

Lily Brossus *Continued from page 3.*

I know in the midst of Meckna's readings or Gillogly's SMOs it is easy to lose sight of why you are working hard, but trust me that I am grateful to them both for teaching me discipline and knowledge that I use constantly. PACE instilled in me the work ethic, time management, and overall love of learning. Another big lesson I learned in PACE was how to balance my personal life and school life. However, I've recently learned that college is an all-encompassing experience. You are learning every second whether that is in class, the library, the dining hall, or your dorm elevator. I know I can only grow more from here with the foundations I gained in the PACE program. I owe so much of my experience and perspective to my teachers and friends from PACE. While I love Berkeley, a big part of my heart will forever be in Long Beach and at Poly. Once a Jackrabbit, always a Jackrabbit!

Jordan Sutter, University of Southern California

I'm writing to you all the way from USC, where I can see the looming buildings of downtown Los Angeles from my dorm window. College is amazing. The School of Cinematic Arts is academically exciting, and my worldview expands with every class. 'SC is intense—the motto here is "work hard, play hard"—but PACE has made the transition easy in a number of ways. High school gave me mad time management skills. It's a combination of common sense and organization—if you and your friends want to go out to frat parties or play a ridiculous amount of Mario Kart on the weekends, you have to finish writing those essays by Thursday night. I keep myself on track by using my own personal technique, a white board that looks like something straight out of a YouTube conspiracy video.

Last year's AP Stats class has been super helpful this semester. Statistics has this way of permeating every possible academic field of study, whether it's science, business, or the entertainment industry. And believe it or not, statistics is really fun if you apply it to something you're interested in. A classmate of mine developed a research project using data from the five major film festivals to predict Academy Award nominees. Another classmate is investigating whether reality TV dating shows a la "The Bachelor" are actually successful in finding romance. My own project is tricky to explain, but suffice to say, it's about Pokemon. The field of statistics is fantastically versatile and PACE helped me get a solid foundation in it.

I'd like to give a special shoutout to the PACE English teachers. Before college, I had never taken a film class. CTCS 190 is my first-ever film class, and the analytical skills I learned from my teachers at Poly are making it a breeze. We discuss visual cues and sound motifs, color symbolism and character psychology. While the content may be different, the critical thinking skills for an eight-page assignment about The Odyssey at Poly are the same skills I used to write a paper on the blaxploitation classic Shaft three weeks ago. My last bit of advice is to check your university's calendar of events. There's so much free entertainment (and food) out there. Just last week, I got to see Dudamel conduct the LA Phil for free! And here I was, thinking my symphony ticket hookups ended with Mr. Osman's music class. Being a broke college student doesn't mean you can't do some awesome stuff. Thanks and Fight On!

**How Did We Help?**

The discretionary PPSG budget will be 2018-2019 school year about \$75,000, which includes funding supplemental teaching time for students (math & AP review time), college aides in the science classes, classroom tech and other equipment, PACE books and planners, parent education. In addition, PPSG awards approximately \$40,000 in college scholarships each year. PPSG recently purchased a new classroom set of the novel Jane Eyre for Ms. Floto's 9th grade PACE English class since the old ones were falling apart.

**PACE Parent Support Group Board**

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**Long Beach Poly High School PACE Parent Support Group**

Fall 2018

Busy Season for PACE

Ms. Samantha Lawrence
New PACE Facilitator

Hello PACE Jackrabbits,

How is it already November? We have been having a busy fall in the PACE office -- gearing up for the year, starting new projects, and getting it together for Choice Summits. Some of our students accompanied myself and many teachers, parents, and alumni to represent Poly PACE at the Choice events in the district and answer questions from prospective students. I had some idea what to expect, but I don't think anyone in the room was ready for how astonishing our students are. They didn't sugarcoat the high expectations and late nights, but they also talked about the many and varied things they enjoyed at our school. They were incredible and I couldn't have been more proud to be there with them.

PACE administrative assistant Melissa Raymond-Foy and I sat down today to go over plans for the PACE Shadow program in the coming months. We're looking forward to having some visiting 8th graders. As a teacher I always thought the Shadow program was interesting -- the middle schoolers looked so eager and interested. Our current students also seem to enjoy showing them around. We will be trying to pair our students with 8th graders who share similar interests so the visitors see some classes in their wheelhouse. Our freshman teachers suggested that the shadows and their guides could have lunch in their classrooms so they might get more contact with current freshman, as well as some of the 10th or 11th grade classes. Thanks to all the students and staff that make this experience possible. Please give our visiting 8th graders a warm welcome when you see them around campus.

Poly is trying something new (for Poly) this year -- Student of the Month. PACE Teachers decided to choose their students based on demonstration of significant growth, personal resilience, compassion, and academic integrity. Every month two of the core teachers each nominate a student that possesses many of these characteristics and writes them a letter. They are then invited to a breakfast at Poly in honor of their efforts. I'd like to congratulate 12th graders **Ashley Gomez** and **Naveed Torabzadeh**. I have had the pleasure of working with both of these students, Ashley as a Capstone student and Naveed through CSF. Great job to both of you. This reads kind of like a letter, so I'll end it that way too. Hope you're doing well PACE family. If there's something you need let us know!

A New School Year

Julie Owens, *President PPSG Board*

Hello PACE Families! It is hard to believe that it is November. I hope this issue of the Harebrain finds you and your students settling in and enjoying all that Poly and the PACE program have to offer. I know at our house the first weeks of school have flown by. Maybe that is because I have a senior and am already feeling separation pangs as the days left are flying by before he starts off on the next leg of his educational journey?

This year I am privileged to take on the role of PPPSG President. The board is made up of passionate parents working in support of the PACE program. For the 2018-2019 school year PPPSG is focusing on two things --building a more connected PACE family and augmenting our fundraising efforts. So far this year the PPPSG has sponsored our tailgate party at the homecoming game and the parent educational workshop on October 30th "Positives & Pitfalls of SchoolLoop & More". Hopefully you were able to attend one or both of these events!

We want to do more events where PACE parents can get to know one another or hear from experts on topics that are of interest to you. If you have any suggestions or ideas, we would like to hear them! If you would like to get involved with the PPPSG we would welcome your participation!

In upcoming editions of the Harebrain and through SchoolLoop you will be seeing further details on our expanded fundraising efforts, how we continue to build our PACE family, parent education offerings and more. If you have ideas, suggestions, or would like to volunteer please contact us via our email at paceparent@gmail.com.

PACE Tailgate Fun, Food & Chat

The PACE Parent Support Group board hosted its 2nd annual tailgate gathering at the homecoming game last month and we hope that you were able to make it. Thank you to Ms. Lawrence and PACE teachers for joining us and about 50 PACE families for an informal opportunity to chat about PACE and ask all the questions they'd always wanted to ask. Special thanks to grillmaster Jeff for cooking up hotdogs and to all who donated delicious desserts and side dishes.



Rethinking Study Habits

Ms. Connie Loggins, *PACE Counselor*

I read an article that resonated with me and I believe will be of interest to you. We can all agree that being efficient in time management and study skills are essential for one to have sustained performance of excellence. Over the years, I've had repeated conversations with students, parents, and teachers regarding the importance of students having good study skills. There is a constant search to find out what methods prove to be the most advantageous. There is a saying that goes, "The proof is in the performance", students who have strong study skills will have more success in school. Being that this is such a pressing issue, when I came across this article, I immediately wanted to share it with the hopes that the information will benefit your student. I also believe that what works for some, may not work for others. Please keep an open mind as you read the article below.

Rethinking Study Habits: Conventional Wisdom is Proven Wrong

Updated May 17, 2018 | by Grace Chen

When school gets back in session, parents go into a flurry of activity, transforming lethargic summer vacationers into study friends that make the grade. Most parents know the basics of good study habits because these ideas have been drilled into them since they were sitting behind a desk in a classroom. Carve out a quiet place to study. Study at the same time every day. And so it goes. However, recent research suggests that much of what we have been taught about developing good study habits may be flawed at best. In fact, some of those great tips might be downright inaccurate! It appears that research published in the New York Times and from other learning experts may turn everything we know about effective studying topsy turvy by introducing a whole new approach to making the grade.

Assumption #1: Find a Quiet Place to Study

Most students know they need to find a quiet place to study after school, whether it is a corner of the library or the desk in their bedroom. However, recent studies suggest that switching locations for your study session may actually help you retain your information more effectively. According to a blog by Christine Carter on the Psychology Today website, "cognitive scientists believe that studying something in multiple environments increases the neural connections in our brains associated with what we are trying to learn." In plain language, more connections may mean more effective learning. This concept was illustrated in a 1978 experiment reported recently in the New York Times, where psychologists found that students who studied a list of 40 vocabulary words in two different rooms fared better on the test than students who studied the words twice, but in the same room. Dr. Bjork, one of the psychologists who conducted the experiment, commented on his findings, "What we think is happening here is that, when the outside context is varied, the information is enriched, and this slows down forgetting." Subsequent studies have also confirmed these findings, according to the NYT.

Assumption #2: Study One Concept at a Time

Most students work with the mistaken idea that focusing on a single concept or study mode at one time will help them learn the material in question more effectively. However, this theory has also been proven inaccurate with recent studies. It turns out that incorporating a variety of study modes in a single setting will actually help the material sink in better. For example, someone who is studying a foreign language might include reading, speaking and memorizing vocabulary words into a single study session. A study published in the journal Applied Cognitive Psychology and reported by the NYT also confirms these findings. This study researched the learning habits of fourth graders who were given math equations to learn. Half the children were taught to solve the equations using a single method, while the others were given mixed problem sets during their study session. The students with the mixed sets scored much better on a test given the following day, outscoring the other students 77% to 38%.

The Right Study Habits

If some of our old-school thinking is wrong, then how do we help our children develop study habits that really work? Alex Ruskell, who works in academic support at Roger Williams University, offers these tips that coincide with the New York Times report on the RWU Law website:

- 1) When studying new information, try to tie it to other things that will make it easier for you to remember (Ruskell uses the example of the sentence, "Every good boy does fine," when learning the notes on the treble staff);
- 2) Break up studying into smaller, more manageable components (According to recent research, it might also be helpful to change location for the different components); and
- 3) Vary the type of material studied in a single setting (Think of the foreign language session that included a variety of methods like reading, speaking and memorizing vocabulary words).

In addition, Christine Carter talks about the importance of testing yourself on the material you are learning. Tests involve the act of recall, which alters the way we know something. Quiz younger students on math or spelling words and encourage older children to take practice tests before the real thing. Study habits are one of the most challenging parts of the academic experience, but discarding incorrect theories we have been working with for decades, and replacing them with new, more effective habits that will provide the best results. With sound habits firmly under your belt, you or your kids will be much better prepared to succeed in all of your academic ventures.

Resource cites available at paceparent.org.

Ponderings by PACE 2018 Scholarship Winners

Joy Rowden, CSULB

On the first day of college, I woke up at 5:00 clock in the morning, rushed to school at 80 miles per hour from Whittier, and secured a parking spot in Lot G4. I would have vlogged my first-day experience, but the lecture halls were oddly quiet. If I am going to be honest, I am quite stressed out at the moment because of my upcoming midterms. The reason for this predicament is because I spent the entirety of September being a social butterfly. Do I regret having fun and spending time with great people? Nah. I am like one of the only journalism majors on campus, and I have more free time than I ever did in the entire three years of PACE. A few of the clubs I am involved with are Soon Movement, Cru Ministries, 22 West Media Productions, and the University Honors Peer Mentor Program. It annoys me that there are so many opportunities and I cannot take advantage of them all! My journalism professor Mr. Metzker has an amazing personality, and said to my class on the first day, "people from Poly all get As." After that, I unconsciously wear my Poly ASB windbreaker every other day in that class. If you are Mr. Metzker's son and you are reading this, tell him that I like K-Pop too.

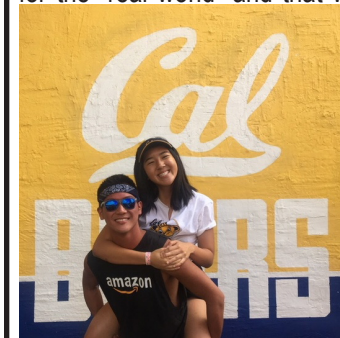
I never got off the waitlist for the President's Scholarship, but I am grateful to be apart of the University Honors Program (UHP). They have their own room in the library (5th floor) and I study in there all the time. At Long Beach State, the classes are impacted but the Honors Program provides priority registration to its scholars. A downside of college is that I am weak in my protest to not order Panda Express or get my favorite tomato and mozzarella panini from Starbucks because it is so close to me. Also, I probably walk at least four miles every day and pass by some weird abstract art pieces on campus. I sometimes wonder to myself, how a person like me was able to make it out alive in one piece graduating from the PACE program. My goal was to leave PACE with a 4.0 GPA, which did not happen, but I left with something else: self-awareness. PACE gave me the confidence to tackle challenging subjects. My transition from BEACH to PACE my sophomore year was more laborious than my transition to college. PACE taught me how to study independently, which is useful in college because professors do not often assign busy work to help students learn the material. PACE's rigor caused me to live an unbalanced life, and one with zero sleep, zero social life, and zero attention to my mental health. But with suffering, I grew stronger mentally and intellectually. Now, I am liberated from academic bondage. Stay strong, and if you need encouragement in your life, talk to Mr. Gillogly.



Chelsea Mai, UC Berkeley

True to my graduation cap, Goodbye California, Hello Berkeley! But really. It's a totally different world up here. Just an update: it's getting cold but my SoCal-self still wears shorts, my Birkenstocks tan is horrendous, and despite grade deflation, my happiness is growing exponentially. When I grow up--well, I don't know what I want to do yet because I'm still growing, but some people don't understand that. Apparently, you go to college to get good grades and get a good job and get married and have 2.5 children and a house in suburbia and they repeat the cycle and then you die. Hive mind is so common at Berkeley and you're expected to be pre-med, pre-law, pre-business, but not pre-adult. However, like Mr. Gillogly once said, I believe I've learned more exploring Telegraph than in some lectures.

The thing about college is that time flies because there's so much to do. Sometimes, we forget that classrooms prepare you for the "real world" and that we aren't just learning about stereochemistry and Rousseau for the next 40%-of-our-grade midterm. If



you're overwhelmed, don't take a step back--go off-trail. Explore Berkeley: buy street art from the guy on Durant, take BART to SF, take a class on Kanye. My ethnic studies professor, Greg Choy, and Mr. Meckna taught me that we are all ants, but as ants, we will strive to create our own space in this world. In PACE, I created my own space by finding friends I could learn from, remembering that it's OK to ask for help, keeping my Calculus notebook (trust me), and knowing that I am not defined by my grades. The other day, Greg emailed me asking me to buy him a mochi donut. The 12-year old who set the curve in OChem? He probably eats donuts, but it's so easy to forget that professors and geniuses are people too. Rather than quantify (self) worth by GPAs and titles, remember, "it is only with the heart that one can see rightly; what is essential is invisible to the eye" (The Little Prince, aka the only book I brought to Cal). Yes, school gets tough, competition is tough, but if you remind yourself that the road to "adulthood" includes adolescence, bonfires, and ice cream, you'll be alright. To end this the way Pete ends every Ochem lecture: Much love!

Lily Brossus, UC Berkeley

While I've only been living and learning at UC Berkeley for two months, it has already become one of my favorite places in the world. I wake up every day and look out to the entire bay with a perfect view of the Golden Gate and Bay Bridges. I am constantly in awe of the pure brain power and curiosity that courses through campus. My sociology professor invented some of the theories in our textbook, and in my American Cultures class we have analyzed some of Beyonce's music videos. Every hour of the day something new and exciting is happening on campus. Whether it's a Taiko performance, hip hop crew, live band, or protest, the campus is always buzzing. The mindset of work hard and play hard defines students at Berkeley. This is what makes the student body a pluralistic, polyphonic, and unclassifiable mass of intelligence that is so fun to be a part of. In these ways it reminds me a lot of my time in PACE. However, it is the heightened sense of purpose at Berkeley that truly makes the experience. Everyone here recognizes higher education is a privilege, not a right, and that a Berkeley education is one of the best you can get. I feel extremely grateful to be here, and almost every day I think about how much my work in high school was worth it.

Continued on page 4.

