Meet the School Counselors

PANTHER NATION

CONFRONTING BULLYING

IN THIS ISSUE
WE CONFRONT BULLYING



Freckled Face on the Field 10
Cyberbully 12
Cut the Bullying 14
Words Can Hurt or Heal 16
Bullying Hurts 19
Love and Family 20
18 Times ... 21
Middle School Daze 22
Destiny's Story 25



IN THIS ISSUE
PANTHER NATION

Meet Seňor Malpica 03

Meet Mr. Sartin 06

Cadet of the Year 08

Thriller 09

Eccentric Interview with Mr. Frideley 26

Meet Ms. Hawkins 34

Breast Cancer Awareness 36

IT Movie Review 38

Nurse Aillet's Advice 39

The Funnies 40

Poems by Brooke Beauchamp 42

Panther Nation Magazine 47

Meet Panther Nation's School Counselors 48

Choose your Path 68

Book Reviews 72

Understanding Rosh Hashanah and Yom Kippur 75

Blood Drive 76

Great Halloween Reads 78

Discover Hitch 79

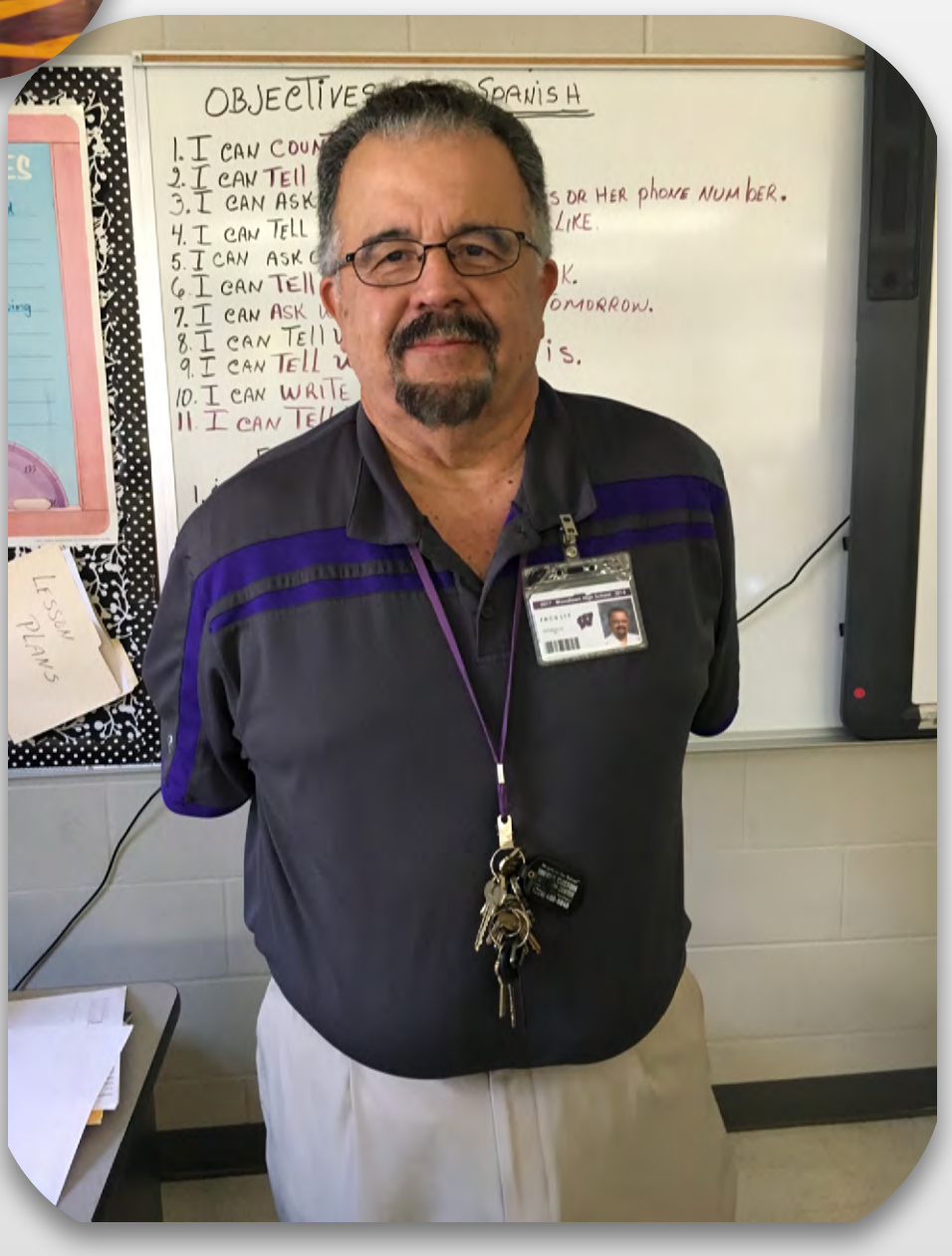
MEET SEÑOR MALPICA



1. What do you teach and how long have you been teaching? I have been teaching for 39 years.
2. What other courses do you teach besides Spanish? At Woodlawn, not only do I teach Spanish I, but I also coach volleyball and golf.
3. What do you like about Woodlawn High School? I love that Woodlawn High is a brand new school. I love the students who attend the school. I love that it is close to my home. It is one of the best schools in Baton Rouge.
4. What is your favorite part about teaching? My favorite part about teaching would be the relationship with my students. If they ever need help, I would provide extra help.



"Mr. Malpica is very enthusiastic and one of the best teachers or coaches ever!" Jordyn Williams



Jordyn Williams 5

MEET MR. SARTIN



1. **How do you prefer to lecture a class?** " I prefer to teach traditionally, where you lecture and give examples, and you allow students to work some examples on their own. However, students are learning differently, so sometimes you have to be open to change. I am now in my career where I'm willing to look into different methods."
2. **What made you want to choose to teach Geometry?** "When I applied to teach, there was an open math position…Initially, I wanted to teach Algebra I, but the vacancy was in Geometry. I actually love Geometry. I don't think I would like to teach anything other than Geometry, and I like teaching 10th graders."
3. **What do you expect from teaching Sophomores this year?** "I expect them to excel in the course, come in and give effort. One thing I expect of all my students is to give effort…and the grades will take care of themselves."
4. **How has your teaching style helped everyone learn math efficiently?** "I think all of my students can tell that I enjoy what I do and enjoy the subject matter. I enjoy talking about math, teaching math."
5. **How do you think Sophomores react to being put in your class if you were in their shoes?** "Based on the math track, you take freshman math-Algebra I, and then the next track is Geometry. In terms of options, Coach Albarez and I both teach regular education Geometry. All of our Geometry teachers are great, so I tell my students no matter who you get you'll get a good Geometry teacher. I don't think the kids are disappointed about having me as their Geometry teacher. I haven't had any sad faces upon finding out that they have me as their teacher. Again, my students know that I enjoy what I do, and I enjoy the subject matter. Kids know when you enjoy your job."

6. **Have you always performed well in mathematics?** Yes, Math and English were two of my favorite subjects in high school.



7. **Tips for those struggling in math:**
   - One of the common things that I find, is that kids don't like to practice math.
   - You don't study for math the same way you study for English, Social Studies, and maybe even Science.
   - You can't just open a notebook and look at it and expect it to sink in. You can't just look at examples.
   - You have to practice examples, practice the methods.
   - If you learn the method, then the problems aren't an issue.
8. **What's the best statements a student from the past could possibly say about your class?** " I would find rewarding a student who came into the class struggling, who found a way to give some effort, who made it through the class, and who learned something. He or she mastered this one topic in Geometry would be rewarding for me."

CADET OF THE YEAR



Congratulations to Cadet Lieutenant Colonel Shane Harris for earning the title of the East Baton Rouge Parish School System JROTC Leadership Education and Training Level IV Cadet of the Year.

Shane earned first place from among nine highly competitive Cadets.

He is an exemplary student maintaining a 4.51 GPA who has ranked 3rd in his class of 259 students.

Cadet Harris serves as the Commander for the JROTC Panther Battalion and is a member of the National Society of High School Scholars and the Torch and Laurel Society.

Cadet Harris is an exemplary student - a role model cadet for other students and Cadets to emulate.



Check out Michael Jackson's *Thriller*.

Michael Jackson's *Thriller* music video was delightful on account of the the zombie dancing, and Michael was an incredible, amazing dancer. The makeup, the costumes, and the background made me feel as if I were watching a movie, not a music video.

The setting of the music video took place at a cemetery and a movie theater in the 1950's.

Michael plays an oblivious boyfriend who takes his girlfriend to a horror movie and ignores her. After she storms out, he walks her home, and they run into trouble as well as mayhem on the way home.

The *Thriller* music video has had a huge impact on people who have started flash mobs with his song.



Check out a *Thriller* Flash mob.

Reviewed by Gabrielle Aguillard

FRECKLED FACE

The bullying began when I was about six or seven. I did not truly understand what was happening to me. In my eyes, I was making people laugh by just sitting in my seat. I was doing good, I thought I was making other kids happy.

Fast forward a few years–I'm 10 years old–still making my classmates laugh; still doing good.

Now enters the first person who made me realize people aren't as nice as I had perceived them to be. His name was Nick. Nick was a bully. He was taller than most middle school kids and he towered over me like an indignant giant. He had a deep voice, and he always sported a sly smirk on his face. Nick called me "freckle face" and "shark teeth." It was the first time someone was mean to me. I felt judged. I never felt like that before and I didn't know how to respond.

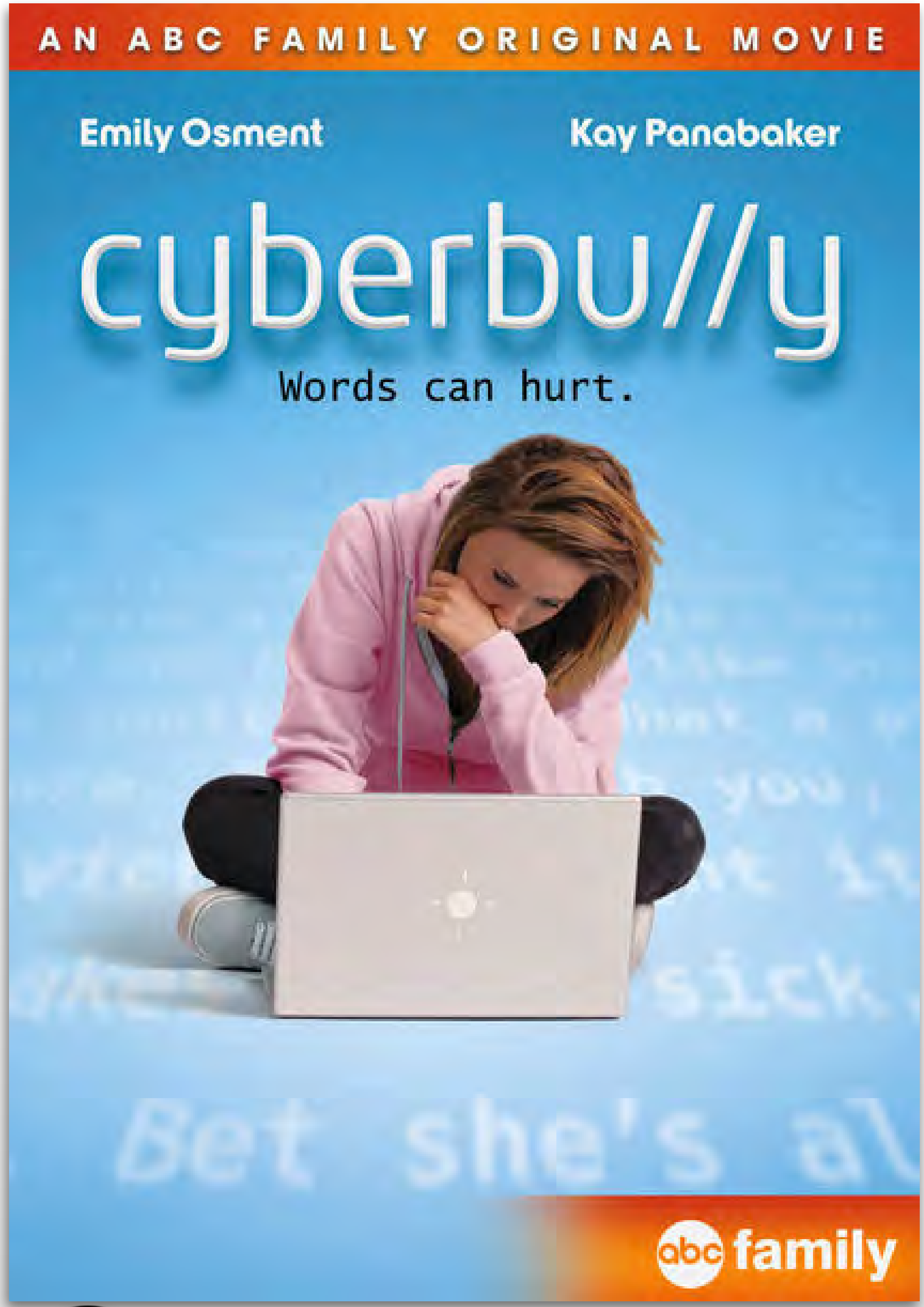
At one point we were in P.E. The whole class was outside playing kickball. I was happily waiting for a chance to catch the ball in the outfield, then along came Nick. You're on the

IN THE OUTFIELD

outfield because all the losers are on the outfield and you're a loser." Just like that with one sentence, he made me feel small, weak, and stupid for enjoying something, and I didn't understand why that bothered me, but it bothered me a lot. Before that day in P.E., I did not know that little like where you stood on a field could somehow label your whole being. I remember being terrified of being even a least bit different. What if there were more labels?



Let's fast forward seven more years. Nick is gone and Elementary is over. I got through Junior High and all of those kids that hurt me, the ones that made me second guess the things I did or even liked, the people who made me wonder if there were ways to change myself into who they wanted me to be, now mean nothing to me.



Available on Netflix 12

Movie Review

The movie *Cyberbully* was sad, but also very informative. Cyberbullying is not acceptable. In the movie, a girl named Taylor, was a victim of cyberbullying with a fake social media account.

"James," who was the fictional person, told everybody that Taylor gave him a Sexually Transmitted Disease, and after students at her school started calling Taylor rude and nasty names, Taylor attempted suicide.

People do not know what bullying can do to a person. People misunderstand what others are going through in their personal lives. The saddest and most horrific part of the movie is that her best friend Samantha was the one who created the fake profile.

Bullying hurts, especially when it is from someone that you trusts. This movie is great to watch for anyone who wants to learn how to deal with bullying. Bullies must be confronted. If bullying ever happens, please tell a trusted adult.

We should all work together to stop bullying.

Reviewed by: Jordyn Williams

Interview by Destiny Johnson



1. **When did you first become a victim of bullying?**
   Anonymous: I started to get bullied my first year of middle school.
2. **What forms did the bullying take?** Anonymous: It first started with name-calling , then to taking my things, and finally getting abused as well as physically hurt.
3. **Why did people target you?**
   Anonymous: I was very different and people used to make fun of me because of the way I looked, but mostly because many of them thought that I was gay.
4. **Did anyone ever try to intervene? (i.e. school, parents, bystanders)** Anonymous: Both the school and my parents intervened to an extent. The school told the bullies to stop and threatened to suspend them, but never did anything. Often times I would get in trouble for defending myself. Bystanders added more to the problem and sometimes got involved.
5. **How did the bully affect you?** Anonymous: In my early stage of life, it made me very shy and scared to be around new people in fear of being judged. It forced me to be

something that I am not. I always felt like I had to keep my guard up and even at school, where I should have felt safe, was the worst place of all. Just knowing what would have happened to me when I got there was torture.



6. How did you overcome the bullying/how did you cope?
Anonymous: As of right now, I am currently in high school and yes, sometimes I still run across people who try to bully me. Getting to know my best friend, Destiny, helped me get through my problem and stopped people from bullying me. I was also very sick of being treated terribly, so I started to take care of myself. Once I started to take care of myself, the bullying started to lay off.

7. How has bullying affected who you are today?
Anonymous: I can say that it has made me a better person. I am no longer scared and I have also started to take up for others. I have learned to be myself and help others learn if they take up for themselves so the bullying will stop.

8. What advice do you have for children who are being bullied? Anonymous: The first thing I will say is to speak up for yourself and take action. if no one is listening, you need to speak louder and find someone that will.

Words Can H

When I was younger, I was unaware of how I was different from everyone else. When you are young, you don't see those things, but they come into play with age.

I'm a product of an interracial couple. My mom is white and my dad is black. I never cared or realized that it mattered what color their skin was.

I lived in a house with my mom, white sister, and my other two biracial siblings. We lived in Grand Junction, Colorado and went to Orchard Avenue Elementary.

My older brother, Antone, my sister, Taiah, and I were the three out of the five black students at the whole school. The school was not diverse at all.

One day when my sister and I were walking home, she was crying and would not tell me why. By the time we got home she ran to our room and cried and cried.

Finally she told us how one her "friends" came up to her during recess and said, "We can't be friends anymore because you're black."

That day, our worlds changed. I then knew that I was different, and I didn't know if it was a good different.

My sister grew up hating her skin, nose, hair, and anything that made her black. I never hated my skin or facial features, but I never felt as if it were okay to be black.

When we moved to Georgetown, Texas with our dad, we were hoping there

Hurt or Heal

would be more kids of color. There were more kids of color,but they were Hispanic. They made us feel like a disease.

We would come out of our apartment and the would chant “The Nigritas are out!” meaning “The black girls are out!”. There would be certain days when it was “okay” to play with us. If they weren’t playing with us, they would throw rocks at our window.

To keep us out of their hideout, they spray painted the walls saying “No blacks allowed”. They gave me the nickname “Kaboosh” because they said my afro looked as if I was in an explosion. They would try to run their fingers through my hair and called it “disgusting” when the oil I put in it would rub off on their hands.

I started wearing my hair in braids and my sister straightened hers because we felt we had to hide our curls.

We denied parts of who we were because we wanted them to be comfortable.

We stayed there for three years until we moved to Levelland, Texas with our mom. My dad is from Levelland and that’s where his family lives.



By Tempestt Childers 17

Words...continued

In Levelland I thought I would finally be comfortable. There would be more kids of color,I'd have my family there, and I could learn to love myself, but that's not how it played out at first.

My family would make jokes about how I wasn't really black, and it confused me.

When I was in Colorado, I was too black, but when I was with black people, I was too white. Last summer,I wore a "Black girls Rock" shirt to Juneteenth, and my grandfather laughed and said "You can't wear that. You ain't even black."

I just walked away. I thought to myself, "How would he feel if I denied being black?". I was black on account of him, but he didn't recognize me.

After multiple talks with my brother,cutting my hair, letting my hair grow back, and interpreting black culture into my drawings, I became more confident in my skin.

I was black and I didn't want to deny it. I didn't want anyone else to deny it either.

I am proud of who I am.



By Tempestt Childers

Bullying Hurts

My name is Gabrielle Aguillard and this is my bullying story. When I was in middle school, I was bullied because I was so small to be in 8th grade.

They told me that I look as if I needed to be in elementary school.

I went home to tell my parents that this was happening, but they told me not to worry about them because they won't succeed in life.

Since then I have always ignored all the comments about me, I now walk with my head held high.

LOVE AND FAMILY



While most people are bullied for what society today has called fat, ugly, too tall, too short, bad built, too dark, and too light, I am fortunate enough to say that I have only been bullied for one thing, and it was in elementary school.

I was bullied from 3rd grade to 5th grade because my parents are both African American, and I am White.

When the bullying first started, I wasn't aware that I was adopted because I wasn't taught to see color, so I never questioned it, but as my classmates kept teasing me, I finally asked my mom, and she stated that I was adopted.

My dad always told me that people are going to dislike you because they are jealous of you, and when people make fun of you, they are just insecure with themselves and want the attention away from them through belittling someone else.

Now that I look back on my childhood, I now understand why they picked on me. Some people see color and were not used to seeing a multi-cultural family.

Although it bothered me when I was younger because I didn't want to be the outcast, it hasn't affected me now because I now realize that it is okay to be different.

I have an amazing multi-cultural family!

18 TIMES I WAS NOT YOURS TO WIELD

I. If you are the reason for my tears, then why are you here?
II. I cannot deal with you.
III. You make me sick.
IV. These tears are not for you though.
V. They are my comfort.
Something you cannot take away.
VI. The pain you caused is only something tears can solve.
I feel it in my throat and it soon dissolves.
VII. You are only worth my tears.
You are not worth my death.
VIII. I will keep living because I am strong.
IX. I fear that is my only option left.
X. You may wield me like a sword to fight your battles because you are too weak.
XI. I will be your knight in shining armor when you finally allow me to breathe.
XII. You need me...
You need the pain that you have caused me to feel.
XIII. I wish I could say I can actually feel when I am around you.
XIV. Is that why I cry?
Yes, because my
blood, sweat, and tears have been shed.
XV. It did not even have to be a war when I looked into those harsh eyes.
XVI. You just needed to stop and see…
I am a real person.
Physically weak, mentally ill, and spiritually deprived.
XVII. Not to be used to protect your ego
But as they always say,
“If you love someone let them go."
XVIII. Yet you don’t seem to have loved me ‘til very this day.

Brooke Beauchamp 21

MIDDLE SCHOOL DAZE

In elementary school, I do not remember ever getting taunted for my looks or racial background. When you were just getting to be social with other kids, they did not worry over other's appearances. Everyone you met was pretty much your friend unless something drastic happened as when they took your crayon. It was not until middle school that kids began pointing out the obvious things about me and began questioning them. Even teachers, who were supposed to be more mature than the kids, pointed out my physical features and rudely questioned me.

Teenagers used to pick on me for my hair. They would say, "Is it real?", after saying, "I love your hair!" Those backhanded compliments were common. A girl even tried pulling my hair because I would not let her touch it while we were in line in our hallway. Walking into class before, I did not know I would be the butt of a joke. A guy walked up and grabbed some scissors as other people started snickering. He walked around the class, only once, pretending to do other things.

MIDDLE SCHOOL DAZE

After seeming genuinely busy, he ran up behind me while I was working on something in class and pretended to snip my ponytail. I looked back and the class started laughing. I did not realize they were in on the joke that I still to this day do not get. Was this their way of saying, “Hey, you may have nice qualities, but I can end that about you really fast?”

Many kids were jealous, but I had to go through ignorance with the school counselors as well. I walked into one counselor’s office as she smiled with her glasses perked up on her nose. “You have really nice hair," she stated. I thanked her only soon to be proceeded by, “So, is it real? It looks real, but I cannot be sure,” and I immediately regret coming into her office. Many people wanted me to choose sides for some reason, too. Random people would just ask, “So which racial background do you prefer?” As if being born a biracial child was not hard enough with the looks and ignorant questions, they wanted me to say which side I preferred.

I cannot choose a race to be because I am both Italian and African American. People in middle school clearly did not understand or grasp the context of what they were asking. Some kids just assumed I was either Hispanic or just Black. It would be like a “Guess Brooke’s Ethnicity and Hair Authenticity Game" almost every single day. When after questioning about my hair origin, kids really hated that I would not let them touch my hair. How could they be surprised? It is rude to approach anyone and touch them while asking insinuating questions .

MIDDLE SCHOOL DAZE

It was pretty hard trying to tell everyone my racial background who demanded, and it was not even important most of the time while I was doing my school work. A fellow eighth grade student in Great Scholars called me the “N” word. I did not feel very welcomed starting Great Scholars classes at the time, and everyone looked at me differently. It was like another racial conflict after another. Getting to know someone is not through demanding their racial background and questioning about his or her’s authenticity.

During those middle school days, I really hated my hair because of all the good and bad attention about it. It made me feel like without it, who would I be, and would my peers even talk to me if someone did end up cutting my hair out of hatred.

I learned that most of those people were insecure and took their self-doubt out on an easy target-a girl who looked different. Those people bullying me in return helped me realize I am not my hair. Having or not having hair does not make anyone more or less beautiful than the next person.

Hair is just one of the many great aspects of yourself you learn to love and going through their hatred of me and my hair made me grow stronger as a result. The self-love I had to build after them trying to tear down my confidence has been the best feeling I could say I have ever gotten from those terrible circumstances, so with that I say never let someone

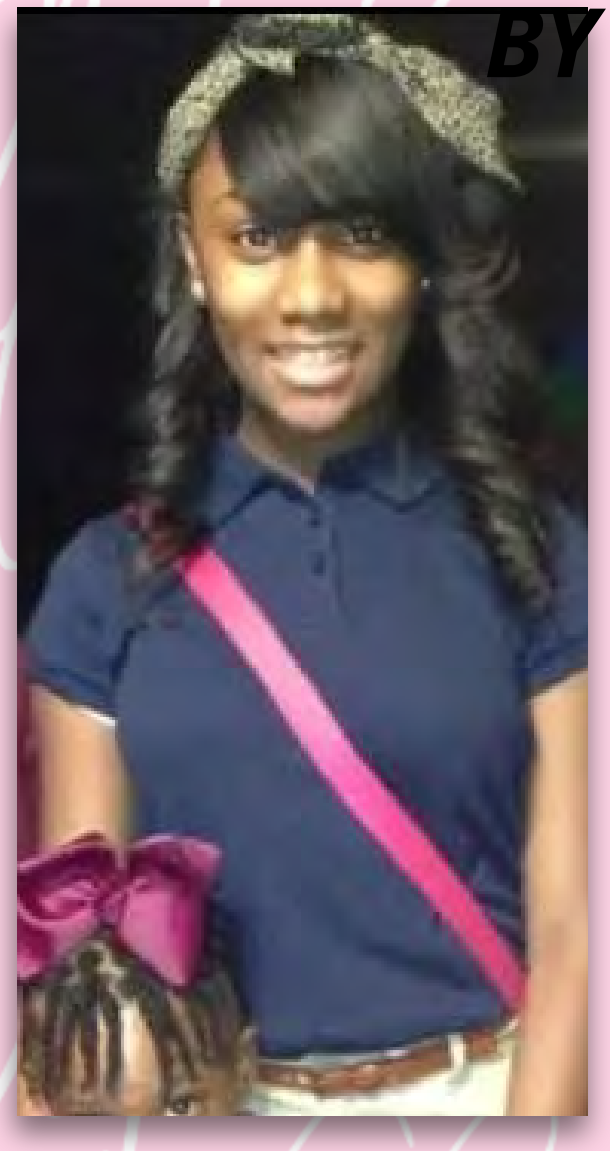
My Bullying Story

When I was bullied, I was in 7th grade and was bullied by a boy who was in my class. I had a crush on his brother for the longest. I kept it a secret until was brave enough to tell people in our class. One day we were all in class and my crush, his brother, and I were put in a group together. I think that teacher did that on purpose.

During this time, it a secret that I liked him, but everybody knew. The whole class was being messy and saying "Destiny, I see you." I just brushed it off. His brother was so rude when he found out. He told me I was ugly, and his brother would never date me, and he teased me about my gap teeth.

I was embarrassed, so I put my head down. My crush felt sorry more, and he apologized. It made me feel a little better, but my feelings were still hurt. A few days later my teacher found out and made the boy apologize. It wasn't sincere at all.

I did not really care because guess what his brother liked me so the jokes on him. At the end of the day, things turned out great for me. That experience taught me that no matter what people say about me I AM BEAUTIFUL.



BY Destiny Brooks

ECCENTRIC INTERVIEW

I, Brooke Beauchamp, sat down with Mr. Frideley in the hallways of Woodlawn High School. He brought me a seat, so I would not have to stand as he was also monitoring the halls during the second lunch period in his own pre-reserved seat.

The interview proceeded greatly and we discussed Advanced Math in depth along with another few key topics to let you all get to know him as more than just another 'math teacher' here.

1. **How do you prefer to lecture to a class?**
   "As little as possible, honestly. There are some things in math that are hard to grasp without a good explanation and honestly, good explanations out there are not readily available. When I do have to lecture, I make it as short as possible and full of a conceptual explanation as I can get."
   ----That is good enough.
   laughter
2. **What made you want to choose to teach the Seniors? Was it really optional or did you have to?**
   "No, that is something that I preferred, but partially to Mr. Steven's approval. My first year here, I was teaching Geometry with the Sophomores and that was not the best fit."
   ----Why was it not the best fit-was it the maturity?
   "Yeah, I do not strictly deal with immaturity well and I think the math is fascinating. The higher the math gets the-"
   ----The more complex you can get?
   "Yeah."
3. **What do you expect from teaching 2k18 Seniors this year? "What do you mean what do I expect from it?"**
   ----Well, last year's Seniors are different from this year's Seniors. What do you expect from them last year, instead of like when I was there last year?
   "It is largely the same. They did shift me over to dealing with like the Gifted and Great Scholars type of thing, so that is a little different with smaller classes."
   ----Was that something you wanted though?
   "I mean, yeah. They are still Seniors. You draw classifications, but ultimately it is the same area."

W WITH MR. FRIDELEY

4. **How has your teaching style helped everyone learn math efficiently?**
   "I do not know, I hope it has."
   laughs
   ----You do not know?! How come you have developed all these types of ways of teaching then?
   laughs
   "It is an ongoing experiment. [I] just keep turning knobs and seeing what works. Everything gets refined a little bit-"
   ----So the way you teach now is different from the way you taught Sophomores that first year you came here?
   "Oh, yeah. I am sure in a few years things will be dramatically different from what
   I am doing now. It is constantly refining the process."

5. **What are some ways you like to help students achieve their goals?**
   "Well, broadly speaking I am not achieving goals...you cannot get real involved with
   the goals outside of the class [because of the fact Seniors are dealing with trying to graduate]. Not that I am trying to be shut off, it is just not my personality [to reach
   out in student's lives past in-class]. So, as far as like the in-class goals, it is mostly about keeping things as unstructured as possible."
   ----So no strict rules?
   "That is part of it, probably just a format thing. I do not like the idea-especially in mathematics-of the very kind of assembly-line type learning. Everybody has got a different thing that they should be working on. I think the easiest way to help people achieve with what they need to achieve-especially in math, but probably in all subjects-is to just let them evaluate what they need and then I help them then."



ECCENTRIC INTERVIEW

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1. **How do you think Seniors react to being put in your class if you were in their shoes?**
   "That is a weird one."
   ----Yep. *laughs* So you never thought about it like that. You know they have other math teachers, so do you not care about how people react to being put into your class?
   "Not exactly, no [I have never thought of my class like that]. No, but I do [care] because I want it to be a positive experience. From what I have heard, I seem to have something of a recommendation from some students, but with that being said, I do not know how quickly that reputation fades after that first couple of weeks. At the end of the day, we are still doing math. It is not the most fun thing in the world for everybody, even though
   I like it." *laughs*What does the subject Advanced Math mean to you? You specifically instead of the students.
   "Let me dodge that and talk about math in general. I think the perception of mathematics is very poor. Not just with our students, but in society in general. In the sense that it is seen as like a set of practical tools you just have to learn how to use, like one might have to learn how to swim. Yes, it is mostly for that obviously, but I also do not think that is the point. I mean, in English you read and analyze poetry right?"
   ----Or if you are me, you write it.
   "Right, ultimately the point of that is not some sort of literary thing where you are going to use poetry. It is a means of expressing yourself."
   ----I am going to use poetry.
   "Well yeah, but it is the means of expressing yourself in a way of thinking that is useful for organizing and relaying your thoughts of other people-specifically in poetry, your emotions. In mathematics, it is very much the same idea. It is a way of organizing your thoughts and recognizing pattern and structure in the world, and having the language to talk about that. On a side bit of some of this, I hope that some of that comes across in my class. I do not know to what extent it does."
   ----The way [learning math occurred] to me was, I learned it and then it just flew past my head. I eventually forgot it because I did not think it was important or useful. I am more of a writer and thought it was useful to keep.
   "Yeah."
   ----Everybody is different. I like the answer, but it is still your math definition. It would not be like Mr. Bibbin's answer or Mr. Madronado's [but it is a still great definition of math]
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BONUS Questions: What do you expect Seniors to get out of your class?

"I hope with more than anything else that they get out of my class with the ability to think freely. There is entirely too much of math schooling that is based on repetitively solving problems, which is fine if you are talking about learning basic skills like multiplication, but ultimately that is not the goal. The goal is to encounter new problems in the world and to have that organized thinking that we were talking about. [To] be able to part together what all it means and how to go about finding answers to relevant questions. I hope I push people a little bit in that direction, not so much for, you know, [a] worksheet of fifty questions as to the one good question that is going to bug you for a week."

ECCENTRIC INTERVIE

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1. **Have you always been good at mathematics?**
   "I would say I have always been inclined towards mathematics."
   ----Why is that?
   "Well, I am probably a bit on the spectrum. That sort of thing. *laughs* I think people are just drawn to things, I mean now I can rationalize-"
   ----You are just naturally talented at math/critical thinking?
   "I would not even necessarily say that. I would say that for reasons I could not explain, but I have always been drawn to it. Now the actual skill levels involved with that, it is a function of being drawn towards it. Everything in life is really about dedication and time spent, so if you find that thing obsessive about that sort of thing, it leads to the skill."
2. **Have you always taught the way you do now?**
   "You know, you make mistakes, and find things that work. I will say that I have at least got, at this point, a rough template of some good ideas. A lot of that was ripped off from [Mr.] Spruill who remains to help."
   ----Yeah.
   "But, no, it is constantly evolving."
3. **Do you feel your distinct style has either helped you gain or loss anything with the students?**
   "I am sure it is a little bit of both. I think students that are looking for a challenge and some meaning in their work benefit from it. I think students that are geared towards the idea of 'the specific things I need to write down in a math class to get my A and move on' probably do not much enjoy those that do [enjoy math for the sake of it]. I also think there is a sort of time management, responsibility factor of it because part of what I do is let you all have enough freedom to make bad decisions sometimes. I probably should not be saying this-"
   ----Say what you feel like.
   "Yeah. Say if you take a nap in class or whatever, it is a bad use of your time, but I am not going to fuss at you. It is ultimately part of what I am trying to teach you besides from mathematics is how to regulate your own education because there is not going to be anybody when you get to college to do that for you."
   ----Yeah. I kind of meant with style as in how you look, but what you said was great too.
   "Oh, well I completely took that the wrong way."
   ----No, that is alright.
   "No, as far as this [look], I do not know. This is just eccentricities. I have no idea how much that is exactly perceived [by others]." *laughs
4. **Tips for those struggling in math:**
   "As far as struggling, I wish there were easy answers. I mean I could say the obvious thing-"
   ----Like tutoring, but tutoring does not always help people.
   "Yeah, it does not and there is obviously like things we recommend. On some level I wish I had a fix for that, but I do not. Especially with math more so than with any other subject, It

builds on itself. If you are struggling, you have probably been struggling for awhile and it makes it harder and harder to catch up."
----So like somewhere you just did not get it and now you just kept going and get confused about it?
"Right, say, think about an English class. I do not know what you all's curriculum is, but you could not read Hamlet and fail that section. Then you could read King Lear and be fine. The two are related, but not necessary. Whereas in math if you have been struggling with-you can even take this back to elementary school. Say you did not fully understand multiplication, well in middle school you are not going to have a good grasp of like exponents. It is just going to get worse and worse with Algebra mixed in later on."
----So maybe you [as in students] should just dumb it down [slow the process] and go back to where you messed up?
"That would be the ideal thing, but that is so time consuming. I do not know what the right answer for that is. If I had one, I would probably be a rich man if I had a clear answer for that.

5. **Tips for those who want to major in it [math] and did you major in it?**
"The second time around [I majored in math]. My first go through with my major was in Psychology."
----Like Mr. Mosby [a psychology teacher here at Woodlawn High]?
"I guess and it was interesting. I had a job as a research assistant at LSU dealing with the research for that. You know, sometime around when I was going to get that degree, I figured out that most of what I enjoyed was sitting there with my computer in my tiny, little office doing paper analysis and not so much with the actual Psychology. Anyway, that was a whole tangent. As far as the people who are interested in majoring in math, I think the best advice is to just read a lot."
----When you say read a lot, not as in like books, but like what?
"I mean, like, there is tons of online textbooks. You can even watch MIT lectures and stuff like that. A lot of these things are free because majoring in math is an extreme version of what I was talking about for like the concept earlier. It is a lot more about really just digging in there and spending an hour reading two pages of something [math equations, etc] to make sure you really grasp everything that is going on."
----So like studying?
"It is almost like studying, but it should be fun."
----So like make it your life, you wake up and you eat math?
"Right, I mean it is like studying, but it should be fun reading if that it is something you are interested in. I know that sounds like a hell of a lot, but you know." *laughs*

ECCENTRIC INTERVIE

PT

1. **What do you do besides teach math at school?**

"A wide range of strange hobbies. I play guitar for a cover-band, which is sort of a side job. I have gotten into metal working and making knives. You know, nerd things."

----What are nerd things?

"For example, I play Magic: The Gathering, a card game. I always spend an ordinate amount of time on that."

----Does it have mathematics in it?

"It is a-well everything has mathematics in it."

----Yeah. If you want to think about it like that.

"Yeah, so it does have some basic math in the game. Nothing more than addition and subtraction, but of course the deeper you think about it the more math shows up. For example, sixty card deck. You start the game by drawing seven cards. Well, without getting too specific into the rules, some of those require your deck to be in lanes. Well, if you want to ensure that within your opening seven card hand, there is a reasonable probability that you get at least two lands within that hand and that affects the number that you can be in the deck and it just turns very mathy."

----Yeah, that just went way over my head. *laughs*

"Yeah, of course I have my own little mathematical problems that I work on for no particular reason just other than interest. I do not know. My life sounds dull when you say [ask me about] it like that." *laughs*

-----It is not! She [Ms. Collins] said you were in a band.

"I am in a band. I was kind of a fulltime musician before I was teaching. Now, I am more of the aging, weekend, warrior trope. I still do it [though]."

-----For fun?

"For fun, yeah, with a little bit of extra money."

----Oh, you get money from it?

"Well yeah. We are still around."

----So you get gigs, like real gigs?

"Yeah, we just do not do it as often as we used to. We used to be able to play four/five nights a week. Now it is more like-"

----Do you all write stuff? What kind of things do you play?

"No, I have in the past. It is just a cover-band now."

----What kind of covers do you all do [play]?

"A little bit of everything."

---Well,not everything.

"Yeah. A bit of an overstatement, but it is a broad range. I would say probably the certain ground for our spread is

90's rock. Stone Temple Pilots and things of that nature, but it varies wildly from there from Hendrix and Johnny Cash. We will do some newer things. There is some song we do [play]-I do not even know who it is by. Umbrella?"

----Rihanna?

"Okay, there you go."

----That is so old though. A little bit, but not really. *laughs*

"Things are new enough that I do not know what they are.

2. **"What is the best statement(s) a Senior from the past could possibly say about your class?**

"Hmm. I mean, I have gotten a few comments along the general lines of that my class has helped them realize or re-realize that math could be interesting. Perhaps even God-forbid fun? As far as the worst things, I do not know. I am sure there is just plenty of bad things said in the halls. They are not typically said to my face, but I would imagine that some people do complain about difficulty. I do not know, you had my class. What were the grumblings?"

---Not many, just they were confused. Maybe. They did not really ask for help, but that is more like on them. Not anything necessarily towards you, like anything bad. It is just that they did not get it.

"Yeah. Well that is part of-"

----Learning?

"Yeah, that is part of learning, yeah, and especially a part of math."

----There is just some parts you might get [in math], while some other [aspects] you just do not [understand].

"Yes, but with the caveat that with the sufficient amount of thinking you will eventually get the parts that you do not. Most people are not willing to live with the confusion long enough to see that through. I mean, I had problems in college that I would work on for days, weeks. Some of them I would just get frustrated and set them aside and, like, you know, think about in the back of my mind and return to months later. That is to be able to live with that level of dissatisfaction for awhile."

---I feel the same way, but just like with art stuff. Like, I will draw something with the idea and just have it sitting there, but I never finish it and it kind of bothers me if I do not draw it out eventually.

"Yeah, well, there is a lot that is similar about artistic processes as to mathematical thinking. The skills are not at all unrelated. Ultimately they are both creative fields. It is just math is not usually seen

1. **How do you prefer to lecture a class?** Discussion style, current events--Students like to lead the class and like to keep class up to date with what's going on.
2. **What made you want to choose to teach history and African-American Studies (AAS)?** I had a really awesome history teacher in high school, and AAS excites me. There's a huge population of African Americans at Woodlawn and a lot of them know nothing about their ancestors . There's also a lot of students here who know nothing about African American Studies, and it is important for them to learn about their (our) heritage .
3. **What do you expect from teaching Seniors this year?** I expect to see them grow mature, NOT whine and complain about assignments, to learn how to be stronger adults, to be more prepared, and to graduate.
4. **How has your teaching style helped everyone learn history more efficiently?** I am a very open teacher because I communicate with my students well. It allows them to feel comfortable with me, and we are able to communicate better and allows my class to flow better.
5. **What are some ways you like to help students achieve their goals?** We work in and outside of class if my students are involved in any activities I help promote them. I support them in school and outside of school. I don't let my students give up. I make sure that they work hard. I try not to leave any of my students out. I try to show everyone attention and I try to find out what they're goals are and how they can achieve their goals
6. **What are assessments and how has that helped your students?** Assessments are anything from tests to quizzes discussions



MEET M
HAWKI

where I can see if my students have learned or received any type of knowledge that I've taught and it doesn't necessarily have be a test or quiz. Just something that we've done in class or outside of class where I can grade them and make sure they have learned .

7. How do you think Seniors react to being put in your class if you were in their shoes? I think they would be excited, but overall the other two teachers who teach World History are just as awesome and just as good.



8. What does the subject of History and African-American Studies mean to you? It's the world, the way of life. If you don't know your history then you don't know where you're going, you don't know where you come from. History as a whole is why we wake up in the morning, why we do what we do, why we live in the United States. Everything goes back to history.

EXTRA Questions:

1. What do you expect Seniors to get out of your class? To never give up no matter what somebody tells you no matter what goes on in your life always move forward . Never let somebody tell you that you can't go forward or push forward

2. Have you always been good at history? Yes, in high school I took Honor history classes. I've always been good at history. When I was in college, I majored in history.

3. Have you always taught the way you do now? No, not always because for years, I taught middle school history for 5 years I had to teach a little more hands on.

4. What's the best statements a student from the past could possibly say about your class? She cared about me as if as she was my mother

Fun fact: Ms. Hawkins attended Southern University, and she is a former Alpha Kappa Alpha (AKA).

MS. HAWKINS

By Destiny Brooks

BREAST CANCE

Destiny: When were you diagnosed and what was your age?

Diana: I was diagnosed on October 7, 2014 at the age of 50.

Destiny: At what stage were you diagnosed?

Diana: I was diagnosed at stage 0, it was just forming.

Destiny: How was the cancer initially detected? (i.e. through a Breast Self Exam, or an annual mammogram)

Diana: It was detected through an annual mammogram.

Destiny: How did you feel when you first received the news?

Diana: I felt that it was an urgent problem and that I really needed to take care of it.

Destiny: Is there a family history of breast cancer?

Diana: Yes, my mother who died at the age of 55 and my two sisters.

R AWARENESS

Destiny: Did you have a support network? If not, how did you overcome it or discover it?

Diana: I had many friends and the supportive ladies from my cancer group.

Destiny: Tell me about your treatment process.

Diana: There were no treatment thanks to the doctors who caught it in time.

Destiny: What message would you like to provide women in the community?

Diana: Make sure you get a mammogram annually which is important and will benefit you in the long run. If cancer runs in your family, make sure you inform the doctor.

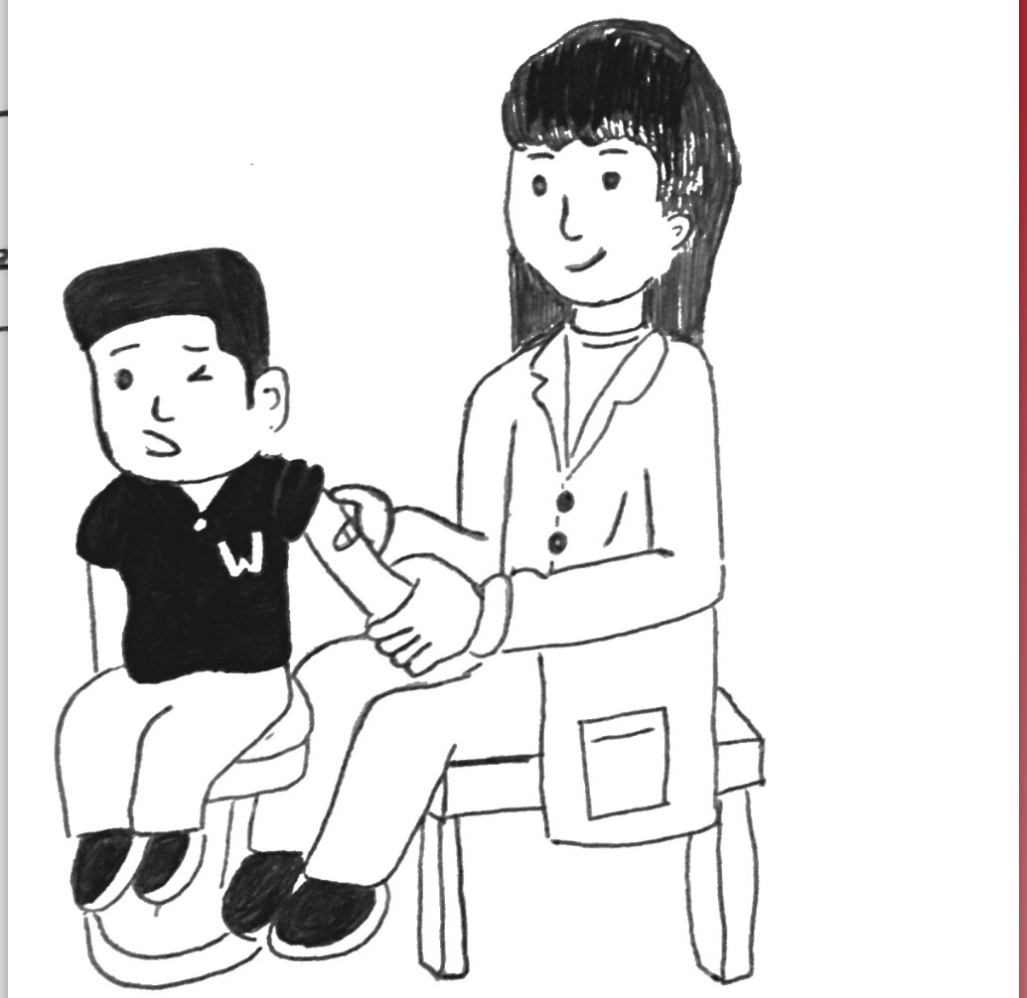
Destiny Johnson

In the movie IT, there were 7 unpopular young teens who searched for a clown called Pennywise who has comes out every 27 years. They all have issues at home. Bill suffers from the loss of his brother who was taken and who was eaten by the clown. Beverly Marsh who is the only girl is an only child living with her alcoholic father. Her dad is really aggressive and abusive towards her, and she hates living with him. Richie Tozier is the outgoing and loud one in the group who fears clowns. Ben has a crush on Beverly and he thinks that he is too fat for her. Mike, the only black kid, suffers because his parents died in a fire, and he could not save them. Eddie is a little firecracker and is also a mama's boy. Stanley's family is very religious, and he hates it . The clowns uses their situations to try to scare them. The kids act smart, and they beat the clown at his game.

IT Movie Review

By Destiny Brooks



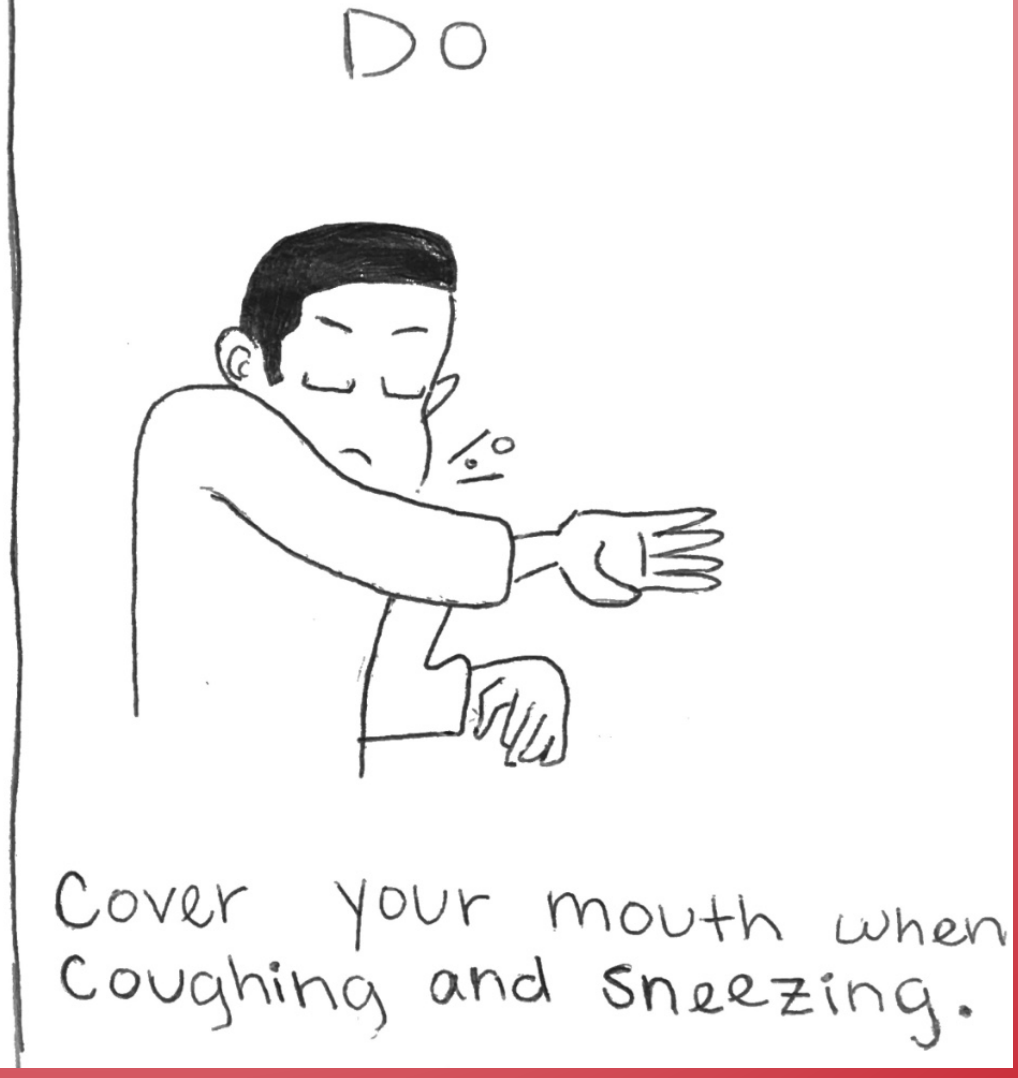


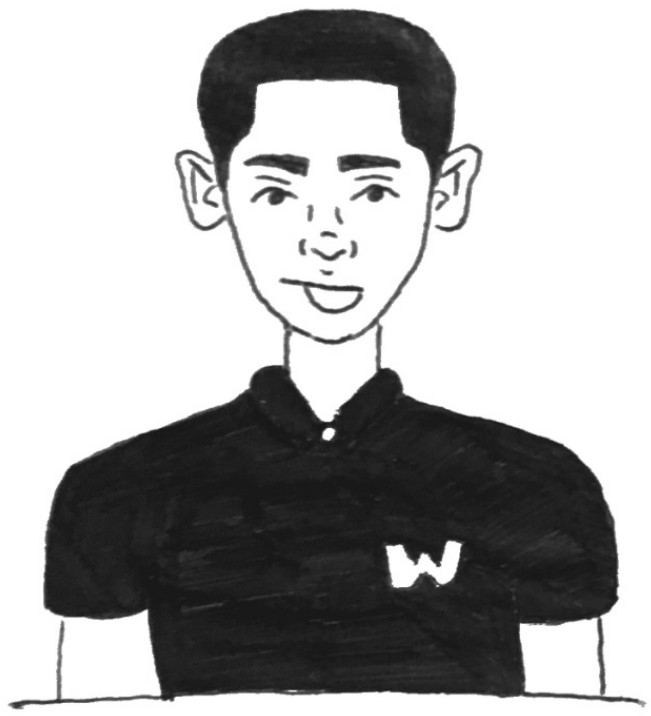
Please remain at home with a 101 Fever

Get the Flu Shot!

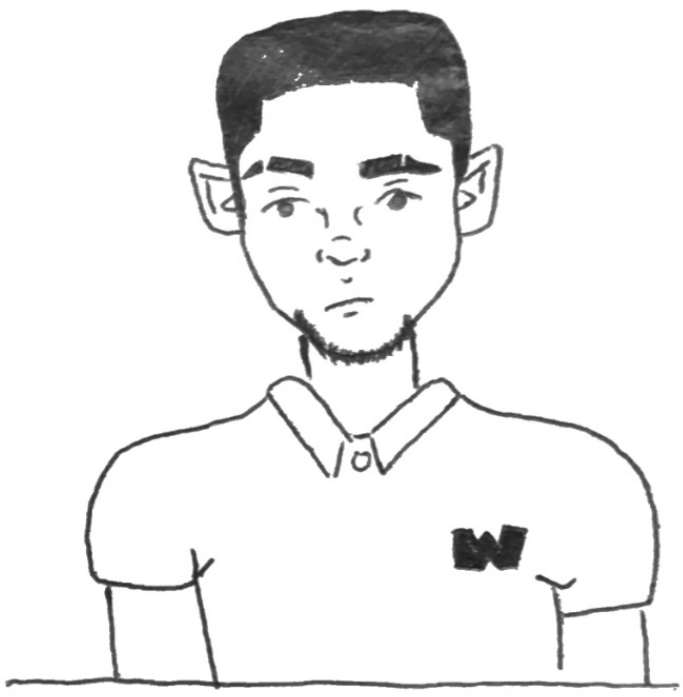
Nurse Aillet's Advice







Freshman year:
I'm going to have a 4.0!



Senior year:
C's get degrees.

Funnies



Q: Describe your Senioritis

A: "I have pictures of the homework and I still don't do it."


you're never too old for free Candy!

Funnies


I know you lyin...
TRICK OR TREAT
I'm only Seventeen...

Explaining my Style to the Mundane World

They see me cross a street
Oh, she's young, she looks sweet
Oh, but look at her, she's not like us rest
Appearing dark, she somehow snuffs out our light
Wearing those wild colors, how does she wake up at night
No, that doesn't mesh, oh I know
something better that'd match
I don't think you can honestly tell me
how long that will last
Well, you are all wrong. I'm tired of this terminology called the "*norm*"
I want to express my every side
Wearing dark colors when I feel most on edge
The vibrant ones when I feel most alive
So what if I'm hurting your mental
Making you uncomfortable is just a perk
My style is *my* style
Wear what you wear because I know mine works

-Brooke Beauchamp

A Blushing Zeus

So, do you know what you are starting,
when you start...
When you start to form a word, but it turns
into a thousand lightning bolts that will never
be heard?
When you start to strike, that your bolt is
turned?

Turned far, far away from the target...
the target yet to be reached.
When you want to so badly that Zeus is getting
jealous
of how much strength you carry.

Deep, deep, deep inside you...
there is a thousand bolts to cover the world's
skies.
Yet you seem to keep shoving the down
and wondering,why?

-Brooke Beauchamp

"It's complicated"

He says he will do this with me.
He *never* did.
I've been like a baby, dreaming in a crib.
Sucking on my thumb for *way* too long.
My skin has gone soggy and full of hate.
Waiting too long to get out of this cage.

It's like I don't have the strength to walk yet.
Can't be freed when I'm chained to false hopes.
These fibs.
These lies.
No wonder everyone always has to calm me down
when I break down and cry.
So what. *I'm the baby?*

Well, what about you?
You and your problems…
Easily solved if you weren't such a fool.
You think *I'm* playing with toys?
Just an innocent kid.
Well, if you've seen what I seen,
you wouldn't say no to let me in.

I need to do this.
It *needs* to happen.
You keep packing up
and you *know* I can't go far.
So when you go miles,
Just know I'll still be here…
Waiting awhile.

-Brooke Beauchamp
44

Apocalyptic

That sliver of sky was a blurry waterfall amidst the trees.
Tis the last thing she saw before her damnation.
Legs crawling away like the silkworms of the world,
rarity in truest form.

Once being part of the unanimity of the world,
her newfound life now consisted of the bleeding.
Flocking to her rotting corpse,
spineless flies of feeding.

Once precious things those flying jewels.
They now nagged her to all ends.
Sky fall would be the epitome of her mends.
Growls of no light now, only famine.

Whoever cursed her, damn them.
No one would or could understand

Earth may bend before her loosen limbs.
Nor will she or *anyone* else fail to remember when...

That sliver of sky blurred into the flesh
at the dawn of strucken night.

-Brooke Beauchamp

45

On my d e s e r t e d island,
there the ship of yours laid ahead.
White sails so alluring.
It caused upheavals in my waves.

When I did set sight,
my eyes did waver.
Come here my ship.
I c r a v e your familiar structure.

Your firm ground and treasures within.
You must of sensed my yearning...
For I noticed y o u r anchor near my shore.
My island did shake and quiver.

Moments of fraught silence did pass.
Fluctuating fog e n c h a n t e d the air.
Misty wood on your plank. I---Gasp

Your f i g u r e did seem to grasp at mines.
Loathing the sound of your waves.
One after the other----Crash

-Brooke Beauchamp

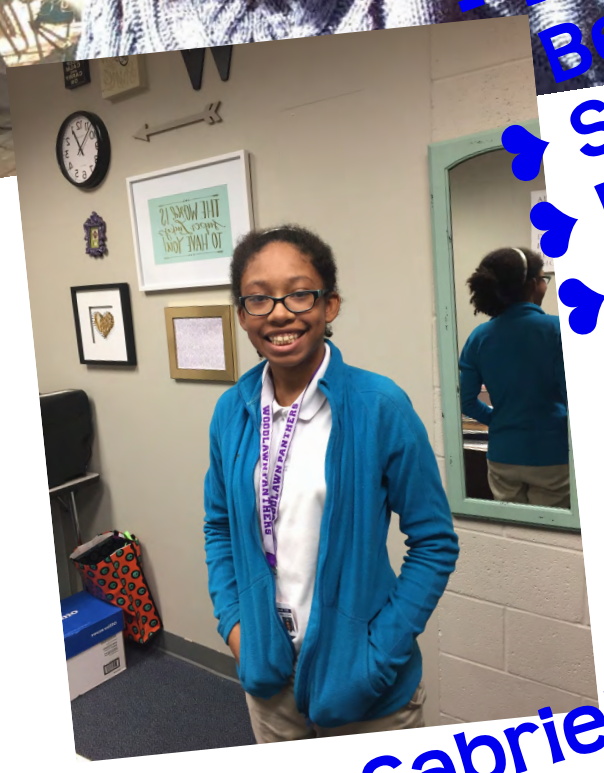
MEET THE MAGAZINE STAFF!



- Brooke Beauchamp
- Senior Editor
- Illustrator
- Poet



- Destiny Brooks
- Senior Editor
- Movie Reviewer



- Gabrielle Aguillard
- Associate Editor



- Tempestt Childers
- Associate Editor
- Illustrator
- Book Reviewer



- Destiny Johnson
- Associate Editor



- Chelsey Billingham
- Associate Editor



- Jordyn Williams
- Associate Editor
- Sports Reporter



- Donna Arnold
- Associate Editor
- Book Reviewer

MEET OUR SCHOOL COUNSELORS



From left to right: Ms. Walker, Ms. Allen, Ms. Berry, Ms. Fowler, and Ms. Nelson

Panther Nation Magazine Staff recently sat down with Woodlawn High School Counselors and Test Coordinators: Ms. Fowler,Ms. Walker,Ms. Allen, Ms. Nelson, and Ms. Wells

NOTE:

- Guidance Counselors are now referred to as *School Counselors*.
- School Counselors are their legal names, now.
- They take care of Social, Emotional, Career,and Academics needs of students.

- School Counselors encompass so many more things, now.

Who are the school counselors?

- Ms. Allen is the school's counselor for 9th-11th Q-Z.
- Ms. Fowler is the school's counselor for 9th-11th A-G.
- Ms. Walker is the school's counselor for 9th-11th H-P.
- Ms. Nelson is the school's counselor for Seniors.

Who is the test coordinator?

- Mary Wells

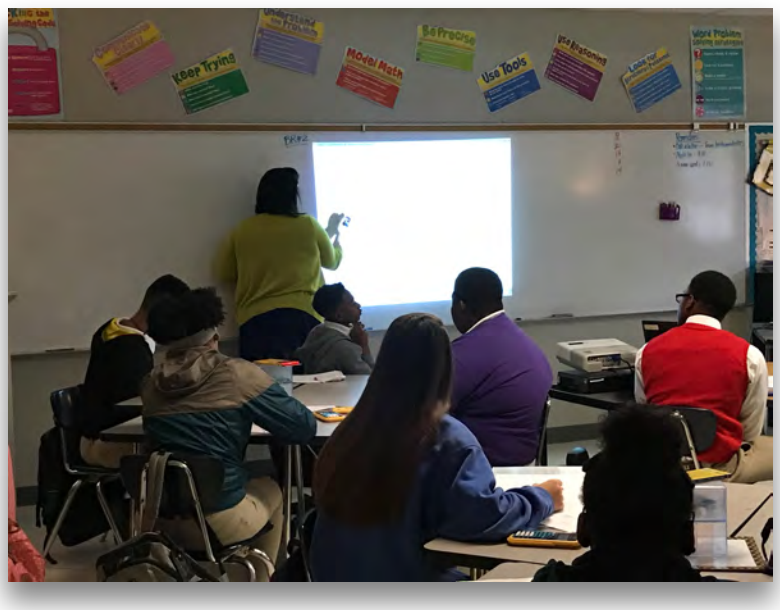
ALL STUDENTS

- What do you, Ms. Fowler, Ms. Walker, Ms. Allen, Ms. Nelson, and Ms. Wells, want all the students to know?
  - **They are here to help you succeed.**
  - They want **ALL** students to know the seriousness of how things are laid out for them.
  - Students must fill out an appointment slip to see their counselors.
  - The counselors are here to help students succeed.
  - School counselors are now able to see the child develop.
  - The system has changed so that students will have the same counselor for the first three years of high school, and then they will be sent to Ms. Nelson.

How do you succee

1. **What should I be doing my freshmen year in high school to make my next three years better?**
   - **Pass ALL your classes classes with the highest grades possible.**
   - Be Aware of Graduation Requirements with the Diploma you want to earn.
   - Most courses are selected for you.
   - You get the option of an elective.
   - Most courses are selected for you by the State Department of Louisiana.
2. **What classes should I be taking second semester of my freshmen year?**
   - The same ones you took first semester.
   - Freshmen must understand that their courses are ½ semester credits. One credit (or whole credit) means a whole year.
     - In order to earn full credit, freshmen must pass both the fall semester and spring semester.
     - If you pass a semester of English, you earn a ½ credit, and if you fail the second semester,you earn nothing. You must complete the course or semester that you did not complete in order to earn the full credit.
3. **If I mess up my freshmen year,how can recover my sophomore, junior,and senior year?**
   - It is very difficult to recover,especially if you mess up badly.
   - If you fail one core class or two, you may recover,but if you fail a bunch of classes, then you might be a five year student. If you fail a bunch of classes, you may take Credit Recovery. The chances of students completing a whole bunch of classes online are slim because they were not motivated enough to pass the

ED AS A FRESHMAN?



class with a teacher. Many of these students usually become five year students, and sometimes even six. We tell students NOT to mess up during their freshmen year.

- Mrs. Allen mentions that she once had juniors who visited her office and who expressed that they want to graduate with their class. "These students should have thought about graduating on time in ninth grade. What is great is we currently have eight periods, so those students have 32 opportunities to make the 24 credits that they need. The more these students miss the less opportunity students have to graduate on time with their class. Most seniors want to leave at a half-a-day (Internships)."

4. **How should I ask for help with grades and other stuff?**
   You can talk to your teachers and ask for tutoring opportunities before school, after school, and during lunch.
   - **Most teachers are willing to work with you.**
   - You or your parent can talk or email your teachers.
   - All of our teachers are willing to give extra tutoring opportunities when students do not understand.
   - We also have outside tutoring programs as well.
     - LSYOU
     - Community Organizations
     - LSU Upward Bound
     - Southern Upward Bound

...SUCCEED AS A FRES

1. **Jordyn mentioned her active schedule and balancing her life-family, volleyball, and magnet classes. How does she learn how to keep everything together?**
    - You can create a planner
    - Apps on your cell phone:
    - Daily Scheduler: Pinpoints what you will doing each hour everyday.
    - **Use Reminders, Calendars, and Planners to keep track of your homework and your schedule.**
2. **Why is taking the PSAT 8/9 important?**
    - We know that students have a lot of testing.
    - The PSAT is the precursor to the SAT, which may be the college entrance exam that you apply for. Colleges look at those scores. The PSAT in 9th grade allows students to see what is ahead of them for SAT and make decisions about what you need to do in terms of test prep and classes before you actually take the SAT or ACT.
    - Our students go in and take a test willy-nilly and then wonder why they cannot get into college. Why is my score not high enough? Why can't I apply for more scholarships? The higher the test score the more money will be thrown at you. You do not want to take the test and just be done. You want to use the information that you get from the test to help you prepare for your next step.
    - Some students prefer the ACT rather than SAT, so they must look at colleges that accept the ACT. All the testing information is where you are, but you definitely want to use to ask Mom or Dad for tutoring.
    - That score will tell your tutor where you and will direct

SHMAN? CONTINUED

your path.

- Many students look at the 1100 students that attend their school. When you are applying to college, you are a small fish in a big ocean.
- You really must work to make yourself stand out.
- College is everybody's best of the best.
- It's important because it can help you get better with taking it so you can keep on practicing so you can get a good score and get into a better college.

3. What tests do I need to take my freshman year? Pass ALL Graduation Requirement Classes and State Administered Tests; PSAT 8/9

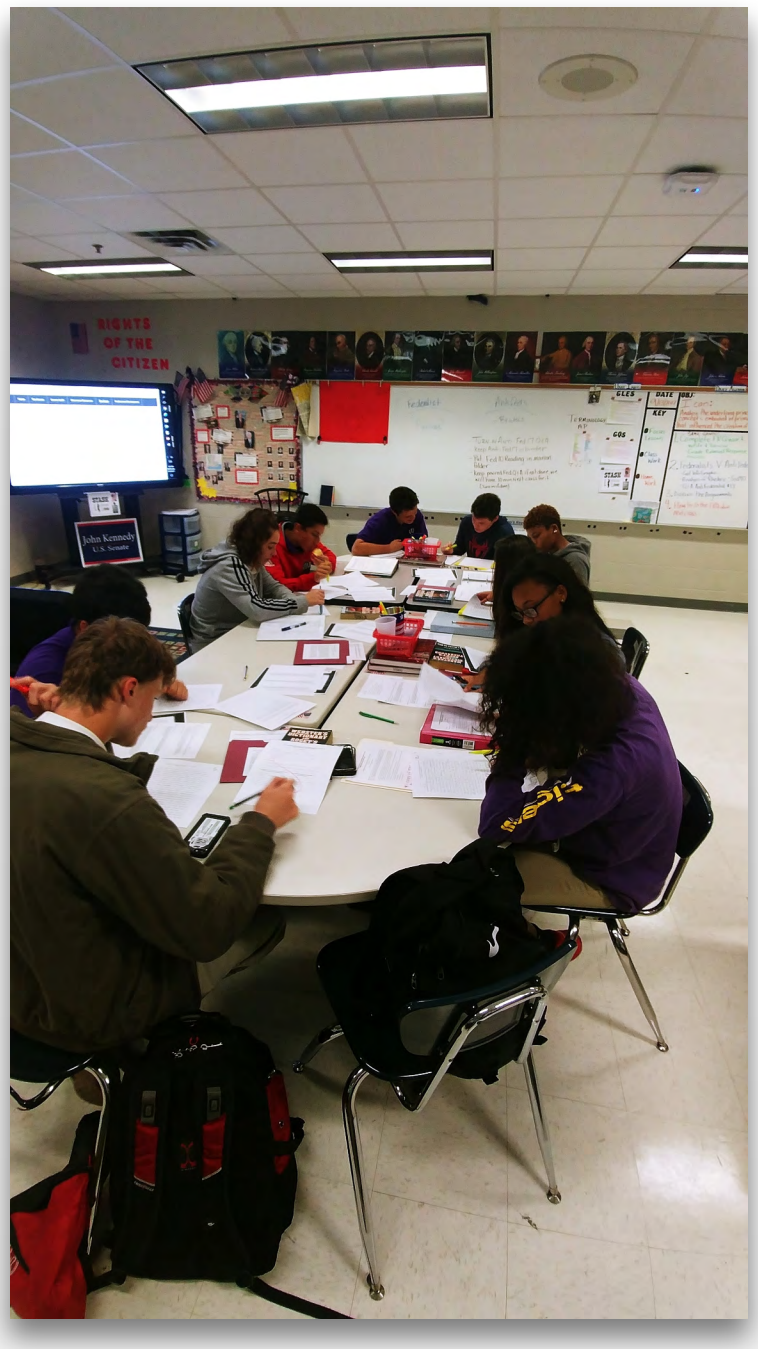
- English I, English II, Algebra I, Geometry, Biology, and American History
- One in each area to graduate-One English; One Math; Either Biology or American History
- Many students have completed their test in their Sophomore year because they have taken English I, English II, Algebra I, Geometry, and Biology.
- Students must be mindful when they are taking the tests that the tests are graduation requirements. The tests (exams) are 15% of your grade.
- Students should NEVER say that I am not going to take American History test because I have already taken my Biology tests. It is 15% of your grade. If you do not take the exams seriously, they will sufficiently drop your grades.
- Students must keep up their grades, particularly for scholarship opportunities.

I AM A SOPHOMO

1. **What should I be doing my sophomore year in high school to make my next two years better?**
   - Better than what you did in 9th grade because you want to progress.
   - Be Consistent! All four years please be consistent.
   - **Be More Responsible in your 10th grade year.**
   - The 9th mistakes should be a learning tool so that you do not repeat the same mistakes.
   - In the next three years, you will be an adult and will make your own decisions.
   - Your parents may help you get to college that does not mean that everybody is going to be responsible and will do the right thing.
2. **What classes should I be taking during my sophomore year?**
   - As the years progress, you may choose your electives.
   - Once you finish your foreign languages, you will may progress to other foreign languages.
   - If you are on the TOPS path, you may choose your foreign languages.
   - You begin getting things under your belt, so then in your junior year, you may choose quite a few electives.
   - If you sticking to your curriculum, you should be finished with PE, Health, ROTC, foreign language, and ART credit at end of your sophomore year and concentrate on your core classes and electives.
3. **If I mess up my sophomore year, how can recover my junior and senior year?**
   - It gets harder and harder to catch up because you have so many classes under your belt to play catch up.
   - Failing should NOT be an option.
   - If you have spent your ninth and tenth grade year and you have not caught up, you will hear from your school counselor who will advise you to choose another path. This path is not working for you.

ORE, NOW WHAT?

- Everybody has the option to go to college.
- Everybody does not make it there, so the State Department has designed other pathways.
- There are different paths that a child make take to be a nurse.
- They may go to a technical college or community college first.
- Some students must support themselves before they go to college.
- Different options and different pathways.



4. **How should I ask for help-grades and other stuff?**
   a. You can get tutoring. If you really want the help, you can get it.
5. **How do I learn how to keep everything together? You must create a planner:**
   - Reminder,
   - Calendar,
   - Todoist,
   - MyHomework,
   - MyStudyLife,
   - Class TimeTable,
   - **If you begin feeling overwhelmed, talk to your parents first who then can talk to us who can talk to your teachers because you do not want to get behind.**

...SOPHOMORE, NOW

How do I keep everything together when it comes to testing, particularly Graduation Requirement Classes?

- Mrs. Wells mentions that she does not see the *Sense of Urgency.*
- When you do not pass that test in the Spring, we offer Summer Remediation, which is two weeks of time where you can just work on what is on the test. If you do not pass in Spring and do not do Summer Remediation, students must wait until November or December to take the test, again.
- Many kids blow off the test. We have students who will be taking six (6) tests in December because they have NEVER passed a test.
- Grandma may be on hold because she cannot make her flight arrangement because that child may not be graduating. Even if you earn straight A's, but without the testing requirements, you will NOT graduate.
- Parents may complain about their children's efforts and attendance while in school; however, their child has NOT passed the tests for graduation.
- Students get three opportunities to pass these tests.
- When students hear about tutoring opportunities or have issues with catching up, students must take advantage of the opportunities. They must do whatever is necessary to pass the tests that means "Digging in and doing something extra, so you can get the graduation requirements under your belt and move on.
- People have gratification once all those names are called and they are NOT called, they say "I am done. I don't have to take anymore tests."
- Students sometimes do not graduate on time because they did not take the testing seriously.
- Students must have a rapport with their teachers.
  - Good teacher can sense when students are in distress.
  - "I am struggling, and I need help."
  - Be open! If you truly want help or tutoring, you must be open in order to get the help. Teachers stay after school for tutoring

WHAT? CONTINUED

and no one appears.

- Parents must be willing to pick up their children after school
- Students must be willing to come in during lunch.
- Students must be willing to come in before school.
- Parents say they want help, but they sometimes are not willing to go the extra mile.
- Parents may want the boost the grade without the parent or the kids putting in any effort

- **LOFSA has paid for tutoring in the fall with bus transportation to people's and only had five (5) children take advantage.**
  - Ms. Walker ran the program with only five (5) children.
  - Announcements went out and call out went out, and only five kids took advantage of it. A bus had only one or two children on the bus to take them home.
  - Parents show up and want help when help has been offered.
  - Listen to the announcements. Go to www.woodlawnhighbr.org for opportunities. Tell your friends about the opportunities.
  - Ms. Collins expressed shock that only five kids took that opportunity.
  - Remediation was similar. We had ten (10) kids coming to remediation when we had forty (40) Algebra I kids alone who did NOT pass Algebra I Test. We call them and we call them, and they do not come.
  - It is hard because once they are in their senior year,and they do not graduate. At that point, we have done everything that we can possibly do at this point. We want to help them, but students must be willing to do their part.

...SOPHOMORE, NOW

1. **Why is taking the ASVAB important?**

- Life does not always go as planned.
  - We are going to high school, graduate, then go LSU, then be married at 25, have our 2.5 children, and have our picket fence. We have all these plans. It does not happen that way.
  - Life happens. We might go down another path. We may still be just as successful with our 2.5 children and picket fence. We just had to detour.
  - What we do from a testing prospective is from a Freshmen to a Senior,we give you different avenues.
  - ASVAB is the entrance exam for the Armed Forces.
  - Workkeys is test given to student who will go from high school into the work force.
  - ACT is for the students who are going to college.
- All tests are viable pathways post high school.
  - You may never know your pathway. You may go to college for one year,maybe your grades drop, then lose your scholarship, and are at crossroads. “Maybe I can do the National Guard and make money this way? Get a constant check this week. I can give up one weekend a month and two weeks in the summer.”

WHAT? CONTINUED



- Take all these tests and see what is ahead of you.
- Taking the ASVAB is important because recruiters will come looking for you. You have many opportunities through the US Military. The test helps guide you into various careers. Life happens. See what you do well.
- The ASVAB asks personal questions about you. When you receive those results, you have answered a Career Interest Inventory. If you answer the questions honestly, you could really pinpoint on something that you NEVER realized about yourself.
- A student reporter asked, "How do you sign up for the ASVAB?" You sign up in your English classes. Ms. Wells also replied that Woodlawn is interested in giving the test to ALL sophomores in the Spring. The military recruiters are on campus to talk to the students. She also mentioned that she never knew the benefits of the military until she spoke with someone.

HOW DO I SURVIV

1. **What should I be doing my junior year in high school to make my next year better?**
   - You must begin looking at colleges. You must go their websites and start looking at their requirements. You must get those requirements in your junior year and a senior year. Junior year REALLY determines whether you will graduate that following year.
   - If you have 8.5 credits, you are going to be labeled a junior again. You must meet all the requirements for your classes and your tests in order to move to a Senior.
   - If you have at least 5 credits in your ninth grade year,you are a Sophomore.
   - If you have at least 11 credits in your tenth grade year,you are a Junior.
   - Even if you have 16 credits after your Senior year,you are NOT a Senior.
   - You are classified as a Senior when you have ***only*** the credits needed to graduate in May.

2. **CONFUSED?**
   - Seniors graduate based on their core classes and the other graduation required courses.
   - Students must have the 4-Core Classes-English, Math, Science, and Social Studies.
   - By your junior year,you should have your English IV and World History; Science and Math depend on levels.
   - Please look at the diagram because that student may believe that he graduate on time.
   - Confusion happens when students have allowed themselves

VE JUNIOR YEAR?

to fail so many classes and then realize that they will not be able to graduate on time. They may pass EVERY elective class that they have had and may have sixteen credits. The Core Classes are important in graduation.



- Everything counts in high school.
  - Freshmen, Sophomores, and Juniors tend to blow off classes, such as Speech, P.E., and Art, because they mistakenly believe that the class does not count. Failure should NEVER be an option. Students need every class.
  - Juniors who have failed courses as Freshmen and Sophomores must be placed in those classes again because they need the credits, so Basic Credit Readiness and Speech must be taken, again. Taking courses again in your Junior Year sets back your graduate time.

3.Why is the junior year so vitally important?

- Everything Counts! Read Above!

4. What classes should I be taking during my junior year?

- English III, United States History, Algebra II, and Chemistry.
- Students who arrived from middle school with high school credit will be on the next level.
  - Please remember,you must be enrolled in Algebra II or have taken Algebra II to take Chemistry. Advanced Career Readiness and ACT Prep should be courses, too.

HOW DO I SURVI

1. **If I mess up my junior year, how can recover my senior year? You will not recover in time.**
   - School counselor are not talking lightly. "It hurts parents and family to the core when they learn that their child will not be graduating. We often wonder where they were along the path because the school does it due diligence of trying to keep parents aware of what is happening."
   - Parents and students must be aware of what is happening in their child's education.
   - When the school counselors print out the transcripts in May, students will be rolled back to the next grade.
   - Mrs. Allen spoke about calling all her students to the library, and many students did not appear because they did not want their friends to know that they had been rolled back.
   - At the beginning of the year, the school counselor print out students schedules for orientation. Students appear at the sophomore, junior, and senior orientation and must be gently told that they are still a freshman, a sophomore, and a junior.
   - Students may intercept grades, and parents are not making it to the meetings to get the

VE JUNIOR YEAR?

information.

- **How do I learn how to keep everything together? Keep a planner**
- When you are junior, you must take two End-of-Course Test: English III and U.S. History.
- Even though you may have met the graduation requirements with Algebra I or Geometry, and English II and Biology. Students must take the English III-EOC and US History seriously because those scores are significant part of your grade. Juniors also take the ACT for free in the Spring. Because Woodlawn High School is a Title I school, the school receives waivers, and students should take the test in the Spring and should take the test in June (Summer) before their Senior Year.

2. **How do I get an ACT waiver?**
   - Speak to the school counselors.
   - ACT only supplies the waivers for one academic year.
     - Please remember that students take the test for free in Spring and may use the waiver in the Summer.
     - Students also have the opportunity this year of taking the test in July 2018.

HOW DO I SURVIV

- The waiver comes with free test prep for ACT Kaplan Online Prep Live is available to them for free with the waiver.
- It appears when the students are registering for the test.
- ACT is generous with their waivers; however, we had students take the waivers and NOT use them.
  - The waivers are given based on need.
  - If they give us 100 and only 50 people use them, ACT will not send us more waivers.
  - If you get a waiver,you better use the waiver.
- Waivers have a code. When the method of payment arrives, use the code.
  - **Be Aware: Students who choose to take the written portion must pay for that part of the test.**
- *Ms. Collins acknowledged that students register for ACT in her classroom with the code, and even she was unaware of ACT Kaplan Online Prep Live!*
- Use the scores from the March ACT Test to help you prepare for the June or July ACT Test. Scores from March and June will be scores that will be sent to colleges and universities.

VE JUNIOR YEAR?



- **Your Junior year is your resume with colleges and universities.**
- Students receive their first report card in December. Students interested in early admission will be sending their Junior year information to the universities and colleges.
- Scholarship deadlines usually arrive around October and November.
- Many juniors are completely unaware of the importance of that Spring ACT score.
- **Only Seniors who are qualified will take the ACT for free, again.**
- Juniors who score a 17 or 18 may not qualify to take the ACT again.

I AM A SENIOR, M

1. **What are the requirements to graduate?**
   - There are ***two*** pathways to get out of high school:
     - TOPS University Diploma: College-Bound
     - Jumpstart TOPS Tech Diploma: Career, Tech, or Community College
   - Students are given the opportunity to be four (4) year college-bound.
   - When you are a tenth grader and we realize that you not cut out to be TOPS University material, then we, the school counselor, are going to speak you and your parents to make sure that you get on the right track.
   - We want to get you out of high school to where you can succeed and graduate.
   - Students must pass those End-of-Course tests in order to graduate.
   - **FAFSA is another graduation requirement.**
     - Louisiana public school students must now fill out the FAFSA forms.





AY I SIGH, NOW?

- Once you fill out FAFSA, students do not have to fill out TOPS because FAFSA and TOPS communicate with each other.
- Posters are available in the Guidance Office and Mrs. Nelson's Office.

2. When you filled out that form that they gave us at our Senior Meeting, have I filled out FAFSA?

- No. When you fill out the FAFSA, you must sit down with your parents and decide how you are going to pay for college. FAFSA is for financial aid.
- The federal government gives you an application that is free.FAFSA is always free.
- FAFSA is income-based and is based on your financial need.
- Myth: Parents who make too much money will have kids who will not get any money. If your parents are millionaires, you still fill out the FAFSA.



3. What does Career Compass help the Seniors to do?

- Career Compass will give students the FAFSA completion booklet.
- They should be helping you with time lines of seniors.
- They are here Thursday in the library and will.

CHOOSE YO

TOPS University Diploma Requirements

For students entering 9th grade in 2014-2015 and beyond

Units	Courses
ENGLISH = 4 Units	
1 Unit	English I
1 Unit	English II
1 Unit from the following:	English III, AP® English Language Arts and Composition, IB® Literature, IB® Language & Literature, or IB® Literature & Performance
1 Unit from the following:	English IV, AP® English Literature and Composition, IB® Literature, IB® Language & Literature, or IB® Literature & Performance
MATH = 4 Units	
1 Unit	Algebra I
1 Unit	Geometry
1 Unit	Algebra II (Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III may be substituted for the Algebra I, Geometry, and Algebra II sequence)
1 Unit from the following:	Algebra III; Advanced Math - Functions and Statistics, Advanced Math - Pre-Calculus, Pre-Calculus, IB® Math Studies (Math Methods), Calculus, AP® Calculus AB, AP® Calculus BC, Probability and Statistics, AP® Statistics, IB® Mathematics SL, or IB® Mathematics HL, AP® Computer Science A
SCIENCE = 4 Units	
1 Unit	Biology I
1 Unit	Chemistry I
2 Units from the following:	Earth Science; Environmental Science; AP® Environmental Science or IB® Environmental Systems; Physical Science, Agriscience I and Agriscience II (the elective course Ag I is a prerequisite for Ag II); one of Chemistry II, AP® Chemistry, IB® Chemistry I, or IB® Chemistry II; one of Physics I, IB® Physics I, or AP® Physics I*; one of AP® Physics C: Electricity and Magnetism, AP® Physics C: Mechanics, AP® Physics II*, or IB® Physics II; One of Biology II, Anatomy and Physiology, AP® Biology, IB® Biology I, or IB® Biology II
SOCIAL STUDIES = 4 Units	
1 Unit from the following:	U.S. History, AP® U.S. History, IB® History of the Americas I
1 Unit from the following:	Government, AP® U.S. Government and Politics: Comparative, AP® U.S. Government and Politics: United States, or Civics
2 Units from the following:	One of Western Civilization, European History, or AP® European History; one of World Geography, AP® Human Geography, or IB® Geography; World History or AP® World History; IB® History of the Americas II; Government, Economics; AP® Macroeconomics; AP® Microeconomics; IB® Economics; or AP® Psychology

* Students who choose to use AP Physics I and AP Physics II to fulfill their TOPS core science requirements for a TOPS Opportunity, Performance or Honors award must take and earn credit for **both** AP Physics I and AP Physics II.

OUR PATH

Units	Courses
FOREIGN LANGUAGE = 2 Units	
Foreign Language, both units in the same language, which may include the following:	American Sign Language I, II, III, IV; Arabic, IB Language ab initio: Arabic, IB® Language B: Arabic; French, AP® French Language and Culture, IB® Language ab initio: French, IB® Language B: French; German, AP® German Language and Culture, IB® Language ab initio: German, IB® Language B: German; Latin, AP® Latin, IB® Classical Language; Spanish, AP® Spanish Language and Culture, IB® Language ab initio: Spanish, IB® Language B: Spanish; Chinese, AP® Chinese Language and Culture, IB® Language ab initio: Chinese, or IB® Language B: Chinese; Italian, AP® Italian Language and Culture, IB® Language ab initio: Italian, IB® Language B: Italian; Japanese, AP® Japanese Language and Culture, IB® Language an initio: Japanese, IB® Language B: Japanese; Russian; Greek; Hebrew; Hindi; Portuguese; Vietnamese; Korean
ART = 1 Unit	
1 Unit from the following:	Visual Arts courses (Bulletin 741 §2333), Music courses (Bulletin 741 §2355), Dance courses (Bulletin 741 §2337), Theatre courses (Bulletin 741 §2369), Speech III and IV (one unit combined), Fine Arts Survey (Bulletin 741, §2343), Drafting, Media Arts (Bulletin 741, §2354), Photography I/II, Digital Photography
Health/Physical Education = 2 Units (JROTC may be substituted for PE)	
1 Unit from the following:	Physical Education I
½ Unit from the following:	Physical Education II, Marching Band, Extracurricular Sports, Cheering, or Dance Teams
½ Unit from the following:	Health Education (JROTC I and II may be used to meet the Health Ed requirement)
ELECTIVES = 3 Units	Electives
Total Units = 24	

The graduation requirements for incoming freshmen from 2008-2009 through 2013-2014 can be found in section §2318 and §2319 within Bulletin 741: http://bese.louisiana.gov/documents-resources/policies-bulletins.

Note: For more information on course equivalents, course codes, and weighted GPA designation, click here.



CHOOSE YOUR PATH

Jump Start TOPS Tech (Career Diploma) Course Requirements
For students entering 9th grade in 2014-2015 and beyond

Act 403 of the 2015 Louisiana Legislative Session takes effect with students entering 9th grade in 2014-2015 and beyond. The legislation ensures students planning and preparing for an industry based career have taken a preparatory core curriculum while in high school and have every chance possible to receive TOPS Tech.

Units	Courses
ENGLISH = 4 Units	
1 Unit	English I
1 Unit	English II
2 Units from the following:	English III, English IV, AP® or IB® English courses, Business English, Technical Writing, or comparable Louisiana Technical College courses offered by Jump Start regional teams as approved by the State Board of Elementary and Secondary Education
MATH = 4 Units	
1 Unit	Algebra I, Algebra I Part One and Algebra I Part Two, or an applied or hybrid Algebra course
3 Units from the following:	Geometry, Math Essentials, Financial Literacy (formerly Financial Math), Business Math, Algebra II, Algebra III, Advanced Math - Functions and Statistics, Probability and Statistics, Advanced Math - Pre-Calculus, Pre-Calculus, or comparable Louisiana Technical College courses offered by Jump Start regional teams as approved by the State Board of Elementary and Secondary Education
Substitutions	Integrated Mathematics I, II, and III may be substituted for Algebra I, Geometry, and Algebra II for three mathematics credits
SCIENCE = 2 Units	
1 Unit	Biology I
1 Unit from the following:	Chemistry I, Earth Science, Environmental Science, Physical Science, Agriscience I and Agriscience II (one unit combined), or AP® or IB® Science courses
SOCIAL STUDIES = 2 Units	
1 Unit from the following:	U.S. History, AP® U.S. History, IB® History of the Americas I
1 Unit from the following:	Civics, Government, AP® U.S. Government and Politics: Comparative, or AP® U.S. Government and Politics: United States
Health/Physical Education = 2 Units (JROTC may be substituted for PE)	
1 Unit from the following:	Physical Education I
½ Unit from the following:	Physical Education II, Marching Band, Extracurricular Sports, Cheering, or Dance Teams
½ Unit from the following:	Health Education (JROTC I and II may be used to meet the Health Ed requirement)
Jump Start = 9 Units	
9 Units from the following:	Jump Start course sequences, workplace experiences, and credentials as approved in Regional Jump Start proposals.
TOTAL = 23 Units	

A student shall complete a regionally-designed, district-implemented series of Career and Technical Education Jump Start coursework and workplace-based learning experiences leading to a statewide or regional Jump Start credential. Each student's Jump Start graduation pathway shall include courses and workplace experiences specific to the credential, courses related to foundational career skills requirements, and other courses (including career electives) the Jump Start regional team determines are appropriate for the career pathway.

YOUR

FUTURE

is Key,

STAY

DRUG FREE

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RED RIBBON WEEK®

OCT. 23-31

3:59 Book Review

- **What was the story about?**

The story is about a High school girl named Josie. Her life had seemed to be falling apart because her parents were going through a divorce, her boyfriend, Nick, has grown distant, and she's betrayed by the two people she trusted most. Josie thinks things can't get worse, until she starts having dreams about a girl named Jo. Every day at the same time -- 3:59.

- **Who were the main characters?**

The main Characters were Josie, Nick- Josie's ex boyfriend, Madison- Josie's ex best friend, and Penelope- Josie's best friend, Josie's parents, and everyone else's doppel-ganger.

- **What did the main characters do in the story?**

Josie had found out that a portal was opening up in her mirror at 3:59. Through the portal was an alternate universe where she had believed everything to be better. She saw a girl who looked exactly as she did, and found out that they were the exact same person. Although they were the same person, their lives were different because they were different. Since they were the same, they both had thought of the idea to switch worlds. Josie had only been planning on switching for one day, but she became trapped in Jo's world and she must find a way to get back to her world.

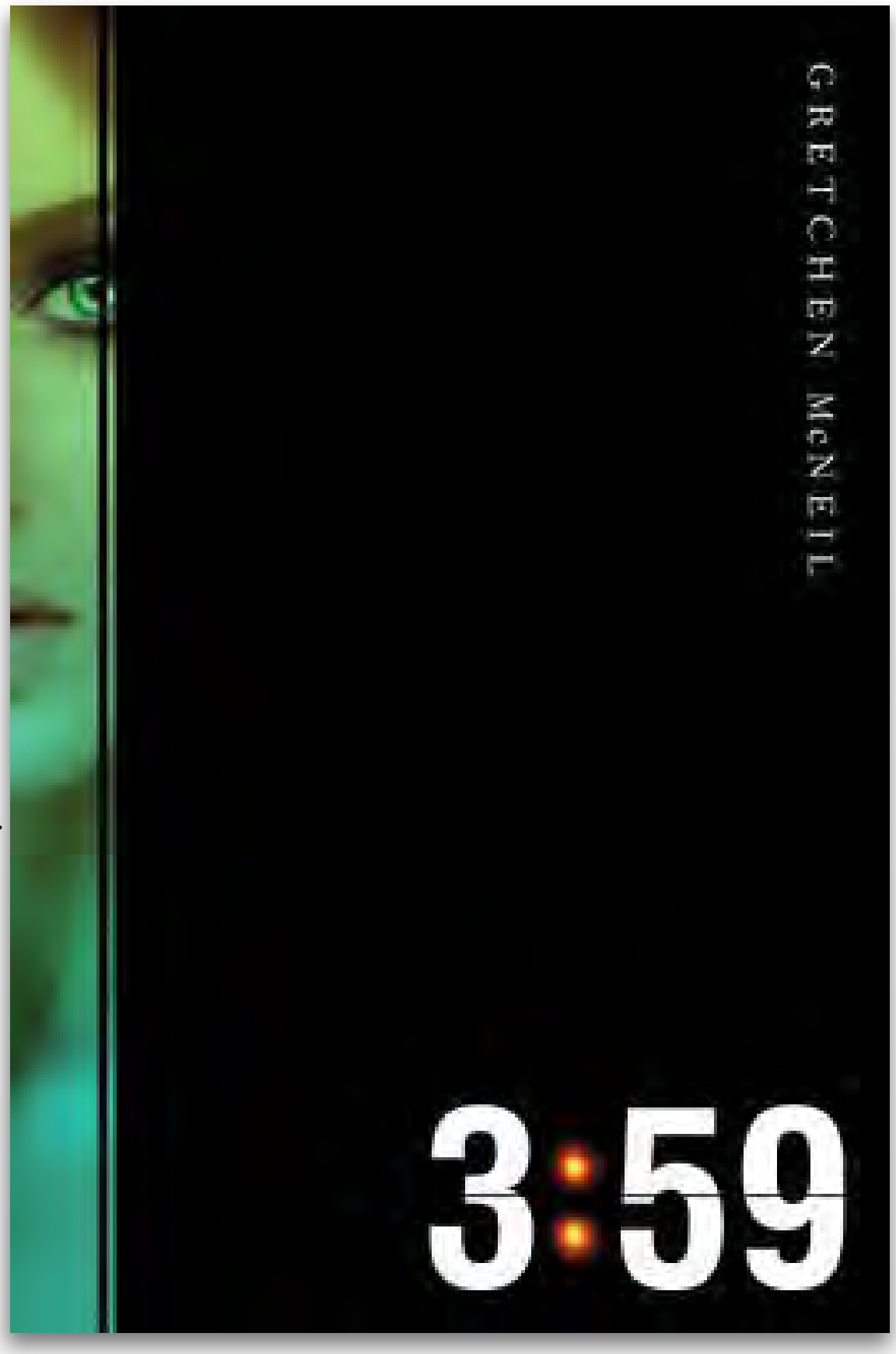
- **Did the main characters run into any problems? Adventures?**

Josie had to befriend all of Jo's enemies in order to get help back to her world. They didn't want to believe Josie because they knew Jo and it was in her character to lie like this. Before anyone trusted Josie, they feared her (Jo.) In Jo's world there were also these creatures called Nox. Nox let out this high pitch scream that distorted their victims sight and hearing. The Nox would eat people alive, and the only thing that keeps them away is light. Besides the Nox, people feared Jo. They feared Jo because the job position her Dad had at the power company. Jo would threaten people and their families to get what she wanted.

- **Who was your favorite character? Why?**

Josie was my favorite character because she was smart and she didn't let all the obstacles stop her from trying to get home. She put pieces together, had them fall apart, and had to put them back together again. She didn't give up even though it only seemed like it got harder.

- **Could you relate to any of the characters in the story?**



I know I can relate to Josie. Her boyfriend cheated on her with the one person she really didn't suspect, her best friend. She was hurt by the two people she needed the most when she was hurt. If your boyfriend/girlfriend cheats on you, you want to go to your best friend for comfort. Josie couldn't, and when it happened to me I couldn't either. Josie stayed stronger than I did, and that made me gain a high respect for her character.

- **Have you ever done or felt some of the things, the characters did?**

In the end of the book Josie feels sorry for her ex because he doesn't know what he wants. At a point in time, I stopped feeling sorry for myself and I realized I didn't need him if he was cheating. I began to feel sorry for him because he'll never know how genuine my love for him was, and how she only wanted something she couldn't have.

- **Did you like the book?**

This book was interesting. It was a mixture of horror and romance. After my breakup, I disliked reading love stories, but this one wasn't a lovey-dovey romance novel.

- **What was your favorite part of the book?**

My favorite part of the book is when Josie was in her car stalking Nick and Madison at Nick's at track practice, and she accidentally honked the horn.

- **If you could change something, what would it be? (If you wish you could change the ending, don't reveal it!)**

I would change the ending because for it to turn into a love story in the end is great, but you can't break up the love story how it was broken in the book. This must mean there is going to be another book.

- **Would you recommend this book to another person?**

This is a great read if you like mystery, drama, and hopeless romance.

Unwanteds is a dystopian based novel; every year all thirteen year olds in the bleak world of *Quill* are broken up into three categories.

The Wanteds are sent to a school for higher education. *The Necessaries* are sent to the labor camp and work in the town. *The Unwanteds* consist of artistic and creative kids who are marked as *Unwanted* and are immediately sent to a death camp.

Alex, a young twin, was caught drawing in the dirt and was unfortunately deemed an *Unwanted* while Aaron his twin brother was deemed a *Wanted*.

The story really begins when Alex arrives at what he expects to be the end of his life, but instead discovers that the so-called "Death Farm" was the start of a brand new life. The young boy quickly discovered a



magical world called *Armite*, a place where all the *Unwanteds* are taught to embrace their creative side and use their creativity to fight and to protect the land.

What the town of *Artime* did not know was that they would need to use their art abilities a lot sooner than expected.

By: Donna Faye

Rosh Hashanah

Rosh Hashanah 2017 began at sundown on Wednesday, Sept. 20 and lasted through the end of the evening of Friday, Sept. 22. Rosh Hashanah celebrates the start of the Jewish new year according to the Jewish calendar, based on the lunar cycle. It translates from Hebrew to English as "Head of the Year."

It is the first of the Jewish High Holy Days, which ends with Yom Kippur, or the Day of Atonement. Girls and women in Jewish households light candles each evening of Rosh Hashanah after sundown.

Rosh Hashanah also involves eating sweet, festive meals including wine or grape juice, raisin challah bread dipped in honey, apples dipped in honey, the head of a fish, pomegranates and other foods. The day also involves blowing the shofar, or ram's horn, and extended prayer readings.

Yom Kippur

When Yom Kippur begins at Sundown on Friday, September 29 and the ends at Sundown on Saturday, September 30.

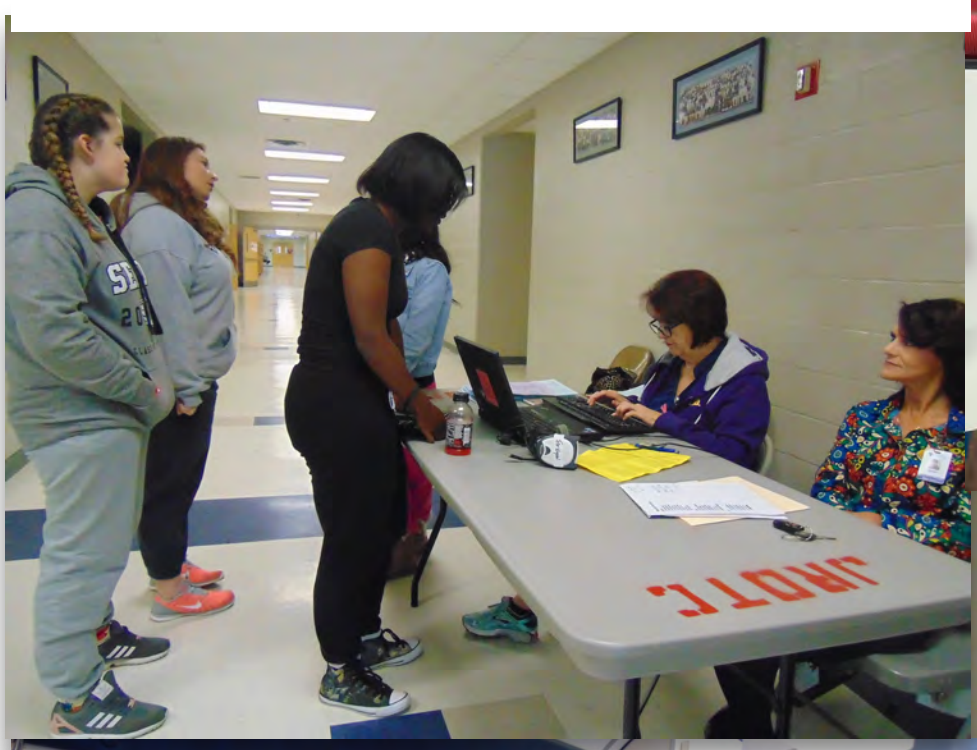
Jewish people around the world will observe the holiest day of the year in their religion. For 25 hours, they will refrain from any food and drink, including water.

Jewish people will spend the majority of the day in synagogue, praying to God and repenting of their sins. The day is solemn and reflective.

By: Tonya Collins

Blood Driva 2017





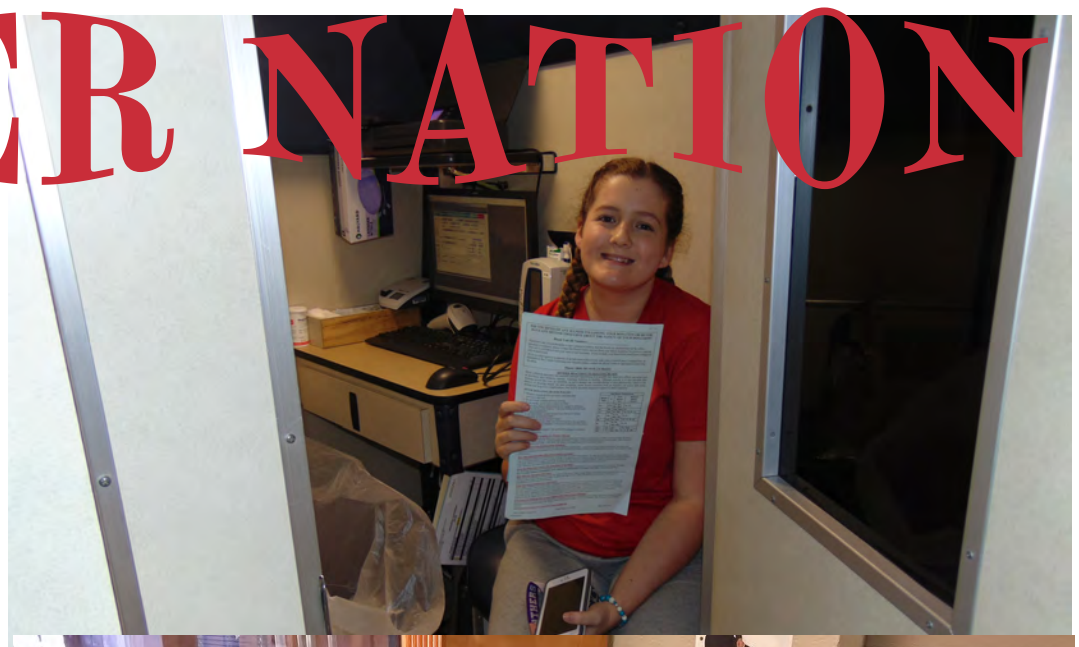








PANTHER NATION













By Destiny Brooks and Brooke Beauchamp











Great Halloween Reads

- The Picture of Dorian Gray-Oscar Wilde's story follows a man living in Victorian-era England who barters his soul, and in exchange, his portrait ages while he lives forever. Oscar Wilde expertly explores aestheticism and the concept of a double life.
- Dracula: Bram Stoker's Gothic novel established this fanged, blood-sucking creature as an archetype of the horror genre. This book created as a series of documents and its epic battle scenes will transfix any reader. Mina Harker was forever my heroine because she was formidable as any of the men. When those men bow and vow to her, Mina's fortitude was dazzling.
- Dr. Jekyll and Mr. Hyde: Robert Louis Stevenson blends moral allegory and fantasy thriller. He demonstrates the dichotomous nature of the human soul through the story of Dr. Jekyll, who unknowingly leads a dual life when the evil Mr. Hyde takes over his psyche and his body.
- Frankenstein: The modern adaptations of Mary Shelley's Frankenstein are entirely revisionist; arguably, it is Victor Frankenstein, not the creature he forms, who is the actual monstrosity in this classic Gothic novel about science without ethics.
- The Graveyard Book: If you loved The Jungle Book, you would adore Neil Gaiman's rendition of it. What would happen if a boy were the only living resident of a graveyard? Werewolves, ghosts, and other graveyard occupants have reared Bod since infancy. This exciting novel, meant for middle-grade readers, follows Bod's adventures both within the graveyard and in the outside world.
- Macbeth: Shakespeare's tale reveals how blind and murderous ambition leads a seemingly good man into double, double, toil and trouble! Shakespeare's famous play includes cackling witches, ominous ghosts, cruel murders, and shocking betrayals.
- Coraline: Neil Gaiman creates a young girl named Coraline Jones who discovers an alternate universe behind a mysterious door in her home; this world seems better at first, until "Other Mother" tries to keep Coraline there forever. An animated film adaptation of this novella came out in 2009.
- Carrie: Stephen King's Carrie knew she should not use the terrifying power she possessed, but one night at her senior prom, Carrie was humiliated just one time too many. In a fit of ungovernable rage, she turned her surreptitious gift into a weapon of horror and destruction.
- Fledgling, Octavia Butler's last novel, is the story of an apparently young, amnesiac girl whose alarmingly un-human needs and abilities lead her to a startling conclusion: she is, in fact, a genetically modified, 53-year-old vampire. Forced to discover what she can about her stolen former life, she must at the same time learn who wanted—and still wants—to destroy her and those she cares for, and how she can save herself.Butler's novel questions what it means to be genuinely human.

Discover Hitch

Notorious (1946)

Hitchcock’s movies are often psychologically complicated and mordantly funny, yet his films are seldom intensely romantic. Notorious is a dark World War II spy thriller about spy Devlin (Cary Grant) persuading carefree Alicia Huberman (Ingrid Bergman) to infiltrate a group of Nazis in South America.

Vertigo (1958)

Hitchcock engineers the narrative bait-and-switch that inspires contemporary thrillers, by offering at first the ghost story strand of is-she-or-isn’t-she-possessed, only to despoil the story and reveal a more profound psychological tale of deception and passion.



Psycho (1960)

Hitchcock's horror masterpiece has movie watchers blindly and trustingly follow Marion Crane make a colossal error in stealing money from her employer. When Marion checks into the Bates Motel and meets taxidermist Norman Bates, a potential arrest and prison time for theft are the least of her problems. Showering is never the same after watching this flick.

Rear Window (1954)

Hitchcock's cat and mouse games with an alleged wife murderer are stylish and voyeuristic. The events take place in one small room in New York in a hot room. Jimmy Stewart spies on his neighbors to alleviate boredom and has his girlfriend, Lisa, and his nurse, Thelma join him in investigating his neighbor. Hitchcock questions the ethics of voyeurism. We photograph, spy, and document our contemporary lives. How ethical are we?

The Birds (1963)

The film has no score. Moviegoers hear the wind and the batting of wings and the sounds of beaks hitting and breaking flesh. The nature vs. man trope is all exceedingly familiar today, but it wasn’t then. The film is scary without gratuitous blood and gore.

Strangers on a Train (1951)

Who exposes their miseries to a complete stranger and then contemplates killing the persons causing their sufferings? One of the men follows through with murder and expects his unwilling partner in crime to fulfill their Death Agreement.

The Man Who Knew Too Much (1956)

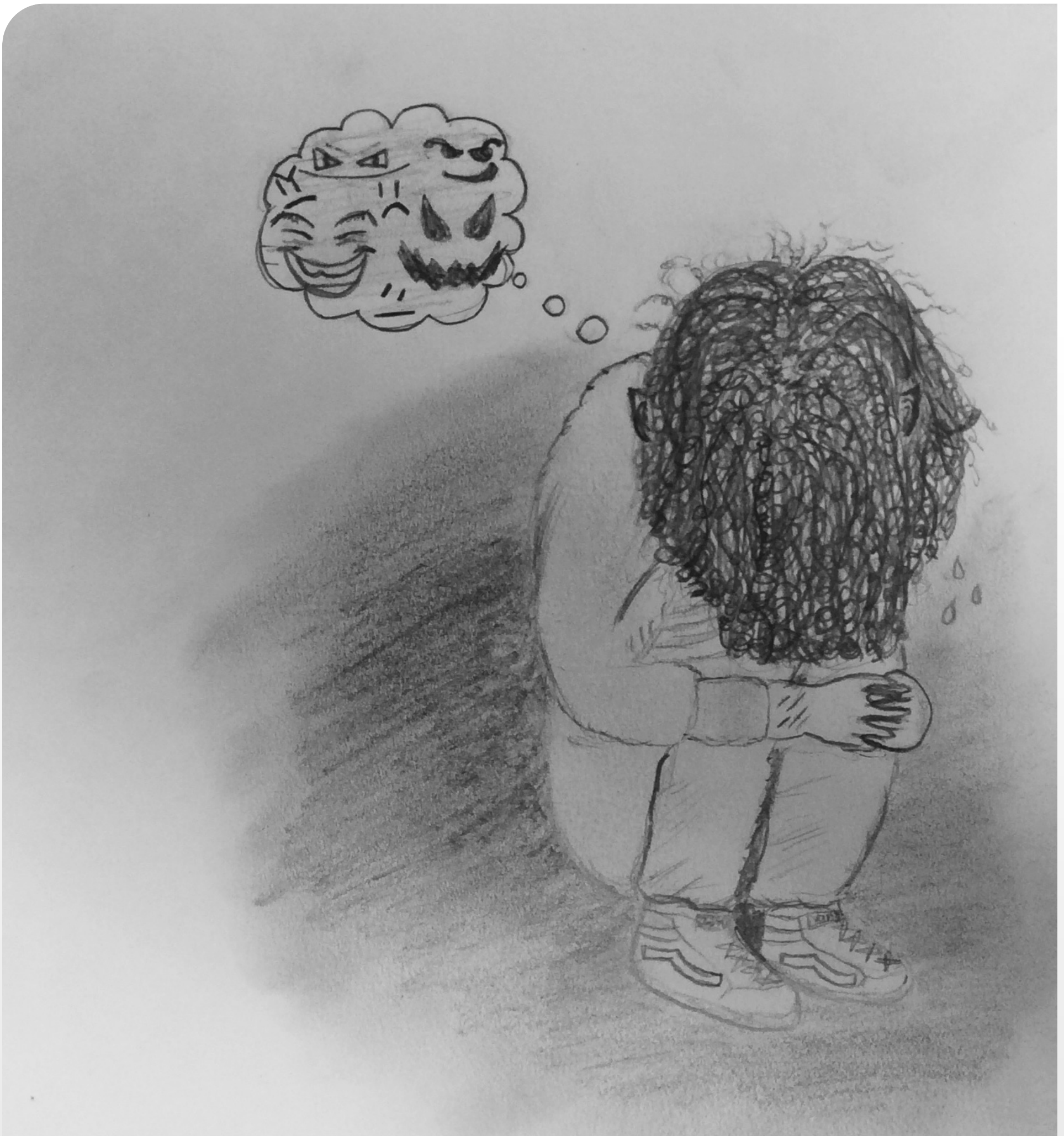
The master of suspense’s remake of his 1934 British thriller. An international terrorist ring involved in an assassination plot have kidnapped an American doctor's son. The song “Que Sera, Sera” features prominently in this film.

Shadow of a Doubt (1942)

The thriller is a little similar to a Nancy Drew detective story, as young Charlie presses to confirm her uncle’s terrible deeds despite putting herself in peril.

Spellbound (1945)

A tense thriller about psychology and murder abetted and set insane asylum. The brilliant dream sequence designed by Salvador Dali illustrates the slalom-like processes in main character's mind. The shot of the pistol from the villain’s point-of-view — turning, turning, and finally firing into the camera was Hitchcock's foray into surrealism.



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Panther Nation



Shame Harris, Cadet of the Year and Josue Casco-Rodriguez, National Merit Semifinalist

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