



DON'T GET SCHOOLED BY ACADEMICS

CARRIE FAUST, MJE
ERINN HARRIS, CJE



LESSON 1

PHOTOGRAPHY

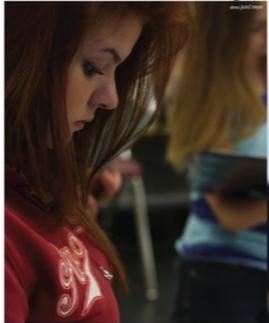
Take a seat, but only one.

Make a rule.
You are allowed
ONE desk
picture in the
entire book.
After that, the
story has been
TOLD.

SEPT 17 SEPT 23 oagu/kara grunberg, brooke zimmerman academics, softball, marching band | Page 50 51

TAKING A GEOMETRIC APPROACH

Students work during 4G



4G, the last class of the day, when students either half-heartedly focus or buckle down to finish their work. "I like this class [geometry], we do starters to refresh our memories on whatever the homework was and I work hard on them," **Brandon Fischer (11)** said. While Fisher sits at a desk in a classroom, **Crystal Sigety (12)** works in an art studio to complete a Summer themed project for Advanced Studio Art. "I chose a hand because during the Summer, I really didn't do much besides draw and sew and basically did stuff that represents the hand," Sigety said. **Heather Whitter (12)** focuses on her music in the choir room during 4G and says her favorite part is how close all the students are.

"I love how closely bonded we are, we have a certain connection that you don't have in any other class besides choir," Whitter said. Upstairs in the science department Cheryl Paricio uses white light to see if the paper will fluoresce for Chemistry Honors. Many students are ecstatic to finally reach their fourth period classes. "I'm very excited to learn more about geometry and meet people in my classes," Fischer said.



WE ARE THE BAND

Marching Band goes to CU

Saturday, Sept. 22, Smoky Hill Marching Band traveled to Colorado University Boulder to an exhibition performance. "I think it was a great learning experience for the band, we went up there and performed and had a good time, that's what band is about ultimately," **Xavier David (12)** said. The band's main focus was to improve their performance. "We get comments from the judges like it was a real competition but then, we also had a clinic afterward to help improve the band's performance," David said.

WAITING FOR THE PERFECT PITCH

Softball battles against the Cougars



Intensity begins to draw as captains are called to home plate to talk to officials. **Captain Destiny Escobar (12)** focuses on the official before the game against Cherokee Trail, Sept. 22. "I was just hoping we were up to bat first to give us a head start," Escobar said. Starting pitcher **Madison Siemer (9)** sent a Cougar batter into a 15 straight foul ball hit and later threw the final strike. As the game progressed, **Jerax Vaz (9)** was called up to bat. "Coach Kelly encouraged me to bat lefty because I'm quick," Vaz said. The Buffs lost 11-1 to the Cougars.

But, if you're going to have more than one, make it a great one!



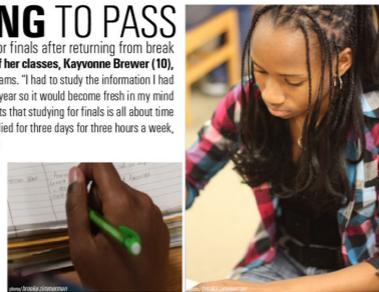
WAITING FOR THEIR LEAGUE PLAY

Varsity Girls Basketball defeats Rangview in preseason game
The battle against Rangview Raiders prepared the Lady Buffs for their league play. Co-Captains Sarah Milafsky (11) and Brooke Zimmerman (11) were ready for the game. "I felt pretty confident about the game going into it," Zimmerman said. The player's outlook for the game paid off as the Buffs won 33-21. "I knew we were going to win going into it because I want to always have that mindset," Zimmerman said.



STUDYING TO PASS

Student use time to study for finals after returning from break
In hope of passing all of her classes, Kayvonne Brewer (10), studies for her semester one exams. "I had to study the information I had lost at the beginning of the year so it would become fresh in my mind again," Brewer said. She admits that studying for finals is all about time management. Brewer said, "I studied for three days for three hours a week, studying my flashcards and the 50 terms that I had to memorize for AP US History." Brewer made the flashcards on her own, without directions from her teacher. "Grades are very important to me, I knew I had to do well on my finals, especially my AP US History class," Brewer said.



1/Coming back from break, Brandon Durland (12) re-adjusts to the regular school schedule. "I was tired from staying up late during break, so it was hard to get back on schedule" Durland said. Having finals a week after vacation was odd to him Durland said, "having finals this early is a weird place to be."
2/Taking notes on his study guide, Jamaal Hamm (9) gets ready for finals. "Coming back from winter break and then having to take finals isn't the worst thing but it definitely makes me unprepared," Hamm said.
3/Readjusting back from the two week vacation, Howard Suddretch, gets back in the gist of things. "I'm happy about getting back because it's my last couple of months," Suddretch said, "But, I was slow getting back because I was well rested."



4/After coming back from break, Greg Ross(9) takes a break from finals in his percussion class. "I wish I would have studied more for finals but, I also wish finals were a little later than one week into school" Ross said.

BACK TO THE GRIND

Students try to get back in the hang of things after winter break

After winter break, students try and stay focused. Finals come the week after break every year. Students find it "hard and nearly impossible to get motivated," Hannah Wagner (12) said. Some students used note cards and different study techniques over break, knowing how close finals were. "It was annoying that I had to come back, and feel like I had to relearn everything," Tucker Bennett (12) said.

For Brandon Durland (12), his biggest challenge was staying awake during his classes. "I was so tired in every class," Durland said. "Having to study for finals didn't help."

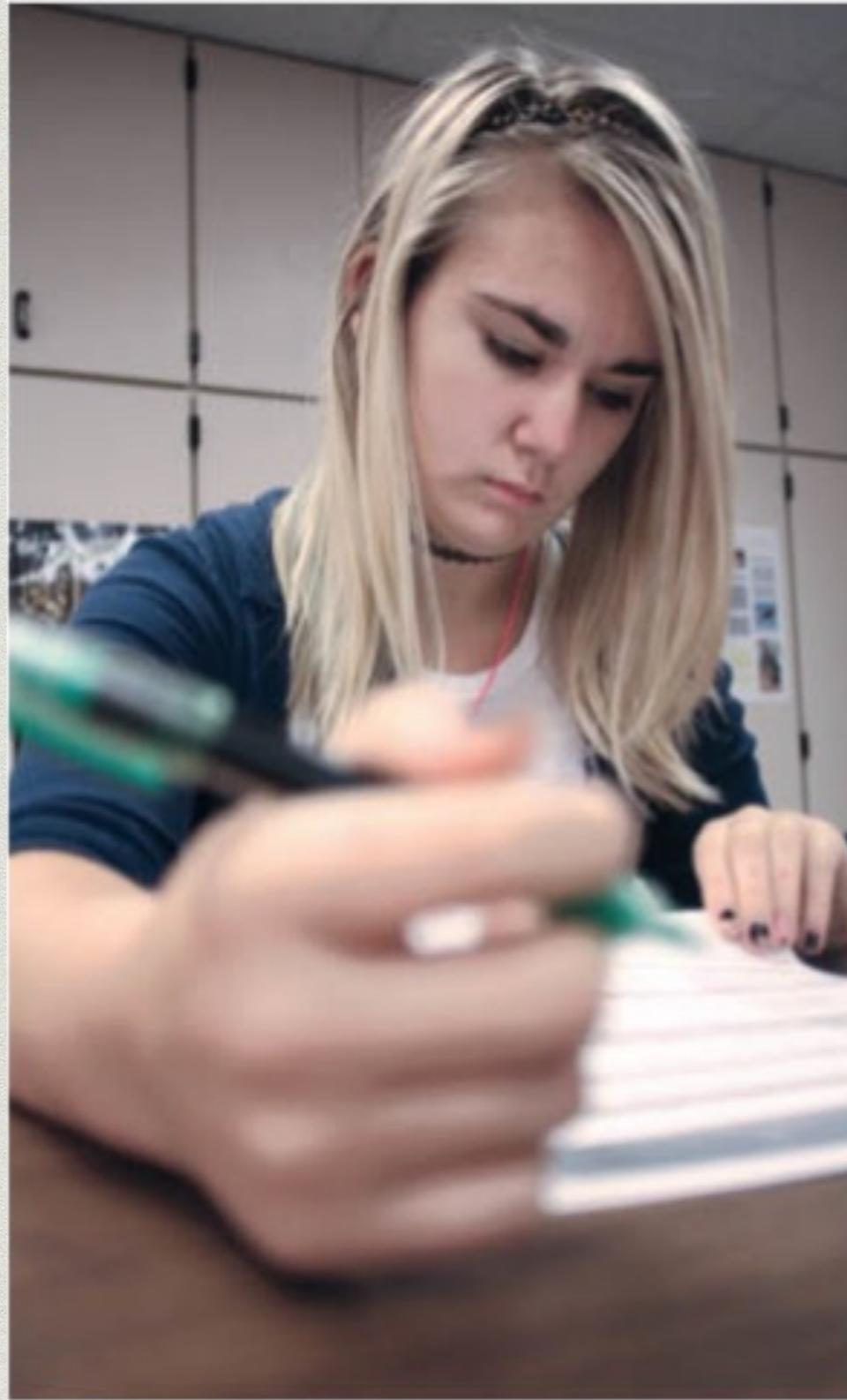
When students came to school, teachers prepared study guides and exercises to keep students on track. "It was horrifying coming back and taking finals after break. We do it every year and every year it messes me up. It would be so much easier if we were able to take them before break," Adeline

Herring (12) said, anything when I came back, it was like my slate was wiped clean over break.

Different than other years, Student Government tried to give the week going into finals a new approach by reminding students to contribute to make-a-wish week and send Isaac (our make a wish kid) to Disneyworld. That Friday, students were able to wear hats to support make-a-wish week. If students paid a dollar when they came into school they were allowed to wear any hat, all day without consequence. "I wore the beanie I wear everyday, and it was nice not having to get in trouble either," Durland said. "I wish we were allowed to wear hats everyday, but I didn't mind paying to wear mine because I knew it was going to a good cause."



Make it
beautiful.



Below During a routine fire drill on Friday, Aug. 28, sophomore Austin Becker walks out into a construction site with his class. "It was a little awkward when we walked out," Becker said. "I felt a little unwelcome."
By Aleksandra Milewski



Above During halftime of the Homecoming game on Friday, Sept. 25, seniors Lyndra Ziegler and Matt Acree walk to greet their family after being crowned King and Queen. "The feeling is just kind of surreal and overwhelming," Ziegler said. "An overwhelming, great thing to be representing Mt. Valley."
By Jenna Anderson

«Dominant After waking up early to drive at her agriculture Vo-tech class in Eudora, senior May Klemmner highlights a packet on pasture in preparation for a Future Farmers of America meeting. "Probably the finance is the hardest part because of the math," Klemmner said. "It's difficult to understand when you're talking in terms of cows."
By Denise Cobb

"What kind of malicious bug bites you right where your shoe rubs your ankle all day." > junior Alexa Roy

Grammar: Shoot your prepositions

Above

Across

Against

Beneath

Beside

Between

Down

In

Out

Through

Toward

Under

Up

Within



AN EVERYDAY EFFORT Studying for finals in a library lab, freshman Meghan Coleman organizes her honors biology notes by chapter. Though the study process was new to Coleman, she said her teachers made finals week something she could handle. "It was really stressful, but during the week I think the faculty made it a lot less stressful. They tried not to give homework and (gave) everything before. Everybody helped out and gave a lot of tips, so it was good," Coleman said. (Photo by Zach Taylor)

102 VARSITY CHEERLEADING
STOUCH-A-TOWN

104 VARSITY BOYS SWIMMING
SPANISH DISCUSSION
JV WRESTLING

106 FINALS

108 SPEECH
FROSH A GIRLS BASKETBALL

110 CHESS
JV BOYS SWIMMING
KEY CLUB SOUP KITCHEN

112 YEARBOOK
SUPERBOWL

114 GYM CLASSES
ONWARD HOUSE
INCOMING FRESHMEN NIGHT

**SOME
THINGS
THIS
MONTH**



JANUARY



DECEMBER

SOMETHING SPECIAL Senior only "Michel" don't left sings "Happy Holidays" with the rest of the TV crew for the holiday video announcements. "It was different because all of us got to be in it, so everybody was pretty excited about that and we wanted to make it special for everyone before break. I hope everybody realized that it was different than normal," Michel said. (Photo by Kevin Mitchell)

84 VARSITY GIRLS BASKETBALL
UNIDOS

86 DANCE SHOW
SNOWBALL
TITAN STARS

88 ACADEMIC PHOTO COLLAGE
HELEMIC CLUB
BPA GBS CONNECTS

90 WINTER PLAY
BATTLE OF THE BANDS

92 METRO HISTORY FAIR
SOPH GIRLS BASKETBALL
VIDEO ANNOUNCEMENTS

94 CHAMBERS
CHRISTMAS SWEATERS

96 VARSITY WRESTLING
SPUR OF THE MOMENT
MILES TRAVELED

SOME THINGS THIS MONTH



Senior Eliot Alpert looks for a piece long enough to fit across the top of a seat on his boat. Alpert started working on the boat in August for the end of the year R&D forum. "The hardest part was getting the sides to be as shiny and perfect as I wanted them," Alpert said. "We had to get new lumber to remake them three times." Photo by Aaron Mesnick



Power drill in hand, senior Eliot Alpert works on his boat on Jan. 7 in room G. Alpert spent 20 hours a week building the boat for his senior project. "I still don't know what I'm going to do with the boat," Alpert said. "The process of building the boat is the fun part." Photo by Aaron Mesnick

FULL SPEED

STORY BY SARAH DIXON • DESIGN BY BRADY WALSH

Ahead

FOR HIS FINAL WOODSHOP PROJECT, ELIOT ALPERT CHOSE TO BUILD A WOODEN MOTOR BOAT

"Why is this wrong?" senior Eliot Alpert said. "I just measured it."
 He picked up the measuring tape and stared working on five pages of blueprints, making sure he had the dimensions correct. He picked up his pencil and made another mark in the mahogany wood.
 "Why is nothing on this boat correct?" Alpert said while scratching his head with the measuring tape.
 Alpert saw his last project in woodshop as an opportunity to make something he had always wanted to construct — a motor boat.
 "My uncle has a summer home in New York, and we were on the lake," Alpert said. "Some guy was building a boat. It reminded me of something I could do for an epic senior project. I really wanted [to build] a boat."
 His other projects had included a

clock, a coffee table, desk, bowls and a bridge for his Eagle Scout project.
 Before he could start construction on the boat, he had to buy \$100 blueprints from Glen L. Manufacturing. The blueprints included a full size set of cutouts for the frame of the boat and step-by-step instructions on how to construct the boat. Off of the main woodshop in room G, woodshop teacher Mark Schirmer decided to let Alpert build the boat there because the boat was going to require a large amount of space.
 "It was a storage room at the beginning of the year," Alpert said. "The first week of school was [spent] pulling all of the stuff out, cleaning up, getting prepped and getting all of the dust out. Then we had to build a frame that's not even in the boat; it's just a stand to build it on."

Alpert spent three class periods every day in the woodshop as well as any extra time he had during the school day working on his boat. Whenever swim practice was delayed or there was a break in school, he worked on the boat. He spent approximately 20 hours a week sanding, measuring, cutting and painting it. Alpert completed the boat in nine months working from Aug. to April. On average, others who tried building similar boats took around 24 months.
 Alpert's classmates visited the woodshop to check on the progress of his boat.
 "The first two things people say are, 'Wow, it's bigger than I thought,'" Alpert said. "Then they ask, 'Is it going to fit out the door?'"
 Many students expressed concern regarding how the boat was going to

be removed from the room, because it was located in such a small space.
 "We have a demolition crew that is going to blow up the ceiling, a helicopter lift it out of the school and put it down somewhere," Alpert said jokingly. "No. We are actually getting it out that door."
 The door was 6 feet 8 inches by 6 feet, while the boat was 6 feet 7 inches by 15 feet 11 inches. If the boat did not fit out the door, they would have to break down the wall next to it with sledge hammers. Schirmer, however, was quite confident that the boat would fit out of the door if it was tilted at the proper angle.
 Alpert named the boat "The Pursuit."
 "It's a project boat. It's not about if it drives when it's all said and done; it's the journey to get there," Alpert said. "I'll probably take it to college on the back of my little broken car."



For his project, senior Eliot Alpert sands down one of the sides of his boat before painting it. The process of constructing the boat took Alpert nine months to complete. "I used all kinds of tools to build the boat: saws, drills, jammers and a hand saw," Alpert said. Photo by Aaron Mesnick



The idea of building a boat sparked in senior Eliot Alpert's mind when he saw someone else building a boat over the summer. To Alpert building the boat was about the journey, and not if the final product drove. "I was walking along trying to think of something awesome to do for my senior project, and it just hit me," Alpert said. Photo by Carleigh Whittman

KNOW the FACTS

IN THE UPPER WOODSHOP LEVEL, STUDENTS BUILT ONE BIG PROJECT. HERE IS HOW LONG IT TAKES TO CREATE EACH PROJECT:

 <p>SENIOR ANDREW MITCHELL BUILT DRINK UNIVERSITY TABLE SEMESTER IN CLASS</p>	 <p>SOPHOMORE BOBBY COYAN DRAGON TABLE 3 MONTHS</p>
 <p>SOPHOMORES ALBO BATTIMAN AND PARKER UNFINISHED PORCH SWING SIX WEEKS</p>	 <p>SOPHOMORE TYLER KREUTZER BOWL TWO MONTHS</p>

1. Reading a handout, senior Jenna Rieden learns some interesting information at the Writing Center convention. Chicago helped the tutors prepare for OWC activities this past year by enhancing both their tutoring and writing skills. "The most important thing I learned was during a presentation about tutoring and future careers," Rieden said. "The presentation explained how qualities that tutors used in tutoring sessions [patience, communication skills] were applicable in jobs." 2. As she participates in typical tourist activities, junior Emily Houbois relaxes the day before her presentation. After submitting a project proposal, Houbois was one of the OLCton students chosen to present at the

national conference. "The conference provided all of the OLCton tutors with a lot of takeaways, and we definitely grew closer to and more supportive of each other," Houbois said. 3. Walking and talking, seniors Alison Dato and Erin Bennett tour the city of Chicago. They went for a convention on how to improve their tutoring skills for the upcoming Writing Center's year. "My favorite part of the trip was getting to know the other tutors in the OWC even better," Dato said. "We were all so different, yet we got along so well. We bonded over 'hooray' games in the streets of Chicago, singing 'I Knew You Were Trouble' by Taylor Swift everywhere we went, and I am on runs with Ms. Blonkship."



the windy city

Writing Center students take a field trip to a writing convention in Chicago.

laying down under the "Bean" in Millennium Park, seniors Matt Coluri and Sherill Colishan take pictures of their reflections. The Writing Center took a field trip to Chicago, Illinois early in the school year. "Tutors applied to present at the National Conference on Peer Tutoring in Writing (NCPFW) in Spring 2012," Coluri said. "Ten of us were selected to present on topics such as archetypal tutors, leadership, humanizing the writing process, ESOL tutoring and challenges with communication." "One of the most memorable experiences at the conference was hearing Colin Soto, the keynote speaker, give a speech on his career as a tutor in high school and college. He emphasized that tutoring requires a selfless interaction between peers," Coluri said. "Overall, the conference taught us about our roles and identities as tutors and how we interact with each other and our school communities." Along with attending presentations and learning about how to be better peer tutors, the OWC also got to tour the city on the weekend. "The group loved taking pictures of the famous 'Bean' at Millennium Park, walking the streets of the city and even just spending time together at the hotel," Coluri said. "It's really too hard to pick one part of the trip that was our favorite, and all of us agree that it was one of the best school trips that we have ever been on."

By Hayley Hawkins

Photo by Christine Potholakis

DECA STATES

A MARKETING AND BUSINESS CLUB GOES TO THE STATE COMPETITION FOR DECA OVER A WEEKEND

1. Holding up the DECA symbol, the club prepares for their competition down in Virginia Beach. Juniors Colin Ritchey and Will Kiaman placed between 9th and 10th place in the state for their event. "We also did another club called Model UN together so we wanted to do something else where we could chill outside of school," Kiaman said. "Now we got to be extras at Nationals and I was going to participate in a leadership conference at Nationals." 2. Also posing for

the group photo, senior Annalise Capalbo prepares for the competition. Capalbo and senior Kati Hawkins placed third in the state competition for their sports and entertainment promotional plan. "We had a lot of free time on the trip and I got to hang out with people I didn't normally hang out with," Capalbo said. "During our free time I would walk around with the other kids there and go into shops or just hang out in the hotel."



king of the hill

The senior class takes a day off of school for the annual government field trip to Capitol Hill.

1. Walking along the streets of the hill, Joanna Ro and Lyndy Quast, tour the area. "We tried to get in to view the Supreme Court, so we arrived there at seven and waited in line for awhile," Quast said. "We didn't get to go in because they only took the first 50 people that day." 2. Looking at one of the flowers on the floor, Kris Ford looks through the Botanical Gardens. "It was really cool seeing all the different plants from around the world, all together in one greenhouse," Ford said. "My favorite section was the Hawaii room because I recognized some of the plants that I saw on the beach." 3. Standing on the balcony, Jack and Wade Harris talk about the Library of Congress. "My favorite part of the Library was actually the tunnel going to it," Wade said. "We went back to the Library a couple times, and we got to go up and see where the movie 'National Treasure' was filmed."

Sydney Sprengle, 11 | So I just started typing the outline for the English research paper....-(I feel sick but I have to finish it. My first outline can't be found, everytime I try to open it on word a message comes up saying "First Draft Outline can not be found." I want to kill and burn this paper along with Word. Help me!!!! posted on facebook Dec. 3 at 1:32 a.m. photo: abbey williams



Lynn Haworth, 10 | School Is A Bummer. posted on facebook Feb. 15 at 10:58 p.m. via facebook for iPhone | photo: abbey williams



Katherine Bell, 11 | 2 quizzes, a test, a spanish speaking project done by only memorization and all of my psychology articles, questions and notes to finish study...this is going to be so much fun..... posted on facebook Mar. 16 at 5:44 p.m. | photo: abbey williams



Meredith Bond, 12 | was accepted into Loyola University Maryland!!! D 2 down 7 more to go!, posted on facebook Mar. 17 at 8:14 p.m. photo: jade foster



1) SPINNING SCIENCE. Doing a science lab about sustained spinning, Robert Moore, 10, watches carefully and collects data. "When you do hands-on things in class, you can remember them and they're more interesting," Moore said. | photo: desiree salinas 2) COLOR CODING. Testing the Stroop Effect on several of her peers, Lindsey Carr, 12, times to see how long it takes to read list of colors. As the words were in different colors than what they said, the experiment tested frontal function and attention. | photo: meghan kalnowski 3) GROWING KNOWLEDGE. Standing in line to be taken back for the SAT Reasoning test, Jeffrey Sacks, 11, prepares for his second attempt. "This is my second time taking the test. My parents made me retake it again. At first I got like an 1140," Hall said. | photo: meghan kalnowski



ACADEMICS

LEARNING WORKS

language arts and history too



Marking his place in his book, Evan Dreager gets ready for his next task. Students in Ms. Kilmartin's core classes participated in a book club and discussed parts of the book with their partners.



Chatting in class, seventh graders Sean Tahaney and Derrick Garcia talk about the history project they were just introduced by their teacher.



Listening attentively, seventh graders, Matthew Howatson, Andrew Hoff, and Adam Aguilera wait for instruction from visiting teacher, Charlotte Woody. This year, students gathered in Ms. Suzy Kisch's classroom for the annual African Drumming lesson.

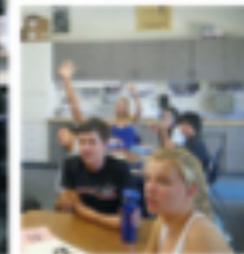


Looking at her book, seventh grader Audrey Asselin and her reading partner, Sophie Subrick have a conversation about the class book they're reading together.

On the floor, eighth grader Daniel Mein, reads *The Crucible* out loud. Every year students learn about American history including the Salem Witch Trials.



Using the practice pads, Ross Green and Sawyer Esashky drum along with the class. Seventh grade core students spent a day learning a few basics of African drumming.



Engaging in a lesson, Kyle Morrison and Neil Simps, talk about the subject at hand. Core discussions allow kids to share their feelings on the lesson.



Laughing at a funny comment Perrie Lundstrom and Amber Nathanson read dialog in class. Dialogs are a great way for everyone to learn about any subject.

he said she said

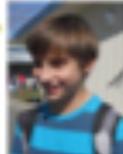


Isabel Fine, 6

"Watching the movies and doing projects..."

↔

What's your favorite part about core?



Grant Peters, 6

"History, because it's all really interesting and the information we learn is really cool."







SEE CO

Mr. Keye sp
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AP Physics teacher

For senior Erin
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teaching method t
"He uses a lot of n
ideas. I think that, l
Leonard said

Not only does I

Math: Rule of Thirds





Multi-talented Jesse Lee steps up to the keyboard, one of his five instruments. "I did not have much of a chance to perform as an individual in Korea," Lee said. "[In America], I have a chance to stand out." **Drummer** Evan La Carfora keeps the beat at Olive Avenue Market in Redlands. "I hadn't played in a few years," he said. "I needed somewhere I could perform, so I joined Jazz Band." (Photos: Emp Huang)

Crammed in the back of Olive Avenue Market, 15 musicians prepare for their local performance. Drew Cunningham steps up to the microphone and introduces the first piece. Nerves kick in as Jazz Band members await cues to solo at any moment.

"Every performance is sink or swim," director Chris McDonal said. "For jazz musicians, the music on the stand is only a guide. The rest is improvisation."

Kind of like rehearsed spontaneity.

"Soloing helps me build confidence," Cory Wong said. "I love it. But it can freak out the new members."

During a unit on song writing, students were stumped. McDonal used a little improvising of her own to invent a lesson on the spot.

"Rhythm, harmony and melody - that's all you need for a song," she explained.

McDonal instructed Steven Saavedra to create harmony with two simple chords on the guitar. She added rhythm with a shaker, and Olivia Figueroa came in with a melody on the flute. They listened. They improvised. And they trusted each other to make it happen. Soon, Evan La Carfora joined in with the drums, followed by the basses and the piano - all by ear. Finally, McDonal cued in the horns, taking the piece over the top.

The impromptu concert was enough to bring music teacher Jennifer Winslow out of her office - an unexpected audience. She applauded. No one spoke, savoring the moment.

Taking that confidence to their performances at their usual venues (Olive Avenue Market, Redlands Market Night, Mission Inn) was risky business.

"During a performance, it was my turn to solo," Christian Dunham said. "When I started to play, Jesse [Lee] came in, too. We both stopped playing until [McDonal] signaled me in again. It was awkward."

"Even if they are falling flat and it feels like a train wreck, they have to keep going," McDonal said. "They have to play until they recover."

An open trumpet case gathered random tips at each performance, which they used to bring top jazz clinicians, like saxophonist Matt Zebley, to the classroom. He came in to coach and critique the group, helping them hone their on-the-spot performance skills.

The group works the crowd at the Olive Avenue Market, trusting, filling in the holes, and waiting to see what will happen next. McDonal looks over at Shelby Cariaga and nods.

"You're on."

HAYLEY PARK • KATLYN SZUKALA • DONGWHEE WON



Even a flutist finds a place in Jazz Band in the hands of Olivia Figueroa. "Performing was hard," she said. "Jazz music is not written with flute parts." **After a cue** from Andrew Cunningham, Shelby Cariaga solos on her trumpet. Soloing is nothing new for Cariaga, who was accepted onto Jazz Band (a high school program) while she was in eighth grade. (Photos: Emp Huang)



Shake it up. James Graham liven up the performance with his tambourine. "I wanted to use my musical abilities somewhere," he said. "Being able to see my classmates express themselves musically inspires me." **Concentrating** on the director, Christian Dunham plays along with the band. "[Chris] McDonal knows how to interact with us really well," Dunham said. "She has pushed me to learn new, tougher chords. She has taught me the little things that make the songs sound infinitely better." (Photos: Michael Veloz)

JAZZ BAND'S REHEARSED SPONTANEITY LEAVES ROOM FOR "improv"ment



1



3



2

1. across the board teacher
 is hard, unless that teacher writes
 down the solution to a physics problem
 in his notebook's physics tab. "In that tab
 we were testing the effects of weight
 on momentum. I didn't need physics
 because a lot of the things we learned
 had practical applications," said Chavira.
 Photo by Amanda Kline **2. this is
 our house** "Steering off the main

way. The tunnel was a simple sign to
 every car coming off the highway that
 they were about to enter Hawks Nation.
 Photo by Emily Thomas
3. on the hunt Finding the
 books in the library just as tedious.
 Because however through the wide
 selection of books is an attempt to feel
 one that fits her interests. "I mostly read
 teen fiction and adolescent books. I like

FACULTY

Photos by Melissa Price
Design by Chuck Arnold



- 144 FACULTY WAGS
- 150 NEW FACULTY
- 152 DAVE DOCTOR
- 154 LARA PATTERSON
- 156 JIM LILLE
- 158 WAR VETERANS
- 160 INTERCONNECTED

1. Sculpting teacher **PAUL BRAYTON** molds his glass piece after taking it out of the kiln. He taught his students about the art of glass blowing through hands-on experience making his own pieces. 2. Deployed physics teacher **JONATHAN STAMPER** and his troops in Afghanistan work with the locals to figure out which direction to go. Stamper used his skills as a teacher in Afghanistan. 3. Campus security officer **JIM LILLE** poses on the grass with his cart. He drove around on his cart and gave rides to students. "The most important thing about my job is the safety of the students and making them feel comfortable and welcome," Lille said. 4. Associate Principal **MICHAEL FARRELL** talks to Principal **MITZI DRESS** about the pool construction. Farrell joined the administrative team when **GREG PICCIA** left. 5. Geometry teacher **SANDRA MARSHALL** works on notes with her class. This was Marshall's first year at Peninsula as she used to be a math teacher at Melissa Intermediate School.

A young woman with glasses and her hair in a bun is sitting in a library, reading a book. She is wearing a patterned sweater and blue shorts. The library has wooden bookshelves filled with books and a brick wall in the background. A large, semi-transparent text box is overlaid on the right side of the image.

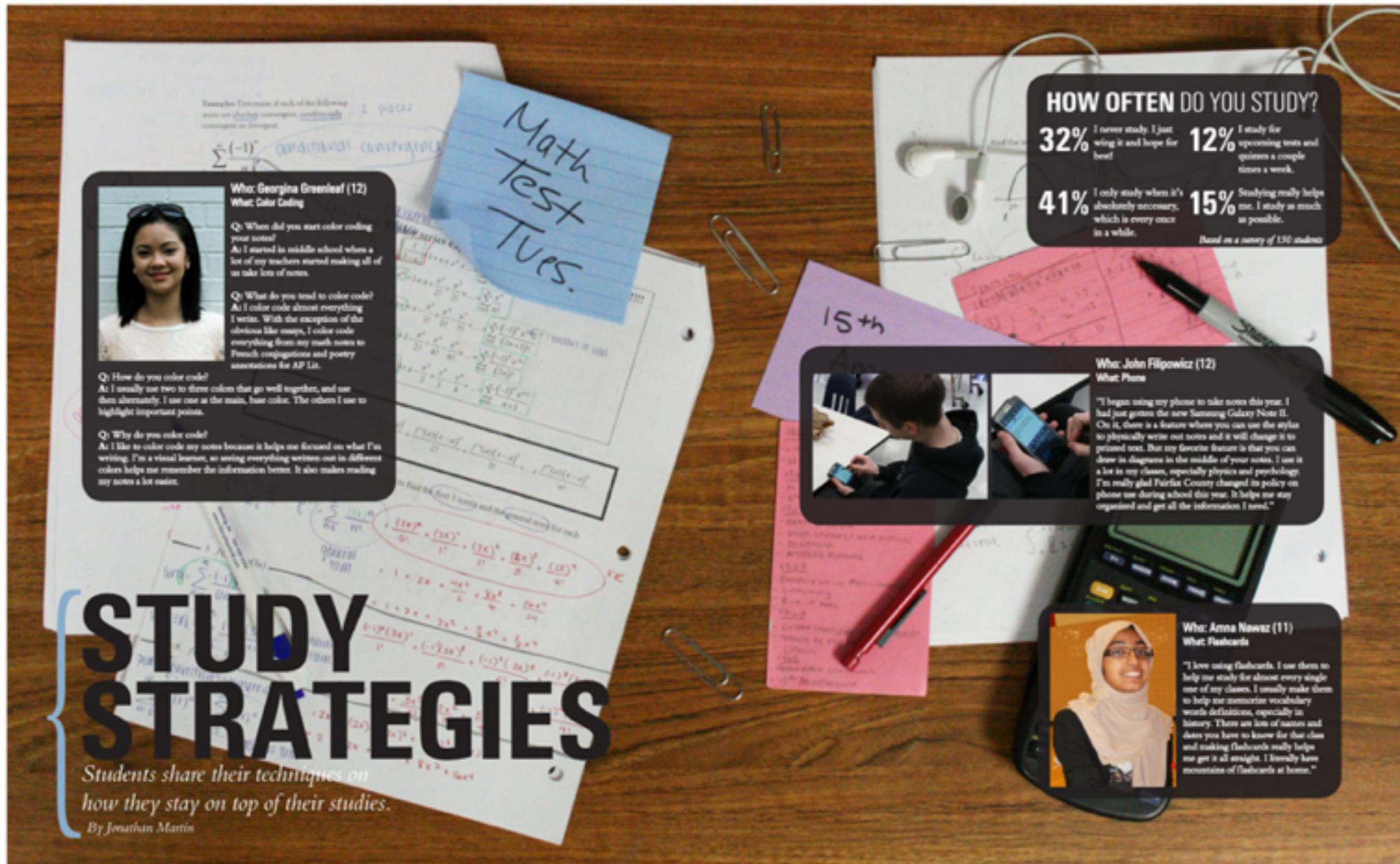
we've been
EMPOWERED

W

this ^{only happens}
Once

Our minds were meant to learn. Our voices to be heard. We must focus. Listening to Mr. May's stories during science. Mr. Braun's sarcasm. You take notes. You study. You ace the test. Jordan Disrute, 7, focuses in Spanish class on vocabulary. "It's all about focus and having fun in class," Jordan said. Focus is essential to success. Photo by Bree Hunter

Focus



Who: Georgina Greenleaf (12)
What: Color Coding

Q: When did you start color coding your notes?
A: I started in middle school when a lot of my teachers started making all of us take lots of notes.

Q: What do you tend to color code?
A: I color code almost everything I write. With the exception of the obvious like maps, I color code everything from my math notes to French conjugations and poetry annotations for AP Lit.

Q: How do you color code?
A: I usually use two to three colors that go well together, and use them alternately. I use one as the main, base color. The others I use to highlight important points.

Q: Why do you color code?
A: I like to color code my notes because it helps me focused on what I'm writing. I'm a visual learner, so seeing everything written out in different colors helps me remember the information better. It also makes reading my notes a lot easier.

Math Test Tues.

15th

HOW OFTEN DO YOU STUDY?

32% I never study. I just wing it and hope for the best.	12% I study for upcoming tests and quizzes a couple times a week.
41% I only study when it's absolutely necessary, which is every once in a while.	15% Studying really helps me. I study as much as possible.

Based on a survey of 130 students

Who: John Filipowicz (12)
What: Phone

Q: How do you use your phone to take notes?
A: I began using my phone to take notes this year. I had just gotten the new Samsung Galaxy Note II. On it, there is a feature where you can use the stylus to physically write out notes and it will change it to printed text. But my favorite feature is that you can draw in diagrams in the middle of your notes. I use it a lot in my classes, especially physics and psychology. I'm really glad Fairfax County changed its policy on phone use during school this year. It helps me stay organized and get all the information I need."

Who: Anna Nawaz (11)
What: Flashcards

Q: How do you use flashcards?
A: I love using flashcards. I use them to help me study for almost every single one of my classes. I usually make them to help me memorize vocabulary words definitions, especially in history. There are lots of names and dates you have to know for that class and making flashcards really helps me get it all straight. I usually have mountains of flashcards at home."

STUDY STRATEGIES

Students share their techniques on how they stay on top of their studies.
 By Jonathan Martin



He walks into his AP Calculus class completely at ease because he has confidence in his ability to calculate any problem thrown at him. Next period, he is uneasy seeing on the agenda that he has to write an essay. Adam Rodgers sees himself as a math person, and definitely not an English person.

Rodgers is a genius with numbers and formulas seem to come naturally to him.

"I've always had a good memory with numbers," Rodgers said.

Rodgers is already taking AP Calculus, but isn't completely alone with another sophomore, Gabi Fujita, to help him better assimilate in his AP Calculus class.

"It was kind of intimidating in the beginning of the year but it's gotten way better since then," Rodgers said.

Rodgers doesn't study for Chemistry or Calculus, because they are both math based, but AP European is an entirely different matter being based more on facts.

"History and English are really hard compared to how easy I find math and chemistry," Rodgers said. "I actually study for AP Euro."

Between both of his strongest subjects, Rodgers prefers Honors Chemistry to AP Calculus because chemistry offers more of a challenge and variety rather than just customary math.

"I find the math part in chemistry really easy but I also like chemistry better because it's not just straight up numbers," Rodgers said. "It has more of a variety than regular math."

Rodgers is still looking forward to the next few remaining years of high school. Rodgers is looking to pursue a career in the field of science or medicine because both are primarily based on science and math.

CONCENTRATED ON CALCULATIONS

SOPHOMORE ADAM RODGERS USES HIS APTITUDE IN MATH AND SCIENCE TO HIS ADVANTAGE AND TAKES ADVANCED CLASSES TO GET A JUMP START ON HIS FUTURE by Kamla Ahluwalia



HE SEEMS TO COME NATURALLY TO HIM. "IT'S ONE OF MY FAVORITE SUBJECTS IN SCHOOL AND," RODGERS SAID, "IT HAS MORE OF A VARIETY THAN REGULAR MATH."



ALL ABOUT THE READING! "I LOVE READING AND WRITING ESSAYS," HOLT SAID. PHOTO BY HOLT



LOST IN LITERATURE

JUNIOR SYDNEY HOLT EXCELS IN ENGLISH AND HISTORY BASED CLASSES AND PLANS ON ONE DAY TURNING HER TALENT INTO A CAREER by Corinne Hanks

Junior Sydney Holt reads for at least one hour every day, reading pretty much a little bit of everything. Holt considers herself better at English and history than math and science, taking AP English and AP United States History this year.

"It makes more sense to me," said Holt. "It's coming from my brain."

Holt likes the non-formal atmosphere of the two subjects, the fact that they have fewer rules, and creativity is allowed. Holt is a natural at English especially, having already read most of the books assigned in class.

With AP tests coming up many students are worrying, but not Holt.

"I'm excited... it's my personal goal," said Holt.

She studies by taking prep classes, partaking in review sessions, and gaining as much knowledge as possible. Her teachers are helping as well, recommending books they think she would like, inviting the class to come in at lunch if they need help, and just generally being interactive.

Although Holt excels at English and history more than math and science, that doesn't mean that she dislikes the classes.

"I'm proud of the accomplishments I make," said Holt, referring to her amount of success in the math and science classes she has taken. She spends around the same time working on math and science homework as she does English and history. Holt plans to take advantage of her proficiency in English, turning it into a career. Although she is very successful in history as well, she enjoys English more.

"With history, it just is what it is," said Holt. "I want to teach English in the future [and] major in Literature."



Lists

- Glossaries
- Checklists
- By the Numbers
- Dos/Don'ts
- Hot/Not
- Top Ten
- How To's
- Pros/Cons
- Fact v. Fiction
- Tips
- Schedules
- Where to Go
- Step by Step
- Favorites

HIT, RUN AND REACT

Coding can take hours, but it all comes down to one command. Programmers describe what it feels like when they hit run on a program.

LIKE A FLOWER IN THE WIND, FREE AND BEAUTIFUL, NERVOUS, EXCITED, ANXIOUS, HOPEFUL, WORRIED, UNSURE, DETERMINED, STRESSED, IMPATIENT, ELATED. **IT WORKS!** HALLELUJAH SYSTEM.OUT.PRINTLN(LIKE A BOSS!); I'D TRADE MY SOUL FOR NO MORE ERROR MESSAGES.

NIPUN SINGH, 12
I OFTEN FEEL LIKE CRYING. ADAM FRIEDMAN, 11
ACCOMPLISHED IF IT WORKS, DEVASTATED IF IT DOESN'T. THE SECOND HAPPENS MORE THAN THE FIRST. ARISA SMITH, 12
OH MY GOSH WHAT THE HECK AM I DOING... HELP. DEBI DAS, 9
SRAVANI KORUPOLU, 10
PLEASE COMPILE! RICHARD WANG, 11
CAROLYN OURS, 11



and Frankenstein. After that, we did 15 yard sprints for five minutes, and that was about it. [This helped us] because we were all stretched out. Then we usually ran through all our plays: offense, defense, punts, stuff like that." -Jafr Kazmi, 10

and cool down runs are essential. They get your legs ready to race and prevent injury." -Grace Zeng, 11



Moon participated in some card tricks. Moon was eating nachos and making 3 mores with some friends at the annual Cox Farms Fields of Fear between the

tricks. "It was really cool. The deck of cards was all jacks of hearts when he flipped it once and when he flipped it again it wasn't," Moon said. Photo courtesy of T Emron



you may not have seen us but,
WE HAVE A NIGHT CLASS
students stay late at school at TOK

What? Theory of Knowledge studies controversial issues, general forms of morals, and practice principles behind critical thinking.

Where? Room I-36

When? 6:00 pm - 9:00 pm

Why? Mandatory for all IB students.

“I have always thought of myself as a critical thinker, and it is helping develop those skills more. Some people have to develop throughout it and figure out the critical thinking piece to it, but it is helping create those skills for them.” —

ZACH REUER photo ■ janelle bovenkamp

Multi-Turn, 12 | 2017
 her drawing. "We got
 a pretty good response
 to Kaitlin for Co-
 President," Chambers
 says. "I was 100% [photo]
 restricted myself."
 Why not? "I had to
 go to Kaitlin for Co-
 President," she said.
 From 100% [photo] to
 100% [photo] to do what
 she wanted. "I was 100%
 from 100% [photo] to do
 what I wanted."



how to draw a VIKING

Lyla Chamberlain, 12, explains how anyone can draw their own Viking.
 photos by Kaitlin VanCenning |
 from the Little Chamberlain, 12



1. A good place to start is with basic shapes. They help set up the form.
2. Next, you should do a basic outline of the whole image, based on the shapes.
3. Now, begin detailing. Rough outlines are perfectly fine.
4. Stop erasing away most of the original shapes before it becomes too detailed.
5. Continue detailing and cleaning up the image.
6. After the art is clean, you should add shading for depth. First, you could include some personal touches to make it yours.

questions and answers

Q: Why do you do on a typical day?
A: We chill out and talk about our favorite anime and draw. We also watch anime, nothing too violent but action packed.

Q: Why did you join this club?
A: Well, I was in it last year and I had a good time. Then this year when it came down to voting for president and vice president I was voted vice president.

Q: What is the best thing about being in Anime club?
A: The people you get to meet, they are all fun. We also fundraise to go to an anime convention at MSU.

Q: Do you plan on doing anime next year?
A: Hopefully, there will be a place for me to continue anime in college.

Q: What is your favorite thing to draw?
A: I draw mainly people, like medieval fantasy. I draw them with swords and armor stuff like that.

Q: How long has anime club been going on?
A: It's been going on for three years now and most people come back each year. Sometimes even people who have graduated come back for a meeting or two.

Q: What is anime?
A: It's an animated version of manga. It originated in Japan. It's a Japanese cartoon that can consist of high detail or low detail pictures.



anime favorites

members of anime express their favorite things about the club

Autumn Reynolds, 12 | "It is really fun because we stress around a lot. It feels like a family and each year when someone graduates it's really sad."

Sarah King, 9 | "It's really fun and we can just hang out. It's also nice that we can do what we want. We don't have to worry about people judging us, we're like a family in there."

Marcus Wernholm, 12 | "We drawing characters and watching the show 'Black Butler.' Everyone in this club is really nice."

Quizzes

Did You Know?

Can You Match...?

Can You

Remember?

Game Shows

True/False

Self Appraisals

Fill in the Blanks

Multiple Choice

4

MATCHING MINDS.



1. "I think, therefore I am."
2. "We become just by doing just acts."
3. "The just man does not allow the several elements in his soul to usurp one another's functions."
4. "Beauty is no quality in things themselves: it exists merely in the mind which contemplates them."

A. Hume **C.** Descartes
B. Plato **D.** Aristotle

READING From *Socrates to Sartre: The Philosophic Quest*, senior Kyler Blodgett learns philosophical theories in Inquiry into Ideas. "I believe you should do what you can when you can, because you may not be able to do it again," Blodgett said. Photo by H. Zheng

Answers to quiz: 1. C 2. D 3. B 4. A

SO YOU THINK YOU CAN GRAMMAR

quizzing her English students, Ms. Judith Bello tests her HUM students on the mechanics of grammar.



"I personally found that grammar quizzes righty difficult at times, but one method that was especially helpful was that she took specific examples of areas of grammar that our past wrote, and we had to find the error and correct them," sophomore Ethan Horvath said. Monday, 2011

1. HER BEING WAS GRAMMATICALLY CORRECT AND EMPLOYED STRONG VERBS; HOWEVER, IT ONLY USED ONE OF THE ELEMENTS OF THE PAPER WHICH WAS WRITTEN & POSITION OF POINT OF VIEW.

- A. Only should be moved to follow identified.
- B. The single sentence should be broken into two sentences.
- C. Grammatically correct should be used grammatically.
- D. There is no error.

2. FEELING DUE TO EXTREME THIRST, HE BOTTLE-FILLED HIS NEW PUPPY'S BOWL OF WATER.

- A. The subject of the sentence is insufficiently specific.
- B. Puppy's should be puppiet.
- C. He should be out.
- D. The introductory clause should be moved.

F 301 2011



J. S. SHIPPS, senior team leader works in the Energy Systems Lab. Franchise is working on a project that he had to do to transfer electrical power. Increasing the power to the motor is the most difficult part. Franchise said the most difficult part of the project was the motor. Franchise said the most difficult part of the project was the motor. Franchise said the most difficult part of the project was the motor.

A STEEL DESIGNER, sophomore student works on the Advanced Robotics Lab. Franchise is working on a project that he had to do to transfer electrical power. Increasing the power to the motor is the most difficult part. Franchise said the most difficult part of the project was the motor. Franchise said the most difficult part of the project was the motor.

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By
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Benjamin Roodberg
Wannah Rudin
Emory Rusovis
Julia Ruth
Rishi Sahai



Howard Small
Arisa Smith
Aekadee Song
Ji Soli Song
Sameer Srivastava

Sarthak Sahu
Alexander Sands
Colton Sears
Jay Sebastian
Kiki Sensana



William Skelcup
Tonette Stapleton
Joshua Stein
Robin Sturm
Gireesh Subramaniam

Hyae In Seo
Kaylin Shah
Parshwa Shah
Jacob Shankman
Garrett Shapiro



Carrie Sun
Sanyia Sun
Matthew Swanhorst
William Swift
Christopher Tam

Michael Sheaffer
Victor Shen
Charlotte Sheridan
Brian Shi
Hae Shin



Christina Shencovich
Avani Shukle
Sapna Shukta
Vrinda Shukta
Chloe Sebach



Cody Siverman
Justin Sim
Naimi Singh
Nipun Singh
Siddharth Sivakumar



A. ANNA LI
Photo by E. Jang

B. STEPHANIE LEVIN
Photo courtesy of E. Jang

C. RYAN MADANI
Photo courtesy of E. Jang

D. ANONYMOUS
WHO MISSED THE
PARALLEL PARKING
LESSON DURING BEHIND
THE WHEEL?
Photo by K. Dymek
VIDEOS TO 1. FERRELL/AMV



THE WORST OF THE LOT

Can you guess which parking job belongs to which senior?

find home
WHICH 'CLUB HOUSE' DO YOU BELONG IN?
 1) What environment would you most likely spend your day in?
 a. double black diamonds
 b. in a recycling center
 c. in a tent in the forest
 2) What wardrobe would you wear?
 a. snow pants and jacket
 b. eco-friendly material
 c. hiking boots and jeans
 3) What is the biggest fear of all time you have in life?
 a. falling off of a ski lift
 b. earth's global warming
 c. getting close to a bear

family relations



"Tom Brodsky and Angela Cooperman are definitely the mothers of the ecological club. They make the meetings a lot of fun and make sure that we get our work done. They really care about this club and really look out for it, just like a mother would look out for her kids." -Melissa Peterson, 10

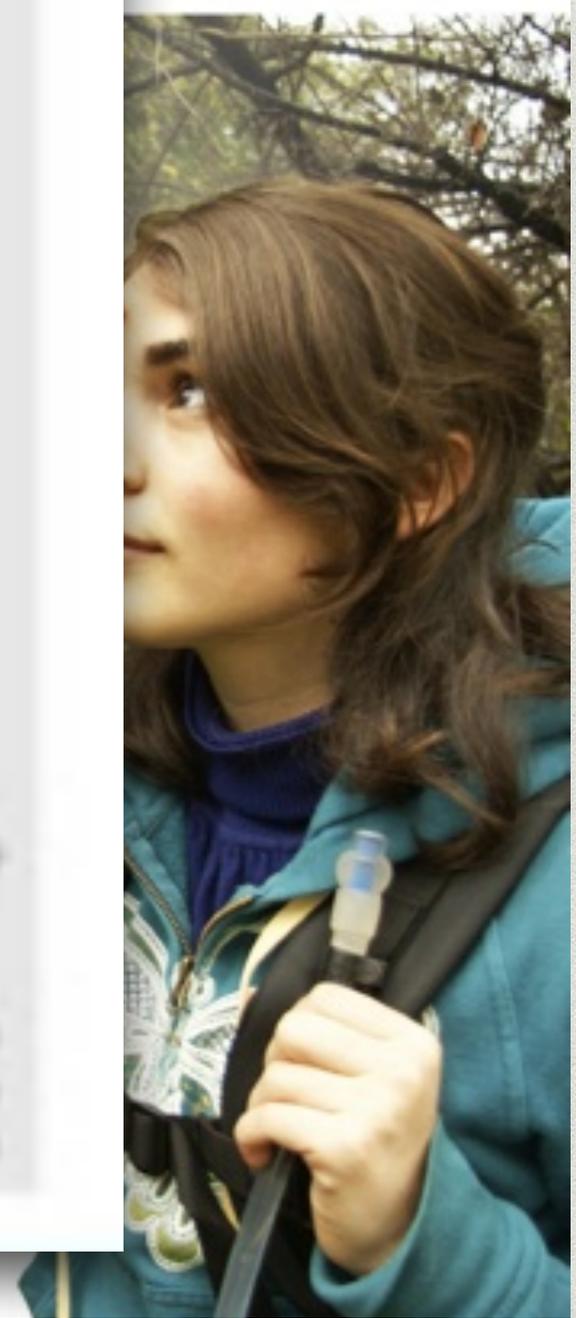
"Kate is like a sister. She is and she is outgoing. It's nice to have someone you can go to with your problems. She is also original and really cares about the club. You can always count on her." -Melissa Peterson, 10

find home

WHICH 'CLUB HOUSE' DO YOU BELONG IN?

- 1) What environment would you most likely spend your day in?
 - a. double black diamonds
 - b. in a recycling center
 - c. in a tent in the forest
- 2) What wardrobe would you be the most likely to wear?
 - a. snow pants and jacket
 - b. eco-friendly material
 - c. hiking boots and jeans
- 3) What is the biggest fear of all time you have in life?
 - a. falling off of a ski lift
 - b. earth's global warming
 - c. getting close to a bear

sky
 "Sky is when a rider gets big air off of a jump. Getting sky is a good thing because it means you have talent, just as long as you don't fall when you land from the jump."
 -Sean Snider, 12



Infographics

- Charts
- Tables
- Ratings
- Diagrams/
- Piecharts
- Maps
- Timelines
- Calendars
- Breakdowns



DEATH TO THE PIE CHART

Financial Crisis

When you hear the words "financial crisis," what comes to mind? Maybe thoughts of the Great Depression, fear of your parents losing their jobs, or just plain confusion. "The financial crisis is the direct result of a series of errors in judgment," Dr. Parker Normann, economics teacher, says. These include errors on the part of consumers, leaders, and Congress, according to Dr. Normann. Trinity was blessed with increasing school enrollment this year

despite the poor economy, but many Christian schools saw significant decreases in applications and enrollment. While it was tempting to worry in the face of economic uncertainty, Christians have peace when we remember Who we trust. "It is important for everyone to be wise in how they handle their finances, but ultimately we need to trust that God is in control, regardless of what happens," Mr. Mike Dewey, upper school principal, said.

Officials Rachel Huttenbiller, Andrew Schicks, and Will Henry Mullins earn money on weekends officiating at games. They earned up to \$35 a game.



"Greater economic crises have struck our nation. The country recovered in the past; we will get through this one."
- Mr. Cody Phillips

Cody Phillips



"This is an opportunity to be the hands and feet of Christ and to reach out to those who are hurting."
- Mr. Mike Dewey

Mike Dewey



"The poor economy has affected my life because the high unemployment has affected my parents at work."
- Alison Yu, 8th grade

Alison Yu

If You Had \$50, What Would He Said She

"I would donate \$25 to charity and save the other \$25"
- David Rirkalla, 5th grade

"A Bible that is translated into many languages"
- Matthew Falenstock, 5th grade

"Either a new Wii game or a big Lego set or an Airsoft gun or BB gun"
- Daniel Seitz, 5th grade

"Give some to Trinity Christian School and save 30 dollars for the bank"
- Joseph Kim, 2nd grade

"A video game, a ball for sports, or sports gear"
- Josh Rector, 5th grade

"A really nice Airsoft gun with orange bullets"
- Thomas Lamb, 5th grade

"Buy a toy and give it to the orphanage"
- Jordan Moss, 2nd grade

"Get my own personalhood room and get some secret tunnels in my house"
- Brooke Williams, 2nd grade

"Spend it on a guitar, a paper sign by a Jesus brother, a big glass pea sign that is pink, and a gown that flows 5 feet behind me"
- Tess Green, 3rd grade

Upperclassmen in the Workforce

Formal Job
Male: 16%

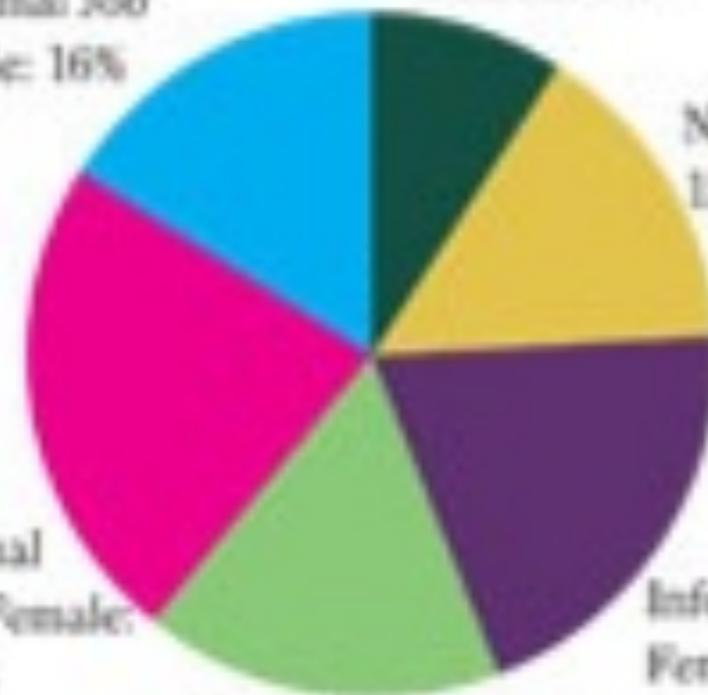
No Job
Female: 9%

No Job Male:
15%

Formal Job Female:
23%

Informal Job
Male: 17%

Informal Job
Female:
20%



Money

After school and earn cash



Working at Coldstone Creamery, Jessica Roberts serves ice cream and is a cashier. Her favorite part of the job was "getting to work with ice cream and eat it!"

Jessica Roberts



Whitney Blankenship may miss hanging out with friends, but since I love my job, I usually don't mind it too much. Whitney Blankenship said about her job at Cafe in Chantilly.

Whitney Blankenship

YEAH, WE'RE WITH THE LAW

defense attorney talks to students in law class
INTERESTED IN THEIR presentation, Keegan Standifird is listening to the two district attorneys that came in. The two were there to show what it's like in and out of the courtroom. "They let us ask most of the questions so it wasn't

boring," Standifird said. "We didn't have to learn about stuff we didn't care about." He was most impressed with the honesty that they gave to the questions asked. photo: Ian Marynowski



THIS IS WHAT WE'RE EATING



COO

OUT FOR

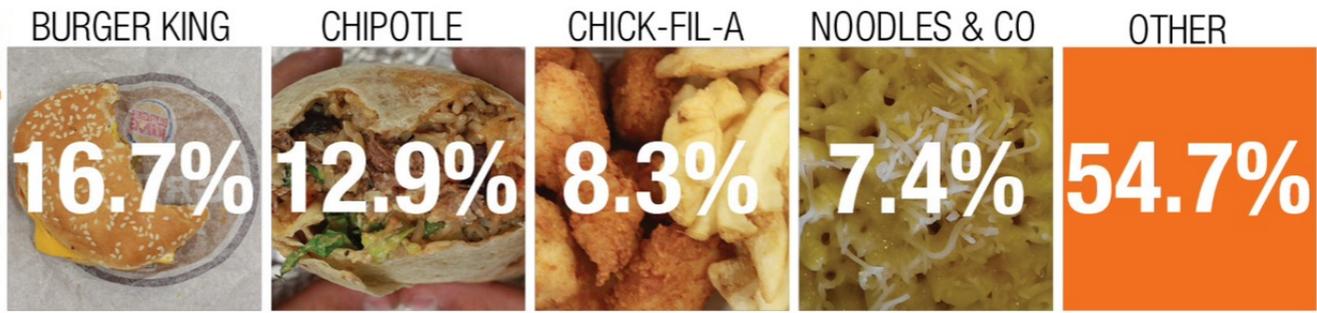
STUDENTS RAISE MONEY FOR

-  **\$3,300 RAISED**
-  **700 BURGERS**
-  **400 HOTDOGS**
-  **1,100 DRINKS**

PARTICIPATING IN Cookout, ESTHER a burger. On Sept and Student Gov a barbeque for a Connor to raise m to go to "The happ earth," Disney Wo all really excited to we all knew the us which made all of us a little on happier." Geltser said. This is the first time the school has ever done a cookout for Make-a-Wish, and according to Geltser, it was a great idea. "I think its awesome that we did it because then it kind of, first of all makes our school look good, and second it unifies all the students together... a lot of people were paying with fives instead of three, and I feel like we would make extra money" Geltser said.

second, they are raising a lot of money for a good cause, which is good to know," Geltser said. They (Make-A-Wish) ended up making over \$3000 for Conner's wish. It may not have happened before, but it definitely should happen again according to Geltser. "I think everyone definitely likes the idea of helping somebody, in the end knowing that Smoky is raising money for Make-A-Wish is a really good idea and its real cool." photo: Ian Marynowski

THIS IS WHAT WE'RE EATING



Richardson said. photo: Ari Miller
SMILING AS SHE hoola hoops, DECA Senior **MAKAYLA BRANNON**, hangs out with her friends at Connor's Cookout. "I think it's important because it [Connor's cookout] shows Connor, or whoever we're helping out, that our community really does care," Brannon said. "It brings us together. I think it's a really good uniting kind of thing." Brannon said. photo: Ari Miller
SPIKING THE BALL in a volleyball game, **JUSTIN MARTINEZ** participates in Connor's Cookout. "We should really try to fulfill kids' dreams because they don't have a lot in their life," said Martinez. The cookout was sponsored by DECA and Student Government, and according to Martinez, "It was a huge turnout." photo: Ari Miller

WILLIAM VEA SEP 19
 "Its my first year at Smoky so i'm pretty excited to go. Creek was not fun at all. Smoky hill is better. I'm pretty much just having fun like at creek there was no fun i guess." photo: Ian Marynowski

LAUREL WILSON SEP 19
 "I made it my own tradition to wear one of my practice jerseys the night before our game to bring good luck to my softball team the next day." photo: Ian Marynowski

ZACHARY SORROW SEP 19
 "During lunch we eat and talk about "life" what has been happening. We talk about what made us laugh during the day or what made everyone else laugh." photo: Ian Marynowski

BRADEN ROGERS SEP 19
 "I do 3D animation on the computer so we find pictures or blue prints and cut them up. We slowly start to shape and add detail until we have complete models." photo: Ian Marynowski

NADIA VIEUX SEP 19
 "I was getting ready to go to the football game with my friend, and I was really excited to go and watch the football boys win. It was my first football game as a freshman." photo: Ian Marynowski

DANIELLE RYAN SEP 19
 "During the auditions it was scary because they had to stop the auditions because the music stopped. I don't really get nervous so I just kept singing" photo: Ian Marynowski

MADISON KARLIN SEP 22
 "I am the president of National Honor Society and we organized the event. We raised around 100 dollars. But our goal was just to make sure that girls got dresses for homecoming." photo: Ian Marynowski

CASEY HATTENHAUER SEP 22
 "I'm looking forward to all of the new things on it that they improved. It looked cool so I downloaded it. The iPhone is pretty great already and this just made it better." photo: Ian Marynowski



Through actions, not words, Angela Blair shares about her part. "I help them understand the deaf culture and language," she said. (Photos: Dongwhi Won)



Universal Language. Rian Shelton asks a question with the same sign used in any class to get the teacher's attention. "When I'm confused, Mrs. Blair helps through her facial expressions along with signing," Shelton said. (Photo: Dongwhi Won)



While they sign to Miranda Lambert's "Over You," Kayla Licato and Brooke Petty dance along. ASL 1 students signed a song of their choice for a project. **Audience Participation.** Students laugh along with Nathan Langley while he explains his song choice with his hands. Langley chose Taylor Swift's "I Knew You Were Trouble." (Photos: Kristen DeVore)



Along with Jenna Rolf, Drew Cunningham acts as Angela Blair's interpreter in an interview. Blair used the interview as an opportunity to teach her ASL 2 students new signs. (Photo: Dongwhi Won)



Plugged in to the class, Alanis Tsiovralas finger-spells a word for which she doesn't know the sign. To enhance the learning experience, ASL 2 students were required to wear earplugs in class. (Photo: Dongwhi Won)



Silence. No music on the radio. No laughter from friends in the hallway. No cheering from the sidelines of a football game. That's the life of new ASL teacher Angela Blair. Not once has she heard her own voice.

"I was born deaf," Blair said (with the help of interpreters Jenna Rolf and Drew Cunningham). "My mother had German measles when she was pregnant with me. She didn't know that I couldn't hear until I was almost 2. She didn't know why I didn't talk."

Her mother taught her how to sign and set the foundation for her faith.

"My parents taught me to read the Bible. My favorite verse is Philippians 4:13. I can do all things through Christ who strengthens me."

Her faith got her through the obstacles she faced in public school. She couldn't understand her teachers and wasn't able to get involved. But God still had plans for her.

"He has purposes for deaf people, just like hearing people. I always wanted to be a teacher. Eventually, I taught at California Baptist University."

That's when she heard ACA needed an ASL 2 teacher. Her goal was to give her students the chance to experience a life without the sounds of the world.

"I teach hearing students not to be scared to talk with deaf people. We're all human. The only difference is that we don't hear. I also teach them to use

their eyes to communicate. Using your eyes and hands is like an art."

Blair makes sure her room is an environment where her students feel comfortable.

"I don't want [them] to feel different," she said. "Hearing people are afraid to talk with the deaf. They don't know how to use sign language, or they're scared they've forgotten how or that they'll sign [incorrectly]. It's the same with deaf people. They're scared to use their voices."

"[Blair] has given us an idea of what it is like to be deaf by making us wear earplugs in her class," Paige Varn said. "She has helped me feel comfortable signing rather than being afraid to make a mistake."

"I love my students," Blair said. "I'm blessed to work in a Christian environment. Julie Frey, [ASL 1 teacher], is my interpreter and my mentor. When I need anything, she's there for me. She's wonderful."

Even though Blair reads lips, she requires her students to use only sign language in class.

"We can finger-spell words if we don't understand, and she'll show us the sign for what we're trying to say," Mimi Sterenberg said. "She's preparing us not only to speak with deaf people but to interact with them as well."

Blair taught her students that the most special sounds are the ones that can't be heard.

KYLEE CLARK • KRISTEN DEVORE • DONGWHI WON

sound waves

ANATOMY OF

Flashcards. Pencils. Front row desk.
Nap-time. Study. Head-down stress.



The secret room behind the desks and lab stations is where all the classroom supplies are kept. Everything from acids to explosives can be found in the cabinets. **PHOTO BY NATALIE IRVIN**

CC BY/NC/ND PHOTOS

Sleepyhead

There's one in every class: the student, the daydreamer, the one counting sheep—they're all the same. Sleeping in class is not a new concept, but with studies involved in so much, even the slightest distraction occasionally find its way into their heads.

92% of people sleep in class

THE CRAMMER

Forgot about the test, don't have time to review, or just too busy. Enter the crammer. They have the system down. They use the notes, hand-drawn flashcards, at least in studying vocabulary words in math.



BRUNLEY PHOTO

The one in charge. The one who has to maintain the classroom while maintaining her cool. Even if she's shorter than her students. "People always make fun of my height," chemistry teacher Janice Smith said. "They say I'd be better off at the elementary school." Through many years of teaching, Mrs. Smith has also learned that being the head of the classroom does not mean being the loudest. "My students do not respond to yelling. I have learned talking in a soft tone goes much further with them," she said.

Head honcho

JOE

"Front row Joe" is in this case, T. Higgins is the one who is always on the ball and ready for a pop quiz.

33% of students call themselves a front row Joe

A CLASSROOM



It's the first day of school. Some people are worried about their new teachers, some are stressed about getting lost, but everyone is wondering where they are going to sit.

"I knew I wanted to sit in the middle, because the back of the room always gets in trouble, but the front row is always called on," freshman Kyle Banger said. "I was nervous trying to pick a desk though, because I am new to Pleasant Grove and I didn't want to sit by someone and make them feel awkward."

The place students sit can tell a lot about the person. It's not just about the front or the back, but being around friends or not that influences the student.

"Students always choose to sit by their friends," psychology teacher Tim Balda in said. "People are creatures of habit, and they are going to do what makes them feel comfortable, even if it is not the best for their grade in the class." **PHOTO BY NATALIE IRVIN**



83%

of students use their phone everyday in class

The iPad rule and the rules for the Campus for the first time in late fall, but students were already using technology in the classrooms. "Wanting to take pictures of the homework is really useful," sophomore David Taylor said. "But it is also a good excuse to look at class." **CC BY/NC/ND PHOTOS**



John Hancock

Just the word "Chemistry" was by itself both warning, so Mrs. Smith rewards the students who take a risk-challenge. Students who receive a 4 or 5 on the AP exams are allowed to sign their name on the classroom's redboard. **BRUNLEY PHOTO**



LESSON 3

GATHERING CONTENT

Remember that seat you took? Get out of it.

freaky flames

Dec. 21, 8:27 a.m.

Jumping back, Madeline Fowler, 11, is surprised at the size of the fire she lights. She started it by lighting a match and throwing it into a pile of bubbles. "I thought it was going to make a small fire, but it made a huge one that took up the whole table," Fowler said. "Since she was the first one to do it in her class, it scared her. 'I screamed which made other people scream, but after we people kind of knew what was coming [with the other fires], so it wasn't as scary," Fowler said. "The class thought the experiment made the material easier to understand by incorporating more of a hands-on experience." photos by Joe Berman



chemistry classes experimented with colored flames, produced by different chemicals

CHEMISTRY COMBUSTION

By Emily Simpson, Holly Cook, and Sara Goodwin

HOMEBOUND FOR HOLIDAY

families enjoy their winter breaks with their siblings who came home from college



"It was good to see her because I haven't seen her in four months. I miss having family dinners and doing stuff together. We didn't really take advantage of [our time together] last year. I would tell people not to sit around, but get out and do stuff with their siblings [before college]." Allison Cabney, 10

strange flames George Stephens, 11, observes his teacher pouring chemicals into beakers to prepare for an experiment. Stephens had the opportunity to watch the fire three times, twice in study hall and once in class. "It was still cool to look at every time. Fire is mesmerizing." Stephens said.



"It wasn't as big of a deal when Alle came home this time because I saw her [a few] weeks ago. But when she left in August, I missed her because she was gone for almost five months. We all visited and celebrated [Christmas] with my dad's side of the family." Zachary Perbach, 10

chemical wizard

McDonald, 11, lights a match during an experiment. He found the experiment interesting. "It showed how different chemicals could make the flames different colors," McDonald said. "I saw it on TV but on TV they blew up motor homes with the chemicals."



CHRISTMAS LIGHTS

decorations and lights were put up to celebrate the holidays



"We used to decorate things inside, outside, the bushes, the backyard, and the neighbor's trees. I would do it again, but we would need to get a ladder because the trees have gotten bigger now. [This year] my mom was tired of a green tree, so we did a pink tree." George Bevis, 10



"The competition is supposed to bring the community together by making people drive around the neighborhood to vote for their favorite house and decorations. I think it's rigged because the owner [of the winning house] is a judge for the competition and a lot of her friends nominate her." Melinda Gallagher, 9



"My dad and brother put up the lights. In Peru you usually just decorate around the windows so that is what we did this year because that is what my dad usually did. We mix cultures that are here and cultures from Peru. Like we stay up until midnight on Christmas Eve and open presents at midnight." Eugrid Saldaña, 11

MARCHBACK IN TIME

the marching band went to Harper Park middle school to advertise marching band

dream catcher Playing the trombone, Viny Deschukau, 11, thinks back to when he first became interested in marching band. When he was in eighth grade he went to visit the high school marching band. "They played the Lion King for us, which I loved," Deschukau said.



multi-tasking musician Ashleigh McAllister, 10, plays piccolo for the eighth graders in the band concert. "At the beginning, I couldn't play and remember when I was supposed to walk. It was a lot harder than it seems," McAllister said.

making a difference Steven Maldonado Rodriguez, 11, moved to the country in the middle of last year, so this is his first time at Harper Park. However, he still felt the concert was special. "It was an honor to be in marching band and teach the people who will be freshmen next year," said Maldonado.



unexpected colors Watching his teacher conduct an experiment, Joseph Temme, 11, was surprised at the result. "She put three different metals in three separate bowls and poured chemicals on it, Temme said. "I thought it was just going to be a normal fire, but they were different colors."



holiday head start In Chemistry, Hannah Lang, 11, enjoys an activity to get into a holiday mood. The teacher told a story that went along with the experiment. "It would be fun to do it again because it was cool and different than what we usually do," Lang said.

twice the fun Alexander Cater, 11, watches a fire erupt in his Chemistry class, before break. He throws a match into a pile of methane bubbles in order to observe the reaction. "I did it twice because everyone wanted to see it again," Cater said.

Remember that seat you took? Get out of it.

making history

SENIORS EXPLORE HISTORY AND CULTURE THROUGH GRADUATION PROJECTS

"I wanted to learn more about history and culture through my graduation project. I thought it would be cool to learn about an ancient tradition. Archery was used by Native Americans as a form of hunting. I loved learning about how to make an arrow, and my mentors taught me how to make an arrow. It was neat because they gave a traditional archery company, and they call all of the old Native American words. It is important to include culture and history in the classroom because if we lose those bits to our history, our future generations won't have the knowledge of how things worked in the past." - HANNAH BUCKWOLD

"I did my senior project on recording and multitrack editing. I focused mainly on contemporary Christian versus traditional Christian music. I wanted to do something focusing on culture rather than something modern because I really love researching old and new Christian music. I think it has been blown away by a lot of people. I can play 12 instruments, so it was something I already knew a lot about. I recorded a song as my final product for my project. I thought it was important for kids to do more projects researching culture because it gives them a background on what they're learning." - KYLEA MCBURNE

"I did my graduation project on American comics and their history. I wanted to learn to like American comics after going to a few comic conventions. I felt like a fish out of water, and I wanted to find out more about comics and their history. I have always been attracted to Japanese comics because their art is cleaner. Just as there are comics in Japan that I don't like, there are just as many comics in America that I don't like. It was interesting learning about the troubled history that American comic book had while Japanese comics didn't have many difficulties. I wanted to do something related to the past that is still relevant." - MICHAEL BUCK

in the face of Death

JUNIOR HONORS HER FAVORITE ARTIST THROUGH HER SPANISH CLASS PROJECT

By MISSA WHITE and SARAHINA YOUNGER

As Suzanne Feron announced the upcoming project to honor the Day of the Dead for her Spanish III class, junior Natascha Popkin instantly knew who she wanted to honor: her favorite artist who just happened to be from Mexico, Frida Kahlo.

"I wanted to choose someone that was not a family member, and Frida Kahlo came to mind," Popkin said. "I already respected her as an artist, and I wanted the opportunity to honor her."

Since Kahlo had a Hispanic background, Popkin's project helped connect American and Mexican culture, Feron's goal for the class.

"This is the first year that we've done a unit on death and dying," Feron said. "We decided to incorporate the Day of the Dead for the kids to learn about as much culture as possible and not just the grammar of the language. We wanted to get more culture, art and history into the curriculum."

The new foreign language curriculum focused not only on language, but also on the importance of learning about history and culture.

"Talking about Mexican history makes it easier to get involved in the language," Popkin said. "It goes beyond speaking Spanish, and it makes the experience more real."

Making an ofrenda, or offering to the dead, took more time and creativity than projects most students are accustomed to doing. Popkin painted her life-sized Barbie dolls to look like skeletons, a common symbol for the Day of the Dead.

"Going into it, I wasn't planning on investing this much time or energy — just enough to get an A," Popkin said. "The more I researched about her life, the more interested I got in the project, which explained my outrageous outfit."

NATASCHA POPKIN is presenting her Day of the Dead ofrenda to her Spanish III class, junior Natascha Popkin dressed as the famous artist Frida Kahlo. Unlike Halloween, which coincides with Day of the Dead, this Mexican holiday is more religious. The two-day celebration recognizes the "angelitos," or the children who have passed. "I liked the aesthetics of doing big projects," Popkin said. "My favorite part was drawing and painting the Barbie dolls like skeletons." (photos by Heidi Kruttschnitt)

HISTORY AND CULTURE 47

Remember that seat you took? Get out of it.

hearing THE STORIES

STORY BY RACHEL BARNES •
DESIGN BY MADE ANDERSON

CCC STUDENTS WENT TO SCHOOLS AND NURSING HOMES TO PROVIDE ASSISTANCE AND TEACH OTHERS

The smell of hot food lingered in the air as junior Presley McGarry delivered mail to the residents of Shawnee Gardens retirement home. The halls were filled with the faint sound of TVs and radios that came from the small white rooms split in two by a single curtain.

McGarry popped into the rooms of a resident she had become acquainted with.

"How have you been?" McGarry said. "Do you need anything?" she leaned toward the resident so she could hear their quiet voices.

"I've gotten to know a lot of the residents," McGarry said. "I like hearing the stories they have to tell."

After 20 minutes of passing out mail, McGarry went door-to-door, rounding up residents to do crafts. If the person was in an wheelchair she would take them down using the elevator. By 2 p.m., everyone was sitting around a table, waiting for a volunteer to explain what they would be doing.

"Today we will be making valentines," volunteer Jan Broyles said. "You have six different cards to choose from."

Broyles read what each card said, chose and explained how to make them. Each person got a picture of their choice to paste on the front of the card. McGarry passed out colored pens so the pictures of hearts and animals could be colored in.

"I haven't [colored] in years," a resident said.

Although some CCC students worked at nursing homes, others helped at elementary schools.

"Meghan is here," whispered six and seven-year-olds of Mrs. Kelly's first grade class at Benninghoven. As they walked in

from recess, the tips of their noses were still red from the chill of winter. They hurried over to their cubbies to hang up their coats.

"They just think it's the coolest thing to have a big high schooler there," senior Meghan Haun said. "It's good to be a role model for them."

The 1st graders scampered back to their seats to start their spelling lesson.

"Take your seat and get out your spelling words," Kelly said. "I will divide you into groups and you can practice for the test on Friday."

Haun sat cross-cross on the floor playing the spelling game "Sparkle" with a group of students.

"OK now, how do you spell caboose?" Haun said, congratulating them if they got the word correct.

After they went over the list of 10 words, the children headed back to their seat. Once the students were quietly sitting, Kelly sent Haun in the hallway to give reading tests to individuals.

"I like it when Meghan comes," a first grader from Kelly's class said. "She's nice and she helps me with my work."

Haun was on the executive board for CCC and her responsibilities exceeded just going to Benninghoven every afternoon.

"We monitor what goes on and makes sure everything runs smoothly," Haun said. "My favorite part of CCC is being able to help out in so many different ways."

CCC teacher Ron Poplau was passionate about what he taught.

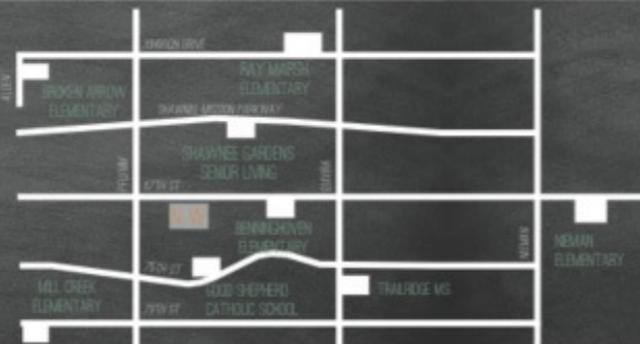
"Community service is not optional. It is written into the nature of humans to give back," Poplau said. "The secret of a happy and successful life is what you do for others."



Leaving over, senior Meghan Haun serves to a 1st grade class her poster. Haun volunteered at Benninghoven every day for CCC. She got decorated the poster with 100 animal stickers for her 100th Day project. "My favorite part about going to Benninghoven is being able to help the teachers I had at elementary school," Haun said. "I love being able to advance the level of the kids." Photo by Carleigh Whitson

KNOW IT YOU SEE IT
WHEN

From schools to nursing homes,
CCC students travel all around
the Shawnee and Lenexa area.



Junior Presley McGarry makes popcorn for the senior citizens on April 3 at Shawnee Gardens nursing home. The senior citizens get popcorn because for them it's the little change in the day popcorn is something most of them really enjoy." McGarry said. Photo by Kate Jacobsen

Senior AJ Mendoza aids a resident to help with opening a stove at Shawnee Gardens on March 11. Mendoza was one of several CCC students who regularly helped out at the nursing home. "I go to the nursing home four days a week," Mendoza said. "I go and talk with them about their past jobs, experiences, and really anything. It really helps them to see a new face, especially a younger one." Photo by Aaron Mowick

Leaving in, senior Grant Ford helps a resident with her crafts on Feb. 12 at the Shawnee Gardens nursing home. CCC students volunteer at both elementary schools and retirement homes. "I believe God led me there," Ford said. "I learned valuable lessons from the residents." Photo by Addison Sherman



A CHAIN OF REACTION...

AP Psych students test the brain and memory

Emily Gollan (11) participates in Jeff Sliven's class project by creating a chain in the middle of the hallway. "We were trying to show how a neuron fires and responds," Gollan said.

The project represented how a neuron fired and responded when a line of people tapped one another on their shoulders. At first, the tapping pattern was right, right, right, then it switched to left, left, left. Afterwards, the sequence changed to right, left, right, left which basically meant that if someone tapped a person on the right shoulder, then that person would have to tap the next person on their left shoulder. "At first we got into a rhythm of tapping on the same side so it was hard to switch to a whole other routine of

tapping left to right," Gollan said.

With the continuing tasks in AP Psychology the challenges became more and more difficult. "It got harder and harder to remember what shoulder you needed to tap on once your shoulder got tapped but on the opposite side," Gollan said.

To keep giving examples of how your neurons fire inside your head the shoulder tapping kept switching up. "With each shoulder that was tapped we had to switch sides which got really confusing. It was an interesting look at what happens inside your brain and how your thinking occurs," Gollan said.



1/ During the psychology experiment of how a neuron fires, Wesley Parinton (12) stands in the middle, yelling or out. "We had to act out parts of the neuron and I had to yell for my part and it was pretty fun," Parinton said. "Plus, Mr. Sliven is a cool teacher and we learn about sweet things." 2/ Behind Parinton, Chandler Ellis (11) played another part in a neuron firing. "It was another cool project we did in psychology," Ellis said. "I like psych because we always do visual demonstrations which helps me get ready for tests."

WAITING FOR REDEMPTION

Freshmen football loses to Overland HS



1/ During halftime at the freshman football game against Overland, David Dashnow(8) calms down Matt Hawkins (8) after a stressful first part of the game. "I was mad that we were losing very badly, I thought that Overland was going to be a team that would be easy to beat but we got our butts whupped," Hawkins said.

2/ Giving a halftime speech to motivate his players, Coach Joe Colacicchio uses his emotional side to connect with players. "It was an attempt to get the kids to play harder in the second half," Colacicchio said. The team lost to the Overland Trail Blazers 48-0. "We learned a lot. It would have been nice to win more games, but we'll get them next year," Colacicchio said.

THEY ARE A COUPLE

Relationship of two years and counting

Alexander Gregory (11) and Megan Anderson (11) spend time together at the park, after school. The couple has been together for two years. "We have a special connection where we can never stay mad at each other. You have to really care about the other person," Gregory said. The couple did everything together ranging from just sitting around to watching cartoons from when they were younger.



WE ARE THE ONES WAITING FOR ROME

JCL club members plan for a trip to Rome, Italy

Alexis Khazri Chertzi (12) attends an informational meeting about traveling to Rome, Italy with Mrs. Zeng. "It sounds really fun, and I think it'd be cool to travel to Italy and see the sites," Khazri Chertzi said. The trip takes two years to plan, and Khazri Chertzi spent a long time getting everything ready. "It's definitely going to be the trip for high school; it's fun to hear about the gods, and the Colosseum that was built. I'm just pretty excited to learn about the stuff Rome has to offer," Khazri Chertzi said.



paving the way to lead

Leadership does not only help make school activities fun but also lends a helping hand to the community and our faculty.

leading the way

The leadership students do so much every year to help the school, but exactly how much do they contribute?

classes a week
5-6

events per quarter
5

cents collected for charity
1,300



"I love being in leadership, it gives me the opportunity to do and be a part of things that I wouldn't normally have the opportunity to do. I like the feeling of being helpful," said Dikine.



At [South Lakes](#), all of the many events that leadership took during lunch, just for their appreciation of the game and work for the day. "I loved the free about Leadership always makes time to spend up for school, if Leadership has a person I would give it a try," said Alex photo by Michael Bruce. [10/17/16](#) [10/18/16](#), [10/19/16](#) and more from the custodial appreciation party, welcome employees thing that was the opportunity to see and eat the food prepared for me by the grateful leadership students. "I love working at South Lakes and all of the staff are very friendly," said Alex photo by Michael Bruce. [10/17/16](#) [10/18/16](#) [10/19/16](#) at an after school leadership event during Open House day, leadership student, Rebecca Moore eagerly helps the visiting students. This is Moore's first year helping out in spirit week. "I was on the Pioneer Pub agency during spirit week, I would help monitor and make sure everything went smoothly," said Moore photo by Devia Cooper. [10/18/16](#) [10/19/16](#) a long talk to school night, leadership students Reed Davidson and Emma Waugh chat about the night's events. Waugh participated in Leadership at Canton High School during her Freshman and Sophomore years in school. She has experienced two different types of leadership classes that have benefited her greatly. "I went to Canton High School for two years before transferring to South Lakes and have participated in Leadership at both schools. Canton was more laidback and it's really fun to see how much staff we do at here. I definitely like the style of Leadership here better," said Waugh photo by Devia Cooper. 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NOT YOUR EVERYDAY STORY

Freshman Remeron Williams describes the Freshman Football Championship Game against Whitney with a loss of 28-25

01
PART

THE GAME WAS MENTALLY hard, but physically I was in the game doing my part and getting my team hyped up. Mentally, I had to put everything on my shoulders and give it my all because it was the last game, so I wanted to give 100 percent to winning this game, although we came up a little short. I spent a lot of time preparing for the game by going to practice, working hard, relaxing, eating healthy with bananas, drinking lots of water, getting enough sleep and just mentally preparing for it.

During the game I didn't feel anything, the only thing I was worried about was winning. I was upset at the outcome. I cried a little bit, it was pretty shocking because we all thought we were going to win that game, but we came up a little short, so it was just a sad moment.

Next year, I'm planning on working a lot harder, staying focused, keeping up the grades and just doing better preparing next time.

—JUNIOR REMERON WILLIAMS



1. TEAM EFFORT // Freshman Logan Echavens // **NOV. 1** // Freshman Football Championship Game // Congratulating freshman Remeron Williams on his touchdown. // "I felt pumped up to help him score. I remember this moment for the rest of high school." // **2. SAVING THE PLANET** // Senior Holly Gil and sophomore Chahal // **NOV. 2** // Sierra Creek // Pouring mulch // "I felt great planting trees to help save the environment." Chahal said. "Even though the weather changed from cold to hot, it was still an amazing experience." // **3. ECO-FRIENDLY** // Junior Tina Nguyen // **NOV. 2** // Sierra Creek // Messing the plant roots // "I had a great time meeting new people, and I am glad that I had this opportunity to learn more about planting."



02
PART

4. MAKING A DIFFERENCE // Junior Stephanie Smith // **NOV. 2** // Sierra Creek // Placing an oak in a newly dug hole // "I felt really down to earth and helpful. It just felt really good to be planting all these trees." // **5. GOING GREEN** // Junior Ryan Price // **NOV. 2** // Sierra Creek // Digging a hole for an oak sapling // "I had to dig a hole a foot in diameter in order to put the live oak in. It was a revolutionary moment in my life because I finally got to see what I've been learning put into action."

RIGHT NOTE

Sophomore Anthony Slaughter has the debut performance of his music career in San Jose

03
PART

—JUNIOR ANTHONY SLAUGHTER
"I was looking forward to today because it was the day I was opening for a really big rap group, but then they told me it was the main performance of the day. Not only did I get to have my debut performance in San Jose on the Boardwalk, but I also got the opportunity to do a collaboration with former student Nick Walker, also known as KO FreSh."

"Music is something that just came to me. My songs are always positive songs. There aren't any explicit words, because I don't want to be known as the guy with negative meanings in his songs."

"Rapping and making music is something that helps me when I am stressed. I feel good when I'm making music, it relaxes me, and I find it exciting."



Saving the planet
ONE TREE

story by MAI-ANH TRAN // photos by MAI-ANH TRAN at a time

Junior Stephanie Smith's watershed contest prize earns her and the AP Environmental Science classes a field trip to plant trees at Sierra Creek

In March 2012, junior Stephanie Smith competed and won first place in the Caring for Our Watersheds Contest, a competition in which high school students from around the area proposed and presented their ideas for improving their local watershed. Having earned \$1,000 in funds to help implement her project of restoring native oak species along Sierra Creek, Smith, along with Science Instructor Katie Cantrell's two AP Environmental Science classes, took a trip to a section of the creek on Nov. 2 to put her plans into action.

"We used the money to buy trees and the supplies that we would need in planting the trees," Smith said. "Mrs. Cantrell was the one who really initiated the project; she was really into talking to all the people who work with

that kind of stuff. She got all of the important people to donate money to us and to help organize everything and to help the neighbors come out and help us as well."

Having taken a two-minute bus ride down to Sierra Creek to take part in the oak restoration project, approximately 50 AP Environmental Science students quickly got to work digging the holes into which they would place the young oak saplings.

"We planted two different types of trees, live oak and valley oak," Smith said. "We would dig a hole first to put the trees in, and then we just put cardboard around them and put mulch on top. We planted around 60 oak trees by Sierra Creek. I know in the long run these trees will have a huge impact on the community and the local watershed."

LIFECHANGER

What was your best moment during the JV Football game against Whitney (AHS)?

Sophomore IVAN MITCHELL
"WHEN WHITNEY LINED UP TO kick the game-tying field goal, our sideline and crowd were the loudest I have ever seen."

Freshman DEVIN ELMORE
"IT WAS PROBABLY MAKING a goal-line stop. Fourth and goal, and I made the tackle on the ballfield."

Sophomore MISTER HARRIEL
"BEGINNING OF THIRD quarter, the team stuck together and drove down the field to take a 10-nothing lead."

QUOTABLE MOMENT

Sophomore Ashley Johnson takes a family trip to Bishop's Pumpkin Farm

"My family has a tradition of going to Bishop's Pumpkin Farm in Wheatland every year, so we ended up going on Nov. 4. We went to the petting zoo with my little cousins and it was really cute seeing their excitement over all of the animals. Then we all went and picked our pumpkins. Each year, we all get the chance to pick out our own pumpkins that we use to decorate our house with later on."

—SOPHOMORE ASHLEY JOHNSON



Senior // **EMMA WILLIAMS**

"TODAY I GOT MY FIRST COLLEGE acceptance letter from CSU Eastbay. I was really excited because it was my first one and it took a lot of time applying. It was just a relief to know that I got accepted somewhere."



Junior // **DAN LONG**

"I WENT DOWN TO MO Davis/Long was my first trip that got there. It was just a lot of fun getting to see the area."



Freshman // **JUSTIN GREEN**

"I WENT ON A MOVIE DATE with a friend to see 'The Collector,' but then it got scary so we movie-hopped to see the movie 'Night'."



Senior // **OWEN BRANDO**

"THE OUTCOME OF THE 'Ums' game would have been different if Devin Ely made the kick, it made me sweat. 'Who's got better than us? Nobody!'"



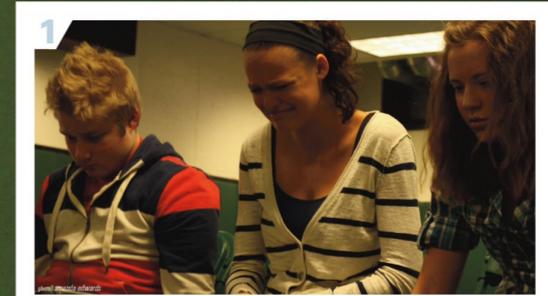
Senior // **ASHLEY JOHNSON**

"TODAY WAS REALLY STRESSFUL, I had to finish multiple ceramics projects and then had double cheer practice. I felt really annoyed because nothing was going my way."



Sophomore // **ELLA CORKEY**

"TODAY, MY GUY BEST friend and I have known for four years asked me out. I was so happy."



1/Volunteers Evan Person (11), Valarie Wetmore (11) and Emma Theilk (11) were three of five students to be hypnotized. "I would definitely do it again, it was better than I had expected," Theilk said. **2/**During the last part of the hypnotism, the hypnotist told Evan Person (11) to propose to the "hottest" actress; Megan Fox. Little did he know, he was actually asking Jeff Bliven out. "The hypnotist made me think of an actress I really liked and I told her it was Megan Fox, and then she told me I had to give her flowers and ask her out and when I woke up everyone was laughing and telling me about how I had asked out Mr. Bliven," Person said, "I was so in shock because I really thought it was her but at the same time I knew she was tricking me because I was being hypnotized."

STUCK IN A TRANCE

Psychology students volunteer in hypnotism demonstration

On the day before Thanksgiving, all of the psychology classes were taken down to the wrestling gym to be hypnotized. Valarie Wetmore (11) and Mariah Cusinberry (12) were the first to volunteer from Jeff Bliven's AP Psychology class. "At first she put everyone into a trance and made us relax and I went deep into trance and so it made me curious what else would happen if I let her completely hypnotize me," Cusinberry said.

Five people volunteered to be hypnotized in front of everyone else and every five to ten minutes they were asked to do

another activity. At first, the hypnotist told Wetmore and Cusinberry to laugh as hard as they could. "I was thinking about it and felt like I had no other choice but to laugh but I could not think of a specific event that was making me laugh to the point of tears," Wetmore said.

According to Wetmore, she had never felt so relaxed and it helped her ease the stress she was having prior to the hypnotism. "I was so giddy after and I was beyond relaxed and even though I was confused during the hypnotism I reached a whole new level of relaxation afterward," Wetmore said.

WE ARE SCANNING

Lifeguarding at Trails Recreation Center



Q: What got you started on lifeguarding?

A: "My entire family life-guards and when I was old enough I decided I wanted to do it too," Sarah Jennings (12) said.

"State is our big competition, we prepare months for it, and work really hard to reach our goals."



Savannah Parks (12) said. "This year our goal is to make it to State finals."

ACID TRIP

SCIENCE STUDENTS SPEAK OUT ABOUT WHAT HAPPENS WHEN GOOD LABS GO BAD

Science labs. A way to get your hands dirty. Or worse, covered in great big globs of greasy, grimy cat guts. While labs offered a nice respite from the note-taking routine, the results were often of the head-scratching variety. Behold: the top five lab mishaps of the year.

LAB 1: CHEMISTRY

Dehydrate hydrates. Observe the physical changes.

"Labs bring my grade down," Becky Sieruga said. "I follow the directions exactly and still end up getting answers that are way off. Earlier this year I broke a crucible. Today, one of our test tubes literally exploded, and then I dropped another one in the sink." You break it, you buy it.

LAB 2: ANATOMY AND PHYSIOLOGY

Dissect a cat. Look for certain cat muscles.

"A lot of the cats were fat," Tabitha Durr said. "They felt really gross." Ew. Can't you find something else to cut up?

"Right now we're dissecting a sheep's brain," Shelby Carlaga said. "It looks kind of like flan."

We won't ask again.

LAB 3: CHEMISTRY

Burn unlabeled salts and metal ions. Learn that each element emits unique colors of light. Exercise caution.

"We put unspecified chemicals on nichrome wires," Austin Fournier said. "We put them in the flame and watched them burn to determine how much energy the reaction

required. It was fairly exciting working with flame and acid, and became even more exciting when somebody put a hot wire in the acid and got splashed on the wrist."

Lesson learned. Stay out of the splash zone.

LAB 4: CHEMISTRY

Burn magnesium. Observe how much oxygen is produced.

"Tanner [Jorritsma] took off the top of the crucible," Kylee Clark said. "[The chemicals] were reacting, so smoke came out. He was so scared that he dropped the crucible and broke it."

Talk about smoke alarm.

"James [Peterson] burned his finger hair off," Brittin Schneider said. "It smelled horrible. He went around asking people to smell his finger."

Did he have any friends after that? Fingers crossed.

LAB 5: PHYSICS

Tie a motorized pig to the ceiling. Measure the cone it forms as it circles. Learn about centripetal force and centripetal motion.

"The hardest part of the flying pigs lab was not getting smacked," Marissa Raymond said.

So what's the deal? Will there ever be a lab where something doesn't break, burn or stink up the sophomore hallway? Will we ever truly understand the meaning of displacement, velocity, momentum or centrifugal force?

Maybe when pigs fly.

CHRISTINA FOURNIER



Becked out before the pep rally, Hannah Nielsen slides a nichrome wire into a vial of unspecified salts. Students listed the flame colors as they burned the salts to determine which chemical let off the most energy. (Photo: Toby Clark) Safe and sound. During the Physics Egg Drop Lab, Fandy Zhuang inspects her project to see if her egg safely survived the drop from the staircase. Her group's egg withstood the lab through the final test. (Photo: Makyla Marvin)



The Cat's Meow. In Anatomy and Physiology, Caleb Wilson gawks off during the cat dissection lab. "Our cat was called Garfield," Wilson said. "It was the fattest cat. It was like a 40-pound monster." (Photo: Donghee Won)



Berserked. In order to clean their wire, Juhwan Kim and Jee Hoon Hwang dip it in hydrochloric acid and then burn it. It often took several dunks in the acid to get a clean orange flame going. (Photo: Toby Clark) Let It Go. Physics teacher Steve Annema releases "The Alien Invasion." The vehicle was designed to get an egg to the ground in one piece when dropped from a staircase. (Photo: Makyla Marvin)



Boo! Camila Roach winces as she prods Matt Thomas's partially dissected cat. Thomas and William Shaw volunteered to dissect a cat with fur still on it. Little did they know, it would involve skinning off patches of hair, leaving the dissection tray covered in fur, fat and formaldehyde. (Photo: Donghee Won)

IT IS WHAT IT IS

GAMES, COMPETITIONS
LAUGHS ADD
IN EIGHTH-GRADERS

"Math is ... math is ... math," Damien Botello said as he tried to describe Algebra 1.

"That was deep," Brian Johnson said. Maybe it was the fractions. Maybe it was the polynomials. Maybe it was the substitutions. It was unexplainable. Math is math.

But through games like speed dating, math bingo, and math petitions, teacher Rachel Hiemstra strove to make math enjoyable and understandable.

"She has a way of teaching us the shortcuts," Johnson said. "She dumbs it down without making us feel dumb." Along with bragging rights, extra credit or a special award was awarded to the winners of group competitions.

Students were quick to volunteer their classmates. "I volunteer Cameron [Castillo] to answer questions," Johnson said. "It works in [Laura] Elsiey's class, but [Cameron] always makes me answer the questions instead."

"We were playing table games to review for a test," Johnson said. "Our team 'Team Brian,'" Castillo said. "He wasn't in class, but he really like him."

"Team Brian won," Hiemstra said. "But Brian did it just inspired them," Johnson said.

Algebra 1 might not have been as complex as Algebra 2 for eighth-graders, it came close.

"Why they feel the need to put the alphabet in front of numbers," Johnson said. "It makes me miss kindergarten." One plus one. But I thought one plus one was three. Hiemstra challenged her classes with extra problems.

"They're hard and make us think more than usual," Johnson said of the weekly worksheets and word problems.

"I want the students to apply what they have learned to various life situations and to learn strategies to solve problems," Hiemstra said. "They need to be able to think for themselves."

No matter how much they denied it, students eventually found one way or another.

"Math is my best subject, but I wouldn't say I love it," Botello stopped to think.

"My favorite part of math class is ..."

"You don't even have to finish that sentence," Johnson said. "We all know your favorite part is me."



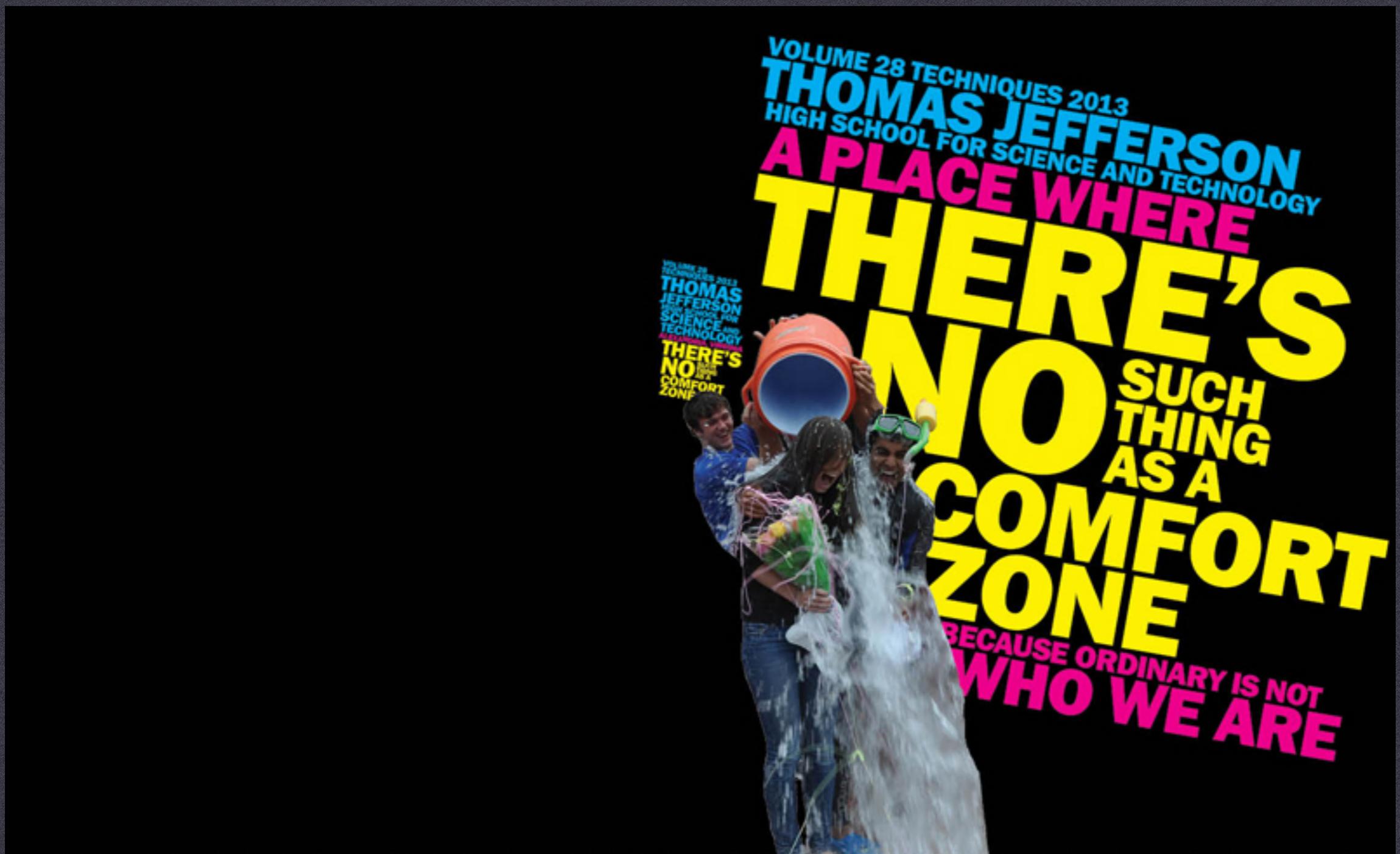
Excuse Me? Jeremy Wood waits for Rachel Hiemstra's help with a problem. "The students are very teachable," Hiemstra said. "They love to learn new things and are willing to persevere to solve a problem." **Passing It On** Morgan Vandiver's desk, Hiemstra hands out colored pencils to shade inequality graphs. "Class activities and games allow for students to learn in a collaborative environment," she said. "Plus, math is fun, and students should be able to have fun learning it." (Photos: Emp Huang)



... works on one of two inequality problems. The student was in the class for several questions.



Line 'Em Up. Using a ruler, Daniel Quinones draws a line on his inequality graph. "These students will be the future work force," Rachel Hiemstra said. "They need to be able to problem-solve." (Photo: Emp Huang)



LESSON 4

METHODS OF COVERAGE

Be creative. Use your words...and your theme.

Art 2 students created eccentric designs and played with shading techniques. "Although pottery takes a lot of work, I still enjoy making pottery and sculptures." -senior Tiffany Dong



"I give demonstrations first that teach the basic skills. From there students can apply what they learn and before you know it, they're little chefs." -gourmet foods teacher Sara Finlayson



Photo by Kate Shedlock

"Everything is the opposite because the black and white switch in your pictures. It's a whole new perspective." -junior Tye Ponderer, on pinhole cameras

"the best way to learn is to mix work with fun" -senior Andrea Sikander

"In global marketing we celebrate International Chocolate Day and World Food Day by bringing in yummy goodies." -junior Anavalka Younis



Thinking of the right words to put on her writers T-shirt, creative writing teacher Christy Toledano works on the same in-class project as her students. Toledano and her students picked their favorite words and interesting quotes and tried to create the most creative T-shirts with simple materials like white-out. Photo by Aaron Jenkins. Tissue paper and tape fly through the air as physics teacher Dean Howarth lets go of junior Matt Telep's hot air balloon. The balloons were made with tissue paper and tape. "Six balloons made it to freedom. We pretended that the end of the school property was East Berlin, as in that story about the family who flew over the wall," Howarth said. Photo by Alissa Raab. "Aww, they're cute," junior Aleigh Kemp says to her classmates as they take out the "Welcome to the Jungle" monkey decorations for the first time. All students in leadership class played a part in the organization of homecoming and they saw all their hard work come together at the homecoming dance. Photo by Dana Abrego. After taking a ceramics class over the summer, junior Jessica Burnam is the only student in her period who worked on the spinning wheel from the very beginning of the year. "It can get a little messy, but it's all worth it. Once you press the pedal, time flies and I never want to stop," Burnam said. Photo Ann Lichtenbaum.

having fun yet? getting away from it all

AP and honors classes could overwhelm any student due to the extra workload, requiring long study sessions. Even basic core classes could be stressful for students since they had to deal with homework, quizzes, tests and projects. Is it possible to ever have fun at school? Could students ever take a break from a rigid course schedule? The opportunity was available to every student. It was all about what classes students picked. There was a diverse selection of courses that explored different career options and taught students new skills.

In gourmet foods, it was possible to have your cake and eat it too. Students learned to make desserts and full course meals. After their hard work, they could sit down with friends and enjoy anything from practical breakfast casseroles to extra creamy homemade ice cream.

Early Childhood Careers provided the opportunity to work with children and explore careers in education and social programs. Senior Amalia Flores loved "playing with the Munchkins outside while they ride their tricycles or play with the parachutes." During October, the Munchkins and their student mentors even had the opportunity to take a trip to the pumpkin patch.

In classes like creative writing students had "the opportunity to express themselves and can draw their inspiration from anything," creative writing teacher Christy Toledano said.

Junior Roberto Perez enjoyed having weight training seventh period, because by the end of the day "all I want to do is listen to music and lift weights." Coach John Jones helped the students improve their techniques and tested them on how much they improved.

Even if it was just for one period, students could get away from it all with the assortment of interesting classes that provided an escape from a hectic schedule, but still allowed students to have fun and learn.

meeting point

McLean Munchkins share their favorite activities



"I like the kitchen the most." - Benjamin Petty



"Gym time is my favorite." - Bella Lopez



"Free time! Free time!" - Will Wright



"I like to play with Furbies and the alligator game." - Madeline Seebeck

WHAT'S COOKING? As junior Brittany Price pours olive oil over her asparagus, the rest of her team members hurry to finish their dishes for the "Chopped" competition in Courtney Tiger's Foods II class. Price's team won the title of "Top Chef." "I took Teen Living, and I really enjoyed it. I wanted to try a foods class to see what it was like," Price said. **MAIN COURSE** Junior Justin Woody, a student judge for the "Chopped" competition, waits for junior Sydney Smith to present her team's dish. Out of the four kitchens competing for the title of "Top Chef," Kitchen 3 was declared the winner. **TASTE TEST** Members of the faculty, including exceptional children's teachers Shanna Yount, Tanya Shook and assistant principal Lynn Matlock, rate the dishes prepared for the second round of the "Chopped" competition. "I had gone down to Mrs. [Courtney] Tiger's foods class to be a fill-in judge," Matlock said. "All the dishes were really good." **PREP WORK** With the Kitchen 1 team, juniors Jacob Ray and Joel Cruz peel and chop onions. The team members prepared Asian chicken for their entry. "Foods class was really enjoyable," Ray said. "It's a lot about following directions and doing what the recipe says so you don't mess up the dish." **FOOD NETWORK** As participants in the "Chopped" competition, juniors Samantha Allen and Cassidy Dale prepare barbeque to go in a Chinese dish their team presented to the judges. "I loved being able to learn how to cook new dishes, considering I might have a future in culinary arts one day," Dale said. "We made many different dishes such as, Caesar salad with dressing and grilled chicken. The dish that I thought was most creative was the homemade cake." (photos by Heidi Brickhouse)



BY TA OCHOA AND COURTNEY KAWATZKI AND CHUCK SANCHEZ

top Chef

FOODS II CLASS COMPETES IN COOK-OFF

Courtney Tiger's classroom transformed into a culinary arena in January as teams of students in four kitchens competed for the title of "Top Chef" in a "Chopped" competition.

There were three rounds to test the skills of the Foods II students: appetizer, entree and dessert.

"I think all the dishes were creative in their own way. I think the judges chose the winning dish by picking the most creative," Tiger said.

The judges chose the winners based on presentation, temperature, color coordination, texture and creativity. The judges included teacher assistant Dana Pitt, exceptional children's teachers Shanna Cape and Mike Matthews and assistant principal Shannon Aiken.

Justin Woody and the rest of his team judged the second round because his team was disqualified during the first round.

"I guess the judges just didn't like what we had prepared. We made humus. It was good, but it just wasn't

what the judges were looking for," Woody said.

The team in Kitchen 3 won the competition, including juniors Sydney Smith and Brittany Price and sophomores Maddie Dollar and Jennifer Bailey.

"My favorite part was probably picking out the recipe and then making it together because we broke it up and worked as a team to finish the meal," Smith said. "I would say our dumplings were the most creative part because we added homemade ice cream. We made our dumplings from scratch, and we made our caramel sauce, too."

Price said, "I really enjoyed cooking and seeing people's reactions to our food. There was nothing like all the chaos getting ready for our meal."

Tiger developed the activity after observing her students in other lab activities.

"I came up with the idea when the kids showed a little competitive spirit with some of the different labs we did, so I thought it would be fun to give them an opportunity to compete against each other," Tiger said.

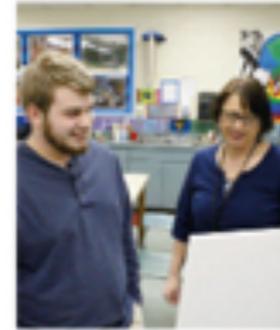


Bright idea

Senior paints mural in social studies classroom



"I wanted my graduation project to be art related, and a mural was the one thing I've noticed around the school that people have done. Mr. [Jon] Hardison wanted a mural in his room, so I volunteered to do it there. He wanted the mural to be about history, so when you come in his room there was a visual representation of what he teaches. He gave me some ideas. For example, he wanted something for the presidents, and the best representation is Mt. Rushmore. The only thing that he said specifically was the railroad, that's why I painted the train. I think the mural turned out well, and it let me leave my mark on the school." **FRANCE LOUIS**



MAIN POINT In the perspective unit in Kelly King's Beginning Art class, sophomore Savannah Jones works on her assignment. "I love art because, for me, it is a stress reliever," Jones said. **CHALK IT UP** As a requirement for King's Intermediate Art class, senior Megan Parrish and sophomore Haley Chandler use chalk to make landscape drawings. "I loved using clay more because if you messed up, you could just squish it back and start over," Parrish said. **JOB WELL DONE** Junior Reid Marsh and art teacher Kelly King celebrate his digital artwork that won a Silver Key in a statewide Scholastic art competition. (photos by Heidi Brickhouse)

For the first time

JUNIOR COMES OUT ON TOP IN SCHOLASTIC COMPETITION

When junior Reid Marsh entered a statewide Scholastic art competition, he had no idea he would be awarded a Silver Key for his artwork.

Scholastic is a company that sponsors educational projects and competitions. Students registered online to enter. It was the first time Marsh had entered a Scholastic competition.

"I was really surprised I won," Marsh said. "I definitely wasn't expecting it."

Out of the 28 artists from the school that entered, Marsh was the only one to be honored with a Silver Key in the Scholastic competition. Art teacher Kelly King expected all her Art III students to enter.

"A Silver Key isn't exactly second place," Marsh said. "There's more than one person who is honored with one."

Among the 670 entries, 92 were awarded Gold Keys, Silver Keys and hon-

orable mentions. Marsh submitted digital artwork. "It was done on my computer by combining my drawing with a real picture I had taken with shadows and whatnot," Marsh said. "It's just random stuff mainly, just things I happened to put together."

Marsh said he needed patience with computers to complete his project.

"The main difference between digital art and painting is, of course, the technical part and having to print the image off your computer, which was kind of expensive," Marsh said.

As a junior, Marsh said he was always looking for opportunities to impress colleagues. "I have some plans for the future, but what I do depends. I might minor in art. It's just something I do on the side. You never know," he said.



you may not see it but
WE'RE TAGGING yeah,

DURING FIRST PERIOD, along with her friends, **MOLLY COEN** goes to the senior parking lot to tag the cars. "Our class has been trying to bring it back because the last couple of years it hasn't been as relevant," Coen said. "As seniors we wanted to make it a big thing to let the freshman know we have school spirit, so they come to the football games to support the team."

In order to make sure that she does a good job tagging the car, **HANNA HOLTON** takes her time. "We all just did it and have fun," Holton said. "We wanted to pump up everyone and try to get everyone in a good mind set." photo ■ sarah godine

LOOKING THROUGH MAGAZINES and cutting out examples, **KELSEY GANT** tries to find examples of symmetrical, radical, and unsymmetrical design. The class was making note cards with these examples, so they could see different types of design. "I was pretty proud of my note card because I found some good examples," Gant said. **FOCUSED ON COMPLETING** her work, **CHANDLER PATTERSON** was proud of her art project. I was working on a CD album cover. I like his music," Patterson said. "I like art because I think it's cool and relaxing."



PREPARING HERSELF FOR one of the first assignments, **HAILEY BARR** begins to cut up magazines. "You had to choose your favorite band or artist, and you had to make up your own idea of them into a poster or a CD," Barr said. "The best technique for me to use were pencil techniques like shading and stuff." **PLACING A CUT-OUT** from a magazine, **JEDZEA JONES** worked on her nameplate for her art portfolio. "It's black and white and it got a bunch of different things that I find cool, or that I find appealing to myself, and it's put behind the letter of my name," Jones said "I'm pretty proud of it. I enjoy art in general, art is a way to express myself without words."



you may not see it but
yeah,
WE'RE COMPETITION

STANDING ON THE sidelines watching his team play **MICHAEL SCHONEBAUM** reflected on the game. "I fumbled, and we ended up losing possession. I knew that I messed up," Schonebaum said. "I was pretty mad. I was thinking I should be with my team about to score a touchdown and celebrate, but instead I was sitting on the sidelines."

TRYING TO CHEER up his teammate, **DOMINIQUE CARRASCO** kept a smile on his face while being four points down from Legend High School. "We need to improve on working together as a team and just getting the wins," Carrasco said. "We are brothers who are like family outside of your actual family they are people you can rely on, and I think it puts in a pretty solid spot,"

CARRASCO kept a smile on his face while being four points down from Legend High School. "We need to improve on working together as a team and just getting the wins," Carrasco said. "We are brothers who are like family outside of your actual family they are people you can rely on, and I think it puts in a pretty solid spot,"

CARLOS ZERNA said. The final score was 40-44. It was a tough loss for the team, but they are starting to focus for future games. "There's always things you can improve on. The small correction that can be made, it's all about doing the little things right. We can get better mentally and always get better physically," **TRENT CLAY** said. photo ■ janelle bovenkamp

IT'S AN EXPERIMENT

"I messed up my mandazi bread by using baking powder instead of baking soda. Mine was the worst, it was absolutely terrible, but it showed good representation on how precise we had to be and the importance of being explicit," **RYAN MITCHELL** said. photo ■ sarah godine



cut **PLACE**
create **STUDENTS DESIGN ALBUM COVERS**
by **JANELLE BOVENKAMP**

IN ART/DESIGN CLASS, students put their likes and dislikes into their unique artwork. **EVAN DAMATO** got started on a new project. "We got to design and album cover for a concert poster," Damato said.

Around the room students were drawing balls of fire, their favorite band groups, or they were making up something creative that came to mind. "I chose to do a concert poster. I wanted to do this because I thought it looked cool to put a guitar with musical staves behind it surrounded by a band that I liked," Damato said.

Damato is happy he took art. "I don't think everyone should take it, but I would definitely recommend this class because it's fun, and it gives you a break from your usual classes," Damato said. "I definitely like art especially this project because I get to do something I want, and it's different than other classes, it's a relaxer. I get to just chill talk, relax and draw for the first hour and a half of my day, o by the time second period rolls around I'm kind of mentally prepared for the rest of the day." photo ■ coody white

BRANDON HUGHES SEPT 6
"I am looking forward to the band concert that I am going to this Saturday, getting out of school Friday and then going to the football game on Friday."



WILLIAM ASCIK SEPT 6
"I was mentally and physically working out in weight training. I was working out to be in better shape for cross country this season."



ELIZABETH FAER SEPT 6
"We were covering Syria and what has been happening over there and how it's unfolding, but every day it's kind of a new thing. I like my government class a lot."



MONTANA RICHARDSON SEPT 6
"I'm looking forward to volunteering at the zoo on Saturday. Animals are helpless, so it's extremely rewarding to know that I am putting in an effort to make it better for them."



LEAH MORLANG SEPT 6
"I am looking forward to working hard in volleyball this week and the football game on Friday vs. Legend because it is our first home game, and I really hope we win."



THADDEUS BABILONIA SEPT 7
"I am excited because I am going to the Atlas Genius concert that is at Red Rocks this weekend. They are a band that I really enjoy, so it should be a lot of fun to go to."



RACHEL WHIPPLE SEPT 7
"I am always really determined to win and support my team because it is important for me to be there for them, so I just try to stay calm and play the game how we usually do."



ELIJAH HOUSE DALUGE SEPT 8
"I'm excited about putting together dances for my church on Sunday. Dance gives me my own personality and it sets me apart from the crowd. It's my personal way of expression"



YEAH, WE'RE WITH THE LAW

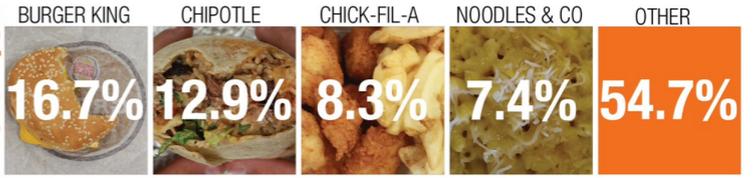
defense attorney talks to students in law class

INTERESTED IN THEIR presentation, Keegan Standifird is listening to the two district attorneys that came in. The two were there to show what it's like in and out of the courtroom. "They let us ask most of the questions so it wasn't

boring," Standifird said, "We didn't have to learn about stuff we didn't care about." He was most impressed with the honesty that they gave to the questions asked. photo ■ ian marynowski



THIS IS WHAT WE'RE EATING



GRILLING BURGERS AND hot dogs for Connor's Make-a-Wish lunch was a

YEAH, WE'RE WITH THE LAW

defense attorney talks to students in law class

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400 HOTDOGS



1,100 DRINKS

awesome that we did it because then it kind of, first of all makes our school look good, and second it unifies all the students together... a lot of people were giving more, like people were paying with fives instead of three, and I feel like we would make extra money" Geltser said.

but it definitely should happen again according to Geltser. "I think everyone definitely likes the idea of helping somebody, in the end knowing that Smoky is raising money for Make-A-Wish is a really good idea and its real cool." photo ■ ian marynowski



community really does care," Brannon said. "It brings us together. I think it's a really good uniting kind of thing," Brannon said. photo ■ ari miller SPIKING THE BALL in a volleyball game JUSTIN MARTINEZ participates in Connor's Cookout. "We should really try to fulfill kids' dreams because they don't have a lot in their life," said Martinez. The cookout was sponsored by DECA and Student Government, and according to Martinez, "It was a huge turnout." photo ■ ari miller

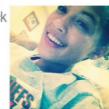
WILLIAM VEA SEP 19

"It's my first year at Smoky so I'm pretty excited to go. Creek was not fun at all. Smoky hill is better. I'm pretty much just having fun like at creek there was no fun I guess."



LAUREL WILSON SEP 19

"I made it my own tradition to wear one of my practice jerseys the night before our game to bring good luck to my softball team the next day."



ZACHARY SORROW SEP 19

"During lunch we eat and talk about 'life' what has been happening. We talk about what made us laugh during the day or what made everyone else laugh."



BRADEN ROGERS SEP 19

"I do 3D animation on the computer so we find pictures or blue prints and cut them up. We slowly start to shape and add detail until we have complete models."



NADIA VIEUX SEP 19

"I was getting ready to go to the football game with my friend, and I was really excited to go and watch the football boys win. It was my first football game as a freshman."



DANIELLE RYAN SEP 19

"During the auditions it was scary because they had to stop the auditions because the music stopped. I don't really get nervous so I just kept singing"



MADISON KARLIN SEP 22

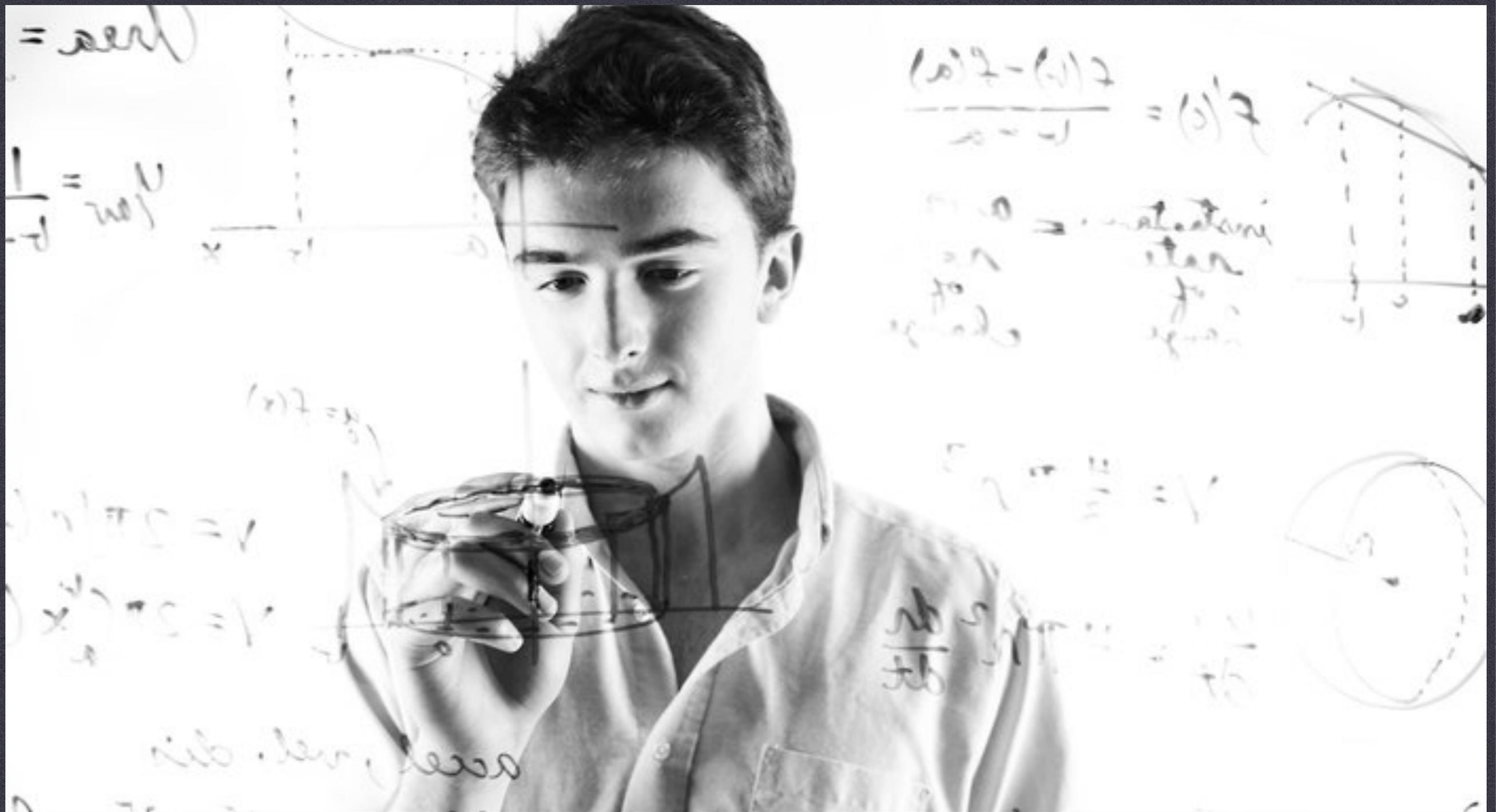
"I am the president of National Honor Society and we organized the event. We raised around 100 dollars. But our goal was just to make sure that girls got dresses for homecoming."



CASEY HATTENHAUER SEP 22

"I'm looking forward to all of the new things on it that they improved. It looked cool so I downloaded it. The iPhone is pretty great already and this just made it better."





LESSON 5

COVERING MATH

Word problems.

REPLACING THE RECIPE

as an officer of the CHEFF cooking club, junior Joohwan Kim reveals what he substitutes for an ingredient in his recipes. *Photo by S. Roy*

TRADITIONAL VIETNAMESE SPRING ROLL INGREDIENTS:

- Carrots
- Celery
- Jicama
- Cucumbers
- Fresh Lettuce
- Mint
- Cilantro
- Peanut Sauce
- Bean Sprouts

CHEFF'S VIETNAMESE SPRING ROLL INGREDIENTS:

- Carrots
- Celery
- Bean sprouts
- Lettuce
- Cilantro
- Soy sauce



SUBSTITUTES SAVE THE DAY

basketball players compete to be the starters but Varsity Basketball share their opinions on substitutes and their significance.

CROWD'S cheering and you need to keep driving the ball up the court, but you can't run any longer. You know the ball will be stolen soon. Just as your opponent grabs for the ball, he knocks it out of bounds and the referee blows the whistle. You hear the coach yelling your name and realize with relief that you are being subbed out. Despite the fact that prestige of being a starting player, in sports like basketball, going in as a substitute was no less important.

The first people to be substituted into the varsity home game against Fairfax High School on Jan. 22 were senior Howard Small and sophomore Ryan Morris. "[Substituting] was hard because you did not get the luxury of warming up [like starters did]," Small said.

Even without a warm-up, substitutes were often the game changers. Their skills and readiness were a huge influence on how well the team guarded and played the ball. "A substitute in basketball was so important because it gave other players a break and an opportunity to bring new energy to the game," Bui said.

Substitutes had to be alert and aware every second of the game, sometimes even more than the starters. "I tried to focus on who I was going in for. When I went into the game, I was ready to play," senior Rena Mazur said.



ARE YOU PRO SUB?

do you like having a substitute teacher?

Poll of 237 students

YES 83%

NO 17%



AS A SUBSTITUTE TEACHER for Mrs. [Jill] Zupancic, Mrs. Mary O'Brien prepares for class presentations by passing out handouts. O'Brien had previously taught in T.J. for 24 years. "I could still enjoy teaching without all the pressure of grades and late nights," O'Brien said. *Photo by S. Roy*



ENROLLED IN BC CALCULUS,

senior Nick Bayya works out a U-Substitution problem. He used five steps to solve a problem. "It's tricky but do-able," Bayya said. *Photo by S. Roy*



- 1.** You have a tricky integral and two functions set up.
- 2.** If you see that one function inside the integral can be the derivative of the other function, you can set that

function equal to "u" and the other function equal to "du."

- 3.** Then, you substitute the "u" and the "du" in for those functions.
- 4.** Then, you can perform

an integration using "u" and "du" instead of the more complicated functions.

- 5.** After you finish the integration, plug in the original functions back into the final integral.

CAN U SUBSTITUTE?

how do you solve a U-Substitution problem? seniors Parshwa Shah, Dan Matson and Nick Bayya reveal some tips.

Word problems.

gymnastics is a combination of dance and sport, but participants have to learn just how each event is judged in order to score highly.

SETTING THE BAR



1. BALANCING HERSELF in the middle of a bar routine, freshman Maya Raboina does a squat-on. The most important component of bars in judging was form. "Are your legs together, are your arms bent, is your body in the right position? They deduct for tiny bits off of perfect form," Raboina said. **2. TALKING TO SOPHOMORE JENNIFER FANG**, assistant coach and women's manager discusses bar techniques. "When I got into gymnastics, I found out all of my team members were really helpful and the coaches were amazing. When I graduate, I'll miss my coaches so much!" Fang said. **3. DURING HER PLACE**

events. "There were requirements you had to have certain kinds of jumps and certain kinds of flips and how many times you did different things," she said. **4. IN THE MIDDLE OF HER VAULT**, freshman Reva Pilek jumps off the springboard. The meet was against Fairfax, Hickman, Marshall and Stone Bridge High Schools on January 10. "Vaults were judged mostly on form and landing. They needed to be done with a straight body and solid landing," Pilek said. **5. DURING HER FLOOR ROUTINE**, freshman Kasia Stern goes into a backwards bend. Stern participated in all four gymnastics events. "The judges

JUDGE THE STAT.

In AP Statistics, students learn how to conduct studies without bias.



DURING A STATISTICS EXPERIMENT ABOUT SAMPLING,

seniors Brian Kim and Nick Kim sort various colorful candy. AP Statistics students were taught how to look at how the sample is chosen and how tests are conducted in order to gauge bias. "I thought judging bias was important because it helped people recognize hidden information and statistics behind what the graphs actually wanted people to see," Kim said. Interview by S. J. Wong

Remember alternative coverage.



LAUGHTER IS THE LIMIT

think you're funny? these students put their sense of humor to work and come up with math and science jokes.

Pi was talking to square root of negative one. Pi said, "You're just imaginary," and the square root of negative one said, "Stop being irrational!" Adam Friedman, 11

Are you the locus of points equidistant from a given point on a plane? Cause you drive me in circles. Calvin Chen, 9

"Hey, what's new?" "Just the usual, c over lambda." Sid Sivakumar, 12

What do you call a parrot on a bad diet? Polynomial.

Dr. Evan Glazer

Why was the mole of oxygen molecules excited? He got Avogadro's number! Amrutha Malladi, 12



CAST MEMBERS such as seniors Arisa Smith and Saniya Suri, added humor to the play by overdoing facial expressions. "The song 'The Priest' where Sweeney and Mrs. Lovett discuss making meat pies is the funniest song in the production and was executed flawlessly," Suri said. Sweeney, played by sophomore Adam Goldstein, even pretended to cut off principal Dr. Evan Glazer's head at one point in the show, to add humor to the dark undertones of the script. How can a play like Sweeney Todd be so dramatically bloody and so hysterically funny within minutes? Mrs. Lovett, played by senior Julia Ruth was just one of the humorous but dark characters. "People are going to be really uncomfortable, but you want to make them laugh because they're uncomfortable," said Ruth. Photos by C. Galloway

1. DURING THE PRODUCTION OF ONE AXE, senior Emily Kelly, who plays a widow, lectures her lover, freshman Tyler Larkworthy. One Axe took place in November, and was different from previous plays nested inside of each other was that they were watching that play," Larkworthy said.

2. WALKING ON STAGE # Emory Ruscus get ready for Joseph's brothers, and of course the lyrics were already really tried to focus on what was said. Photo by A. Luckett

3. RE/ Adam Goldstein, is an escape artist. Kessler interrogates Goldstein. Kessler attempt by Goldstein, in jail to compose songs, "I'm singing normally and I suppose if you were sleeping would have woken up," Kessler said.

LAUGHTER IS THE LIMIT

think you're funny? these students put their sense of humor to work and come up with math and science jokes.

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"Well, if you want to hear a sodium joke..." "Okay."

"Na. Wanna hear a potassium joke?" "Sure."

"K." Justine Francis, 10

You have nicer legs than a isosceles right triangle. Ria Chakrabarti, 9

There are 10 kinds of mathematicians. Those who can think binarily, and those who can't. Manotri Chaubal, 11

ONES OUT

YOU BAKED BROWNIES with terrible ingredients that shouldn't be in brownies, to catch your friends choke a bite down and avoid hurting your feelings with a weak "tastes great", before you told them about your plot.

even with the most serious of performances, actors and actresses manage to lighten up their performances with humor.

this one more humorous. "The production was mostly geared towards children, so we all tried to be invested in the story to make it interesting to watch," junior Kate Hao said.

A third drama production was One Axe, which consisted of short productions, one of which featured junior Alexander Le Floch as Inspector Hound. In both Sweeney Todd and One Axe, the audience saw a lot of death, but the jokes in between lightened the mood. "I played a role with the wardrobe of Sherlock Holmes, the accent of Sean Connery and the craziness of Austin Powers. Inspector Hound was ridiculous. I was over the top in everything I did. In my entrance I was wearing swamp boots, which are essentially floaties on my feet," Le Floch said.

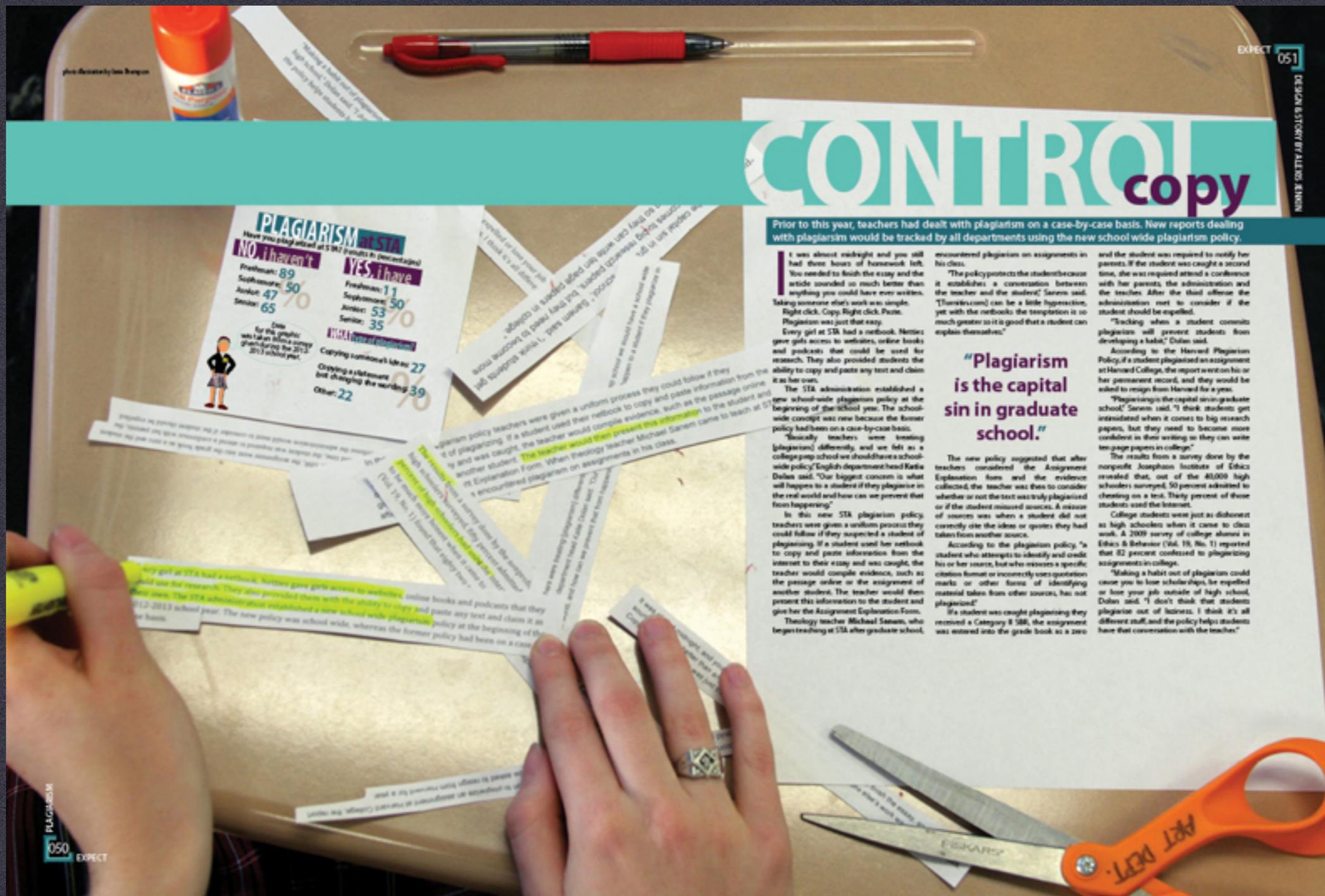
in between training for half time shows and competitions, marching band seniors pull harmless pranks.

Bewildered, sophomore Brian Junttila is unable to move after being pranked by the marching band seniors. It was tradition for seniors to wrap underclassmen in various dollar store items when the band was learning drills and had to train their arms by standing stock-still. "All the seniors got to leave, and they got all these little things they could dress us up in while we were standing there at attention. I'm a sophomore, so I was just waiting for when it would happen," Junttila said. Photo courtesy of M. Naide

Sweeney Todd, One Axe, math and science jokes, class clowns, Marching Band

COMEDIANS

CONTROL copy



PLAGIARISM AT STA
Have you ever plagiarized at STA? Percentages by percentage!

Grade	NO, I haven't	YES, I have
Freshman:	89%	11%
Sophomore:	50%	50%
Junior:	47%	53%
Senior:	65%	35%

For the graphic, we took an online survey given during the 2012-2013 school year.

STA's level of plagiarism

Copying someone's lab or	27%
Copying a statement but changing the wording	39%
Other:	22%

Prior to this year, teachers had dealt with plagiarism on a case-by-case basis. New reports dealing with plagiarism would be tracked by all departments using the new school-wide plagiarism policy.

I was almost midnight and you still had three hours of homework left. You needed to finish the essay and the article sounded so much better than anything you could have ever written. Taking someone else's work was simple. Right click. Copy. Right click. Paste. Plagiarism was just that easy. Every girl at STA had a netbook. Nettes gave girls access to websites, online books and podcasts that could be used for research. They also provided students the ability to copy and paste any text and claim it as her own.

The policy protects the student because it establishes a conversation between the teacher and the student," Sarson said. "Thumbing your nose at plagiarism, yet with the netbooks, the temptation is so much greater so it is good that a student can explain themselves."

"Plagiarism is the capital sin in graduate school."

and the student was required to notify her parents. If the student was caught a second time, she was required attend a conference with her parents, the administration and the teacher. After the third offense the administration met to consider if the student should be expelled.

"Teaching when a student commits plagiarism will prevent students from developing a habit," Dolan said. According to the Harvard Plagiarism Policy, if a student plagiarized an assignment at Harvard College, the report went on his or her permanent record, and they would be asked to resign from Harvard for a year.

"Plagiarism is the capital sin in graduate school," Sarson said. "I think students get intimidated when it comes to big research papers, but they need to become more confident in their writing so they can write ten-page papers in college."

The results from a survey done by the nonprofit Josephson Institute of Ethics revealed that, out of the 40,000 high schoolers surveyed, 50 percent admitted to cheating on a test. Thirty percent of those students used the Internet.

College students were just as dishonest as high schoolers when it came to class work. A 2009 survey of college students in Ethics & Behavior (Vol. 19, No. 1) reported that 82 percent confessed to plagiarizing assignments in college.

"Making a habit out of plagiarism could cause you to lose scholarships, be expelled or lose your job outside of high school," Dolan said. "I don't think that students plagiarize out of laziness. I think it's all different stuff, and the policy helps students have that conversation with the teacher."

The STA administration established a new school-wide plagiarism policy at the beginning of the school year. The school-wide concept was new because the former policy had been on a case-by-case basis. "Basically teachers were treating [plagiarism] differently, and we felt as a college prep school we should have a school-wide policy," English department head Katie Dolan said. "Our biggest concern is what will happen to a student if they plagiarize in the real world and how can we prevent that from happening?"

In this new STA plagiarism policy, teachers were given a uniform process they could follow if they suspected a student of plagiarizing. If a student used her netbook to copy and paste information from the Internet to their essay and was caught, the teacher would compile evidence, such as the passage online and the student's Explanation Form. When theings teacher Michael Sarson came to teach at STA, he encountered plagiarism on assignments in his class.

Theology teacher Michael Sarson, who began teaching at STA after graduate school,

new directions

a smattering of new course offerings with modern and creative connections made the final months of construction bearable



1 "Practical Fitness can be boring but also relaxing. It is boring because some days we don't do anything except walk, but it calms me throughout the day. Practical Fitness helps me in volleyball because it is strength training and mentally strengthens me."

sophomore
Makinsey Summa

2 "Practical Fitness is the most fun class because you get to relax, stretch and run. I love to run because it calms me, and I like seeing how fast I can go. Every day I push myself to do my best."

sophomore
Rusty Huntsman

3 "I look Practical Fitness because it sounded really fun. In class we do yoga, fun dance videos, Pilates and lots of other fun workouts that will help us stay in shape. I really enjoy the class because it helps me stay in shape for soccer."

sophomore
Emma Risley

4 "I really enjoy taking Piano and Music Fundamentals because I've never played an instrument before. It's a completely new experience, and it feels like it wakes up a different part of your brain. I've always wanted to play the piano because it is such a beautiful instrument."

senior
Megan Peterson

5 "I started piano this year going in with no knowledge at all with the new class (Piano and Music Fundamentals). I learned most of the notes and how to read music in the first couple weeks, then we started actually playing. The class is not very hard, and it's pretty fun. We get to pick the songs we learn as long as they are long enough."

sophomore
Andrew Ng

6 "I am taking Piano and Music Fundamentals because I need to learn how to play for my college auditions. I like it because you have the freedom to move on at your own pace."

senior
Sarah Tam

7 "It's fun to exercise your right brain in this left-brain learning environment that Jewelry provides. All of my friends see my creations and ask where I got them. When they find out that I made them, they ask me to make them something."

sophomore
Jacqueline Hodek

8 "The environment is definitely the best part of Jewelry. How Mrs. Cruz runs the class is really laid-back. When you walk in there, it's like nothing else matters but what you've been working on."

junior
Matt Thompson

9 "I like Jewelry because you can be creative and have fun at the same time. My favorite part is making my own designs and creating things."

sophomore
Sydney Anderson



paper to plastic



clicker cliques

There was absolute quiet. Students were bent over small, flat electronic tablets, reminiscent of cell phones of years gone by. No glasses were poles left or right, a test was in progress. The devices were clickers, and they were used to take tests in Dr. Oliver Lucas' (Science) class.

"Clickers are the best things ever. They provide immediate feedback, and you can go back and change your answers without worrying about erased pencil marks affecting your score on a question." —**Angel Korthage (10)**



"I don't like the clicker just because it is sometimes confusing, and I usually forget my clicker number." —**Taylor Korthage (10)**

Concept & words by Taylor Korthage & Angela Carl | Design by Vanessa Gregorich & Dana Lauer | Photo Illustration by Vanessa Gregorich, Emily Satt & Hanna Matros

Manual was known for and wide for its Math, Science, and Technology magnet, strong technology classes, and willingness to integrate technology into lessons, but not everyone agreed on the direction the school should take when using new technology as an education tool. Dr. Oliver Lucas (Science) was a firm supporter of the integration and use of technology in particular with rapid-fire response remotes called "clickers," during lessons.

"Manual seems to need more technology in the building," Dr. Lucas said. However, he opposed the use of cellphones in class. "There is a reason why students are not allowed to use cellphones. Not all students have matured enough to not use them for things unrelated to the lesson."

Other teachers were less enthusiastic about technology—especially handheld devices. "It would disrupt the classroom," Mr. Darryl Farmer (Assistant Principal) said. His main objection was that students would find a way to abuse the privilege. "I think handheld devices can be used educationally," he said. "But if given the go-for it, most of it would be used out of pure social, luxury, and convenience reasons."

Some cited convenience as the most compelling reason for more technology. "I believe that technology will benefit students through how it provides a way to decrease student backpack weight and provide more reachable online sources," Sarah Cheng (11) said.

tech glitch

policy police

The policy banning cell phones during school hours was a controversial topic that divided students and staff alike. Students were asked if they agreed with the policy.

yes



"The current policy prevents distractions in the classroom as well as cheating. While the argument could be made that they can use [cell phones] to access the Internet, but teachers already have computers to accomplish this." —**Mack Moses (10)**

neutral



"Cell phones could be used for school work too, although there is the urge to get on Facebook and text people. Using smart phones for school work could definitely help us get our work done faster." —**Ashley Wallace (10)**

no



"If phones get taken away, I have no way of contacting anyone like my parents in case of emergencies. I don't have a home phone, so my cell is honestly the only form of contact I have in case I need something." —**Alicia Beale (10)**



As new technology emerged, students wondered how to best take advantage of the new gadgets.

iPads/Laptops

- more portable
- great content applications like social media and games
- can wirelessly project with Apple TV
- easy use of camera and video
- keyboard for faster typing
- has a mouse that is helpful for navigation
- ability to run complex software
- has a larger screen

in with dat new new



"The memory space in smart phones and iPads continued to grow, making them a lot easier to use in addition to thousands of things. It's relaxing to put my headphones in when I run in the car." —**Sergina Riera (10) said**



Microsoft is a company that is for school, but students would suffer in terms of security. iPads are fun, but when looking for features of an iPad, are more about... —**Adam King (10)**

...use my iPad to text up with my family through a calendar. It's just easier to start up and use than a laptop. —**Rachel Martin (10)**

...really love using the iPads in school. It was a new way to get the material across to us. I think it made us more engaged in what we were doing. —**Rebecca Hurstman (10)**

BECOME SOMEONE ELSE

NOVELS READ DURING THE YEAR CHANGE STUDENT'S PERSPECTIVE ON LIFE

Words and design by Maria O'Connell
 photos by Christopher Wilson
 photos edited by Steve Eusepi

In Peninsula, students read many books throughout the school year in their English classes. Students said they have learned a life long lesson from the books the English teachers chose just for them.

"The Catcher in the Rye" is hands down the deepest and most influential book I've ever read. It made me think

differently about life." **RYO YOSHIDA** (10) said.

Novels can change a high schoolers perspective of life.

"Romeo and Juliet" was a very touching book and it was so sad it almost made me cry. It really made me think about the important people in my life," **JAUETTE STRUYE** (10) said.

Many students said that the characters in the novels influenced their way of living.

"The Great Gatsby" was my favorite book. Gatsby taught me that money isn't everything in life. He was a great teacher to me," **DOMINIQUE CASTILLO** (12) said.

MY FAVORITE STORY

Words by Maria O'Connell

ENGLISH TEACHER MARIA MCCLLOUD AND HER FAVORITE BOOK, "LORD OF THE FLIES"

After 25 years of teaching, English teacher **MARIA MCCLLOUD** said the novel she most enjoyed teaching was "The Lord of the Flies". "The Lord of the Flies" dramatically and shockingly deals with the philosophy of human nature," McCloud said. She believes that in order to teach a novel to students, a teacher needs to love and understand the book first. "It's interesting how it leaves readers considering to what extent our so-called civilized selves could so easily slip away," McCloud said. "It also frightens me to consider that a darkness lives so near the surface of each person."



12. McCloud grades students' essays on "The Lord of the Flies". She comes to campus early every day to fresh her work up time.



TOP 3 GRAMMATICAL ERRORS

SURVEY ON 19 PVPHS ENGLISH TEACHERS

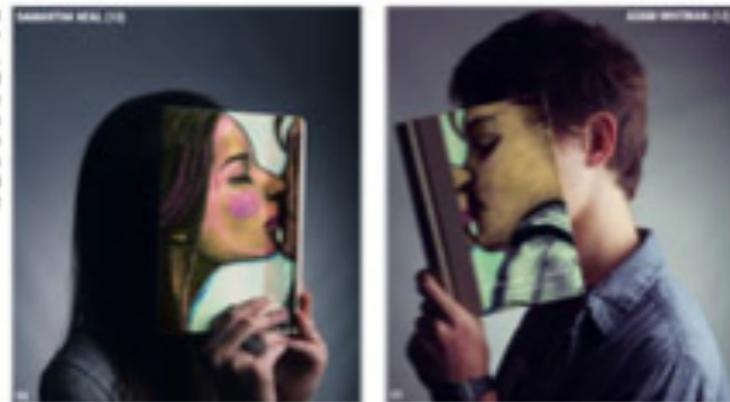
The English department chose the most common grammar mistakes they see from students when grading essays.

1. AGREEMENT ERRORS
Chosen by 96% of teachers
2. USAGE OF COMMAS
Chosen by 65% of teachers
3. CAPITALIZATION
Chosen by 39% of teachers

Words by Maria O'Connell
 photos by Christopher Wilson



1. "Catcher in the Rye" by JD Salinger
2. "The Great Gatsby" by F. Scott Fitzgerald
3. "Jane Eyre" Charlotte Bronte
4. "Hamlet" by William Shakespeare
5. "Black Boy" by Richard Wright



6. "Animal Farm" by George Orwell
7. "To Kill a Mockingbird" by Harper Lee
8. "Life of Pi" by Yann Martel
9. "Lord of the Flies" by William Golding
10. & 11. "Romeo and Juliet" by William Shakespeare

FRESHMEN FUTURES

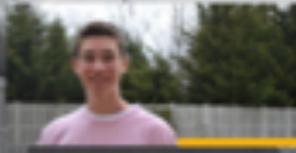
"I want to be an author. I'm taking honor's english and intend to take both AP Language and AP Literature. I prefer short stories to novels, because I just don't have enough patience for novels."
Kennedy Knight, 9



"I want to be taking as many APs as possible and computer science. I want to do aerospace or engineering, and of course there's the option of rocket science."
Jack Bergwerf, 9



"I want to be a musical therapist. They either play for residents or elders in nursing homes, and it's a temporary role for Alzheimer's. I take guitar and piano lessons to help me get prepared."
Oliver Pugh, 9



"My main senior goal is to figure out what college I'm going to. So I'm focusing on my interests this year like theater arts and drama. I'm still not sure where I want to go to college."
Isabella Lucas, 9



Krily Rudman, 12, shared her secrets for becoming valedictorian of the class of 2013

HOW TO MAKE IT TO TOP OF YOUR CLASS

1. set your goals

"Figure out what you want to do, what you want your end result to be, and where you are now. Be really realistic about it."

2. go beyond expectations

"Look up what college you want to go to and their requirements, and aim to exceed them."

3. make time for fun

"If you don't have fun with your extracurriculars, you'll go insane. Don't just do something because it looks good, so things you enjoy too. That's the only reason I still play violin."

I WILL
 students
 shared their
 future goals

go to an ivy league school
 Kathryn Counts, 9
 be formally recognized
 by the government as
 having awesome hair
 Michael Petreuk, 11
 perform in a popular
 orchestra
 Ethan Hatfield, 10
 do angelina
 jolie's makeup
 Georgia Mackenzie, 9
 Hannah Lucas, 10
 graduate high school one day

become a military officer
 Andrew Ewing, 10
 own a dance studio
 Hailey Haze, 10
 go georgetown university
 Liam Walsh, 9
 play college hockey
 Meghan Sherman, 10
 professionally
 Jensen Cameron, 9
 be the best I can be
 Armin Salehpoor, 11
 travel the world
 Heather Rough, 11
 go to medical school
 Aiden Carroll, 9
 become a doctor/
 finance advisor
 Connor Bradley, 9

shining glory

These students know what it's like to be victorious in their own way



"I worked for like two summers and finally I found a 2002 Honda Civic that was in good condition. I worked as a lifeguard two summers ago, during the school year at an ice rink and this past summer at JCP&D. After all that work, it's really worth it to buy my own car. It was a lot of hard work, but I feel like I can appreciate it a lot more rather than my parents buying it for me." **junior Kristina Milewski**



"I refurbished Governor John Anderson's bell and made a foundation for it to be mounted at the Monticello Historical Society for my Eagle Scout project. The work and doing the actual project was rewarding. It's probably by far the biggest accomplishment I've ever had. I became an Eagle Scout not just to get the badge, but to really help the community." **senior Nick Treaster**



"My biggest victory would be two summers ago when I was swimming a relay and we missed our event. We got put in with the boys and we were dead last in the beginning. Then I swam as the anchor and I came from behind and won. I felt excellent and like I beat the odds." **sophomore Krista Kocikelo-Brewer**

we know victory.

senior Sarah Darby explains her emotions after receiving the score she knew she deserved

She sat at the desk, staring at another question, vaguely aware of the time. She focused on identifying the correct punctuation in a sentence. Quickly filling in an answer bubble, she moved on to the next question—she needed as much time as possible, so she worked fast. Senior Sarah Darby continued this process for the remainder of the English section in the ACT on Saturday, Sept. 10. Darby closed the pocket with confidence, feeling comfortable with the first section.

"I felt really good about the English section," Darby said. "I actually felt really good about the test in general."

Darby had not always felt so calm about the standardized test. In fact, she had seen the basic material twice, once in October, 2010, scoring a composite score of 29. Her second time, in April 2011, she received another 29.

"When I got my score back the second time, I felt like I had failed," Darby said.

Her second test scores contradicted the effort Darby put into studying for the test. Hoping to improve her score, Darby dedicated

time to study for five hours a week in the three weeks leading up to the April test.

"On my second test, my scores, right down to the individual scores, were identical, so that added a new level of frustration to it for me because no aspect of that second test showed me that I had the ability to improve," Darby said.

As her senior year came around, Darby decided to give the test two more tries in September and October. Compared to her previous times, Darby went into testing with a completely different mindset. She studied for 30 minutes after school with math teacher Kristen Chavez the week before the September ACT. Her weekly sessions with Chavez served as her only preparation for the test.

"She was able to explain to me what I was doing wrong and was almost a sort of test prep," Darby said. "It was the only serious prep I had done for the third test."

Besides getting help on her most difficult subject, Darby did no other preparation for the upcoming test. Even immediately after the test, she didn't worry about the results, deciding to try and not think about the third test as

she waited the allotted five to eight weeks to see her scores.

"It's always just a waiting game. I always try to put it at the back of my mind, but I would always find myself kind of thinking about it," Darby said.

Arriving at her first block on Tuesday, Sept. 27, Darby didn't realize that the scores were available online until she overheard other students discussing their results. She struggled to remember her username for the ACT website, finally recalling it and typing it into the computer. A minute later, she yelled in excitement, incredulous about what was on the screen: a 31.

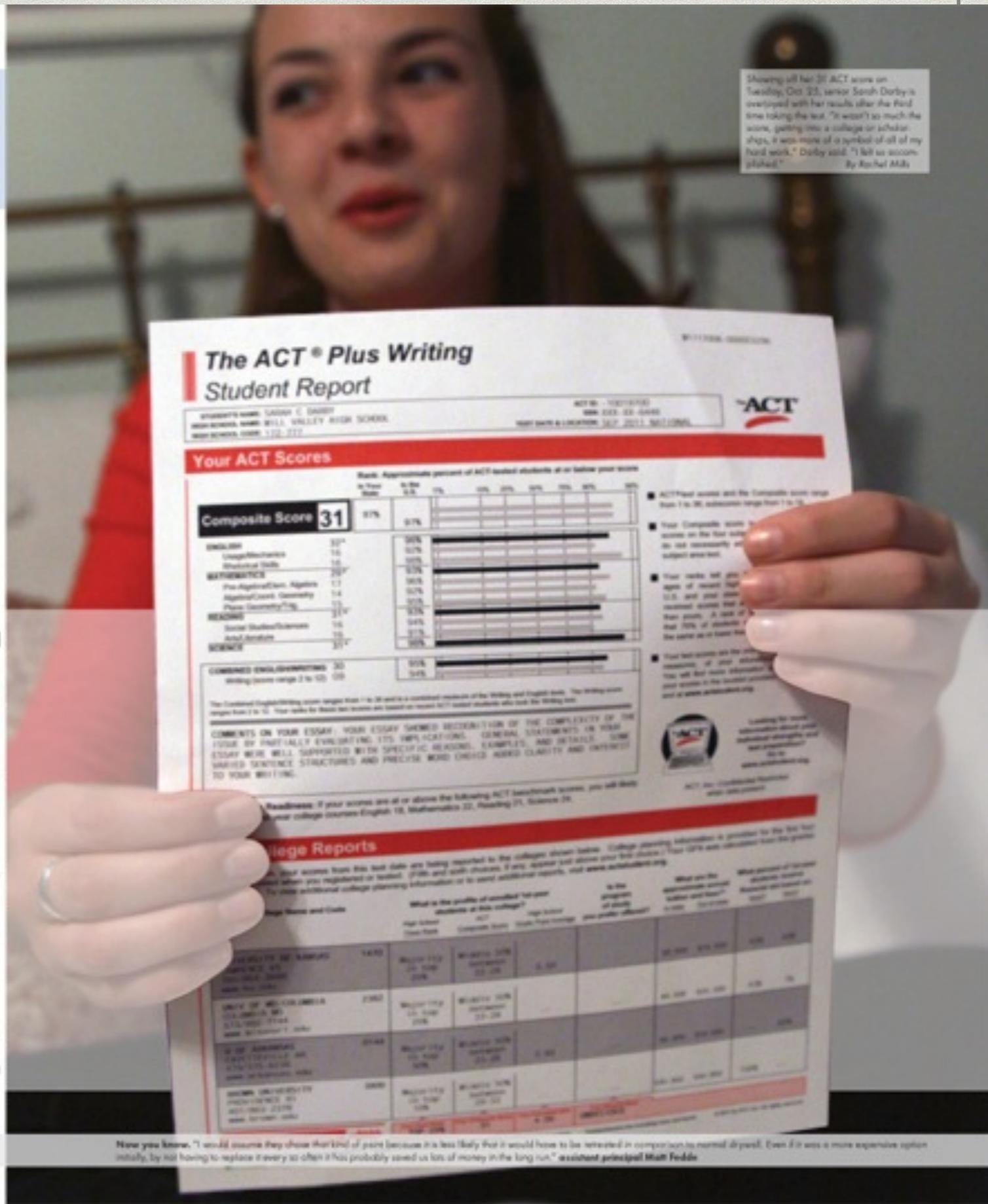
"I immediately felt that a weight had been lifted off my shoulders," Darby said.

Three tests later, Darby felt that she finally earned the score she deserved. Just by raising her score two points, she felt that a 31 reflected her academic standing.

"I think it was a victory of self," Darby said. "It was a victory of confirmation. A closure for me of everything I had done in my high school career."

By Katherine Beck

Showing off her 31 ACT score on Tuesday, Oct. 25, senior Sarah Darby is overjoyed with her results after the Ford time taking the test. "It wasn't as much the score, getting into a college or whatever else, it was more of a symbol of all of my hard work," Darby said. "I felt so accomplished." *By Rachel Mills*



The ACT® Plus Writing Student Report

STUDENT NAME: SARAH C. DARBY
 SCHOOL NAME: WILLY VALLEY HIGH SCHOOL
 ACT ID: 10212102
 ACT SCORE RANGE: 29-34
 TEST DATE & LOCATION: SEPT. 2011, MICHIGAN

Your ACT Scores

Section	Score	%ile
Composite Score	31	87%
ENGLISH	33	91%
MATHEMATICS	27	81%
READING	32	89%
SCIENCE	31	87%
WRITING	30	84%

COMMENTS ON YOUR ESSAY: YOUR ESSAY SHOWED RECOGNITION OF THE COMPLEXITY OF THE ISSUE BY PARTIALLY EVALUATING ITS IMPLICATIONS. GENERAL STATEMENTS IN YOUR ESSAY WERE WELL SUPPORTED WITH SPECIFIC REASONS, EXAMPLES, AND DETAILS. YOUR WRITING WAS WELL STRUCTURED AND PRECISE WORD CHOICE ADDED CLARITY AND INTEREST TO YOUR WRITING.

Readiness: If your scores are at or above the following ACT benchmark scores, you will meet your college courses: English 18, Mathematics 22, Reading 21, Science 24.

College Reports

College Name and Code	ACT Composite Score	ACT Writing Score	ACT Science Score	ACT Reading Score	ACT Math Score
UNIVERSITY OF MICHIGAN	28-32	28-32	28-32	28-32	28-32
UNIVERSITY OF MICHIGAN	28-32	28-32	28-32	28-32	28-32
UNIVERSITY OF MICHIGAN	28-32	28-32	28-32	28-32	28-32
UNIVERSITY OF MICHIGAN	28-32	28-32	28-32	28-32	28-32

06 • Divider Would't you like to know? "Why did they use textured paint on the wall?" sophomore Jordan Grundy

Now you know, "I would assume they chose that kind of paint because it's less likely that it would have to be reworked in comparison to normal drywall. Even if it was a more expensive option initially, by not having to replace it every 10 years it has probably saved us lots of money in the long run," assistant principal Matt Fedde

EXACT SCIENCE

RONALD QUINN

Though he is well-known for his abilities on the field, few are aware of his intense fascination with science.

Coming out of the boys' locker room, junior Ron Quinn jokes with me, "Didn't I change pretty fast?" Despite Quinn being a 185-pound running back for Casa's varsity football team, he exchanges his football pads and helmet for size large latex gloves and an apron on dissection days. Already a successful football player in high school, he later hopes to pursue a career in neurology; he chose to take Ms. Dana de Farco's honors physiology class. When Quinn and I had a chance to talk, he told me that he really wanted to take physiology. "It's hands-on and I like to study the functions of the human body and know how it all works."

Seven years ago, Quinn began playing football on Oakmont's Junior Viking team. As a sophomore, he earned a starting spot on Casa's varsity football team as running back. "Being on the team is really fun," Quinn says. "Everyone has a good work ethic." He finished his second season on varsity this year.

"Even though football is fun, I want to do bigger and better things," reflects Quinn. He notices that his class choice surprises some of his friends. Being a football player, Quinn has encountered a common stereotype when people say, "I didn't know you took those kinds of classes." Overlooking the comments, Quinn tells me that his favorite dissection was the sheep's brain. After cutting through the dura, arachnoid and pia maters, he was able to get a clear view of the organ. This helped him identify regions such as the corpus callosum and the longitudinal fissure. Does that sound Greek to you? Not to Quinn. He saw how these areas worked together to make the body function. "I like studying the brain because it's the epi-center of all impulses and ideas."

After Quinn graduates next year, he hopes to attend UC Davis or go through the Air Force Academy to earn his medical degree like his brother's friend, JP, hearing about JP's experiences is what inspired Quinn to pursue becoming a neurologist.

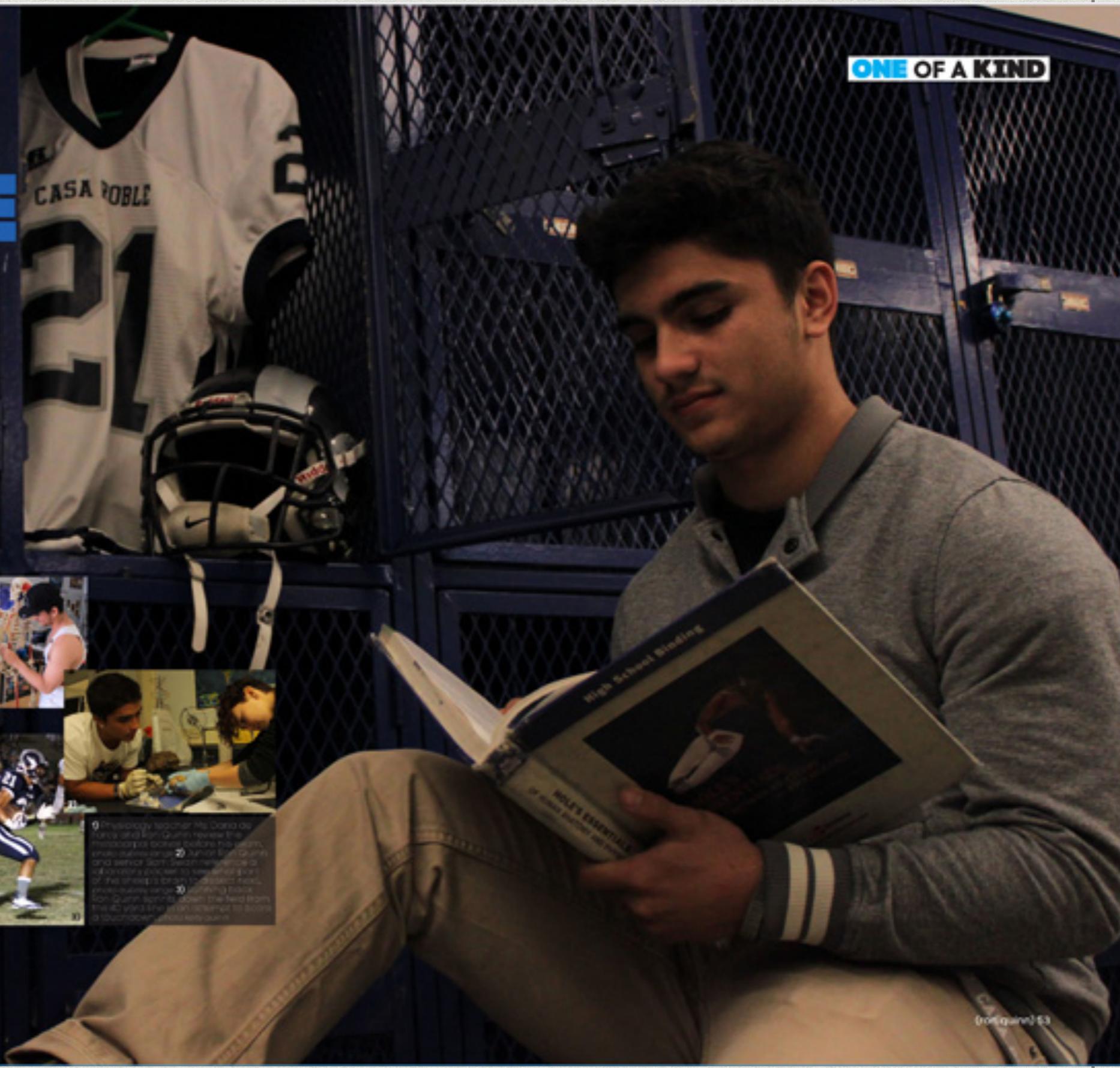
words Britania Barrios
photo illustration Aubrey Lange



1) Physiology teacher Ms. Dana de Farco and Ron Quinn review the physiology book before his exam. 2) Quinn and senior Sam Swain work on a dissection project to see what part of the sheep's brain is related to the procedure. 3) Quinn brings down the head from the 40-year-old pig in attempt to learn a dissection from the pig.



4) Quinn is a running back for Casa's varsity football team.



VIEW from MTC

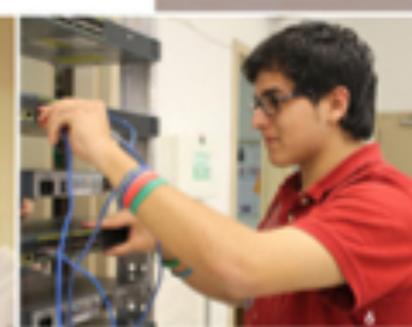


"It was in Restaurant Courses for two years. The class was so fun because we cooked special meals for the school, and we were able to try out our food when we finished making it."

DIANE WARDNER

"This was my 8th year in Cosmetology, and I really enjoyed it because we didn't have to do as much paperwork. Instead, we got to focus more on the hands-on experience."

MICHAEL ROBERTS



the art of becoming a
MASONRY MASTER

JORDAN PILLICHODY¹¹ BUILDS A BRICK CORNER AS A PART OF HIS PROJECT

essay by: *diane wardner*

It was a normal day for **Jordan Pillichody**¹¹ as he walked into his Masonry classroom at Masonuffen Technical Center at the beginning of the second semester. Little did Jordan know that he would be trading in his notebook for a stack of bricks and tools to build his own brick wall.

The project began with a simple drawn line that outlined the course of the bricks. Jordan then created a mixture called "mud" from sand and limestone. "Although we didn't get to make a true cement mixture, it was still fun," Jordan said.

In the Masonry workshop, Jordan learned how to lay both brick and block walls. This soon became a part of the project that Jordan had to complete. "It took me two weeks to put together a brick corner. I knew exactly what I was supposed to do; it just took up a lot of time," he said.

Jordan, who was in Masonry since his sophomore year, didn't have any regrets about taking the class. "I decided to take the class because I thought that it was a good thing to learn, and I could apply it at some point in my future."

Slacking Seniors

Words by Hunter Wright. Design by Nirali Patel

An editorial about the disease hitting seniors everywhere.

Ah, senior year. Mr. Viking, graduation, senior pictures, senior sizzle, prom, the sheer excitement! The actual bulk of senior year—is dull in comparison. After all, it's been four years sitting in the same classrooms, not counting intermediate school, elementary school, or pre-school. A lot of school, nearly 13 years, and all these events can be distracting but one must stay on track.

"It's hard to concentrate knowing graduation is right around the corner which makes it hard to keep your grades up and finish out the year strong," senior Jack Jeronimus said.

Senioritis: we've all heard of it, but you never really know what it's like until your senior year. Second semester seems to be the time when it strikes most, transforming even the most diligent students into unmotivated clock watchers. Students filling out college applications are done for the most part, ACT/SAT scores are in, and it really does feel like there is no longer much of a reason to finish strong.

However, many believe this semester doesn't even matter other than getting the respect from your parents. By third quarter all that is on the mind is spring break and after that, graduation. Grades all depend on the amount of "senioritis" one has.

"Senioritis is the lack of motivation near the end of your high school career. This means teachers should realize the senior class is no longer trying to accomplish anything," senior Patrick Delaney said.

Senioritis is very easy to catch and hard to get rid of. The admissions letter changes everyone's perspective. Some even have solid prospects for a entry-level career position. All that stands between a graduating senior and a new chapter in life is paperwork and ritual. With the letter in hand, people have tendencies to begin to slack off more and more. Many take the path of "cruise control" and believe all that is needed is to pass with a solid C average.

"The dedication to get good grades, diminishes as the year comes to an end. I am just counting down the days to graduation, and the motivation to do school work just isn't there," senior Christy Garren said.

The symptoms include: laziness, an over-excessive wearing of track pants, old athletic shirts, sweatpants, athletic shorts, and sweatshirts. This also includes a lack of studying, skipping classes, and a poor attitude. Seniors focus on the extracurricular activities and the social events, ignoring the main priorities. The cure? A little thing known as graduation.

How Bad is Your Senioritis?

50 seniors were polled to see where they stood on the scale.



Senioritis Thermometer Where do you stand?

1 here everyday no matter what, not a sign of senioritis at all

2 showing a few signs of laziness, coming to school looking bad a day or so each week

3 do homework, just no effort put into it

4 on time, without homework done; un-prepared

5 sleeping in class, chose not to pay attention, still gets it

6 in class but, not to sure what is going on

7 showing up later and later each day, rarely making it to first block

8 clueless, and not concerned about class or attire

9 parents call you out often because you don't care and don't know

10 let senioritis get the best of you, never show up.

with his book upside-down, and eyes drifting away from Miss Brown, Angel Sanchez tries not to focus in class. "I really had to get in character to be the bad student," said Sanchez. He had to think in reverse and play the complete opposite of his normal attentive self. **Andrew Silvermale** grabs some extra help from his math teacher Mr. Dugger during lunch. "My test scores improved and it helps with SATs and SOLs," Silvermale said. **Amelia** her mind, Amanda Philip reads the last Harry Potter novel. "I like fantasy books because I like adventure and action," Philip said. Photo by Nick Cook. **Ryan Douglass** inches from the hole. Ryan Douglass marks his ball to putt for eagle. "You should never think ahead," Douglass said, "always take one shot at a time." Photo by Kevin Nguyen.



sync

Beeper. Beeep. Beeep. Good Morning Sunshine! Rolling out of bed at 6:50 a.m. seems to get tougher every day, doesn't it? Lucky for you, you were able to be ready by 8 a.m.--"I gotta shower, shampoo and condition. Rinse and repeat," Warren Sloop said, "Whatever it says on the bottle"--to beat the line at Starbucks and make it down Battlefield Parkway before the traffic backed up to Sycolin Road. And yes, we all know you chuckled in your car. By yourself. You make the left off Evergreen Mill Road only to find you got the best parking spot. Coolin'. After successfully walking into school without spilling your double venti hazelnut skim latte--"I can't get through the day without it," Madison Bucher said, "It makes me feel complete and I get to visit my Starbucks family every day"--you make it to class by 8:59 am. "Sometimes I have to run to class," Katie Goodwin said, "but I like being on time." English class is the usual until Mrs. Wilson assigns no homework for like, the first time ever. Finally it's lunch time. You race to the cafeteria to try and get an early spot in line, "this is straight," Owen Patterson said when he was first, "this is going to be a good lunch." After making it out of the parking lot without a hitch, you drive home to find Justin Beiber retweeted you after only saying "#neversaynever." Who knew everything falling into place could make you feel like you're in sync.

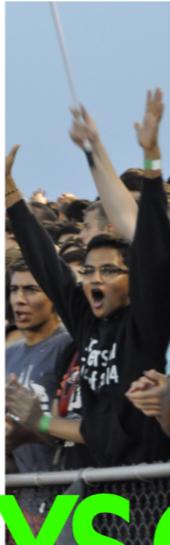


Andrew Silvermale combines two chemicals together in a chemistry lab. Ryan Gotimer observes the reaction. In order to be prepared, Gotimer made sure to wear his goggles to avoid eye contact with the chemicals. He also read his directions thoroughly to understand the procedures he was about to follow. "I like labs because they are more hands on," Gotimer said, "and I feel like it helps me learn." Photo by Nick Cook.

LESSON 6

FEATURES

2. AFTER ASKING JUNIOR JUSTIN SKIN TO SUCCEED in a sumo wrestler suit, junior Julie Luo poses with her date. Luo found the suit while shopping in Urban Outfitters' Halloween section. "I was planning to hide in the astronomy room but the teacher kicked me out. I went outside, but I wasn't sure if I could fit through the doors to go inside so I had to deflate myself," Luo said. Photo courtesy of J. Luo



1. IN CHEMISTRY, SOPHOMORE Asha Krishnakumar reacts to the results of a lab. The lab was focused on testing how different chemicals reacted in the presence of a flame. "The hardest part was being able to light up the Bunsen burner. It took a long time and hurt my hands because it required a lot of strength. I liked it though because most of the reactions are unexpected and they look really cool." Krishnakumar said. Photo by Will Ryu

ALWAYS ON.

THE REASON WHY WE CHOSE "ALWAYS ON, SLIGHTLY OFF" IS BECAUSE IT REPRESENTS THE STUDENT BODY AT TJ. As TJ students, we are always pushing limits, motivated enough to be constantly working. In addition, though our schedules may be long and packed, they're always on and waiting for us. Whenever we're met with a new deadline, a new assignment, a new project, we've got our priorities in check and won't stop giving all our time to our work. We get it done. And

to us, that's mature, that's classy, that's professional. That's on. 2000 teenagers in a building and the first thing on their minds is the future. Isn't that just a bit off, when you think about it? We're also 'slightly off', a little quirky and weird. We don togas and dresses made from cups just so that our class can come out on top during Homecoming. We have League of Legends clubs. We're not robots, though we sure spend a lot of time around them.

[SYSTEM START]

52 Computers in the Syslab

140 IBET projects

10 PM Webassign deadline

87 Common app questions

87 Mentorships

132 National Merit semifinalists

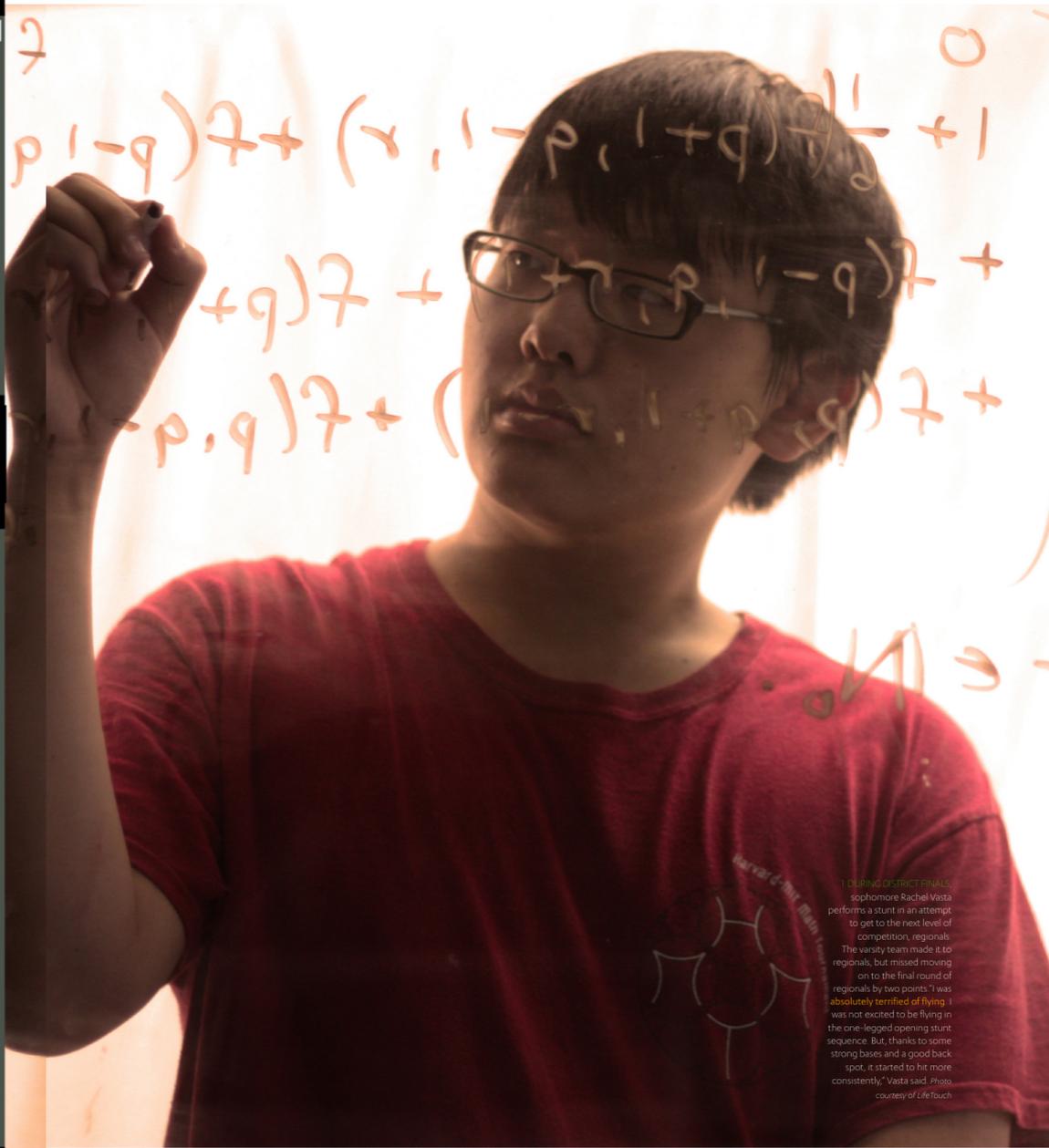
870 Students taking one (or more) AP's

87 SAT questions

870 People in Mex

13 ergs ONE Question

How can we maintain a balance between a school system where a curriculum emphasis on achieving good grades has a tendency to reduce creative interest?



1. DURING DISTRICT FINALS, sophomore Rachel Vasta performs a stunt in an attempt to get to the next level of competition, regionals. The varsity team made it to regionals, but missed moving on to the final round of regionals by two points. "I was absolutely terrified of flying. I was not excited to be flying in the one-legged opening stunt sequence. But, thanks to some strong bases and a good back spot, it started to hit more consistently," Vasta said. Photo courtesy of LifeTouch

SOMETIMES YOU GOTTA WORK TO GET THE "A"

THANK YOU!

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