

# LAWRENCE HIGH SCHOOL CAMPUS

NEWSLETTER - VOLUME 9

APRIL 24, 2015

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# LANCERS TO COMPETE IN SHRINER'S GAME



one of the coaches for the North team. Hopefully we can continue to make the school and the city proud." All proceeds from the game are donated to Shriners' Hospital in Boston, which specializes in treating children with severe burn injuries and complex skin conditions. One of the stipulations for participation in the game is that players must raise money for the Shrine Hospital. Those interested in donating can contact Coach Yameen.

The Massachusetts High School Football Coaches' Association has announced that two members of the Lawrence High School football team have been selected to compete in the 34th annual Massachusetts Shriners' All Star Football Game at Bentley University at 4pm on Tuesday, June 20th. Nelson Valerio, a three-year starter for the Lancers and the school's all-time leader in passing, will see time at quarterback. Star wide receiver Justin Rivera will look to catch passes from his teammate. Additionally, Lancer head coach Mike Yameen '86 was selected to serve on the coaching

staff. He will work particularly with the defensive line. Athletics director Jim Licciardi said, "This is a great honor for our kids and for our program. I am proud to have Justin and Nelson represent Lawrence. Mike is well deserving of the honor for his hard work and dedication over the years." Coach Yameen said, "I'm happy for Nelson and Justin, and I'm honored to represent Lawrence High School as



Learn more about the game at <http://www.mhsfca.net/shriners-classic.html>

Learn more about Shriners' Hospital at <https://www.shriners-hospitalsforchildren.org/locations/boston>

# INT STUDENTS SHOWCASE THEIR WORK

INT senior Crisleidy Paula put in this way: “We learned how to talk to people – how not to be ashamed, but to let people know our capacity.” Crisleidy and the other students of Mary Power’s SEI (Structured English Immersion) class in the International High School presented their Etymology projects in a public forum on Friday

afternoon, March 27, in INT Room 301. Each student had worked for several weeks to identify and define forty vocabulary words related to a chosen topic: Government, Technology, Mathematics, and even “Market Basket!” Students identified words by their linguistic origin, sorting them into

ten different categories, including Anglo-Saxon, Middle English, Borrowed, and Acronyms. Students used the Oxford English Dictionary, etymological dictionaries and other resources, then created a poster displaying their work and presented to a rotating group of other students and faculty. The projects were assessed using a rubric that evaluated the

students’ effort, creativity, presentation skills and etymological understandings. According to INT teacher Mary Power, students’ initial reaction to the project was lukewarm, however once they took charge of their theme, they put in very long hours. “We were here until 5:30 every night this week. The objectives of this

project were to reinforce research techniques, organizational skills, and preparation for oral presentation. They were fabulous!” Lys Ortiz, who researched words related to “Hospital,” said, “Doing this project helped me learn what I want to be... I want to be a doctor.” Other students reported that they learned research skills, presentation skills, and how lan-

guages evolve over time. Ariangel Gonzalez, who researched words related to “Life,” learned something deeper: “This project came from me, from inside of me. I learned how to use the internet and how to find words. It helped me with my problems.” The projects are on display in the LHS Learning Commons, and fea-



tured in the International School’s on-line newspaper – check it out at <http://intheraldnewspaper.com/>

# How Many Paragraphs are in this Article?

By Timothy Palladino MST

As written languages evolved, rules were invented to disambiguate writing. This included inserting spaces between words, punctuation, and more recently the paragraph.

Counting the number of paragraphs on any page is second nature for readers whose primary language is a modern descendant of the Latin language family. But consider some of the rules that the brains of fluent readers handle automatically:

- The first sentence of a paragraph is indented and each indentation is the same width and aligned with adjacent paragraphs.
- Sentences begin with a capital letter and end with a punctuation mark.
- We read from left-to-right and then top-to-bottom.
- Sentences do not overlap or cut through each other.

Writing has order and structure. We actively teach and correct errors in language when written or spoken. But this is a problem often overlooked and left uncorrected in our students mathematical writing.

Consider the following two student solutions to the same problem:

Example 1

$$KE = \frac{1}{2}mv^2$$

$$KE = \frac{1}{2} \cdot 0.5 \text{ kg} \cdot 50^2 \text{ m/s}$$

$$KE = \frac{1}{2} \cdot 0.5 \text{ kg} \cdot 2500 \text{ m/s}$$

$$KE = 625 \text{ J}$$

Example 2

$$\frac{1}{2} (0.5 \text{ kg}) (50 \text{ m/s})^2$$

$$\frac{1}{2} (0.5) (2500)$$

$$\frac{1}{2} (1250)$$

$$(625)$$

$$625 \text{ J}$$

Both answers arrive at the same final solution, however example 1 looks "cleaner." This is because the solution is more logically structured and organized. After analyzing my student's work over many years I have seen a clear pattern in their performance on open response questions on both the grade 9 Physics MCAS and grade 10 Math MCAS. Students who earn maximum points habitually solve problems stylistically illustrated in example 1, compared to students that arrive at a correct solution but whose solution style is illustrated by example 2.

### Analysis of Example 1

Clear beginning - as if the "formula" the student is using functions as the first sentence in a paragraph.

$$KE = \frac{1}{2}mv^2$$

$$KE = \frac{1}{2} \cdot 0.5\text{kg} \cdot 50^2\text{m/s}$$

$$KE = \frac{1}{2} \cdot 0.5\text{kg} \cdot 2500\text{m/s}$$

Clear solution - this functions as if it was the last sentence in a paragraph.

$$KE = 625\text{J}$$

Each individual line of work is aligned to the equal sign above and below it - in the same way paragraphs are aligned by an indentation.

$$KE = \frac{1}{2}mv^2$$

$$KE = \frac{1}{2} \cdot 0.5\text{kg} \cdot 50^2\text{m/s}$$

$$KE = \frac{1}{2} \cdot 0.5\text{kg} \cdot 25$$

$$KE = 625\text{J}$$

The final answer ends with the proper unit of measurement, akin to how the proper punctuation mark ends a sentence.

### Analysis of Example 2

When a calculator is provided, this work is **not required** - and it obscures the logical coherency of the solution structure. Moreover, our students generally believe that this constitutes the required part of "calculations" and "work" for open responses - it **only consumes time and adds a potential source of error.**

$$\frac{1}{2} (0.5\text{kg})(50\text{m/s})^2$$

Correct use of "formula" but forgetting to square one term may lead students to the wrong solution.

$$\begin{array}{r} 50 \\ \times 50 \\ \hline 2500 \end{array}$$

$$\frac{1}{2} (0.5)(2500)$$

$$\frac{1}{2} (1250)$$

$$(625)$$

$$625$$

The multiple circle around the final solution obscures the units that the solution needs for complete credit.

This unnecessary calculation is misplaced, akin to placing a vertical sentence a paragraph.

$$\frac{1}{2} (0.5\text{kg})(50\text{m/s})^2$$

$$\frac{1}{2} (0.5)(2500)$$

$$\frac{1}{2} (1250)$$

$$(625)$$

$$625$$

Each individual line of work is not aligned. This is part of the reason this work looks disorganized.

One significant and frequently overlooked omission is a sign of equality (an equal sign). In other contexts it is clear if someone omits a possessive as in the sentence "the boy tall" instead of "the boy is tall."

Although this is how we model problems for students during instruction, we should be more diligent in providing feedback like we do when our students make errors when using language.



Discover your community colleges, state universities & UMass

# “GO PUBLIC!” COMES TO LAWRENCE HIGH SCHOOL

By Vivian Irrgang

Once again the Massachusetts Department of Higher Education teamed up with GEAR UP to bring “Go Public!” to Lawrence High School on Friday, April 17, 2015.

Now in its third year, “Go Public!” brings Massachusetts public college and university students into local high schools for a student-to-student exchange about choosing a college and major, landing internships, navigating campus life and more.

“The whole idea behind ‘Go Public!’ is to get behind the glossy admissions brochures and give high school students a chance to meet college students from UMass, state university and community college campuses in order to learn firsthand what college life is really like,” said Katy

Abel, Associate Commissioner for External Affairs at the Department of Higher Education. “There has never been a more exciting time to attend a public college or university in Massachusetts than today – campuses have new buildings, new

ton, UMass Dartmouth, Worcester State University, Framingham State University, Massachusetts Maritime Academy and Northern Essex Community College there were two members of Governor Charlie Baker’s cabinet: Education



programs, higher rankings and terrific internship opportunities. We want to make sure students have all the information they need about their public campus options.”  
Joining students from UMass Bos-

ton, UMass Dartmouth, Worcester State University, Framingham State University, Massachusetts Maritime Academy and Northern Essex Community College there were two members of Governor Charlie Baker’s cabinet: Education Secretary Jim Peyser and Veterans Affairs Secretary Francisco Urena. In addition to serving in the United States Marine Corps, Secretary Urena is a proud graduate of both Northern Essex Community College and the University of Massa-

*continues*



chusetts Lowell. In addition to hearing from students, the two cabinet secretaries, and Mayor Daniel Rivera, Lawrence High 11th graders also saw a two-minute video starring three graduates of the Commonwealth Dual Enrollment Partnership (CDEP). Dual enrollment programs, available at every public campus, allow high school students to take college courses for free or at a reduced cost, enabling them to save thousands of dollars on the overall cost of a college degree. Governor Baker has proposed doubling funding for the program to allow more students to participate.

The “Go Public!” program is co-produced by GEAR UP (Gaining Early Awareness and Readiness for Undergraduate

programs and student services at participating schools. The program serves over 6,000 students annually in seven school districts:



Programs), a federally-funded program designed to give more low-income students the skills, encouragement, and preparation needed to pursue postsecondary education and to strengthen academic

Boston, Holyoke, Lawrence, Lowell, New Bedford, Springfield, and Worcester.

*Vivian Irrgang  
GEAR UP Program Director  
Massachusetts Department of  
Higher Education*



# LHS ALUMNI/AE POLITICAL PANEL INSPIRES STUDENTS

By Richard Gorham

On Wednesday April 8, Lawrence High School welcomed back five accomplished alums currently involved in the political process. Mayor Daniel Rivera '89, City of Lawrence Business and Economic Development Director Abel Vargas '00, School Committee member Pavel Payano '02, City Councilor Kendrys Vasquez '04, and Ana Morales '10,

who serves in the press office of US Senator Elizabeth Warren and was recently elected as a representative to the state Democratic party, all spoke on a panel to an audience of one hundred Lawrence High School students from across the campus. The panelists spoke passionately about their belief in the power of young people to change their communities for the better, and fielded questions from students on topics ranging from snow removal to the Presidential aspirations

of Senator Warren. Payano said, "it gave us the opportunity to interact with the youth of Lawrence and to motivate and inspire

to create positive change." PFA's Karina Badilla was inspired by the panelists: "I really liked the way that the presenters said you can



**LHS Students with Mayor Daniel Rivera '89, School Committee member Pavel Payano '02, Ana Morales '10 and City Councilor Kendrys Vasquez '04**

them to be successful." He added, "it was inspiring to me to see so many young people interested in the community." HHS teacher Eliaquin Gonnell concurred: "It was empowering for the students to see people who have similar backgrounds to them in positions of power. It's important for them to see how important it is to care for their community – to never lose that passion. It was good for them to see true examples of how

never give up and to try no matter what. Because we are Latino there is a barrier, but they sent us the message that we all still have the chance to be a professional, so we need to keep trying and then we will see the benefit of the effort in the future."

*Continues on page 9*

# PROFILES OF PANELISTS

**Mayor Daniel Rivera** grew up in Lawrence and graduated from Lawrence High School in Class of 1989, where he was senior class secretary. After high school he served his country in the US Army as a military police officer during Desert Storm, then returned home to earn a bachelor's degree from the University of Massachusetts at Amherst and a master's in business administration from Suffolk University. He served in several jobs in government and the private sector before serving on the City Council. In 2013, he was elected Mayor of the City of Lawrence.

**Abel Vargas** graduated from Lawrence High School in 2000, where he was active in student council and starred in cross country. He graduated from the University of Massachusetts at Lowell and is studying for his master's degree in business administration at Southern New Hampshire University. He served on the school committee for the Greater Lawrence Technical School before he was named Director of Business and Economic Development for the city of Lawrence in 2014.

**Pavel Payano** graduated from



(L to R): Abel Vargas '00, Pavel Payano '02, Mayor Daniel Rivera '89, Kendrys Vasquez '04, Ana Morales '10

Lawrence High School in 2002. He attended the University of Massachusetts at Amherst, where he served as president of the student body, before earning a master's degree in public affairs from U-Mass Boston. He is currently in his third year at Suffolk University Law School and expects to graduate next month. He is in his third term as a member of the Lawrence School Committee and this past fall was a candidate for Massachusetts State Senate. He is also co-founder of the Greater Lawrence Young Professionals Network.

**Kendrys Vasquez** was born in the Dominican Republic and moved to the United States at the age of 13. He learned English in the Lawrence Public Schools, graduated from Lawrence High School in 2004 and went on to attend Merrimack College, where he earned

a bachelor's degree in political science and communications. He has been involved in numerous political campaigns, and was elected to the Lawrence City Council representing District C in 2011. **Ana Morales** graduated from Lawrence High School – specifically, from PFA – in 2010. She then attended Dennison University in Ohio, where she served as president of the student body and received her bachelor's degree in 2104. She currently serves in the press office for United States Senator Elizabeth Warren, and just over a week ago was elected to the State Committee for the Democratic Party.

# SUPERIOR COURT COMES TO LAWRENCE HIGH

Judge Robert A. Cornetta took his seat at 10:15am on Wednesday morning, and the Commonwealth of Massachusetts Essex Superior Court entered into session to hear six civil cases. Nothing particularly unusual for the Court – except that this session took place in the Lawrence High School Lecture Hall, before an audience of 120 Lawrence High School students. The Office of the Mayor, the Office of the Superintendent, and Lawrence High staff worked with the court for several months to bring the event to fruition. “To see the proceedings first-hand was a unique experience” said HLD junior Trey Cruz. “There are a lot of TV shows about courts – it was good to see the reality.”

LHS students from across the campus observed the court come to order, and Judge Cornetta called upon attorneys for each case to present their arguments, in six different civil cases (most involving lawsuits of one kind or another). Judge Howard Whitehead, recently retired from the bench, served as Moderator, and between cases provided commentary to help students understand the proceedings. MST’s Leticia Rosario, a member of the Lawrence High School Mock Trial Team, enjoyed the experience: “It was amazing. It helped me see the greater purpose. I saw different lawyers – they all have different styles.” Judge Whitehead commented that when he began the practice of law back in

1974 there were very few women in the profession, whereas on this day over half the attorneys were women. This inspired Rosario: “It’s good to see women in a career field that I want to go into.”

life.”

Thanks to the attorneys, their clients, the Massachusetts Superior Court and its court staff, the city of Lawrence, Mayor Daniel Rivera ’89 and his chief of staff



During a pause in the proceedings, Judge Whitehead entertained questions from the students in the audience. History department chair Ryan Souliotis observed, “Students asked questions from a wide range of topics. They were curious about motivations to pursue a judgeship, the different types of cases that the court deals with daily, and some students were even able to dive deeply into judicial procedures. Opportunities like these are invaluable for our students as they prepare to enter society and participate in civic

Lisa Torrisi, the Lawrence Public Schools, Superintendent Jeffrey Riley, Sgt. Robert Kujawa and the Lancer JROTC Cadets, and the faculty, staff and students of Lawrence High School for making this happen!

# Children and Trauma

By Ann Bergin Hall, Ed.D.

In 2008 the American Psychological Association's task force on Posttraumatic Stress Disorder and Trauma in Children and Adolescents published their findings. What follows is a summary and suggestions for ways that we, as teachers, counselors, staff and caring adults can assist students dealing with traumatic life events.

According to the APA task force (as well as the National Center for PTSD) a significant number of American children and adolescents are exposed to life events that are traumatic.

These include threats to personal safety, threats of death, physical harm, sexual abuse, loss of loved ones, loss of home, loss of pets and/or belongings, and witnessing violence and/or threats of violence to another. Additional traumatic events include being a victim of other crimes, medical crises, accidents, suicides, and unwanted separations from loved ones.

War, acts of terrorism and natural disasters can also be experienced as traumatic. The research shows that students living in poverty, urban environments and minority students are more likely to experience or witness traumatic events than other students. These students may also be more likely to experience multiple traumas.

In Lawrence this year there have been at least two tragic events in which young children died. Our students may have lived in the neighborhood, known the family, and watched the news coverage.

The proximity of these events may create a traumatic response. Adults, children and adolescents may experience and react to

traumatic events in many different ways and may recover at different rates, depending on a variety of factors. A major factor is the number of traumas that the individual has experienced. Repeated traumas make it harder for an individual to recover and feel 'healed'. Most traumatic events trigger feelings of helplessness, a sense of



reduced safety and protection, and an increase in feelings of anxiety, fearfulness and sadness and or loss. Over time, the individual may feel guilt, anger, dread, and have sleep and eating problems. Research has shown that students who have experienced trauma may have difficulty with focusing attention, learning, and peer and adult relationships. These difficulties may persist long after the original trauma.

Counselors who are aware of students with trauma histories may ensure that they 'check in' frequently, advocate for these students and establish contact with their caregivers to provide support and referrals. It is important that counselors have time to process dealing with traumatized students with their professional colleagues, so as to reduce the likelihood of vicarious traumatization and burnout.

Classroom teachers may not be aware that students in their classes have significant trauma histories. Behavioral manifestations of trauma

may look like ADHD, sleepiness, oppositional defiant disorder, depression, social skills deficits and general disengagement.

What should you, as a classroom teacher do?

1. Talk to the counselor about the student. Let the counselor know what you are seeing in class. Talk to the caregiver. 2. Remember that all behavior is communication. Look at the behavior you see in class and try to understand its meaning. 3. Establish a relationship with the student. Take time to speak privately with the student after class. Show an interest, express concern that

the student is not doing well. (e.g. I notice that you have your head on the desk during class. Are you having trouble getting enough sleep at home? Or: I notice that you are not getting your work done. I'm happy to review the assignment with you). 4. Reach out to your colleagues, counselors and administrators to identify resources to offer and/or provide assistance. 5. Follow up.

Making your classroom a safe, predictable and friendly space is the single most important thing that you can do. Your tone of voice, your pacing and presentation can make students feel threatened or protected. Research has shown that greetings students by name, as they enter a class, positively impacts behavior and learning. Please do not give up on, or 'write off' a student whose behavior is difficult or who seems disengaged. The behavior you see may be a cry for help. You are not the only one that can help, but you may be the key person in getting help to the student.

# LHS DRAMA SOARS TO NEW HEIGHTS WITH “PETER PAN!”

A cast of over sixty students. An 18-piece orchestra. A professional voice coach. An elaborate, multi-piece set. And the work of a professional flying company that sends actors soaring through the air. The LHS Drama Guild’s production of Peter Pan is an extravaganza not to be missed! Telling the story of the three Darling children and their adventures in

Never-Never Land with the magical Peter Pan and Tinkerbell facing their nemesis Captain Hook, the show features one of the largest casts the Drama Guild has ever put forth, with 55 students from the high school (including PFA, HLD, HHS, MST and HLC), plus eight middle and elementary school students from the Guilmette School, South Lawrence East School, Parthum School and Spark Academy. LHS Director of Theater Matt Evangelista said, “The thing I love the most about this show is that it is student-driven. Students designed the set and choreography. Students work the light board, the set crew and the flight crew. The kids have worked hard and it shows.” Evangelista is also thankful for the support of several recent alums who helped with the production,



LAWRENCE HIGH SCHOOL  
PROUDLY PRESENTS  
**PETER PAN**  
× THE MUSICAL ×

including Sofia Cardenes, Hilda Gomez, Stef Carty, Stephania Cueva and Fernando Rodriguez. The most striking aspect of the production is the flight crew. Several actors soar through the air over the stage during the production. A team from ZFX Flying, a professional flight crew that does work on Broadway, came to Lawrence for four days to set up the rigging and train the students. Genesis Toledo, who shares the role of Peter Pan with fellow PFA sophomore Kianaly Ortega, said “It’s amazing, a once-in-a-lifetime experience. At first it was a little nerve-racking but once I got in the air it felt like I had done it before.” For many members of the cast,

this is their first-ever stage production. One such student, senior Katie Castillo, appreciates the opportunity, saying, “I get to show my creativity.”

The Drama Guild has had an incredible year, with four main-stage productions, collaborative projects with Northern Essex Community College and Emerson College, the premiere of the new Black Box Studio Theater, and a collaborative project with the Oakland (CA) School for the Arts. This summer, the Drama Guild will take their production of The 25th Annual Putnam County Spelling Bee to the International Fringe Festival in Edinburgh, Scotland. Don’t miss out on this performance of Peter Pan. Remaining show times are Friday, April 17 at 7pm and Saturday, April 18 at 2pm and 7pm. Tickets are available at the door.

# UPCOMING EVENTS



## Eagle Tribune Salute to Seniors

4/28 - (rain date - 4/29)

**HHS**  
9:30-10:00 AM

**HLD**  
10:00-10:30 AM

**INT**  
10:30-11:00 AM

**MST**  
11:00-11:30 AM

**BMF**  
11:30-12:00 PM

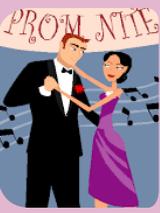
**PFA**  
12:00-12:30 PM



**4/30**  
HHS Gear Up Career day at the Learning Commons : 8:00 -3:07p.m.

**4/30 – 5/1**  
Spring Dance Recital in the PAC



 **5/1**  
PROM at Castleton in Windham, N.H. 7 p.m.

**5/2**  
SAT offered @ LHS

**5/2**  
Mass Musical Theater Festival Performance in the PAC

**5/6**  
Supportive ESL strategies meeting in HLD Rm. 305 - 3:30-4:30

**5/8**  
BMF Senior Capstone Final Competition in Lecture Hall at 8:00 – 1:00 p.m.

**5/9**  
LPS Kindergarten registration in the Main Café at 8:00 – 2:00 p.m.

# Youth Job Fair

## Lawrence High School Students

Interview with area employers for  
employment opportunities!

Wednesday, May 20<sup>th</sup>, 2015  
(3:00pm to 6:00pm)

Field House  
70-71 North Parish Road  
Lawrence MA 01843

Late Buses will be available!

Presented by:



ValleyWorks  
Career Center

## LHS Students

- You're invited to the Youth Job Fair
- First Impressions Matter
- Attend a Job Fair Prep Workshop

Learn About:

- How to prepare for an Interview
- What is an Employer Introduction
- How to dress for an interview
- How to write a Resume

## Participating Employers

- Updates posted:
  - LHS Guidance Offices
  - ValleyWorks website - [www.valleyworks.cc](http://www.valleyworks.cc)

**Sponsors:**



# LEARNING COMMONS UPDATES

## Law Books Donated to the Learning Commons

Many thanks to the Prone family for the donations of law books to the Lawrence High School Campus Learning Commons. We truly appreciate their thoughtfulness and generosity. What a wonderful addition to our collection!



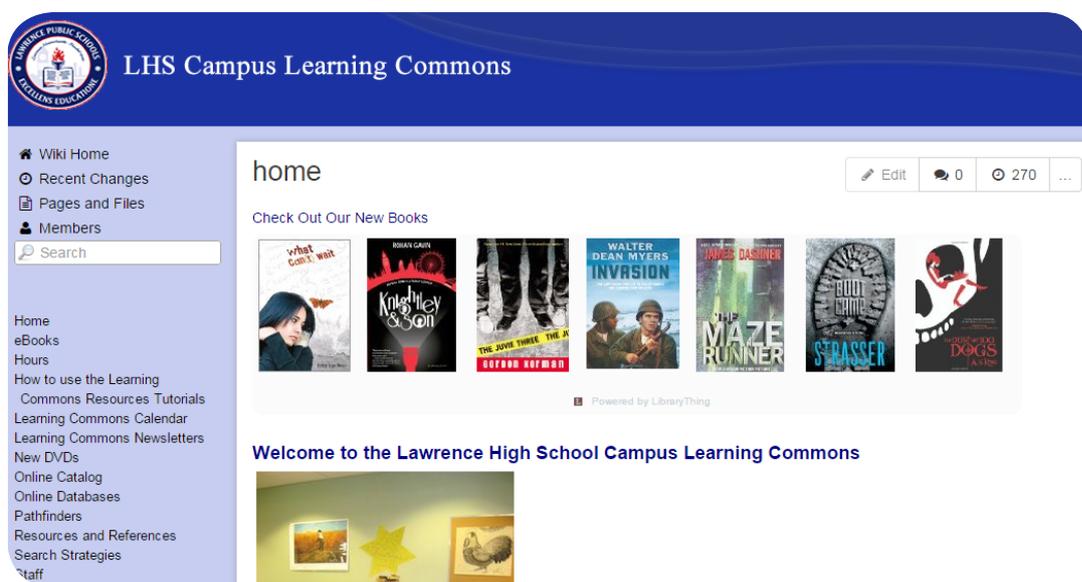
## Please Return Overdue Materials



Many of you have books and DVDs that are overdue. Please know that we do not charge late fees for overdue materials. If you have lost any items, see the librarian. For those who cannot afford to pay the replacement cost of lost materials, we can accept another book in its place, as long as it is in good condition.

## How do I use the Online Catalog and Databases?

Tutorials are available on the Learning Commons wiki for help with using these online resources. To access, go to the Learning Commons wiki: <http://lhscampuslearningcommons.wikispaces.com>. Look at the Navigation Bar on the left and scroll to “How to Use the Learning Commons Resources Tutorials”; then click on this link. These 5-minute tutorials demonstrate resources that are important for research.





This edition of the LHS campus newsletter was made possible by:

**Richard Gorham** – Editor

**Vanessa Noesi**– Graphic Design

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[vanessa.noesi-merced@lawrence.k12.ma.us](mailto:vanessa.noesi-merced@lawrence.k12.ma.us) your stories by the 2nd and 4th  
Wednesday of the month if you would like to contribute.

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