphs and essays in the context of critical thinking and human rights and responsibilities. The social institutions classes study how world geography impacts culture and how societies impact one another. Art and religion classes discuss the universal characteristics of religious beliefs throughout the world and the elements and principles of art. Science classes establish the formation of the earth, the evolution of life and human development. Although in this initial unit the disciplines are less obviously connected than those of the rest of the year, the most basic concepts are taught so the students have a working vocabulary for the examination of Mexico this semester, and South Africa and China next semester.

10th grade from Ric Posito

First off, the CORE 10 crew is THRILLED to welcome Mr. Brett Shufelt to the team! Mr. Shufelt is teaching Art History with us after going through the Humanities Program at Cleveland a few years ago and studying abroad in London. He has already proven to be an invaluable asset to the team. As usual, Unit One of CORE 10 is an in-depth study of the culture credited with the birth of Western Civilization: The Classical Greeks. Along with Mr. Shufelt's critical analysis of the artistic masterpieces of the ages, Mr. Basinger has the students thinking "outside the box" in implementing 21st century technology in the study of the ancient world by having the students create "iSearch" projects to more clearly comprehend the philosophers of the time. Mr. Demail is doing a close study of the development of the culture from its barbaric outset to an embrace of reason and rationality, while Mr. Posito analyzes the epic tales by Homer and Sophocles to serve as case studies for the ever-changing eras of the civilization with studies of Achilles, Odysseus and Antigone. The final day on Side One is Wednesday, October 8, 2008 and the date for the cram session for Unit One is Monday, November 3rd. The midterm will be administered on Monday, November 10, 2008. We are bringing back The Greek Symposium on Thursday, November 13, 2009, which will celebrate the projects done in class, as well as the consumption of a fabulous meal. Also, we are scheduled to take a trip to The Getty Villa in Malibu on January 21 and 22, 2009. We will be looking for a few parent chaperones to go along with us on these days. If you are interested, please drop Mr. Posito a note or an email.

continued...

Magnet Parent Association Meeting Dates:

- October 29th • November 25th • January 21
- February 18 • March 18th • April 22 • May 20

Meetings start at 7:00 p.m. in the Parents Resource Room located behind the MPR and Cafeteria.

- Special Thanks To -

Patricia Burgueno for hosting our events.

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Hello from our Fearless Leader

Welcome back to another eventful year in the Magnet. Now that the hustle and bustle of the first few weeks is over, we can begin to see the year taking shape. As such, I'd like to inform you of some changes that have taken place this year.

Before I get to the topic of what is new, I first want to share with you a story about something that has not changed—the continued success of our students. I recently attended a meeting of representatives from LAUSD's many high school Magnet programs. They met to discuss each Magnet's results on the California Standards Tests in English and Math. It turns out that based upon these measures, only a handful of Magnet programs in the district were achieving successful results. It should be no surprise to learn that Cleveland Humanities Magnet was identified as one of the highest achieving Magnet programs in the whole district.

A key reason we continue to succeed, while so many other programs struggle is our ability to attract strong teachers. The addition of Jenny Ewald and Brett Shufelt this year has proven, once again, the best CORE teachers are often former CORE students. Ms. Ewald is teaching ninth grade "CORE Science," and Mr. Shufelt is teaching Art History and Film in the tenth and twelfth grades, respectively.

The biggest change in the CORE curriculum this year is the addition of the previously mentioned "CORE Science" class for ninth grade Magnet students. Culminating two years of development, this course is designed to both prepare students for Biology (taken in the tenth grade) and to fit within the themes and units of the ninth grade CORE classes. Using Jared Diamond's book, *Guns, Germs, and Steel*, as its inspiration, this course focuses on the interconnections between human civilization and its natural surroundings. We expect this humanistic approach to science will also result in a higher level of interest and engagement from students.

Another significant change in our program is the addition of a new Magnet class offered to seniors. This course is designed to enable students to give voice and energy to the operation of the Magnet program. Just as the Magnet Parents Association has grown from a small group of concerned parents into a vital institution of support, the newly named "COREdinators" are going to use the power of students to help improve the educational experience for all students at Cleveland (See the article they contributed for this newsletter).

Finally, I want to encourage you to contact us if you have any questions or concerns about your student. Depending on your needs, we have many different avenues for support. You may call the school at **818-885-2300** to be directed to the appropriate office or simply email me at glemmon@lausd.net.

Respectfully,
Gabriel Lemmon, Magnet Coordinator



CORE Grade Updates continued from page 1

11th grade from Jennifer Macon

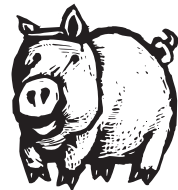
Welcome parents and eleventh grade students to what we hope will be an exciting, fulfilling eleventh grade year! In our foundational unit, we are exploring key concepts the students will use all year to deconstruct American society in terms of class, race and gender. We begin the year with a series of workshops that develop our theme "The Things We Carry: How the Individual Affects the Collective." It is our belief that "the things we carry" affect not only how we build our community within CORE this year, but also how we cultivate relationships in our lives outside of school. In Ms. Williams' workshop, the students are rereading (it was our summer reading choice.) and analyzing Tim O'Brien's acclaimed novel, *The Things They Carry*. With Ms. Siegel, the students are studying the "cycle of socialization," domination and subordination, and fear as key concepts that inform our study this year. Ms. Hill's focus is group processing, specifically the importance of knowing and understanding the many intelligences we carry into our groups. Lastly, Ms. Macon is teaching a writing workshop, which focuses on connecting the concepts of the other workshops to the process of developing the fundamental skills required for critical analysis and expression. We culminate the unit with a trip to UCLA where our students will be unconventionally tested as to their understanding of the lessons thus far.



12th grade from Ray Linn

This year the twelfth grade is continuing to deal with the history of modern thought, beginning with Shakespeare and Descartes and the Neoclassicists and ending with Michel Foucault, Kurt Vonnegut and Richard Rorty. Our major focus is on the changing views of human life, which have been developed in the modern period, and our starting point is Western rationalism, and an attempt to turn your children into rational animals. We began by trying to get them to think about what they knew, and the test results were quite discouraging; in fact, not one senior knew anything about anything! We, of course, assumed a bad upbringing was the cause, and we are presently doing everything we can to overcome it. Toward this end we have also asked students to consider whether it is rational to vote for a leader who worships in a church that preaches the dangers of witches, says that Buddhism and Islam are examples of "witchcraft" and also that Israel's Middle East problems have been brought about by "God's punishment." We are also asking our students to think about the limits of a strictly rational approach to life, but we want to assure you that we are not advocating witchcraft as an alternative to reason.

Teaching on the CORE "Animal Farm"



Never before has there been a CORE teacher whose previous work experience includes laying hen houses, raising chickens for Foster Farms and managing a swine farm. Jenny Ewald, the new CORE Science teacher, has done all this and more prior to her fall arrival at Cleveland High School. Ewald is implementing the long awaited 9th grade CORE Science program that, for the first time, integrates a science curriculum with other Humanities Magnet studies. The title of this new course is Genetics in the first semester and Physical Anthropology in the second. Ewald holds the distinction of being the fifth Humanities Magnet teacher who previously was a CORE student and who has returned to join the faculty.



Ms. Ewald grew up in the Sylmar area of the San Fernando Valley and attended LAUSD Magnet programs from first through twelfth grades. She attended Cal Poly San Luis Obispo as an animal science major. Having always been fascinated with animals, she took a host of classes focusing on the life sciences during her five years at Cal Poly. While there, she had the opportunity to work with a wide variety of animal species.

Ewald admits she decided to pursue the teaching profession on a whim. Her original plan was to pursue a master's degree in animal nutrition, with a career formulating diets for the livestock industry, or a PhD, allowing her to teach at the college level. These plans changed when she learned of Mr. Lemmon's plans to add a science element to CORE and his need for a qualified teacher.

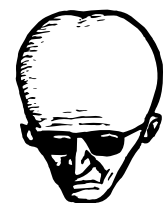


Ewald enjoys working with and receiving advice from the same teachers she had as a high school student. She also enjoys interacting with her students. She notes Cleveland seems more crowded than she remembers from her student days, although the students and program are similar.

She still loves spending time working with and being around animals, including her 85-pound pit bull mix named Toby. "I am interested in farming and food production," she notes. She didn't mention whether her plans included setting up a swine farm for Cleveland students(!)



Strange but true... Facts from the Magnet Vaults



Other Magnet teachers who are former students:



Mr. Shufelt
 Mr. Saavedra

Ms. Siegel
 Ms. Williams