

teacher feature



Ms. Julie Gross
 Week after week, math teacher Julie Gross persistently approached former Principal David Wright to remind him of her interest in a teaching career at the new Legacy High School. "I had to work really hard to convince him that I would be a good employee," Ms. Gross said. "I told him that I would be very loyal, I would stay around and I am still here." Her Bronco pride remained. "When there was an opening for PAP Algebra II, I stepped up to the plate and said I would teach it," Ms. Gross said.

TCC vs AP Juniors compare dual credit versus advanced placement



Ruben Rodriguez, 11, Jordan Guzzone, 11, Jeremiah Smith, 12

"I would stick with TCC because at least I get Fridays off." Daniel Manning, 11

"What I really like about TCC is my professor. She is much funnier than any of my other teachers. She wears dino hats and throws out candy." Jordan Guzzone, 11

"I like the way it's structured more like a college course. It keeps you on top things all the time otherwise you fail." Tamrah Ceaser, 11

VS



Ben Speigner, 11, Shane Boettiger, 11

"AP classes are accepted in any college in the US. That option is nice to have." Richard Chan, 11

"I feel like I can get the most use out of AP classes. I'm able to learn better in an environment that teaches me everything I need to know." Mary Eisenhower, 11

"When you hit your junior year, your AP classes are the best classes you can take. They prepare you for college, and the teachers are pretty cool." John Giles, 11



After preparing the catapult for lift off, Makayla Shanahan, 11, releases the lever. "My favorite part was definitely being able to spend time building and decorating it with my group," Shanahan said.

Brandon Bosecker Photo

major class projects

Juniors describe famous projects

1 In Coach Michael Keel's AP U.S. History class, Austin Bernal, 11, participates in trench warfare. "The trench warfare helped teach us what it was like to be in 'no man's land' which is an area that people can't really enter without dying," Bernal said.

2 During AP English III, Sonja Visnak, 11, researches a controversial topic for Coach Rachel Ryan's research paper. "I usually don't like writing at all, but we were given a lot of freedom to choose a topic you were interested in," Visnak said. Visnak chose to research and write about the ethics of keeping Orca whales in captivity.

3 In physics, Garrett Glover prepares to launch his car. Students in physics were required to build a car that would be self-propelling. Glover's car traveled about 40 meters, and the required length was 30 meters. "It was a lot to build. You had to make sure everything was just right," Glover said.



Aisha DeBurr Photo



Sarah Heath Photo



Aisha DeBurr Photo

body & mind

Action-based learning helps focus, prepare students for class

Ms. Kenna Cavnar, World Geography and US History teacher, turned on blaring 1970s rock and roll music as she and her class touched four walls, three desks, high-fived two people and elbow bumped their favorite person in a warm up game called 4, 3, 2, 1.

Ms. Cavnar's warm ups in the beginning of class did not involve answering questions or reading an article. Cavnar took an alternative angle in the way she prepared her students to learn by stimulating their brain in an activity called action-based learning or ABL. The games she used include 4, 3, 2, 1, Gotcha, 5 by 5 and a list of other physical activities.

"I got trained on this program called action-based learning," Cavnar said. "I fell in love with it and just started using it in my classrooms."

When Cavnar taught at the Phoenix Academy, altering the typical class routine was best for the enthusiasm of the students. She needed a new way to control and engage her students' behavior and attention.

"I saw it had such a terrific response there,"

Cavnar said. "I continued using it when I came here and the kids love it."

Cavnar adapted the idea of starting her class with these ABL warm-ups everyday, whether the activity was specifically directed before a test, or to just get the cobwebs out of the students' minds and move around.

"It's a chance for the class to come together as a group," Cavnar said, "but it also allows for a little movement for people that get distracted easily."

Cavnar saw the major effect of utilizing the ABL program.

"The days I do warm ups, I don't have any behavioral issues compared to the days I feel like I'm too busy to do them," Cavnar said. "All those things that most teachers don't want you to do, we do it."

Even though the activities seemed loud and out of control, Cavnar participated with the students modeling appropriate behavior.

"The most surprising things when we're done, everybody gets back in their seats and they're ready to work," Cavnar said. "It does exactly what I need it to do."



Brandon Bosecker Photo

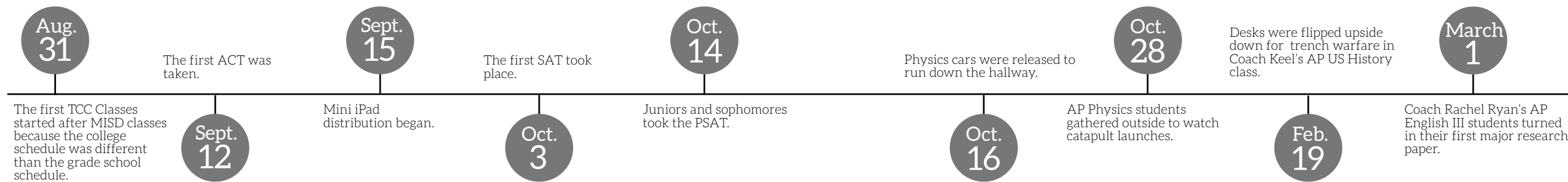
Ms. Kenna Cavnar uses stretch bands to warm up and prepare her students to learn. Research showed that combining physical activities with academics promoted concept retention.

By combining physical activities with academics, students and teachers had a chance to get a quick workout before having to sit for 45 minutes. Research shows that blood-pumping exercises increases the size of the hippocampus, which holds responsibility for verbal memory and learning.

"We use them with a purpose to prepare the brain, even teachers need to get up and move around," Cavnar said. "We have done the mistake of taking exercise out of schools."

By Phillip Smith

year as a junior



did you know?
 There were 459 students in the junior class.