

# The Poly Optimist

John H. Francis Polytechnic High School

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MID-OCTOBER 2013

## A sense of security

Tech class offers Parrots the skills to stop hackers in their tracks.

By Christine Maralit  
Staff Writer

Everyone knows a hacker can spoil your day by crashing your hard drive or taking over your computer.

Now interested Parrots can fight back.

CyberPatriot, a high school program that teaches students how to secure a computer against hackers, has come to Poly.

The CyberPatriot program was created by the Air Force Association to encourage high school students to consider careers in cyber security or other science, technology, engineering, and mathematics (STEM) disciplines critical to America's future.

"Anybody can be part of CyberPatriot," said instructor Javier Rios. "If you own a computer, you should be in CyberPatriot to protect yourself and maybe even help someone else's machine from getting attacked or being a victim of identity theft."

Poly's KYDS program offers the CyberPatriot class in room 94 on Mondays and Wednesdays. Students receive laptops to practice with at home.

Dean Gilbert Ovanessian also teaches CyberPatriot

"I'm teaching a programming class," Ovanessian said, "and I saw this as a great opportunity for our students to get involved in cyber security and in I.T."

Lady Parrots are encouraged to take the class.

"There is a shortage of females in technology," Rios said. "And there is a need because women have a different set of skills than males."

### Competition

A national competition on cyber security skills is part of the Air Force Association's program.

"The goal is to train students and then have them enter the competition," said Rios. "A student must secure a computer system – guard it against attacks, hackers and protect it against viruses and anything that can harm a computer."

Students practice for the competition on 'images,' simulations of an operating system (windows, linux, windows 7) that are not protected. Students secure these images by changing settings, turning on the firewall and deleting unnecessary files and programs.

Computer saavy is not a requirement of the CyberPatriot program.

"We start from how to get into the

[ See Cyber, pg 6 ]



Photo by Lirio Alberto

SONGBIRD: Poly Idol 2013 winner Audrianna Wilson relaxing on campus.

## Wilson Wins Idol

### Mafia voted best Dance Crew in final round competition.

By Joanna Rosales  
Staff Writer

Junior Audri Wilson's commanding performance of "My Immortal" by Evanescence (2003) won her the Poly Idol top vocalist award that eluded her last year. A packed house attended the sixth and final round of the competition held in the auditorium during fourth period on Friday.

Also competing were De Anthony Hawkins, who performed last year's "When I Was Your Man" by Bruno Mars and senior John Acosta, who sang Barry Manilow's 1975 hit "I Write the Songs."

Dance crew The Mafia won Idol's first ever dance crew competition. The Mafia is De Anthony Hawkins, Angela Lowenko, Anthony Melendez and Lewis Ambrad.

Below are the winners of all previous rounds. See interview with the Mafia in separate article.

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## Academic, Dr. Watson

### Poly's English department uses ERWC to help seniors become academically literate.

By Lisa Guardado  
Staff Writer

Poly's Expository Reading and Writing Course (ERWC) is a two-semester college preparatory English course for high school seniors. A task force of high school and CSU faculty developed the ERWC to help high school students become academically literate.

"The curriculum is rigorous and intense," said ERWC teacher Ethel Matlen. "I think this is a fabulous opportunity."

Poly's English department began using the ERWC in 2006 to address

critical reading and writing problems and prepare students to meet the expectations of college and university faculty.

"This year, Poly students who have a conditional pass in their 11th grade EAP can take the ERWC class," said Matlen. "Students who pass with a C or higher do not have to take the placement test for college."

Course assignments are based mainly on non-fiction texts and emphasize the in-depth study of expository, analytical, and argumentative reading and writing.

"This year we added George Orwell's "1984" and Aldous Huxley's

## Governance Council Considers Calendar

By Mayra Benitez  
Staff Writer

School Governance Council members took up a number of issues during the committee's second meeting under the new Pilot held in room 61 last week.

First up was a proposal on the budget process.

"We'll present the budget at one meeting and vote on it a week later, so people have a chance to think about the budget," Poly Principal Ari Bennett said.

Governance Council President Jim Schwagle addressed the issues of credibility and transparency for the Council. Schwagle wants to announce budget meetings a week in advance to allow plenty of time for those who want to attend.

Advance notice should also happen for any discussion of issues with the "Elect to Work" agreement, Schwagle said.

The Council discussed providing intervention and support or guidance to teachers involved in "Elect To Work" issues.

"We want to clarify that process so there won't be any surprises or misunderstandings," Schwagle said

Another issue under discussion was the situation involving a Governance Council member who is moved to a different assignment and is no longer eligible to be on the Council.

The Council also tabled a discussion regarding the balanced traditional calendar until the next Council meeting.

"Instead of a long summer break, the balanced Traditional calendar

cuts that break in half and portions the other half to the winter break," Bennett said. "We eliminate the summer learning loss."

Funding is the issue.

"The school calendar change is going to cost money," Bennett said, "because the District would make us pay for the changes. It would cost a significant amount of money to run an intersession. That would take money from something else in our budget."

"Where is the money going to come from," Bennett said. "Are

[ See School, pg 6 ]

## Former student is cooking

By Joanna Rosales  
Staff Writer

Former cooking club student Oscar Trujillo is back on campus.

But this time around it's Chef Trujillo, a brand new graduate of the well-known Le Cordon Bleu culinary arts school.

"I'm here to help the students to get more involved with the kitchen," said Trujillo. "To help them see a different side of the kitchen than what they've seen until now. And to see how much fun it can be."

Trujillo graduated from Poly in 2011. He was in the cooking club for two years.

"It was a fun four years," said Trujillo. "I was pretty typical. I didn't have anything that stood out about me."

Trujillo, who was born and raised in Sun Valley, fell in love with cooking at an early age.

"Ever since I was a little kid I was always fascinated by how everything works in the kitchen," Trujillo said, "by food and all the things that you can create with it."

Trujillo said he researched many culinary schools before deciding on Le Cordon Bleu.

"Cordon Bleu offered more courses than any other culinary program in the state," Trujillo said

To get into the school, Trujillo took an exam and had an interview with the student advisor.

Trujillo learned butchering, cuisines from different cultures and the handling of catering events.

[ See Chef, front page ]



Photo By Lirio Alberto

## An eye for detail

Artist Kristianne Villarta draws what he sees.

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Photo by Lirio Alberto

## Dance Crew Mafia at Idol

Hip-hop quartet entertains Parrots.

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OPINION

EDITORIAL

3000 iPads

”Beep beep beep” was the sound of my alarm playing to get up for school.

Like every other Monday morning and I’m not looking forward to school, at all.

I walk in my 1st period math class, extremely late, and notice every student’s eyes glare from the light coming from the new iPads they were holding.

”This is awesome,” said Harry

The bell rings and Mr. Loza tells us to open the algebra 2b math app, scroll down the table of context box and press on ch.12 review.

Most of the students didn’t pay attention because they were too distracted with the camera effects the iPad had.

When Mr. Loza finally got everyone’s attention the wifi stopped working.

Technicians walked in and told us the iPads won’t be working until third period

”Ahhhh!” said the students with smirks on their faces, thinking they weren’t going to be doing anything in class because all the books were removed from the classrooms

Loza randomly gives the class a pop quiz while he thinks of

something to do while the iPads are not working.

By third period the wifi starts working just in time for the new history lesson

Ms. Heilbron makes us take out our iPads when an announcement from Mr. Bennett comes on the P.A.

”Hope every Poly student is enjoying their new iPad” said Bennett ”but the wifi system is out again so teachers go back to your usual ways of teaching.

So Ms. Heilbron makes us write a three page essay on WWII

School ends and I’m late to cross country practice

I get dressed and throw my bag, not remembering that my iPad was there, under the benches and start running

After practice ended I open my backpack to check my phone and noticed the iPad completely cracked and damaged

I get home from a long day of school and tell my mom that all I learned today was how wifi isn’t reliable

I lay down and take a little nap. I’m woken up by my mom screaming I’m going to be late to school

I check my calendar and it’s Monday

Glad that was just a nightmare.

Adding to the Legacy

LAUSD Supt. John Deasy came to the district in 2011, intent on making changes fast and cementing his legacy.

Deasy’s \$1 billion iPad giveaway is part of that legacy. But did he or anyone consider all the cons to his plan? The school board’s rapid approval suggests they didn’t.

Deasy wants iPads because he believes students will learn faster with them. But there is no current evidence that shows kids with iPads learn better or faster than with textbooks.

Deasy told the LA Times that getting poor kids the same technology as the rich kids is a civil rights issue. But aren’t clean and safe schools civil rights issues too. Deasy has done nothing but cut cut cut the budget for those items for years.

LAUSD teachers haven’t had a raise in six years. I’m pretty sure that’s a civil rights issue.

Deasy mismanaged the first rollout. He failed to anticipate the possibility of significant losses due to breakage or theft. He failed to alert parents to their students’ responsibility for iPads. And he failed to anticipate security breaches of even the simplest magnitude.

Deasy works for the digital generation. Hacking is a way of life for many LAUSD students, especially teens. Poly itself has an after school club dedicated to hacking and its prevention. Even a newbie hacker can bypass LAUSD’s security filters. And over 300 did with their Deasy iPads, in three schools alone.

What about the half billion dollars in wifi? Will it always be up and running at acceptable speeds. Deasy has cut I.T. staffing at schools to the bare minimum. Poly has a staff of, uh, two to handle 3,000 students and 120 teachers plus other staff. If other campuses are like Poly, the continual lack of wifi connectivity will drive teachers crazy.

Many students don’t have wifi at home. They’ll have only Pearson software to use. Pearson is a textbook publisher, not a software writer. Have LAUSD teachers seen and approved of

what’s loaded on the iPads? My teachers at Poly haven’t.

And what about ongoing updates? Are they guaranteed by Pearson, or is that more money flying out the door?

Deasy’s right-hand man Jaime Aquino used to work for - guess who - Pearson? Conflict of interest perhaps?

And did anyone consider how elementary school kids will handle iPads? Their little bodies are still growing. They’re clumsy, and their little fingers get pretty grubby.

I gave my five-year-old sister a first generation iPod Nano – she lost it within the first month.

LAUSD sent letters to at least some parents telling them they’re liable for their kid’s iPad. But are the parents of mostly Title I kids willing to take responsibility of a \$678 tablet.

Deasy launched the iPad rollout with no input from parents or teachers, no research into how to do the rollout, or how educational iPads will actually be. Will they make kids smarter? Nobody knows.

And there’s more. The newly adopted switch from CST testing to the Common Core State Standards testing means online high stakes testing rather than the old bubble sheets. Deasy says each student will also need a keyboard, since the iPad’s QWERTY keyboard covers more than half of the screen.

Add \$40 million more to the \$1 billion. But who’s counting.

I’m no teacher, but I’m guessing classroom management may also be a factor for LAUSD’s teachers. At Poly, keeping teens off their smartphones and on task is a full time job. What happens when every student has an iPad connected to the internet? Hmmmm.


Short term purchase with long term bond money, unknown future expenses and zero experimentation in the classroom.

Could the Deasy legacy be unraveling? Thanks to the iPad fiasco he’s perpetrated on the district’s students and teachers and parents, a newer legacy may be forming.



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the  
OPTIMIST

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The OPTIMIST is the voice of the Poly community, and follows the Code of Ethics for the Society of Professional Journalists. Editorials are the opinions of the staff.

Join the staff

OPTIMIST

See Mr. Blau rm 14





INTERVIEW



Photos by Lirio Alberto

Portrait of an Artist

By Yesenia Carretero  
Staff Writer

When we saw senior Kristianne Villarta’s art, we knew we wanted to talk to him about it. Here’s what he told us.

I’m a realist. So I just draw things that I see, without editing, like drawing a phone that’s just sitting on the table. I try to capture every detail possible. I like to draw with a .3 mm lead pencil, so I can get all the details.

It takes time to do drawings, about three hours. But I tend to procrastinate, so it takes months to finish a drawing because day by day, I draw a little bit, for like three minutes.

I prefer drawing people from a photograph because they don’t move and I can zoom in, because I want to get their every single detail.

I know how to make up characters and some people are from memory like my history book.

I like to draw with pen or graphite because water colors and oil are messy and not portable. Like a pencil, I can just take it out of my pocket. With a pencil, I draw really lightly and I don’t put a lot of pressure on the pencil.

I paint when I have to, like for school work, I prefer drawing, but sometimes my paintings come out well. I draw with pen then go over it with paint. I don’t like to use charcoal because it’s messy. If you smudge it, it goes everywhere.

I use mechanical pencils and a paint brush. I use the paint brushes for blending, not painting because paint brushes blend smoothly and clean, I also used a kneaded eraser. It’s an eraser that looks like clay and can be transformed to any shape.

I draw on anything, even tissue papers. I use any kind of table, I don’t really need a table, just a flat surface. I have an easel that I don’t use.

I started drawing when I was in elementary school, I started drawing stick people. I’ve always done badly in school because of drawing, but now I draw a lot better.

For most of my life I was self-taught. One year my parents sent me to art school when I lived in the Philippines and I did really bad because they only wanted me to use watercolor.

I sculpt clay on my own. It’s not school related. The only art class I’ve taken here is art with Mr. Grigsby. Sculpting is my hobby. I found it to be interesting, just like drawing. You can do whatever you want with your own imagination.

I make portraits. I have a portfolio of my drawings because I want to see that I have progressed with my art.

I have an art book called “The Still Life Bible.” It shows you how to draw stuff. Still life drawing is drawing what you see without adding anything else to it, drawing it naturally.

I considered drawing as a career, but with the economy, art is not really a smart career choice because you don’t make a lot of money. I’m planning to be a mechanical engineer because most of the people in my family are mechanical engineers and they make good money.

It’s not really what I want. I want to draw. But no one really appreciates art anymore. No one has good taste in art because of modern art.

I hate modern art. They look like a canvas that has a little line or something. I like older paintings, where they show just human nature.

My favorite artist is Michelangelo because I love the way he depicts human figures, the way they look real and captivating.

Early Days

My grandpa was a painter, sculpture and a calligraphist. His knowledge of art is universal. I never got taught by anyone, so he inspires me. My relatives always tell me they wish he was still alive so he could see



REALISM: Senior Kristianne Villarta’s portrait illustrates the artist’s preference for detail.

my drawings. He was a teacher and principal for many years in the Philippines.

During the war, he would sneak into Japanese camps in the Philippines since Japan ruled us for a long time. He would draw a map, then roll it up and put it into a bamboo stick, then send it back so they’d know what’s going on. They would draw and my grandma would color it, then put it in the oven so the color becomes permanent. My grandpa would write people’s names on diplomas with the ink pen for a peso per diploma.

I lived in the Philippines from birth to sixth grade. In 2006 we came here on vacation. We went to the amusement parks. Then we came back in 2008 but this time we stayed permanently and it took me two months to adjust.

I don’t like the Philippines anymore compared to the US. The politics are really bad over there so people are corrupted and living bad. That’s why we moved here, to get a better life.

I like the people, the places, and the weather here. In the Philippines the schools are more strict, and here they’re not as bad.

I live in Koreatown. The best thing to eat there is Korean Barbeque. I don’t get out much but the coolest place to hang out is by my air conditioner.

I went to De la Salle Lipa for grade school. The schools in the Philippines are mostly named after saints. For fourth to sixth grade I went to Don Bosco Technical Institute of Makati then for three years I went to Providence. Poly is the only high school I’ve attended.

I’ve grown to like it here. Don Bosco Technical Institute was an all boys school, and there was a lot of violence, so I didn’t really like it.

I have a brother, 20, who’s into PC games. My mom is an accountant and my dad is a manager of buildings.

Quality Time

I like reading concept art magazines, magazines where they have art work or where a movie will be, like a setting. I read them online.

I don’t like comic books as much. I’d rather make my own. I make comic books but not the normal kind with a plot and a story. My comic books are just characters.

I go to Google and Facebook when I look up art. Facebook has links to works of art. I’m friends with two artists on Facebook. One is a Japanese painter Yumi Sakugawa, who used to live on the upper floor in my apartment. When she left she gave me a \$600

easel, new from Italy. She didn’t have room in her house so she gave it to me instead. I met Alex Landish Lauda on Facebook. He makes the best cartoons.

I like to surf art works on the internet and I’m usually on Facebook. I like to watch futuristic movies and horror movies. My taste in music is very flexible. What I like changes over time. Now I like the pop songs.

I like movies like “Oblivion” with Tom Cruise. I watched it for the concept art. It was awesome.

I like thrillers. I like the movie “The Purge.” When I watch a movie I look at the art work, and I get ideas from the movie. Like from “The Purge” I really like the masks the people used. I drew that a lot.

I like oldies because my dad has listened to them his whole life. I like skrillex, I like sweet songs. Adele would be a good example, I like Ingrid Michaelson. I like “The A team” by Ed Sheeran, “Sweet Disposition” by The Temper Tramp.

I’m very laid back. I’m always early. I would prefer sleeping in but I wake up early. My dad makes me food.

In ninth grade I played basketball a lot with my friends. I’ve never played sports on a team. I don’t like to watch sports. The only team I do like is the Lakers.

If I could date a movie star, I’d date Emma Watson. Emma Watson is really pretty, she’s photogenic, which is why I draw her sometimes. And I hear her personality is great.



CAMPUS

HOMECOMING



Photos By Lirio Alberto

By Mayra Benitez  
Staff Writer

Parrots were “Shooting for the Stars” during Spirit Week.

The invite-only Pep Rally was highlighted by

three exceptional videos from senior Christian Penado that included “Treasure Video,” starring Parrot Principal Ari Bennett, a compilation video featuring track, volleyball and tennis teams at practice and a “Cooking Club at City Hall” video that featured Chef Higgins’ class hard at work

The NASA-themed Newcomers float, sponsored by Spanish teacher Mario Quinteros, took first place in the Homecoming parade.

Homecoming King Joseph Matildes and Queen Joanna Dinio made a dramatic appearance during halftime.

And Poly’s football teamed capped the festivities with an easy 37-0 win over visiting Chavez.

During the week leading up to Friday’s Homecoming, Poly’s student councils held lunchtime games and entertainments at the Polygon. Walt Disney, Space Jam and Star Wars were the themes.

Parrots got another look at Poly Idol winner the Mafia during the Pep Rally, which also featured Chef Higgins as Grand Marshall and appearances by Cheer and Drill.

The Homecoming parade’s 13 entrants included satellites from the Robotics Club and a walking robot dog, Cheer doing their best Peter Pan and Tinker Bell and Social Studies teacher Jerry Lee behind the wheel of Senior Council’s Star Wars truck.

This year’s Homecoming Court included freshmen John Lopez & Betsy Paz, sophomores Omar Bugaril & Huny Cruz, juniors Adrian Cruz & Alyssa Lawenko & Sarah Plato and seniors Melissa Meeker, Samantha Montalvo and Joanna Vega.



Google Image

INDUSTRY EXPERT: *Cinema 105 instructor Danie*

Forty Years On, He’s Still Queen

Queen and frontman Freddie Mercury still generate plenty of electricity, forty plus years after their formation.

Hollywood Records recently reissued the band’s 15 studio albums in Deluxe Edition form. Each package is a two-disc set that includes the original album newly mastered by Bob Ludwig with state-of-the-art sound and a second CD of previously unreleased outtakes, live performances and original demos.

By Emily Printor  
Staff Writer

Their “Greatest Hits,” the best selling album of all time in the UK, still flies out the door. Their musical, “We Will Rock You,” continues its long run in London’s West End. And a Sony and GK Films project, long in the works, will create a movie of the

rock band’s career.

Guitarist Brian May and drummer Roger Taylor started the band in the late sixties. Mercury, always a fan, joined the group when the lead singer left. Bassist John Deacon was added soon thereafter.

May said he was impressed with Mercury from the very beginning “His personality was so strong,” May said. “We just saw someone who had incredible belief and charisma, and we liked him.”

Mercury’s voice and showmanship soon became Queen’s biggest attraction. His commanding stage presence, strong writing and bold frontman persona made an impact on audiences that remains even decades after his death.

Mercury seemed to have few limitations in his voice, music and performances. He was one of the more outrageous performers of his era.

His phrasing could be subtle and sweet, or lively and animated. Mercury’s voice, with its huge range, could escalate from a deep roar to a high-pitched scream in the same line. Listeners can hear the emotion in his voice whether it be absolute pain or an overabundance of joy.

Despite Mercury’s large presence, Queen always considered itself a band of equals and made sure the band’s roles were equally shared. All four members wrote material for the band and acted as internal quality control

“Nobody got away with a single note that the other three didn’t think was OK,” May said.

From the start, Queen wanted to emulate their idols and cross genres.

“Our heroes were the Beatles and Jimi Hendrix” said May. “There were no limits.”

The band used gospel, heavy metal, progressive rock, disco and opera. They were always transforming themselves and their music to create fresh sounds. They borrowed ideas from popular film and theater.

“We were watching Marx Brothers movies,” May said, “and we got a sense that they could go anywhere they wanted and we felt the same sort of spirit”

Queen’s musically complex songs distinguished them from the pack. The classic hit “Bohemian Rhapsody,” written by Mercury, is a good example of their diverse skills.

“Rhapsody,” one of the most expensive and elaborate singles of its era, featured close harmony choruses multi-tracked, catchy acapella solos and strong piano and guitar work. Throughout the song, the sudden changes in style and tempo vary from ballad to opera to hard rock.

Mercury’s flamboyant stage presence and mannerisms helped sell Queen’s music. He was exciting to watch and loved by audiences. He was theatrical and over the top, striving to make the audience feel a connection with him through his voice.

Queen wrote about relationships, love and self expression. Mercury’s lyrics in particular spoke of his struggle with his sexuality. Openly gay, Mercury experienced much criticism, but he remained his own man to the end.

Mercury’s experience, at its core, was universal. His fight with AIDS, which began in 1987 and ended with his death in 1991, weakened Mercury, yet he still continued to perform and create awareness for the disease.

“When Freddie died, it was like losing a family member,” said May, “but I’m very proud of what we did together”.

MAN WITH THE BAND



Photo by Lirio Alberto

Music and film industry veteran Steve Isaacs is Poly’s band leader. We asked him to tell us his story. Here’s what he said.

I’ve been playing music since I was 10 years old. I was in charge of my high school band as a junior. I was in the bands at Valley College and Santa Monica College and the USC band for years. I was a USC teacher for years.

By Christine Maralit  
Staff Writer

I also played in different orchestras, professional musical ensembles and jazz bands.

I worked in the motion picture industry for 20 years doing post production, music editing, sound effects and film editing.

I had always wanted to be a music teacher and I still played instruments. Then one of the people I worked with learned that I had a learning disability. I’m dyslexic. That was in the 80s, I think.

I knew in college that I couldn’t get through the English and history classes. I finished all my music classes and performances classes but I couldn’t get through English and history and I didn’t know why.

When the opportunity to work in the music studio came, I took it. I had my learning disability diagnosed and got scholarships and accommodations. I went back to school in 1994 and finished my degree in ‘96.

I started working for the District since 1997, about 17 years. I taught in a middle school for three years and then in an elementary school for one year. I got my masters in music education in 2001.

The Cost of Operations

It costs a lot to operate a band. We own all of the instruments. Each xylophone costs \$5K to \$7K. If we were to replace them it would be \$78,000.

The money we’ve spent to build our band up to this point has been a lot. We pay for the buses we use for competition too. That’s why we don’t go to away games. We can’t afford to pay for buses. We just don’t get that kind of money anymore. The funding we get from the school is phenomenal but it’s not enough.

The uniforms we have now are 15 years old and they’re falling apart. New uniforms would cost up to \$25,000. The fundraising we do covers the cost of the band and the cost of the competitions only.

One year we raffled off a car. My mother lost her driver’s license so I donated it for a raffle the band held.

If we do the festival at San Diego, it’s going to cost students \$215.

We’ll let them sell chocolates to pay for their trip. Candy sales are the easiest but we can’t do it in the summer because it’ll melt. The band does have a booster club, so sometimes we do Shakey’s Night.

We used to do four to five competitions a year but we just can’t afford it now.

Going to a competition costs somewhere between \$250-300 for the entry fee and the buses, plus we have to rent a truck. It’s a lot of money, approximately \$1200 per competition.

Competitions have divisions for smaller bands, medium sized bands and large bands. With color guard, we have 68 people in the band. Some high school bands have 40, but Granada Hills has a 130.

We’re always looking for more band members. I wouldn’t mind having 200 students in band because I’m used to working with bands of 250 students. It’s just as easy to teach 250 students as 40 students.

If a student knows how to play an instrument, he or she can be in the band.

We have woodwinds - flutes, clarinets, saxophones. We have the brass instruments - trumpets, xylophones, tubas. And we have percussion - drums, marimbas, vibes.

At certain times of the year, we’ll teach students how to play, but it’s harder the later a student decides to take up band. But they would have to catch up with all the songs and routines the rest of the band already knows.

Being in the band takes up a lot of time. It’s every day after school. It’s not just like a regular extracurricular class. It’s like a sport. We rehearse every day and we perform at the home games. We stay Friday nights till 9 o’clock. Sometimes we’ll have Saturday rehearsals and practice all day.

The competitions are on Saturday so you have to be able to make the commitment to be in all of the performances and all the rehearsals.

Most students play the instrument they already know how. We’ll teach students who already know how to play music and want to learn to play a band instrument. Students who have a background in music learn faster.

The band plays music and marches at the same time, of course.

The marching process starts with just standing up straight, which foot to start on first. And there’s a certain length to the step. There are certain spots. They have to stay in line while taking each step.

Then they learn the drill. It takes about a week and then we just clean it and clean it, always trying to make it as perfect as possible.

The band performs basic formations. We used to do letters, but the stands we have at school are so low that even if we made a big P you wouldn’t even know. So we do abstract formations and straight lines and curved lines, just formations that fit the music and flow from one formation to the next.

The majority of the band already knows how to read sheet music. If they don’t, they will by the end of the year. One of the standards is to read and play music. They have to recognize the symbols and know how to play them. They can’t make it up.

I have students from 9 to 12th grade, so I use seniors as section leaders to help the younger students. It helps teach them responsibility. There are section leaders for every instrument.

The drum major leads the band. And we a musical education major from Cal State Northridge come three days a week to help.

We pass out the music sheets on Monday for a read through, then play it on Tuesday and Wednesday. By Thursday they should know it. It might take a whole month for the whole band to play a new song together. They sound better as they progress throughout the year.

Join the staff  
**OPTIMIST**  
See Mr. Blau rm 14



CAMPUS

# For Your Consideration

## Film industry veteran Daniel Nyiri’s Cinema 105 College Class offers Parrots an insider’s look at the art and business of film.

Valley College instructor Daniel J Nyiri has worked in film and television professionally for over thirty years. The OPTIMIST recently interviewed Nyiri about the class and the course. The following are his comments.

By Adrianna Garcia  
*Staff Writer*

**What makes a movie good and who decides?**

What makes a movie enjoyable for me is everything! The screenplay, the cast, the look, the sound, the music...

I have my own criteria of what makes a movie good. I expect you have yours. The beauty of a college class is that it facilitates objective standards for both critical and creative thinking. There are skills that are acquired in a film history class that can be applied in many ways to other things, not only film or the class itself, but also in Anthropology, Art, History, Politics, Psychology, Science, Technology, and a host of other fields.

I follow the curriculum very closely, almost to the letter, because this is not only a high school class. The student’s grade counts towards the high school diploma, of course, as an elective. But achieving a grade C or better is a prerequisite for further study in media arts. It counts towards several higher credentials, including professional certificates, Associates, Bachelors and Masters degrees. A good grade, a failing grade or an incomplete stays on the student’s record. It’s increasingly difficult for any student to retake a class, at the high school or college level.

I always try to engage the students on a personal level. I like to demonstrate my passion for the subject, when appropriate, and my reasons for becoming a film maker and a teacher. I try to engage each student on an individual level. I see myself as something between a priest and a salesman.

I want the student to believe in the class and make a personal commitment to learning. I always say that learning requires two things: a passion for the subject and hard work. With either one of those things, it’s possible to get a passing grade. But to truly excel at anything, one must meet both criteria.

My job is to host and organize the party, but it’s the student’s responsibility to prepare, to show up and to make it fun.

**Many people insist the book is always better than the movie. Do you agree?**

I love films but I also love to read. Whenever I see a film that is based on a book that I like, or even a screenplay that I have read, or a film based on a historical figure, I am tormented by negative expectations.

One of my best students is a fan of Sofia Coppola’s work. Sofia Coppola’s film Marie-Antoinette was adapted from a book by Antonia Fraser, a hugely popular British writer. Fraser’s book was heavily plagiarized from the classic Stefan Zweig biography of the French Queen.

People are not as familiar with Zweig’s masterpieces as they were fifty or sixty years ago, so Fraser has been able to rip off his work in various ways, with impunity, and make a lot of money.

But Coppola’s film surpassed Fraser’s book and made it into something truly fresh, original and imaginative.

Luis Buñuel made films out of some very interesting books, but he used to say that he much preferred to adapt mediocre books. “Great books can make good films,” he said. “But mediocre books can make great films.”

My son just read Thomas Mann’s “Death In Venice.” “Death In Venice” is one of the top twenty literary masterpieces of the twentieth century. I told him he had to see Luchino Visconti’s film, based on “Death in Venice.” It is in many ways a complete travesty of the book but, as a film, it’s also a masterpiece and has a life of its own.

Thomas Mann’s book is one if my favorites. Visconti’s film is one of my favorite films. Both are masterpieces in their respective media. They are related. The film could not have existed without the book, but it has a life of its own, independently of the book that inspired it.

**Were most or all of the 12 films viewed in this class done to make money or to last through the ages as art?**

That question would take a lot of time and research to give a full answer.

There are much more than twelve films that are shown in this class, in part or in whole, but there are twelve directors that are used as examples of key artistic, historical and technological developments in the medium.

Alfred Hitchcock famously said he did not make films for the studios or for the critics, but for his audiences. He saw his work’s commercial success as the ultimate evidence of artistic merit, and vice-versa.

Stanley Kubrick liked money and most of his films were blockbuster hits. He was also infamously stingy on set - I witnessed his stinginess first hand. But his reason for being stingy was that he wanted his films to be the best they could possibly be, which is why he would routinely audit absurdly unglamorous expenditures, such as how many rolls of toilet paper were being used by his cast and crew.

Charlie Chaplin, Mary Pickford and Steven Spielberg made a lot of money, but I do not believe that was ever their sole motivation for making films.

**The films in this class are like paintings in a museum – seen and understood by only a tiny percentage of the population? Do you agree?**

I completely disagree. Most good films, like music, books or paintings, are accessible to almost everybody, as they should be. But greater experience, knowledge and understanding, as with everything in life, lead to a deeper appreciation.

**How well have the two Chaplin films held up as comedy?**

I think Chaplin’s work is as relevant today as ever. It doesn’t matter where one is from, what language one speaks or how young or old or rich or poor one might be. Chaplin’s work is immortal and I cannot imagine my world today without Chaplin’s films.

**How much influence did Europe’s experience in two world wars influence Fellini’s work, and in particular “La Strada?”**

All Fellini’s work is uniquely of its time and place. It’s impossible to conceive of “La Strada” without Fellini, Massina, Anthony Quinn, Nino Rota, World War Two or Italy. Yet it also has a universal quality and a personal quality, like home-made spaghetti all’ arrabiata or Frank Sinatra’s voice.

**“Andalusian Dog” is surrealistic and plotless. That doesn’t sound like the recipe for a hit. How do you explain its popularity? Does it foreshadow Bunuel’s genius, and if so, in what ways?**

Yes. It’s certainly not everybody’s cup of tea, but it’s a little Pandora’s box of a movie that was the catalyst for an explosion of artistic and psychological phenomena. And Luis Buñuel is one of the definitive geniuses in film history.

**Does format matter? Musicians insist that vinyl still sounds better than digital. Is that true for these films as well?. Would their value be enhanced if they were viewed in their original formats?**

Yes. I think so. It’s an ongoing discussion, for sure. The analogy with music is perfect. I expect, in this case, there is a permanently hung jury and they will never reach a conclusive verdict.

**If you were producing a film and could only afford one artist, would you pick the director, the writer, the cinematographer or the actor? Why?**

I would never agree to such restrictive terms! But, if pressed, and if I were allowed to choose any single person alive today, my choice would have to be the actor. The rest are all jobs that I have done professionally, over the years. Whereas the single most valuable element in any movie project is its Star.

**Considering the rapid advance of technology and the new variety of formats, will this course look the same 20 years from now or be vastly different? Will our conception of a great movie change, or are certain aspects of filmmaking universal and eternal?**

I think it will be more or less the same. And I hope I will still have the honor of teaching it every day.



Photo by Lirio Alberto

**INDUSTRY EXPERT: Cinema 105 instructor Daniel Nyiri teaches the history of film.**

**Has the golden age of filmmaking passed?**

No. There are many golden ages. Every age is golden, in its own way.

**The Class**

I always try to give the students a sense of who the film makers are, the historical context, the background and reception of each film. But the students are also required to read up and learn about the broader details in their own time.

I screen very few complete films in class. The course is made up of twelve sections, each representing around five hours of lectures and screenings. I also have office hours after almost every class, to address specific questions from individual students or from the group, as needed.

The hardest challenge for high school students and freshmen, taking a college class for the first time, is the responsibility of working independently.

There are two big assignments for this class, each worth 15% of the student’s grade.

Each essay is no less than 1,000 words and no more than 1,500 words. There are also several essay questions in the mid term and final exams, requiring answers between 75 and 150 words.

There is a mid term exam and a final exam, each worth 20%.

Participation, which is measured by daily verbal quizzes in class, is 20%.

Deep critical thinking, conceptualization, visual recognition, interpretation, contextual recognition and specialized vocabulary all feature in every aspect of the class.

Louis Giannetti’s “Flashback,” Edition 6 (Pearson, 2009) is the main text book. It’s a wonderful text book. Secondary reading is also the key to success.

I’m a huge fan of Wikipedia, which some teachers frown upon. But I do not accept Wikipedia as a sole source for citation. Say, for example, Charlie Chaplin is quoted in Wikipedia as saying “I remain just one thing, and one thing only — and that is a clown. It places me on a far higher plane than any politician.” The correct citation is Charles Chaplin, quoted in The Observer Newspaper, London, June 17, 1960.

I try and frighten off the students who aren’t ready and committed to work hard, in the first week. It makes for fewer students, but also better grades and less money wasted on fees. But everybody needs time to find their stride, in any class.

Yes. My current group of Poly students are hard working, punctual and a joy to teach.

Valley and CSUN students also attend these classes at Poly and each student brings a special, individual perspective. That’s part of the program.

I ran the film academy at a public school in the Valley for two years and it was a very exciting experience. I am also in charge of a statewide program for career technical education in media arts. The best student films are often made by high school students, because they tend to be less contaminated by conformism and indoctrination.

This is a very small class, which is great in some ways. We started with 19 students and we are finishing with 12. Every student in this class is capable of finishing with a grade C or better.

I always ask if students are mostly interested in making films or watching them? Most are undecided for now, which is as it should be. It is a huge mistake for any student to limit his or her career choices in high school or even in college. But some of my past students have gone on to make wonderful films. Many are now enjoying successful careers in the industry.

**The Teacher**

I was born in London, England and grew up in England, France, Spain and Israel.

I have a Bachelors degree in Latin, Greek and Philosophy, and the equivalent of two Masters degrees, in the art and technique of film making.

I have been working in film and television professionally for over thirty years, since I was nineteen years old. I also worked as an interpreter, photographic assistant, photographer and writer, in advertising and design. I also worked in sales for three years.

I currently teach five college classes in production, cinema, media arts, broadcasting and screenwriting. I have also taught French, English and Philosophy.



CAMPUS



GTA5 is a Blockbuster Hit

By Mayra Benitez  
Staff Writer

Gamemaker Rockstar’s iconic Grand Theft Auto V grossed \$800 million on its release day, the “big- gest day-one earner ever across all entertainment media,” and hit \$1 billion in three days, a new record. Black Ops 2 took 15 days to reach that number. But then everything about GTA5 is big, including its \$266 million budget. Only “Pirates of the Caribbean,” at \$300 mil- lion, cost more. But the GTA franchise wasn’t always as popular as it is today. Originally an 1997 indie game for the Nintendo, the first three GTA games were designed from top view, or bird’s eye view. When Rockstar switched to a new 3D game engine, sales began to rise. Released October 22, 2001, GTA3 became the #1 selling video game in the United States. As of December 2012, sales had reached \$125M. This video game was the game that the rest were built upon. GTA5, known as an “open world action-adventure game,” includes car customizations, weapons, and improved clothing selections for the characters. Gamers can now fly planes too. The car shop, AKA Los Santos Customs, allows users to choose the color, improve the engine, replace body kits, change the lights and tint the windows. New to the GTA Series is weapon customization, where

weapons attachments such as suppressors, flashlights, extended clips and more can be added, depending on the weapon. The mechanics in this game are different from all previous GTA versions. The driving has been changed from slow speed vehicles to fast paced racing like vehicles. The driving engine adds a completely different feel to the game, inspired by another Rockstar game called Midnight Club Los Angeles. Also new are animals a gamer can actually interact with, whether hunting them or being hunted. GTA5 has three main characters. Franklin Clinton is poor, living in the ghetto and trying to make money in whichever way possible. Michael De Santa, a retired bank robber, lives the American dream in an upscale Los Santos (Los Angeles) neighborhood, but happiness eludes him. De Santa has anger issues that he takes out on his wife and kids, all because he thinks no one cares if he is dead or alive. Trevor Philips has problems too, but they’re all in his head. Philips is unpredictable and inappropriate, in good and bad ways. He makes his players laugh but he makes his friends suf- fer, in many different ways, often with physical threats. GTA5 fan base spans all types of races, genders, and ages, although inappropriate language, strip club settings and prosti- tutes seem better suited to adults. Like any other game, however, GTA5 attracts teens. One of your friends is probably logging hour five right now.

Cyber Parrots Boot Up

[ From A Sense, front page ]

computer and move all the way up to how to actually secure the systems,” Rios said. “Our goal is to give students the informa- tion and training to set up their firewall, activate their antivirus programs, check machines and make sure the right services are running.” Students learn how to get into the systems and look at the services the machine is running. “Services are applications or programs that make a com- puter work,” Rios said. “That’s usually an easy way to tell if a computer has a virus or if it’s running some kind of malicious software like a rootkit.” Hackers use rootkits as doors to open a victim’s computer and steal personal information. “Students learn how to detect those kinds of attacks and guard against them,” Rios said. “They’re basically learning how to hack but on the defensive side.”

**Tech Talk**

Most of the time, hackers hack for money. “A lot of scams and invasive software like malware and spy- ware are used in some way to take people’s money,” Rios said. “The hacker will make a program that looks like an antivirus program. It scans your computer and tells you you’re infected. You pay them \$39.99, but in reality your computer’s totally

clean.” A virus can be many things and take on many forms. Some are malicious and out to destroy a system. “They can destroy computer files that a computer needs to work,” Rios said, “or important files like financial files or per- sonal records. Some spread and multiply, slowing the network down.” A lot of viruses are invisible. “They sit in the background,” Rios says, “receiving and sending information. Some viruses take over a victim’s computer, giving control and access to the hacker. The hacker can take an army of com- puters and attack other systems. “Your computer can be part of this army without even know- ing it,” Rios said. “You may notice a little slowness but other than that it’s very hard to tell.” McAfee, Symantec and Security Essentials are all good antivirus systems. “You only need one antivirus program,” Rios said. “Update your antivirus once a week and you’ll be good.” Rios, who has a bachelor’s degree from DeVry in network communications management, came to Poly in 2000. “I’ve worked at Poly for several years as the network and computer technician, assisting the technology coordinator,” Rios said.

ERWC Helping Chef

[ From Academic, front page ]

rhetorical structures, and use materials from the texts they read to support their own written arguments. Course readings vary in style and genre and grow in complexity. The most common difficulty Poly students have with reading the material in ERWC is vocabulary. “Vocabulary is the corner stone to all academic work,” said ERWC teacher Wendy Elam. “If you don’t understand the vocab, then you don’t understand the text and you can’t communicate.” Elam says she has many different strategies to help students with vocabu- lary. “I often preview the words before we read the text,” said Elam. “I usually have my students work with the vocabulary by identifying the words, by looking at the dictionary and looking at the context of the word, how the word is used in the sentence.” Elam gives her students about ten words a week. “More than that and it becomes busy work,” said Elam. “You can’t learn more than ten words in a week.” Elam’s students create an active and interactive word wall where they constantly add and change words they learned. Students then use the words in

their writing on everyday basics. “I also want to challenge my stu- dents,” Elam said. “My seniors are read- ing “1984” and we are reading a chapter a day. My other classes we may go a little slower because I want them to understand what they are reading.” Students do at least one writing as- signments of at least one page each week. “I use a drop box for writing submis- sions,” Elam said. “It is more beneficial. Students don’t have to wait until I return the assignments. They can see their grade after I grade it.” Reading and commenting on a short single page takes Elam an hour and a half for each class. Grading an essay takes longer. An analytical essay takes up a lot of time, typically a whole weekend just for one class. “If I’m looking for just a single skill that we have been practicing, grading takes about an hour,” Elam said. Not all teachers use the dropbox. “I think eventually everyone will,” Elam said. The difference between EWRC classes and AP classes is slight, Elam says. “The AP Language and Composition focuses on nonfiction texts and the ability to understand the author’s argument and how he makes it,” Elam says. “That’s very similar to ERWC.”

[ From Former, front page ]

“I’m planning on traveling the world,” Trujillo said, “learning dif- ferent styles of food and ingredients before putting up a restaurant. I hope to have seven open. And I hope to compete in Iron Chef one day.” His love of cooking is what drives Trujillo. “I think a chef should be able to do what he loves in the kitchen,” Trujillo said. But the customer is always right, Trujillo says. “Whatever the customer’s prefer- ences, it’s our job to accommodate those preferences,” Trujillo said. Like most chefs, Trujillo sees recipes as suggestions. “For chefs, a recipe is more of a guide,” Trujillo said. “It helps you look how it can be made. A chef should be able to take a recipe and be able to turn it upside down completely and still have it turn out delicious.” And variety is important, Trujillo says. “You shouldn’t be afraid to try differ- ent foods,” Trujillo said. “Everything is delicious.” Trujillo’s favorite restaurant is Oro- chon Ramen in Little Tokyo. Favorite TV chefs include Emeril Lagasse and bespectacled Alton Brown, host of the Food Network television show “Good Eats.”

[ From Wilson, front page ]

Poly Idol 2013

Round 5 – Dedication Songs  
Junior Hannah Almonte – “We Are the Champions” by Queen – Aca Deca  
Senior De Anthony Hawkins – “A Song for Mama” by Boyz II Men - his mom  
Junior Audri Wilson – “Tears Always Win” by Alicia Keys-her girlfiend  
Senior John Acosta – “How Did You Know” by Gary Velecano – his mom

Round 4 - Love Songs – Sept 12  
Hannah Almonte - “Open Arms” by Journey.  
DeAnthony Hawkins - “Let Me Love You” by Mario.  
Elenoa Taulaki - “Next To You” by Jordin Sparks.  
Audri Wilson - “Love” by Keyshia Cole.  
Kasandra Rodriguez - “Amor Eterno” by Juan Gabriel.  
John Acosta - “Be My Lady” by Martin Nievera.

Round 3 - Pop Dance songs.  
Rebecca Burr - “I Feel the Earth Move” by Carole King.  
De Anthony Hawkins - “Turn up the Music” by Chris Brown.  
Anthony Grande - “Cooler than Me” By Mike Posner.

Jade Lim - “Love on Top” by Beyoncé.  
Elijah Pineda - “What About Love” by Austin Mahone.  
Kasandra Rodriguez - “Amor Prohibido” by Selena Quintanilla-Perez.  
Angie Ortega - “Good Time” by Owl City Feat. Carly Rae Jepsen.  
Mary Joyce Aves - “Clarity” by Zedd.  
Audri Wilson - “Nobody’s Perfect” by Jessie J.

Hannah Almonte - “I Will Survive” by Gloria Gaynor.  
Elenoa Taulaki - “Umbrella” by Rihanna.  
John Sebastian Acosta - “Livin’ La Vida Loca” by Ricky Martin.

Round 2 – Artists Who Passed Away  
Group 1 - “Valerie” by Amy Winehouse.  
Frosh Jordan Nadeau, seniors Kasandra Rodriguez, Estefani Soto-Vela, Jane Gajete, Mary Joyce Aves.

Group 2. - “Imagine” by John Lennon.  
soph Elijah Pineda, senior Angie Ortega, juniors Natalie Martinez, Adriana Chavez, Tijouri Johnson.

Group 3. - “The Way You Make Me Feel” by Michael Jackson.  
Seniors Mi Thuy Kieu, Anthony Grande, Elenoa Taulaki, De Anthony Hawkins and junior Angel Aguilar.

Group 4. - “Teen Spirit” by Nirvana.  
Senior Rebecca Burr, John Sebastian Acosta, Jocelyn Rodriguez, and Jade Lim.

Group 5. - “Total Eclipse of the Heart” by Bonnie Tyler  
Juniors Elaine Grace Rasonable, Hannah Almonte, Audri Wilson, and senior Araxi Derederian.

Round 1 – private auditions with Drama’s Katy Groskin

School Council

[ From Governance, front page ]

we taking it out of auxiliary time or teacher extra pay, are we taking out of instructional materials or school supply resources? Those are the questions we would have to ask before we make that decision.” The Council also changed the attendance submitted forms for teachers. The attendance office generates a form for teachers who forget to submit attendance or couldn’t for

whatever reasons. “Teachers said the new form is more appropriate,” Bennett said. “I got some positive feedback back from teachers. They were happy that the forms were more respectful.” The last issue the Council dis- cussed were the bathrooms in the large two story building. Restroom signs are incorrect or the restroom is out of order, “We still need to fix that,” Ben- nett said. “But apparently the prob- lem has decreased, which is good.”



MEDIA

MEET THE MAFIA

The OPTIMIST spoke with Mafia dance crew members DeAnthony Hawkins, Angela Lawenko, Anthony Melendez and Lewis Ambrad after their big Poly Idol win. Here’s what they told us.

By Joanna Rosales  
Staff Writer

**Do you have names for the moves and routines you perform, or do you just improvise whatever comes in to your head?**

Hawkins: Well the break dancers they freestyle but the choreography was supposed to be like ninja style choreo. And have everything flow into one piece. And then after that have everything come back together.

**Have any of you ever had any formal training in dance?**

Ambrad: I did, 3 years ago. At Sun Valley Park with a crew called Bad News Bears. It was break dancing.

**What makes you a “crew”? Do you perform mostly as one group, with prearranged steps and routines, or do you mostly do solo dancing in some agreed-upon order?**

Ambrad: Solo Dancing  
Lawenko: No, it’s a balance.  
Hawkins: Yeah it’s a balance between solo, it’s a mixture.  
Lawenko: Cause Choreo we do it together and then we go to the break dancing where we all do a solo and then D’Anthony does his solo.

**Do you consider your dancing part of the hip-hop culture, or are your roots elsewhere?**

Hawkins: All of our roots lie somewhere else but as one I say, basically like hip hop.

**Are you interpreting moves you have already seen and studied, or are you creating moves that no one has ever done before?**

Melendez: It’s a mixture of both. As I practice my moves, I end up creating a new move.  
Hawkins: Crumping is like you can let out anger but it’s not really an anger dance it’s just kind of just like, ok let’s do this and create our own choreography.

**What does the term “dance” mean to you?**

Lawenko: To express your self through your body.  
Hawkins: Instead of through words. Like if somebody makes you angry, you can express how angry you are

**Can an audience “understand” what you are doing, or do you expect the audience to accept what you do as dancing?**

Hawkins: We do both. We hope that they understand where we are coming from and what we are doing and we also hope that they ask you like what we are trying to show them and give to them.

**Are there steps or moves or routines that are common to all dance crews that an audience would recognize?**

Hawkins: Yeah, you can consider like the crew that came out before us, All Star, when they did the red nose, everybody reacted to it because everybody knew what that dance was  
Melendez: Same with break dancing.  
Hawkins: Yeah when everybody did six step.  
Melendez: It’s easy to recognize  
But when I did crumping they didn’t know what I was doing cause some people told me “oh bro I thought you was like up there going crazy” I was like I was crumping.

**How many hours did you guys spend rehearsing?**

Hawkins: We came up with all of this in one day and a half.

**What music was played during your perfor-**



Photos By Lirio Alberto  
**HAPPY FEET: Senior Lewis Ambrad (above) and sophomore Angela Lawenko.**

**mance?**

Hawkins: Well for the first part it was Elle Goulding called “High For This”. The second was “Begging” by Madcon and the third was J Squad, Krump Music.

We chose Elle Goulding because it kind of fit the choreo we were doing, like a ninja style choreo. So I wanted to choose a soft and subtle song and not some song you’re going crazy to, but at the same time, you’re tryin to calm yourself. And the Madcon song I’ll leave the break dancers to that.

Ambrad: We chose that song because it was up to beat and felt more energy as we danced to it.

**Would most members of the audience be familiar with the music?**

Ambrad: Yeah they’ve seen Step Up.

**How long have you guys been together?**

Hawkins: About like a month with Lawenko and Ambrad. He is her mentor.  
Ambrad: Yeah I taught her everything she knows.

**Is there a dance crew culture you’re apart of?**

Hawkins: Well I have the Mafia. I’m also in a crew called SVK with some of my other friends but they graduated already

**Is there a dance crew culture online? Are there websites you guys look at?**

Hawkins: I basically go on YouTube to listen to dub step music. And then just try to find inspiration from there.  
Melendez: Same here. I look at this break dancer called Cloud. Just looking at him dance is very inspirational. Because when it comes to break dancing, there are no rules. You just create, you imagine, and he just makes himself look great.

**Are there professional dance crews? And how do they make their money?**

Lawenko: By appearing in movies.  
Melendez: Yeah and performing.  
Hawkins: Yeah like the Jabbawockeez and the Les Twins

**Do you guys plan to stay together?**

Hawkins: Yes, after I graduate I hope they do.  
Melendez: For sure me and Melendez are.  
Hawkins: And Angela.  
Lawenko: I’ll be left alone.  
Hawkins: Yeah she’s going to be here by herself.

**Will you ever perform here on campus again?**

Hawkins: Oh yes.  
Melendez: If there’s any opportunity we’ll take it.  
Hawkins: Yes if there is any opportunity. Where we get anyway to show what we got, we’ll do it. Homecoming is going to be a big one though.

**Do you guys have any other performance skills?**

Hawkins: Well I did do Poly Idol. Singing.  
Lawenko: I did play a flute.  
Ambrad: In middle school I used to play the cello and the violin.

**Is there an age limit for dance crews?**

Ambrad: There is no age limit.  
Hawkins: You can be 50 and if you can dance ok then make your own group.

**How did you guys feel when you won?**

Lawenko: Happy  
Hawkins: Unexpected actually. We were kind of nervous.

**Compare the other dance crews to yours in terms of styles and moves.**

Hawkins: Their style was different from ours. Very different. Like the Unknown, like their style was very different. And All Star had a body thing.  
Melendez: And ours was like last minute.

**How did you guys pick your name?**

Hawkins: I basically picked The Mafia because Mafia stands for Music. Artistic. Fantastic. Inspirational. Art.

**What did you guys think about your performance?**

Melendez: Honestly I wanted to do more.  
Hawkins: If we would have had longer than three minutes we would’ve put on an hour show.

**Do you guys think you had enough stage lighting.**

Melendez: Yeah it was okay.  
Lawenko: Yeah I don’t like too much light in my eyes.  
Hawkins: Yeah me either. I get mad. Then I can’t see.

**How did you guys form your group?**

Ambrad: It started with me. Then I convinced Melendez.  
Hawkins: Yeah well basically Ms. Groskin came to me and my friends like, oh we’re putting on this



Photos By Lirio Alberto  
**HAPPY FEET: Senior DeAnthony Hawkins (above) and senior Anthony Melendez.**



dance competition, so we want to see who wants to be in it. That’s when I realized who I was going to get. I told Ambrad. Then he told Melendez. And then I guess these two told Angela. And then like that was our group from now on.  
Lawenko: Not really. Danny on the Unknown team.  
Hawkins: Danny wanted her but he gave her to me for Franklin, the one in the tiger suit.

**What’s your favorite dance crew movie?**

Lawenko: “Step Up”  
Hawkins: All the “Step Up” movies, “Beat Street,” “Kicking it Old School.”

**Does anybody want to make dancing their career?**  
All said yes

**What are your plans after high school?**

Melendez: CSUN  
Ambrad: Yeah I want to major in dance at CSUN.  
Hawkins: Try teaching different choreo to younger kids.



SPORTS

Analysis

Holding the Line

By Danny Lopez  
Staff Writer

For the first time since 2010, Poly has over 1000 yards rushing in the first five games. The running backs and quarter back get and deserve the credit for that stat, but the offensive linemen are just as responsible for those 1000 yards.

Offensive linemen spend their day at the line of scrimmage. Linemen are usually the largest players on the field in both height and weight, since their positions usually require less running and more strength than skill positions.

The interior offensive line positions are center, the ball snapper, two guards who flank the center, and two offensive tackles who flank the guards. A full offensive line may also include a tight end outside one or both of the tackles.

Tight ends are eligible to catch passes, linemen aren't.

On running plays, the offensive line creates space for the ball carrier to run. On passing plays, the offensive line must stop defensive players from tackling the quarterback before he has thrown the ball.

Poly's offensive linemen are senior left tackle William Romualdo, senior left guard Manuel Peralta III, senior center Joshua Fong, junior right guard Anthony Luna and senior right tackle Daniel "Cupcake" Sanchez.

"The right side is the power house," Sanchez said. "Which is why they run the ball more to the right." "We also call ourselves the Aztec Line plus Fong."

On a run play out of a "power I" formation, Poly uses five linemen, two tight ends, three running backs and the quarterback.

Both the left and right tight ends double team with the left and right tackles on the defensive linemen in front of them.

The left guard blocks the man in front of him and the right guard gets the nose tackle.

The center goes straight to a linebacker.

These are the offensive line assignments versus a 4-3 defense.

A lineman's job is unglamorous but critical to an offense's success.



Photo by Lirio Alberto

BRING IT ON: Poly's offensive front line (from left) senior Daniel Sanchez, junior Anthony Luna, senior Joshua Fong, senior Mannuel Peralta III and senior William Romauldo.

On a pass play, the linemen all man up and whoever is free looks for a blitz.

Play action is out of the "power I," while the pass play uses a shotgun.

The shotgun formation uses five linemen with a foot gap between them, two wide receivers, two slot receivers, the quarterback behind the center and the running back behind a guard.

A lot of the linemen play both sides of the ball. After a long offensive drive, they still put on their helmets and go back on the field for defense.

Linemen make the offense possible, get winded every play and usually remain out of the limelight. Every touchdown owes as much to the linemen as it does to the running backs.

So the next time Poly plays a football game, feel free to get excited about those wide receivers with the big hands and the speedy running backs, but don't forget about the big boys up front. They're clearing a path to the end zone.

On the Sunny Side

By Sarai Mejia  
Staff Writer

Lady Parrots tennis head coach Evan Rabins tries to stay positive.

So when his girls lost to Monroe twice in two weeks, 3-4 and 0-7, Rabins kept the faith.

A season sweep of SOCES last Monday helped.

"The win guarantees us a .500 season," said Rabins, "assuming we win at Grant and we can beat Verdugo again."

Oops. Poly lost 3-4 to Verdugo last Thursday. Poly's singles only managed to win seven games in four matches. Poly's doubles made it respectable.

Just days earlier, Poly beat the Dons.

Lady Parrot team captain and #2 singles Angelica Gutierrez contributed to that victory with an 8-5 win over Verdugo's Sara Lopez-Viramontes.

"It was my biggest win yet as coach," said Rabins. "I had never



Photo by Lirio Alberto

CAPTAIN: Lady Parrot senior Angelica Gutierrez is team captain.

beaten Verdugo before."

Number four singles Angela Lowenka won 8-5, while the doubles swept at (2) each.

"The girls are really starting to believe in themselves," Rabins said then. "We can play with anyone in our league."

Poly will host NoHo Thursday, hoping to avenge an earlier 3-4loss.

The Lady Parrots close out the season on the road at Grant.

Little Things

Poly's search for a formula to beat Verdugo is still missing.

By Tanneshia Acosta  
Staff Writer

Verdugo's 3-2 win over the Lady Parrot volleyball squad last Thursday completed a season sweep. Just like last year.

"We just weren't able to finish," said Poly head coach Sina Aghassy. "In tight games, it's the little things that separate you and the other team, and I think we weren't aggressive enough towards the end."

Poly lost a close first game at 21 and then a second at 15 before taking the next two games. The fourth game, a close 26-24 Lady Parrot squeaker, suggested the tiebreaker would also be close.

"I told the girls that in big games, the more confident and composed team will come out on top," Aghassy said. "Don't get caught up in each other's game. Focus on what you can do and your role to help our team succeed."

But the visiting Dons took the final contest 14-16.

"We have been struggling to get all players 100% healthy and finding some continuity with our lineup," Aghassy said, "but I think that second half we found a lineup that really benefited us and gives us something to move forward with and improve on."

Verdugo leads the league with a perfect 9-0 record, with Poly 8-2 in second place, the same ranking as last year.

"Poly and Verdugo have been two of the strongest teams in the East Valley League, and any time two of the top teams play against each other, there are big implications and expectations," Aghassy said.

The Lady Parrots have three league games remaining and are expected to win them all. Meanwhile, Aghassy is ok with the Verdugo loss.

"We left everything out on the court," Aghassy said. "It was just a matter of the little things that held us back."



Photo by Courtesy of David Simms

GET BACK: Senior running back Isaiah Solorzano fending off Eagle tackler.

Parrots Prey on Eagles  
Poly pounds Chavez for 37 points.

By Danny Lopez  
Staff Writer

The Parrot football squad did not disappoint for

Homecoming, blanking visiting Chavez 37-0.

All of Poly's scores came in the first and second quarters.

Senior running back DJ Jones capped a long drive with a three-yard run. A five-yard pass from quarterback Scottie Diaz put junior tight end Armando Vargas in the end zone.

Even Poly's defense got in on the scoring, with sophomore Edgar Rodriguez grabbing a fumble and running it back for a TD.

Senior Kamilo Tongamoa ended the first quarter with a 10-yard run

to put Poly up 28-0 with 12 minutes gone.

When Chavez was forced to punt out of their end zone early in the second, Poly got a safety for blocking the punt. The score was 30-0.

The last points of the game was also Poly's biggest play of the game. Diaz threw a pass to senior Eric Manriquez who ran 70 yards for the TD.

Up 37-0 for the halftime fireworks, Poly fizzled in the second half. But the Parrot lead was safe against a listless Chavez and Poly won going away.

The Parrot victory was neither unexpected nor important, other than cheering up an exuberant Homecoming crowd. The Eagles are holding

up the league right now, with their only possibility for a win is when they host NoHo next week.

The East Valley League is lopsided this year, with mostly weak teams except for 4-0, 7-0 Arleta, who is virtually assured of a perfect league season and the number one spot.

Grant (3-1, 5-2) is in second place and Poly (2-1, 4-3) is number three.

Poly travels to Verdugo (2-1, 2-5) next week, where the Parrots will have to contain Verdugo's big passing game. The good news is that the Dons' defense allows the most points in the league.

That said, Poly is currently seeded number two in the Division III playoffs.