



# WARRIOR NEWS

Since 1946 January/February 2017 Volume 300 Issue 3

## Quarters and Cans - a success

Photos by Faith Lawrence and Riley Day



Whether it was shopping for families with school officers Bradley Gray and Ty Tolman, caroling for donations with Ashley Potokar and Erica Lee, or counting collected money during a Miracle Minute with seniors Konner Gibson, Brad Gray, Sai Chung Douangdara, Kade Johnson, Analyn Shaw and Shelby Wisner, Warriors united to help bring Christmas cheer. (More Quarters and Cans on page 9)



## Tests measure students' progress, helps guide teachers' instruction

By Sam Leake  
Editorial Editor

To help assess students' learning, Weber School District has adopted Benchmark tests that will give teachers feedback to help their instruction strategies.

Benchmark tests are a series of tests students take throughout the school year to assess their knowledge of the material they are taught. These tests work with students' core subjects: English/language arts, math and science.

"Our mission is to serve the public by providing measurable information about Utah students' core knowledge, skills and abilities, acquired through high quality valid and reliable assessments," reports the Utah State Board of Education (USBE) concerning the idea behind the Benchmark tests.

Mrs. Sheri Heiter, Assessment and Accountability Director for Weber School District, adds, "The sole purpose of Benchmark tests is to provide teachers and students with information. The idea is to help students be more successful and to guide teachers in providing the highest quality instruction possible. They [Benchmark tests] are a formative tool to be used by teachers and students to support instruction."

Mrs. Heiter describes Benchmark tests as an assessment tool "used to guide instruction and support student learning by determining whether or not students are on track to be proficient in the individual reporting categories of SAGE assessments."

She continues, saying the tests have 12-15 items that relate to the Utah Core Standards and will help

show the student needs and their progress within the standards.

Mrs. Heiter believes the tests will help teachers give students the support they need in order to master core content. "The scores also guide teacher instruction by pointing out strengths and weaknesses in programs," she says.

The USBE website also provides a list of things the tests will accomplish: "Provide meaningful assessment that is essential to assess the extent of student progress toward proficiency; provide accurate, understandable reporting that is essential so that all stakeholders in Utah education have the data needed for making effective decisions concerning school policies, programs and curricula; accomplish all

multi-grade classes."

Tests are administered at the discretion of the teacher. "There are over 300 tests in the entire system, but teachers can pick and choose those tools that best support their students," says Mrs. Heiter.

"We have asked teachers of eleventh grade language arts and mathematics to administer approximately three benchmarks each year in place of the summative assessments," she adds.

Juniors will not take the SAGE test in the spring in order to reduce testing time. "The ACT will provide data representing student achievement for this group," says Mrs. Heiter.

Mrs. Brown, Weber High testing director, adds most teachers aim to give one Benchmark test a month.

As far as testing for sophomores, Mrs. Heiter says, "End-of-year SAGE testing is still required for students in grades 3-10 (science courses taken in grades 11+). Benchmark tests will not replace these assessments, but serve to support students as they work toward mastery of core content throughout the year."

Mrs. Brown adds, "Sophomores can take the Benchmark test to prepare for the SAGE test later in the year."

"The SAGE test is an adaptive test, meaning the questions change based on what you got earlier on, so you might get easier questions if you get the first few wrong," says Mrs. Brown. She adds, "The Benchmark tests measure what students need to know based on what they learned this year. It's more evenly scaled."

**"Our mission is to serve the public by providing measurable information about Utah students' core knowledge, skills, and abilities."**

tasks through positive collaborative partnerships with districts and state agencies."

Mrs. Heiter adds, "Benchmark tests are available to all students in grades 3 - 11+ in math, English/language arts and science (only grades 4 and above)." However, this year testing is only required for those in eleventh grade since these students will not be taking the end-of-year SAGE assessments.

Benchmark tests will not be given to seniors. "Most senior-level courses aren't SAGE tested," she says. "The exception would be some science courses that are

**Benchmark continues on page 8**

## Superintendent encourages education, goals

By Sarah Calvert  
Editor in Chief

You've probably seen him at various events: graduations, award ceremonies, sports championships or school musicals. Whatever it is, superintendent Jeff Stephens is usually there, eagerly watching the event with a huge smile.

However, Dr. Stephens has not only been a superintendent, but also an English teacher, principal and basketball coach. "I know that when my career is all finished, the happiest years of my career were those 10 years teaching and coaching and interacting with fabulous young people," he says.

Dr. Stephens' love of basketball has accompanied him throughout his entire life, including his high school years. "I played a lot of basketball, so a lot of my memories are built around teammates, competitive games, setting goals both individually and as a team, and working together to meet those," he says. "I probably overdid it in athletics," he admits.

However, Dr. Stephens also remembers several teachers who helped him find his love for education. "I think of an English teacher,

Mrs. Pratt, who was very firm and got my attention on the first day, probably so much so that she frightened me a little bit," he remembers. "Here was a woman who had high expectations for every one of us and wasn't going to put up with nonsense. I think I demonstrated [nonsense] for about five minutes on the first day, and then she quickly changed my mind, my attitude and my behavior. She was

**"There's a 'Weber Way' of doing things. To me, that means that we are going to do it the right way."**

just a wonderful, wonderful person," he adds.

Dr. Stephens' peers also had a large impact on him. "The last memory that really stands out is friends. And because I have stayed in the community, I have been able to stay in touch with friends," he says. "You know, you lose touch with a lot of your high school classmates, but you keep those deep friendships. So I'd say the things that were important [in high

school] were friends, teachers and basketball. Maybe not in that order. It might have been basketball first," he laughs.

Dr. Stephens has been the superintendent of Weber School District for six years. He says he loves his job, but it keeps him busy. "[My job] is so broad," he says. "A superintendent has to have knowledge and expertise in so many different areas." He adds it is especially difficult in such a large district. "We have 31,000 students with over 1,700 teachers and more than 3,000 employees, and our annual budget is about \$250 million a year. I have to understand finance, and I have to, most importantly, understand the teaching and learning process. That's the essence of what [the district] does," he says. "A superintendent really is a CEO; everything that happens in our district, whether it's operational or financial, all of that falls to a superintendent," he adds.

Although his job demands a variety of tasks, Dr. Stephens finds great enjoyment in working with children. "Any time I get the opportunity to work in classrooms and work with young people is the greatest reward there is for me," he says. He adds that he loves meeting new students and learning about

them.

"I was at one of our high schools during a class change, and the principal called out to a young lady and introduced me to her," he says. "I learned that she was the head cheerleader, but then the principal also told me that she was the Sterling Scholar in math. Now she really had my attention," he admits. "As I visited with this young lady, she told me that math had been a challenge for her, especially through junior high, but it was a teacher who really reached out to her that turned things around. I asked her, 'What is it about math you like so much?' She said, 'Math gives me the hope that every problem has a solution.' And that's the caliber of young people that are in our school district. Students like her will change the world, because of the talents that you have and the abilities that you have," he adds.

When it comes to finding solutions to problems within the district, Dr. Stephens uses "The Weber Way."

"I have this sign the principals gave me," he says, gesturing to a street sign propped up on the wall of his office. "I often talk about 'The Weber Way.' There's a 'Weber Way' of doing things. To me, that means that we are going to do it the



**Dr. Jeff Stephens discusses his job responsibilities and personal high school experiences.**

Photo by Faith Lawrence

right way; 'The Weber Way,' a way that will keep our children safe," he explains. "Sometimes that involves protecting teachers and children from some outside influences that would really cause us to go in a different direction."

For example, Dr. Stephens adds, "There's so much emphasis on testing and typically the tests are only in two or three subject areas: math, science and language arts. Well,

what that can create, if you're not careful, is an overemphasis in three subjects only," he adds. "We want to teach the whole child and provide a broad, rich and comprehensive learning experience for all of our young people."

Dr. Stephens has been doing things "The Weber Way" for a long

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**Valentine's Day fun for everyone - Pg. 10**

**Girls unite, battle region opponents - Pg. 12**



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In the 1800s, physicians advised their lovelorn patients to eat chocolate to calm their pining.

More than 36 million heart-shaped boxes of chocolate will be sold for Valentine's Day.

**LOVE Odds 'n' Ends**

Valentine's Day is big business. E-commerce retailers expect to rack up about \$650 million in sales of food, candy, flowers, and other Valentine's Day gifts.



# Seniors receive advice from staff

By **Taylor Galusha**  
*Assistant to the Chief*

For some students at Weber, their last year of school is well underway. Counselors and teachers have advice for the school year and for seniors' life after high school.

For a senior to graduate, he/she needs to have 27 credits by May. Out of those 27, 18.5 of the credits are required classes and the other 8.5 are elective. Most of these credits are done by the end of a junior year; however, for seniors who don't have enough credit, there are some options for them to get back on track for graduation.

Wes Johnson, WHS counselor, explains the options. "For credits done during the school year, there is the option of TRAMS which stands for Two Rivers Academic Make-up System. This option costs \$35 per quarter. TRAMS gives you the materials to study. You study for two to three weeks and then go and take a test. You get two chances to pass the test, or you have to pay to do it again," says Johnson.

"The second option is Apex. This is make-up credit that you do online," adds Johnson. This option will also cost students \$35. "You have a month to complete the material and take the test. If you pass the test, then you get the credit. If you don't pass, you have to do it again. The third option to make-up credits is the Northridge Learning Center in Brigham. This is a packet program, and it is the most expensive; you could pay up to \$55 for this option," Johnson adds.

Johnson also recommends seniors fill out the FAFSA and watch priority deadlines for universities. "You can start filling out FAFSA, Free Application for Federal Student Aid, on the first of October. You can find it at [fafsa.ed.gov](http://fafsa.ed.gov). Also



start applying to colleges before priority deadlines. Most universities priority deadline is the first of December, but make sure you check the school you want."

Counselor Jen Paige says school counselors meet with all seniors and make graduation plans. "We do exit interviews with the seniors and make plans and talk about options with them," says Paige.

Johnson recommends seniors apply for all scholarships. "Apply for everything available," says Johnson. "Check the scholarship bulletin emailed to your school account, check businesses and organizations your parents are involved in, and you can check colleges. Also remember not everything is academic based. There are also websites out there to find scholarships. Fastweb.com and Zinch.com are both good options. Be careful with the online websites though. If they charge you for a scholarship, stay away from those types of things," adds Johnson.

To be able to graduate, seniors can only have lost .75 of attendance credit. Anything above that has to be made up by May. Rachelle Knight, attendance secretary, says, "Seniors should talk to me about options. They can take our attendance credit make-up class or they can sign up to do community service. To make-up .25 of attendance loss, students have to do at least 10 hours of service and pay a \$15 fee."

"With senioritis, just knock it off; the end comes quick enough there is no need to rush it," says Johnson. Paige agrees saying, "Don't

get senioritis. Take advantage of all of the opportunities presented to you."

Teachers also offer post-graduation advice. "Go to college and take your math classes," says Mrs. Knight, math teacher. Knight adds it is easier if people get classes like math out of the way because the longer they procrastinate, the harder it is to pass because they may have forgotten what they learned in high school. Knight adds, "While math is not everybody's strong subject, it will help students learn problem solving skills and critical thinking."

***"If I could give the seniors in my class any advice at all, it would be to try harder and learn how to learn better."***

"You think you're done but in all honesty, the second high school is over it just gets harder," says Mrs. Nance, biology teacher. Nance explains that when people enter college, the highs are higher but the lows are lower.

"It gets harder and when it is going good for you, it's great and when it sucks, well, it sucks more then you could ever imagine, especially compared to high school. The experience though is a fair trade. You learn more socially and academically," says Nance.

She also counsels by getting a degree Warriors will have greater job opportunities. "If you are applying for a job and you don't have a degree, and the person you are competing with does, there is no way you are getting the job. You could get stuck with a really crappy job," says Nance.

"If I could give the seniors in my classes any advice at all it would be to try harder, and learn how to learn better. I know it sounds cliché but the more you learn in class, the easier it is to study outside of class," adds Nance.

Nance wishes someone would have told her how hard it was to manage time when she was in college. "It's hard! Between studying, being social and being lazy, you really have to discipline yourself. They [professors] don't really give you homework in college, but you have to study, and they aren't going to check on you and make sure you are doing your work," says Nance.

Math teacher Mrs. Carrier advises seniors to "do something that you love. You should work hard and do your best. As long as you are doing your personal best, you should enjoy life," says Carrier.

Johnson also knows seniors can be successful in their post high school life; however, to succeed they need to be responsible and prepared. "The work is harder, but easier to do when you are in college. It is a completely different atmosphere because you want to be there, and everyone else in your classes want to be there. It's a different world," adds Johnson.

opportunities," he says.

"You'll kind of start in a path that you have an interest in or that you are good at, and then you just work your hardest, treat people right, and watch kind of what happens," Dr. Stephens adds. He encourages teens who are afraid of accepting new opportunities, to try something new.

"Doors start to open, opportunities are created, and if you take advantage of those opportunities, you'll see where that leads you," says Dr. Stephens. "I think some young people are concerned that, 'I don't know where I want to be when I'm 50 years old.' I don't think you need to know. I think if you just enter a career pathway of something you like and you're good at and then just give it your best, you'll find that it leads you where you need to be."

# Trump's path to president helps prepare Americans

By **Joseph Pitman**  
*Editorial Editor*

The election of 2016 is finished, President Barack Obama is packing and businessman Donald Trump is preparing himself for the Oval Office. But even though the election is finished, many people are still anxious about the future of America and curious to see how a businessman, not a long term politician, managed to snag the presidency. But before all that, there are steps on how someone becomes president.

The first thing people are unsure of is the purpose of the Electoral College. "The Electoral College is a system by which a president is elected. Each state gets a specific number of electors based on its representation in the United States' congress. Then the popular vote of a state determines the elector's vote from that state," says U.S. Government teacher Mark Hansen. "For example, Utah has six electoral votes, and if Utah is won by a Republican, then that Republican would get the six votes," he adds.

The Republican nominee Trump won Utah against the Democratic nominee, Hillary Clinton. "There are a total of 538 electoral votes, and a person must win 270, a majority, in order to win the election," says Hansen. Trump won the election with 306 votes to Clinton's 232 votes; however, he lost the overall popular vote 45.1 percent to 48.2 percent. The primary electoral votes for Trump came from Florida, Texas, North Carolina, and Pennsylvania, each having a significant number of electoral votes.

This answers how a candidate is chosen by the Electoral College, but some wonder why the system is in use. "When our founding fathers set up the constitution, there never was a popular vote. It was originally intended to elect the president through the House of Representatives or a legislature; all to allow someone who has been elected to choose the president," says Hansen.

"It's a little different now-a-days; one of the biggest arguments is that the purpose of the Electoral College is so major population centers don't dominate the election," adds Hansen. "I don't know if I buy that answer because I think if you added up the popular vote, this is the sixth time that someone who won the popular vote didn't win the election. But in the end, it does allow areas like rural areas to overcome the more urban areas which tend to vote more Democrat, opposed to rural voting more Republican," adds Hansen.

Now elected, Trump faces his election promises. "I know that some of the things he says he's going to do are being tougher on immigration, repealing or fixing Obamacare, and lowering taxes on corporations. He feels strongly about police protection, and he's said some things about education and making education more useful," says Tony Pitman, the Weber County Republican Party Precinct Chair and a Legislative Chair.

"Lowering taxes, being the big one [of Trump's goals], he basically just wants to kick-start our economy, and that is going to happen by making us safer by protecting our borders and lowering taxes to enhance businesses. I think he's also against the minimum wage raise which would benefit businesses," he adds.

"Trump did release a statement titled his first 100 days in office," says Hansen. Trump gave a summary-plan of his first 100 days, in his "Gettysburg Policy Speech" which listed his intentions for the nation's future. These plans go from adding term limits to congressmen, to repealing Obamacare and pulling out of or renegotiating NAFTA. Moreover, he stressed the importance of both immigration and "cleaning up Washington" within his speech. The full speech can be found at <http://tinyurl.com/TrumpGA>.

The final step to becoming President of the United States of America is to be inaugurated. "This year's inauguration is on Jan. 20; it's the third Friday," says U.S. Government teacher Abbie Butler. "Basically it makes whoever won the election, the president. After the election, we have President Elect Trump, so he is our soon-to-be-president, but he does not become president until the inauguration."

Butler also tells about the final step to making someone president. "It begins in January; a new term of congress begins, and basically it all begins at the start of a new year," she says. "It is a really big thing: the old president attends, and the families of the new president attend. They then swear the president-elect in. The oath basically states that you will follow the law and uphold the office of president. So even though he is called President Trump, he is not technically the president until Jan. 20, 2017."

## Superintendent continues from page 1

time; he has worked for Weber School District for 32 years. "I love Weber School District!" he exclaims. "It's a small enough district that it can have a kind of family-feel about it; we're not so large that I don't feel like I can't get to know our people and interact with our teachers and our principals."

"Weber School District is a special place," he adds. "My parents both graduated from Weber High School; my grandmother graduated from Weber High School. I think she graduated in 1928 - the first graduating class was in 1926. Weber High runs deep in our family."

As Dr. Stephens looks at the future of Weber High students, he hopes they will be willing to reach

out to everyone. "I still think there are some kids that are a little marginalized, a little left out," he admits. "One of the things I do every summer is invite every high school's student body officers and their principal, and we talk about leadership and how the essence of leadership is service. I challenge them to reach out and use their influence in ways that can touch every student in the school, so we don't have anybody that's left out," he adds.

Another area of concern for Dr. Stephens is that of graduation rates. "I want to make sure that all our students graduate; that is very important to me. At Weber High. We're doing great; we're at 94 percent. But think about that, there's almost 2,000 [Weber High] students, so we still have more than 100 students in each class that aren't graduating,"

he says. "I want to make sure that the well-being of every student is taken care of. Our young people face great challenges, and I want to make sure we have a school district that supports them. I want us to have people reaching out to every student and supporting them," he adds.

Dr. Stephens also gives some personal advice to Weber High students. "Enjoy school and reach out to everybody. Try to be a friend to everybody. Work your hardest," he says. "Life gets harder than high school, and often you don't know that until you get out of high school and then you kind of look back and think, 'Man, those were good days.' Sometimes we have a tendency to look ahead and want that next stage in life, so enjoy the present. Befriend people. Be kind to people. Take advantage of your

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# Young author brings hope to kids, publishes first fairytale storybook

By **Jaden Pratt**  
*Assistant to the Chief*

Sarah Calvert is a typical teenage girl who enjoys writing, participating in school activities and doing teen activities, but there is something not many seniors at Weber High can say they accomplished; Calvert is a published author.

Calvert began writing her book, *The Rose Garden*, while she was a sophomore. She took a break from writing during her junior year and then continued her work until it was published with Lulus, a self publishing company.

The basis of the book, as Calvert says, “Follows the basic plot of any of your favorite fairy tales. The main character is the palace gardener and she has kind of grown up with the prince. She is in love with him, but she feels insecure about herself and doesn’t think marrying him would be acceptable or that he would return her feelings. She has a fairy godmother who agrees to transform her into someone else for the night because the prince is hosting a ball, so she goes as a different person.”

Calvert found her inspiration to write her book by looking into her past trials and seeing beauty there. Calvert says, “Throughout my life, I’ve been to a lot of hospitals for various types of doctor appointments and surgeries. Whenever I go there, I see all of the kids that are there and they’re all very kind and accepting and open minded. I think sometimes in the real world we’re not very kind and accepting of children who are like this. I just think it’s amazing because they go through the hardest things that I’ve ever seen anyone go through, and yet they still go out of their way to help out others and their kind.”

Calvert also tells the main character in her story has lost everything. “Her entire family dies of a sickness from a plague, but she is still very kind towards others and is open minded. I think it’s just amaz-

ing that people who go through hardship are still incredibly kind, and they love others unconditionally,” says Calvert. With this thought, Calvert wanted to center her story around this theme. “I just think fairytales are an amazing genre because they’re so magical. I think everyone wants a happily ever after and so getting that happily ever after is something I want those kids to look forward to because I believe they deserve a happy ending and that they’ll get one.”

Along with publishing her book, Calvert also created a charity that gives 100 percent of the book’s



**Senior Sarah Calvert published her first book, *The Rose Garden*, and also started the Love Unconditional Project.**

Photo by Emily Suisse

profit to local hospitals. It is called the “Love Unconditional Project.” Calvert says having been a recipient of children hospitals, she knows they try their hardest to fund things to give to the children while they are staying there. “I know for me personally, as a kid when you get out of an extensive surgery or just a hospital check-up, it’s really fun to have a coloring book to play with. Overall, there is a limited amount of things to choose from,” she says.

The Love Unconditional Project is Calvert’s way of making a difference. “Usually if you’re in one of these hospitals, it’s kind of a harder part of your life and the smallest things can make it so much better. I wanted to give these kids something to hope for, to look forward to; something small so they can say ‘that brightened my day and made it a little less hard.’”

Writing her story has also had an impact on Calvert’s life. “I think as an author you make up the characters but the more you write about them, the more you explore their mindset and how they think. I think most authors put pieces of themselves into their characters, and for me it was very fun to explore different characters and how they think. Just putting the whole thing together in the end, it’s just something that you’ve created and you get to share with others.”

Becoming an author was second nature to Calvert, who is also an avid reader. She says, “I think no one reads the same book the same way. We all have different interpretations, so my interpretation might not be the same as the readers, and I think that’s just really the magic of reading a book. Readers also see parts of themselves in the characters, and that’s what really makes reading magical,” she says.

A career in writing intrigues Calvert. She says she might go into professional publishing because she could reach a wider audience. Calvert adds, “I think the most gratifying reward is sharing something that you’ve created, and I feel like stories are meant to be shared widely. Publishing your book gets it out to others, and something that has just been for you for so long can be used for others. I think words and stories are powerful, so that’s really why I write. I want to help people so definitely in the future I’ll write more.”

*The Rose Garden* costs \$10. For more information on Calvert’s charity and her book, her blog is <http://loveunconditionalproject.blogspot.com>.



**Kellie Albrechtsen (10)** - “If I was president, if you were sick, actually sick, you can get excused from work or school.”

## Opinions voiced on politics,

# Personal presidential goals discussed

By **Jacob Spainhower**  
*News Editor*

Politics is a widely discussed topic among Americans. People often express their views, complaints and ideals with one another, which can either lead to an intense, heated argument or a deep, passionate conversation among friends and acquaintances. The office of President of the United States is a big responsibility, thus it is important that the best candidate for the job is elected. Americans want to look for good qualities in a person running for president.

The youth of America also play an important role in the future and well-being of their country. Often the ideals and policies of young people will influence how the government will run in the future. This is because they will take the place of current politicians when they come of age. There are some teens who already understand their significance in politics. These youth realize this country’s affairs will soon be in their generation’s hands.

“America needs to see a new conservative movement,” says senior Bryson Farley, who adds he is a believer in the principles upon which the Constitution of the United States was written. As a conservative, Farley says government authority is limited rather than expanded. “We definitely shouldn’t let the federal government have



**Abby Kippen (10)** - “Make sure no one was homeless. I would give 75 percent of my check to charities that support the homeless.”

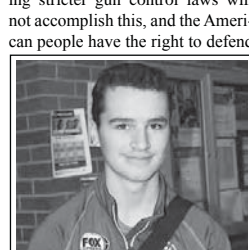
too much power over the citizens of America. There comes a point where they can and will control nearly every aspect of our daily lives,” says Farley. “We can’t let that happen, thus government should be limited in the lives of the American people.”

When it comes to foreign affairs, Farley says the U.S. could do more to improve relations with other countries. He says tensions with Russia, especially after the Cold War, need to be put to rest once and for all. “Russia would make an important ally to our country; why not try to make peace with them?”

Other teenagers take a slightly more liberal approach to politics. Former WHS student Anastasia Zhuk is one of those who leans to the left wing. In Zhuk’s opinion, America should try to reform in order to show tolerance towards minority groups. “I don’t see any reason why we shouldn’t help the people who live in this country feel as comfortable as they can,” says Zhuk. He believes discrimination is a serious issue in the nation that needs to come to an end.

It’s no surprise that the opposing views of Democrats and Republicans have caused conflict. Arguments erupt between the two political parties on a regular basis. From issues such as homosexual marriage to gun control, the parties can’t come to an agreement. Sometimes a compromise is made, but not without a passionate debate.

Zhuk says, “I think we can do more to stop guns from getting into the hands of people with malicious intentions.” Farley retorts by saying stricter gun control laws will not accomplish this, and the American people have the right to defend



**Ian Saxton (12)** - “If I was president all my friends would go to Canada... because I would be president.”

themselves against these people through whatever means necessary. He also adds criminals will not follow laws that place restrictions on ownership of a firearm.

When it comes to same sex marriage, conservatives like Farley and senior Anthony Arroyo hold tight to the value of traditional marriage (marriage between a man and a woman). However, those who are liberal, such as Zhuk and junior Ashleigh Klos, see things differently. To Klos, nobody should be able to prevent anyone from marrying the person they love. Zhuk says, “I’m a straight person, but I don’t



**Mrs. Butler (teacher)** “I would budget more money for education.”

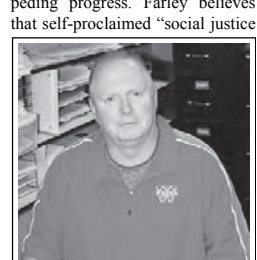
Poll compiled by Riley Day

have any problems with the LGBT community.”

Klos agrees and adds, “You can’t force somebody to change their sexual preference; who are they hurting anyway?”

Arroyo argues that far too big of a deal is made by the LGBT community. He doesn’t particularly agree with the idea of people of the same gender engaging in romantic relationships, but he believes the country has bigger issues to be concerned about.

Farley and Arroyo both agree movements such as LGBT, Black Lives Matter and feminism are impeding progress. Farley believes that self-proclaimed “social justice



**Mr. Hansen (teacher)** - “Establish health aids across the world. Work with foreign affairs more. From racial tensions to society; that would be the first thing I would do.”

warriors (SJW) spend too much time protesting to make any real difference in American society. He adds these warriors also feel people’s anti-oppressive movements blind them to actual issues that need attention, such as the national debt, terrorism and economic recession.

“SJW’s are too busy trying to make college tuition free and letting people know they’re offended by something somebody said,” says Arroyo. Farley agrees and adds, “You don’t have the right not to be offended. You’re going to hear opinions you don’t agree with, it’s part of life.” Farley and Arroyo are troubled that they live in a generation of what they call “entitled complainers.”

Klos’ views on social justice are different. To her, attention needs to be called towards the oppression of women in the country. “It’s a shame how women are treated these days. Men look down on women as if they’re lesser.” Klos also believes the country would be a better place if subjects such as sexism and racism were not taken lightly. She adds part of the reason why minority groups are mistreated is because people poke fun at them rather than accept them.

Whether they lean to the left or the right, these politically involved students have big visions for the future of America. All of them would like to see the people of their country unified as they once were.

“There’s no doubt we’ve become a divided nation,” says Farley. “I’d really like to see that changed.”

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# Flu season calls for prevention caution

By Annika Chapman  
Staff Reporter

The flu is one of the most widespread and contagious illnesses. There are a lot of things that have been said about the flu; some are myths while others are facts.

Staying clean and healthy during flu season can be a very difficult task, especially during school and work. It is difficult because some people don't clean up after themselves and can spread germs without even realizing it.

Nurse Marcy Hollingsworth at Weber High says hand washing is "for sure the most important thing to do during flu season and really all year long." Hollingsworth added "An important thing to do is to cover your mouth when you cough. Covering your mouth with your elbow and not your hand is key." She further explains when people cover their mouth with their hand, it makes all of the bacteria and germs transfer onto anything that they touch.

Eating right and eating healthy are other important aspects when it comes to keeping one's immune system working properly. Hollingsworth said, "One really good thing to follow when it comes to your diet is MyPlate." According to Hollingsworth, MyPlate.com can show people how many fruits, vegetables, grains, dairy and protein they should be getting with every meal. "Eating healthy and staying active are good ways to stay healthy. Some very important vitamins that



Jaden Maynard, senior, washes hands to prevent spreading germs.

you should make sure you have during flu season are Vitamin C and Zinc." Hollingsworth said.

On the website draxe.com, people can search for foods that have Vitamin C and Zinc. Some foods the website reported that had Vitamin C include oranges, red peppers, kale, brussel sprouts, broccoli and strawberries. Foods that had Zinc in them were grass-fed beef, kefir or yogurt, lamb, chickpeas and pumpkin seeds.

For those who are still worried about staying healthy, Hollingsworth encouraged them to get the flu shot. However, there is a lot of controversy around the flu shot. Many people who have not gotten the flu shot will generally say that it is because they are worried about getting sick from it. Sophomore Emma Goodson said that this is the reason why she doesn't get the flu shot. "I have gotten the flu shot every year up until about three years ago, and the last three years are the only years I haven't gotten sick," said Goodson. However, nurse Hollingsworth added, "Everyone should get it." She also said people getting sick with the flu after they

Photo by Faith Lawrence

get the flu shot is just a myth, and that it is generally mistaken with the stomach flu. "If you don't want to get the flu, then getting the flu shot should prevent it as much as possible," said Hollingsworth.

If none of these methods work, and people still feel like the flu is coming upon them, there are symptoms they can look for. Nurse Hollingsworth said the flu usually has "a quick onset fever, muscle aches, chills and a bad cough." Hollingsworth added it is important that people are able to identify the difference between the flu and a common cold or the stomach flu.

When students feel sick during school, the faculty will tell them to visit the school nurse and students will generally say they think they have the flu. If a person does have the flu, he or she also wonders whether or not to see a doctor. Hollingsworth said one thing that should determine whether or not a person should contact a doctor is if he/she has a temperature. "A good time to go and see a doctor is if you can't control your fever and your condition is progressively getting worse," Hollingsworth said.

# Tips for preventing school year stress

By Dallas Martinez  
Staff Reporter

Stress. What is it? According to Merriam Webster, stress is "something that causes strong feelings of worry or anxiety."

Stress can be detected in several ways. Mr. Hardy, WHS psychology teacher, says people might get depressed, get a knot in their stomach, or they might get hot and sweaty, physically uncomfortable have a short fuse and be on an emotional roller coaster.

There are many stresses teens confront daily. Mr. Hardy says, "Anything, even good things, can cause stress." For example, he adds, "Going to the movies or hanging out with friends can trigger stress even though it is a good thing." He also says, "school is another thing that can be a big factor for causing stress in teens. Homework, teachers, quizzes/tests, social situations and time managing could add to teen's stress levels."

In an article published by Psychologytoday.com, it reports, "During the school year, teens stress is at its highest with teens reporting levels higher than reported by adults."

Mrs. Pearce, forensics teacher, believes high school can help kids

manage stress. "Part of school is training you to handle life situations. When you're out of school, life is a lot more stressful than being in school. So if you can learn to handle situations in school and go to activities and do things outside of homework, you can learn to relieve some of that stress. Then you're more prepared for life outside of school."

There are other ways Mrs. Pearce suggests to relieve stress. "Going for a walk, exercising and making a task list of things you need to get done in order from the quickest to roller coaster."

**"Anything, even good things, can cause stress. Going to movies or hanging out with friends can trigger stress even though it is a good thing."**

what is going to take the longest, and you do them in that order." She also says talking to teachers and getting extra assistance can relieve some stress.

Healthychildren.com suggest taking one assignment at a time to work on and forget about the rest until the first assignment is done.

"What helps in relieving school stress is getting assignments and studying done and out of the way rather than waiting and procrastinating to get it done," says Mr. Hardy. He also suggests breathing techniques, moving away from the stressful situations, and finding something positive to look forward to. He says stress can be removed by screaming and/or finding something the person enjoys doing to relieve stress.

Healthychildren.com also has stress relief advice. It reports, "Because your body can only use the relaxed or emergency nervous system at any one time, you can turn on the relaxed system. You do this by doing the opposite of what your body does when its stressed." The site says the best way a person can de-stress is by taking one's mind to a more relaxing place. It recommends doing this by reading a good book because it is an escape from reality. "You have to imagine the sights, sounds and smells - you are somewhere else for a while," explains Healthychildren.com.

According to Mr. Hardy, having too much stress can lead to illnesses such as a cold or the flu and may even lead to a long term illness. He suggests exercising and releasing some endorphins because they help reduce stress and help fight illnesses that want to take over the body.

"Many teens take on a lot of pressure without thinking about the short-term and long-term consequences," he adds.

# Teachers, students render advice for standardized testing

By Rebecca Gonzales  
News Editor

No matter what they're called—assessments, exams or quizzes—high school students experience the anxiety of testing almost daily.

Emma Burt, junior, claims, "Standardized testing is not healthy for the brain," and she adds testing has become too excessive, and there's data to support that claim.

According to a study by the Council of the Great City Schools, students spend between 20 and 25 hours each year taking standardized tests and participate in an average of 112 standardized exams from Kindergarten to their senior year.

Tests like the ACT, SAT and AP exams determine which colleges one can attend. All this pressure puts enormous amounts of stress on students, according to Education Secretary Arne Duncan. "Tests—and preparation for them—are dominating the calendar and culture of schools and causing undue stress for students and educators," he says.

As for nationwide tests like the ACT or SAT, most students agree that even with immense amounts of studying and preparation, anxiety is unavoidable. Junior Kennedy Hatch says this is because "instead of just testing intellect, they test other things, too" and they "determine way more than they should."

Junior Krista Stone agrees saying these big standardized tests actually have "less impact than we're told." She prepares, nonetheless, by drinking apple juice which she claims makes her brain work and gives her the energy to do her best.

Math teacher Mrs. Heninger elaborates on the stress most tests cause by saying, "I think what most students call 'test anxiety' is really just lack of preparation.

Usually when students prepare adequately, they are able to complete a test without any problem."

However, some students disagree, claiming that even adequate studying is not always enough. "Tests are stressful to me because I study so hard and still do bad sometimes because the questions are worded differently," says junior Madi Marker.

According to junior Karina Johnson, "Even if you know the material, you can overthink it, causing even more stress than before."

"If you are a good student but fail a test, your grade suffers so much!"

**"I do everything I can to calm myself before, during and after each test. This often includes calming music, exercises and conversations to take my mind off the test."**

adds junior Caprice Anderson.

According to Heninger, these difficulties may not be simply caused by a lack of preparation. "Real test anxiety is that choking, blinding feeling you get when you have prepared for a test, but you are panicking and struggling to focus," she says. "Meanwhile, the clock is ticking which makes you stress even more."

To combat serious test anxiety, senior Adrienne Puzey begins studying a week before the test for about 15 minutes a day. "It helps you remember the information for a longer period of time," she says.

Senior Jazmyn Nye also suggests studying early. She says, "I refuse to do any studying the night before." She claims that by avoiding cramming before tests, she reduces

stress.

Sophomore Carley Mund prepares for important tests by memorizing information and key terms she knows she'll need to be able to recall.

"I do everything I can to calm myself before, during and after each test," says Stone. "This often includes calming music, exercises and conversations to take my mind off the test."

"The best way to keep this [test anxiety] from happening is to start by doing the questions you know you can do," advises Heninger. "The best strategy is to prioritize the questions from easiest to hardest. Usually students can get more than halfway through by doing this and then they start to relax and gain confidence. Before they know it, they have half the test done with more than half the time left. This then gives them plenty of time to try to work through the remaining problems."

Tests are not given to cause stress. Teachers need a way to check students' knowledge and make sure they're learning and improving. "Tests are a good way to do it," says Kennedy Barker, junior.

Junior McKenna Lee agrees, saying, "Tests make sure we're understanding what we're being taught in class. It's good to have them often."

"Being able to check students' progress is different from piling on tests," adds Burt. She suggests frequent progress checks in the form of short quizzes instead of lengthy, high-pressure exams. That way teachers could determine how their classes are doing without anxiety inhibiting the students' performance.

As for now, tests are a big part of education in America, so Heninger says it's important to learn good preparation strategies and understand how to overcome test anxiety.



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# Video games serve as art form, not as violent outlet for public

In the late 1940s and all of the 1950s, when people heard the words “Rock ‘n’ Roll,” they would have thought of a mere dancing style for teens at the time. It was never considered a true form of art. If the person being interviewed was informed of the meaning of the word “art,” and how music was a prime example of such a thing, they would have gotten even more specific and defensive of their views, saying that just because Rock ‘n’ Roll was a form of music, that didn’t directly make it a form of art. Rock was too rowdy, and in some extreme cases it was considered to cause riots.

It wasn’t until the 1960s, when bands like the Beatles and the Byrds became a part of the maniac scene and revolutionized Rock ‘n’ Roll; it then landed this genre of music under the category of art.

The same argument, and perhaps

Before one could even begin to argue about if a certain median falls within art, he or she has to look at what the meaning of the word “art” is. Although there are many people who would insist that art is whatever you make it, the generally accepted definition is “the expression or application of human creative skill, emotion, ideas and imagination, typically in a visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or emotional power.” Now knowing what we’re dealing with, we can accurately determine if a medium is a form of art or not, and it is important to look at the industry in general as well as the exceptions people use as examples of violence or sexuality such as *Rage* or *Mortal Kombat*.

Video games have a relatively new history, and at the very beginning of its stages one could have

to play the video games much of the media is telling you not to. Great games are unfairly given brands to society as violent or sexist without even giving a second opinion, or just why they were created in the first place. By the way, studies show that video games and public violence have no correlation, so you can scratch that one off your list.

*Grand Theft Auto*, possibly the most controversial, hated-by-parents, absolutely morally corrupt game out there, is an excellent example of this. I’ve met people who will go on for hours on why I shouldn’t play *GTA*, shooting off the same arguments I hear every time: it’s hateful, it’s about killing cops and hookers, it’s about committing crimes.... I honestly wouldn’t be surprised if most of these people hadn’t even seen the start menu for *Grand Theft Auto V*. Yes, it has hate in it, but the game doesn’t glorify it – it shows how big of a problem hatred and bigotry is for some people. And honestly, yes it does have killing cops and civilians featured in it, but that’s not what it’s about. *Grand Theft Auto 5*, in essence, is about dysfunctional families. It’s about corrupt governments and it’s about political extremists. But most importantly, it’s about the greatness of American capitalism and what we could do to preserve it. The very fact that the United States would release this game in real life is a risk, and it shows how important freedom of expression and the right to not be censored is.

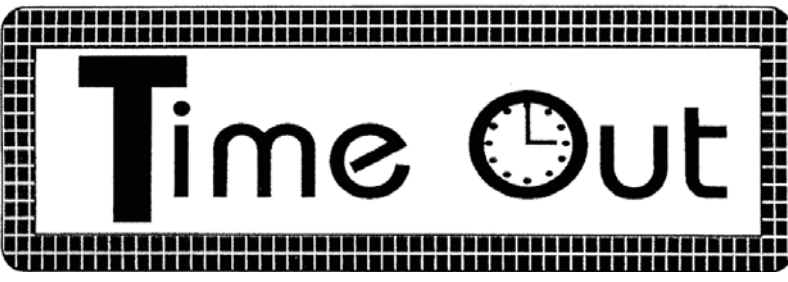
I’d love to see someone play *The Last of Us* which is often explained as a violent, vulgar, hopeless, zombie game. People would be instantly intrigued by its great characters and caught off-guard by its unflinching, emotional depth or identify with themes of humanity. Gamers would be swept away by its fantastic atmosphere and music.

I’d love to see a non-gamer play *Halo*, which has been called nothing but an unrealistic, violent, sci-fi shooter, and not be amazed by its intricate story or be interested by its themes of politics and religious extremity. Gamers would smile every time one of the best characters in video game history came on screen.

All things considered, if you choose not to take the word of a high school senior, I get it – there are much more experienced and smarter people who are running this country who have a contradicting opinion on video games as art... except they don’t. In June of 2011, Brown v. EMA struck down a new law in California which forbade minors playing violent video games and elevated video games’ value to a form of art to the same standard of books and film.

To put it in rhetoric, if North Korea suddenly invades us tomorrow and starts burning all of American art forms, *Grand Theft Auto V* should be placed right next to *Of Mice and Men* in the safe vault.

By Elijah Degn  
WHS Senior



By Shelby Penrod  
Staff Reporter

Every day eight people are killed by distracted driving in the United States, according to statistics from cdc.gov. The most well-known type of distracted driving is texting and driving, but there are other types of distracted driving, all of which are dangerous and lead to thousands of deaths each year.

Teens nowadays are constantly warned of the dangers of distracted driving. It is unfortunate to hear about all the incidents of distracted driving that have damaged lives, but for some reason people aren’t heeding the warning.

Distracted driving can be one of three types: visual, manual or cognitive. Manual distractions take the driver’s hands off of the wheel and visual distractions take the driver’s eyes off the road. Cognitive distractions take the drivers mind off the road. All of these are equally dangerous as they misdirect the attention of drivers.

There are many different organizations that raise awareness about distracted driving. Zero Fatalities is one of these organizations. On their website they have information about distracted driving in Utah

as well as the entire country. They also do presentations on distracted driving to inform the public about the dangers such as texting and driving.

Whenever I am with my parents, I am constantly watching what the other drivers on the road are doing. It amazes me that people text while driving and don’t seem to have a problem with it. There are so many stories about accidents that have happened while people were texting and driving; many people don’t listen to the warnings. It is near impossible for someone to not know how dangerous distracted driving is. With all the commercials and warnings in the media, it is appalling that people don’t understand the dangers.

Distracted driving has become such a problem that car companies, along with other companies, are making new technologies that help drivers stay focused. If one were to examine the interior of a car that came out in 2016, as opposed to one in 2003, new technology has been added to help lessen distracted driving. For example, in a 2015 Ford Explorer there are many buttons on the steering wheel that change the volume of the radio and activate voice control. While the buttons are nice to have while driving, this shows just how bad

the problem of distracted driving is. If distracted driving weren’t a problem, chances are the features that help us stay focused wouldn’t be there.

The problem, however, isn’t the distractions as much as the will-power of the driver to ignore the ping of a text or the breakfast in the passenger seat. Ultimately, it is the responsibility of the driver to ignore these distractions.

Depending on the person, distractions can be easily ignored. For me, I can ignore the ping of my phone when my attention is elsewhere. For others, it’s not so easy. For teen drivers, the challenge of ignoring those distractions poses a problem. According to distraction.gov, 10 percent of drivers age 15 to 19 involved in fatal crashes were distracted at the time of the crash. That specific age group was also the largest portion of distracted driving crashes. I think it is harder for teens to stay focused because of the invincibility mindset that they have.

Distracted driving changes lives for both parties. It is devastating to the driver who wasn’t focused, as well as to the victim of their senseless choices. It’s time to focus on what we are doing behind the wheel and worry less about cell phones and other distractions.

# Trump prepares for presidency, protests, riots, general chaos

Liberals are rioting, most conservatives are celebrating and a good chunk of everyone else is still trying to figure out what just happened. The November presidential election has long passed and to the major surprise of everyone on both sides of the playing field, businessman Donald Trump snatched the president-elect with 306 to 232 in electoral votes. Unfortunately for President-elect Trump, he did not win the popular vote, but in fact lost by over a million votes. This loss has been the major point of the sudden anti-Trump protests and riots taking place all over the country, primarily inside major cities.

Some of these protests are simple and even honorable marches of people who want their voice to be heard. However, many of these protests have turned into riots and have only caused more problems. Moreover, there has been a surge in disrespectful and even criminal acts such as burning American flags and vandalism. Many city blocks have been turned into fiery messes as protests turned into violent riots, burning and looting in the cities where the protesters live.

Many of these “protestors” have called such acts simple, first-amendment-protected events; their way of fighting back against the government. They say the election was fraudulent, that the Electoral College is a broken system and that Secretary, Hillary Clinton should have won and not Trump.

But what does this do for us in the end? What does burning cars, looting stores and the horrendously disrespectful act of burning American flags change? Our method of voting for a new president has been in place for hundreds of years, without any major changes. It was designed to last through the power of the Constitution. All rioting does is destroy property and drive cities into debt.

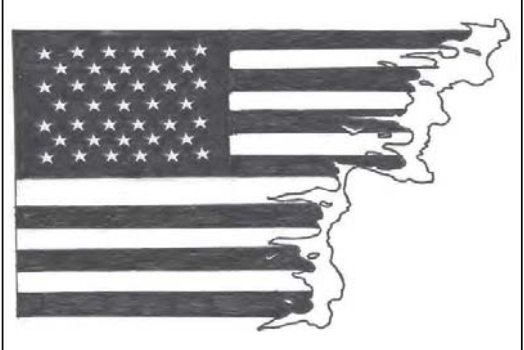
And so some people are calling for the end of the Electoral College. They call for a revoke, but that is not possible, and for a good reason. One of the major arguments of why the Electoral College is still in effect is to protect equal representation. People living out in the farmlands usually don’t like the government messing with their lives, while people in the cities seem to enjoy it, even need it.

The Electoral College allows equal voting rights of those who live in urban and rural areas. If you look at the statistics, nearly every major city in the United States voted for Clinton, while nearly every rural area voted for Trump. This has also been shown to be a normal trend for many elections in the past. This pulls up an ironic statement about how rioters are burning and destroying the places that voted the way they wanted to; basically harming themselves in rebellion against those who voted for Trump.

So what is my point? I am sim-

ders and bolstering our economy. Sounds good when said in summary, doesn’t it? Well, many don’t think he has the ability to do this, nor think he really intends to. Well the funny thing is he really can’t, not without our support and the support of Congress.

So what do we do? I say we support him. I say we end this chaos, this hypocritical hatred that has spread throughout the nation. But moreover, I say we force Trump to comply with what he has said he will do. That is our job after all, as “The People.” Our Republic is



ply stating that rioting, committing crimes and causing a general ruckus for the sake of “peaceful protesting” isn’t working. We need to address the problem directly, and instead of figuring the best way to fight it, find the best way to work with it. Yeah, I am talking about Trump.

Most people don’t like Trump including many Republicans. But the fact remains he is the President-

“But the fact remains that he is the President-elect and he will become President of the United States of America.”

elect, and he will become President of the United States of America. He is one of the first non-career-politician presidents in years to do so. His goal? Ending corruption in our government, protecting our bor-

designed in such a way as to allow us to choose people to represent us and our goals and should they refuse, we kick them out. That is the power of Congress, and it is our power to choose who Congress is.

That is the strength of our free nation and why we have remained free for so long. Violence may have been the answer before, but we have reached a point where violence only leads to more violence. We cannot fight a government like ours because it was made by us and is upheld by us.

A comic strip of a politician standing upon a plank over a cliff, being held up only by the many people standing on the other end, becomes more relevant than ever before. If Trump does not fulfill what he promises in his next four years of office, step off the plank and perhaps everyone else will join you. But lighting the entire field beside the cliff on fire will only force you and everyone else off the cliff and into the darkness below.

By Joseph Pitman  
WHS Senior



some of the same history, could be applied to video games. Now, when I questioned people who didn’t see video games as a form of art, the top two arguments that came up were “Video games are too simplistic” (probably referring to Mario-esque classics), and “Video games are too violent.” Of course, there are more arguments against video games’ relevance as art than those two (“They’re more of a passer-time,” or “They’re sexist,” which I couldn’t help but laugh at), but as you can see, they’re not exactly the most relevant themselves, solved by two simple counter arguments:

- 1) Listening to music, watching films, reading books and appreciating paintings are all considered “passer-times.”
- 2) The sexual objectification of women in video games could also be applied to chick flicks’ emotional objectification of men. It all has to do with the target audience and like most forms of visual mediums, there is an over feminization of women, but also an over masculinization of men, amplified perfectly by every *Mortal Kombat* male character with an 18-pack and two metal plates as pecs. There’s a plethora of three-dimensional, memorable and non-sexualized female characters in many video games if people just searched beyond BuzzFeed or Feminist Frequency.

argued that they were, indeed, not art, and they would have won. Then again, look at any universally accepted art medium, for example, painting. It is unquestionably older than virtual reality, so if you’d travel back to when video games were first created in the 1950s, it’d be easy to compare them with any well-developed form of art and come to the conclusion that they are simply improbable. However, if you travel back to paintings’ first appearances, they share the same overly simplistic early stages of art, which are reduced to charcoal on cave walls. Now, though, artists have some of the most exuberant tools and colors to work with.

Compare the history of paintings to the history of video games. Both started off overly simplistic, yet over time became more advanced and accepted as a form of art. People could also argue that because of video games’ status as a visual medium, it paints a thousand pictures with each frame. If you have knowledge of the 3-D animating world, the medium paints a detailed, 3-D world and promptly drops you off in the middle of it – escapism at its finest. Take a look at the newly released *Battlefield 1*’s visuals, and you can truly experience the power of video games through beautiful and intricate landscapes.

If you’re still a skeptic, feel free

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# TEACHER FEATURE

By **Taylor Galusha**  
*Assistant to the Chief*

Weber High is filled with teachers who are willing to go out of their way to see their students succeed. Two of these teachers are Mr. Potokar and Mrs. Randolph.

Digital Media teacher Mr. Potokar is a three-generation Warrior. “I’ve always been a Warrior. I grew up in this area, and I love the school,” says Potokar.

According to Potokar, his favorite part of teaching is being involved with students. “It’s probably a common answer, but the interaction with the students is my favorite part. I enjoy what I teach, and I like keeping up with current technology and so do the students,” says Potokar.

“I like sharing knowledge,” adds Potokar. “I like seeing people start to understand things, and see their faces as they learn something new. I also like the maturity levels of high school students. It’s some-

thing junior high students don’t have yet. I like the energy that they [high school students] have. I can interact with them and have fun with them.”

Potokar also says he has found inspiration in the principals and administration members who he has worked with. “The principal from my very first year teaching really stands out to me. He was the one who hired me, and he really watched out for me while I worked with him.”

Potokar says the hardest part of teaching is students who don’t care to be at school. “The most difficult aspect of teaching are the unmotivated students,” says Potokar. He adds, “They don’t have the motivation to learn, or they just don’t care. It’s hard to engage with them, especially because you don’t always know what their situation is and what’s going on when they aren’t at school.”

When Potokar isn’t teaching his students, he likes spending time with his family. “I like going on mini vacations with them and being



**Mrs. Randolph enjoys sharing her love of U.S. History with students.**

Photo by Natali Gonzalez



**Mr. Potokar interacts with senior Ian Martin and junior Wyatt Critchlow when brainstorming for Warrior TV.**

Photo by Marley Porter

outdoors,” says Potokar. He enjoys hiking and camping.

While he was a student at Weber High, he was a member of the choirs. “One of my favorite parts of high school was being able to participate in choir,” says Potokar. He adds his favorite memory is singing Weber’s school hymn. “At the end of every assembly, we would all sing the school hymn, something that we just don’t do anymore,” adds Potokar.

History teacher Mrs. Randolph became a teacher because of her love for history. “I love the subjects I teach. I love history. I grew up with history. My dad is a history teacher, and my daughter is studying to be a history teacher,” says Randolph.

Randolph adds she has a passion for history. “I love teaching students about history because I want to help them make connections from current days to back then. I want them to understand the past, and how it can affect our future. I really want them to understand history and politics and help them see what a useful field it is,” says Randolph.

According to Randolph, the hardest part of being a teacher is the extra time needed to work with classes. “It’s a demanding job. As a teacher, I get a new set of students every year, and they will have different learning habits, different issues and situations from students

in the past. It requires being good at multitasking. I love it [teaching]. It feels good to help students learn, but it can be hard because teenagers are people too, and they have bad days sometimes,” says Randolph.

Randolph adds she chose Weber because of how academically strong Weber is. “Weber is great; it’s the cream of the crop. Students here want to take the hard classes, and they are willing to work hard in those classes. I’ve worked at other schools and nothing is comparable,” says Randolph.

When Randolph isn’t at school teaching students, or advising Warriorettes, she is busy with her family. “I don’t have much spare time; the Warriorettes keep me busy, but I like to hang out with my kids when I’m not busy. I like to be with them whether we are talking, shopping, crafting or watching movies,” says Randolph.

Randolph also has someone who inspires her. “My mother is very kind and compassionate. I’ve had lots of influence, but she’s the biggest because of her kindness,” says Randolph.

As she reflects about her high school days, being able to participate in activities were Randolph’s favorite part of high school. “Doing extracurricular activities and being on the drill team were my favorite school memories. Especially when we won region on the drill team,” says Randolph.

## Seniors check off fun events from must-do lists

By **Marley Porter**  
*Feature Editor*

Seniors’ high school careers are winding down; this is the last year they will be attending Weber High. Now is the time to start checking off what is on their senior bucket list.

Weber High offers plenty of activities to participate in, from clubs to sports to assemblies to dances. Seniors choose their favorite activities to participate in and give others an idea of what to put on their senior bucket list.

Dances are an important item on most seniors’ lists. Out of all the dances at Weber High, Prom is the students’ favorite.

“My favorite is Prom because it is the biggest dance. It is the most fun and it is the time I can give my beautiful girlfriend her princess moment,” said senior Gavin Lund. “It’s the last formal dance; the last chance to make a girl’s dream come true,” added senior Merick Masters. Sporting events are also popular and draw in large crowds of fans, and seniors chose going to these activities as a must on their bucket list. Warriors enjoy watching both boys’ and girls’ teams.

“I love the connections with all my teammates in track and cross country,” said Derrick Gaedcke. Everybody is just one big family; everybody pushes each other to do the very best they can.”

The musicals and plays are also a popular event for Warriors and are on seniors’ bucket list. Weber High is known for its successful theater program. Students have an opportunity to participate in multiple musicals or plays each year. These productions often reach from 60 to 150 members.

“My senior year has been fantastic because I had the honor of playing the leading male in our musical *Mary Poppins*. I love being a part of the Production class because of all the great friends you make and all the great experiences you have,” said Masters.

Basketball games have always been a Warrior pleaser, and is added to seniors’ bucket lists. Fans enjoy watching girls’ and boys’ teams overpowering other schools. Students also love to cheer for WHS as they defend “The Fortress.”

Football games were chosen as Warriors’ favorite activity and came in as the top must-do on seniors’ lists. The student section turnout is often massive, and the students get into cheering. There are also other activities during the football games such as the Warriorettes, marching band and cheerleaders performing that add to the football game excitement.

“I love football games because there is so much hype and excitement to them,” said Gage Slocum, senior.

Even though these school activities are the top choices for seniors, there are other events that seniors also note as additions to their lists. The numerous assemblies are must-dos with the most popular assembly being the Quarters and Cans assembly.

“It’s great because you get to help families in need at Christmas time, and because you get to get out of class and watch your class officers do crazy things,” said Masters.

Seniors also look forward to school breaks. The most looked forward times are Christmas and Spring breaks. “I love it because there is no school, and I love the atmosphere holidays bring,” Lund said.

Other don’t miss activities that seniors feel are important are Mr. Weber Week and any pep rallies. “It is interesting to see everyone coming together and cheering on Warriors,” Slocum said.

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**Stephanie Vaughn** (12) – “I want to have the motivation to go to class.”



**Mr. Anderson** (teacher) – “I hope to have students bring me more food.”



**Ashley Wood** (12) - “To go to the animal shelter twice a week.”

Poll compiled by Annika Chapman

# New year brings opportunities, chance to accomplish resolutions

By **Raquelle Healey**  
Feature Editor

Ever set a goal for the new year and totally forget about it the next day? People often put it off over and over again until it’s erased from memory. As another new year begins, people have the chance to set goals in hopes to find success.

Junior Karissa Kimber said the reason people set goals is, “to motivate ourselves to become better. They help us improve ourselves and become more like the person we want to be. We should focus on our futures when setting goals. We need to find a place we want to go and discover a way to get there,” said Kimber.

Madison Bird, junior, also sees the importance of goal setting. “To me, a goal means to set a bar for yourself, to work and push yourself to reach so that you can become a better you,” she said.

Webster’s Dictionary defines a goal as “the object of a person’s ambition or effort; an aim or desired result.” Resolution’s definition is “a firm decision to do or not to do something; the action of solving a problem, dispute, or contentious matter.” When the two are put together, this tells what a New Year’s resolution goal is.

“Once you set a goal that is in your ability to accomplish, make

sure you find a way to keep it,” said Mrs. Sweeten, a family therapist. “Otherwise, the goal will be pointless. One of the main things I learned in psychology that every human being is different. Meaning that each individual is going to have to find a way that is best for them, not a friend or family member but them and them alone.”

There are various ways people can achieve goals. Junior Wyatt Critchlow said, “I have my phone send me a notification during the day that tells me what my goal is,



**Bailey Stinnett** (11) – “I want to be a better person.”

and then I follow it.” As for senior Ryan Rallison, he said, “I keep my goals by writing them down or sticking them somewhere that I’ll see on the fridge.”

Senior McKenna Linford makes goals often, and she has found ways to help her succeed in completing her goals. “Setting goals

can be hard but make sure that it is a reasonable goal and accomplish it a little at a time. Don’t stress yourself out by doing too much.”

Sophomore Cade Allen adds, “Give yourself breaks; don’t expect too much out of yourself. Often people set a goal and try to complete it overnight. I try not to do that because then I don’t feel that sense of accomplishment. Try to make it a thing that you can do over a longer period of time.”

Many people make goals throughout their lives. “When you are in school, you should definitely make goals,” said elementary teacher Mrs. Childs. “Not only because they help you move forward, but because it’s something you use all the time when you’re older. Learning how to set them early on and being able to achieve them will help you out in the future. Making goals teaches you to always better yourself and not just deal with what you have but to always try and improve. Make setting goals a habit.”

“You can honestly set a goal whenever you want, but you find a lot of people setting it on New Year’s Day because it is something that they want to accomplish that year,” added Mrs. Sweeten. “When you set a goal, don’t just rush through it; take your time and really think about something you need to work on. And remember, when you finish a goal, start a new one! It’ll keep you active and moving.”

By **Sarah Calvert**  
Editor in Chief

In 2002, a band called OneRepublic formed in Colorado Springs. The group did not begin their rise to fame until 2007, when they released a song called “Apologize.” Shortly after its release, the song was remixed by Timbaland and became number one in 16 countries, earning the band a Grammy nomination.

Since the release of their debut album, *Dreaming Out Loud*, OneRepublic has appeared in the Billboard 100 charts for several of their songs including “Counting Stars” (#2), “Good Life” (#8) and “Stop and Stare” (#12).

The band’s fourth album, *Oh My My*, was released on Oct. 7. The leading single, “Wherever I Go,” made it to the Top 10. The album got mixed reactions from fans; some loved it and some hated it. The band’s previous albums have stayed safely in the pop genre, occasionally straying closer to pop-rock. However, *Oh My My* cannot possibly fit into one genre; each of the songs have their own unique sound and each embraces the listener with a different emotion.

Ryan Tedder, the band’s founder and lead singer, has written several pop hits in the music world including “Already Gone” by Kelly Clarkson, “Bleeding Love” by Leona Lewis, “Halo” by Beyonce, “Brighter than the Sun” by Colbie Callait, “Love Somebody” by Maroon 5 and “Rumour Has It” by Adele. His mastery of lyrics shines through in several places on *Oh My My*. One of these places is undoubtedly the track “Fingertips.”

“Fingertips” has a unique R&B feel and is one of the most lyrically strong contributions to the album. It tells the story of a lost love that has slipped out of the singer’s grasp. Tedder mournfully sings, “I remember it, it was a night just like this/One of those moments that just slips/But you feel it from your heart to your fingertips.” It is very soft, accompanied by an occasional beat in the background.

Unlike “Fingertips,” some of the other tracks feature loud back-



ground noise that becomes overwhelming and distracts from the lyrics. This is evident on the title track, “Oh My My,” which borders more on the electronic side of the music spectrum.

One of the album’s slower songs, a gospel-infused track entitled “Choke,” is soaked in regret-tinged nostalgia. Tedder sings, “I’ll keep a picture of you on the wall/And choke on the memories.”

“Kids” also touches on the past but contrasts the sadness of “Choke” with a more of an optimistic undertone. “Back when we were kids/Swore we would never die,” he sings. “Future Looks Good” mimics this bright melody, insisting, “You are the future/And the future looks good.”

OneRepublic definitely reached outside their typical pop-rock comfort zone for this album, incorporating diverse and modern sounds into their tracks. One of the best examples of this is “A.I. [Artificial Intelligence]” which features British rock icon Peter Dinklage. The song itself is not particularly bad, especially since it includes Dinklage’s vocals, but it sounds nothing like the band’s previous work, transporting the listener to an extra-terrestrial, out-of-this-world place.

“Let’s Hurt Tonight,” however, has a much more familiar OneRepublic sound. Tedder sings to the one he loves as she tries to walk away from their relationship, warning that they can’t get rid of the love they feel for one another. “We can’t cut [this love] from out these veins,” he tells her. “They say love

is pain/well, darling let’s hurt tonight.” This song is arguably one of the greatest songs on *Oh My My*. As the opening track, it raises the listener’s expectations for the rest of the album.

“Better” and “Born” are other noteworthy tracks. Both are upbeat and catchy with a stimulating rhythm. “Better” adopts a beat similar to alternative band, Twenty One Pilots. “Think you lost your mind/But don’t worry about it/ Happens all the time/In the morn-



ing you’ll be better,” it says. Although the lyrics of “Born” aren’t particularly creative, (“I was born to love you”), the Indian drums played throughout make it easy to listen to and enjoy.

When talking about *Oh My My*, Tedder told *Entertainment Weekly* he meant for the album to be like a playlist, not really sticking with one identity. “Whatever our sound is, and I don’t think we have a dyed-in-the-wool sound, this album is by far our most evolved,” he said. It is indeed difficult to pinpoint a singular sound on this album, but perhaps it’s for the best; listeners are sure to find at least one song that satisfies their taste.

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Bridger Harris, freshman, frolics in the fresh winter snow.  
Photo by Faith Lawrence



By **Tyson Wight**  
Staff Reporter

Winter time is full of fun activities. Since there is a lot of snow in Utah, this makes winter unique. People take advantage of the snow and participate in many winter activities.

1. Skiing is a popular winter activity because Utah is known for its snow. Sophomore Jason Lawson says one of his favorite winter activities is skiing. “I like to ski because it is very fun and it challenges me,” he says.

Like Lawson, many other Warriors enjoy skiing during the winter months. Kaden Leatham, sophomore, says, “Skiing really makes me feel alive. The rush of adrenaline going through you as you fly down the slopes in completely unmatched.” Lawson and Leatham

**“Skiing really makes me feel alive. The rush of adrenaline going through you as you fly down the slopes is completely unmatched.”**

adds skiing is a great way to spend cold winter days.

2. Shredding through the powder on a snowmobile is another thing Warriors love to do during the winter time. Kaden Montoya, sophomore, says, “My family and I love going snowmobiling in Idaho each winter. It’s one of the things I look forward to the most.” Montoya enjoys snowmobiling because being out in nature while the snow is falling makes him happy. Lawson also likes to snowmobile with his friends and he enjoys the challenge and thrill of the activity as well.

3. Warriors like to lace up their skates and glide over the ice. Vanessa Wight, senior, says, “I love to ice skate because I don’t fall as much as I used to.” Despite some students’ difficulties staying on their feet while ice skating, Lawson adds, “Ice skating is a fun thing to do with friends, and it’s a good date idea, too.”

4. While snowshoeing is an underrated winter activity, it is rising in popularity among teens. Leatham

says, “Snowshoeing is an amazing way to spend a cold winter afternoon. Shuffling through the snow really starts a fire in my heart.” Leatham also enjoys snowshoeing because of the sense of freedom it gives him being in the outdoors.

Montoya also enjoys this activity. He says, “We also snowshoe when we go up to Idaho. Trampling through the snow with my friends and family is always fun.”

5. Sledding has always been a popular winter activity. Warriors add not only is it a fun activity, it is cheaper than most winter fun. Lawson says, “I always go sledding every year with my friends and family, and we always have the best time. I really love sliding down the hills and going off ramps.”

6. Hot tubbing/hot springs is also a favorite activity. “I like going to Crystal Hot Springs because it’s a fun place to go with my family and go hot tubbing,” Wight says. Teens think hot tubbing is fun in the winter because they get to feel warm while they are in the cold.

7. “I love hot drinks in the winter, and I love reading too so doing both together is great,” says Leatham. Curling up with a book and hot chocolate are some warming ideas for a fun activity. “I love reading while getting warm inside with some hot chocolate.”

8. Hockey is played throughout the year, but it is especially fun in the winter. Not only can people watch games, they can participate in outdoor hockey. “I love hockey, indoors and outdoors. It’s similar to ice skating but you get to smash people against walls and smack a puck, too, so it’s even better,” says Lawson.

9. “One thing I love to do in the snow is build a snow cave. I used to do it all the time with my older brothers when I was little, and I still sometimes do it now with my friends,” says Leatham.

Playing in the snow can also add fun to winter days. Montoya says, “Having snowball fights is one of my favorite snow activities. I do this all the time with my friends. Who doesn’t love a good snowball fight?”

10. The final winter activity is a movie marathon. “One of my favorite things to do during the winter is to stay in, drink hot chocolate and watch *The Grinch*. I love doing this throughout all of the winter months because it makes me have Christmas cheer, December through February,” says Wight.

adds Mrs. Heiter.

Mrs. Brown believes Benchmark testing is not as stressful for students because it is a series of small tests students take throughout the year; whereas the SAGE is a few big tests crammed at the end of school.

Although the USBE and Weber School District have a clear outline of what they want the Benchmark tests to do, Brown adds some teachers are confused since this is the first year they have been introduced to this testing. Brown also says teachers miss the extra instruction time.

“Each test can be up to an hour, so it takes a lot of instructional time away from teachers,” says Mrs. Brown.

# Villians make movies timeless

By **Elijah John Degn**  
Staff Reporter

Movies, like any other narrative form of art, have this curse of certain requirements for it to be truly good. Of course, you need good actors, writers, directors and cinematographers, but an absolutely necessary element which has historically transferred to and from the other story formats like video games or books, is an absolute need for a great villain.

Whether he or she be someone you loath, someone you care for but know they’re evil, someone you see rise and fall as a character, or even someone you genuinely like more than the protagonist, a great antagonist is just as important as the well-meaning hero. In some cases, villains steal the show – maybe even alongside the audience’s moral code to not support them. These characters, psychopaths, killers and charmers are essential to create a well-rounded film.

These top five examples of a bad character done right is based on critical acclaim, universal success and some personal opinion. Before you continue reading, though, SPOILER ALERT.



**5. Hannibal Lecter**  
(*The Silence of the Lambs, 1991*)  
“A census taker once tried to test me. I ate his liver with some fava beans and a nice chianti.”

Even though Hannibal Lecter was not the main villain in *Silence of the Lambs*, that privilege going to the still-pretty-creepy Buffalo Bill, he definitely stole the show. Anthony Hopkins won Best Actor in the 64th Academy Awards, and it makes sense. Few could compare

to his cold eyes and half smile, his inevitably wanting to chat about what five course meal he has eaten, which more often than not consisted of human meat in one way or another.

**4. Alex DeLarge**  
(*A Clockwork Orange, 1971*)  
“One thing I could never stand was to see a filthy, dirty old drunkie, howling away at the filthy songs of his fathers and going blurp blurp in between as it might be a filthy old orchestra in his stinking, rotten guts. I could never stand to see anyone like that, whatever his age might be, but more especially when he was real old like this one was.”

Although Alex DeLarge’s portrayal of Malcolm McDowell’s protagonist in an already thought-provoking and dark movie, one could also argue he’s the antagonist as well. First, you have the essential bad-guy material: he goes out late at night with his “droogs” to commit all kinds of crimes, most notably murder and rape, which isn’t exactly a quality of an angel.

However, after he undergoes a treatment which is supposed to make him “good” again, he is physically repulsed by any mention of violence. The film does a fantastic job demonstrating the necessity of free will even in the worst of humanity, and the internal conflict of Alex mirrors the movie’s persistent message perfectly. The movie also does something seemingly impossible: it takes a mentally insane criminal and it makes you feel bad for him. As much as you hate this character at the beginning of the film, you end up genuinely intrigued by this multi-dimensional person, and it fills you with a sense of wanting to help him. When a villain does something like that to the audience, he’s both succeeded and failed.

**3. The Joker**  
(*The Dark Knight, 2008*)  
“Why so serious?”

Heath Ledger unfortunately passed away before *The Dark Knight’s* release in 2008, but the Academy recognized his fantastic turn as arguably the most famous comic book villain with a posthumous Oscar for Best Supporting Actor (him and Peter Finch are the only two actors in history to win an Oscar after death).

Although Jack Nicholson’s portrayal of the Clown Prince of Crime in 1989’s *Batman* was also great, Ledger truly made the character his own, and every scene he’s in is dripping with maleficent insanity. Not only is he unpredictable, he’s also wildly inconsistent. In one scene he explains his father is responsible for his scarred face; whereas in another, (it’s a theory Ledger actually forgot his lines and was improvising in this one) he explained that he was the one who self-mutilated. All in all, the entire movie would not have been nearly as great, as dark or as fascinating without Heath Ledger.

**2. Norman Bates**  
(*Psycho, 1960*)  
“A boy’s best friend is his mother.”

Sometimes the killer has been hiding under our noses all along. Sometimes the killer could be anybody – even a meek, seemingly awkward motel owner. Sometimes the killer simply didn’t exist, or maybe he (or she?) was here only mentally, not physically.

Norman Bates, portrayed by the equally interesting actor Anthony Perkins, is the incarnation of all of these haunting questions, suffering from a multi-personality disorder, one of which being his deceased mother. Occasionally that part of him wins over, committing murders in the body of an innocent, and he’ll wake up minutes later with no memory intact. This makes him particularly hard for the police to track down, but once they do and detain him, Norman, as he’s sitting comfortably in a chair and wrapped in a warm blanket in a small white room, internalizes one of the creep-

iest, most unexpected monologues in all of Cinema history.

**1. Darth Vader**  
(*Star Wars, 1977*)  
“No, I am your father.”

No matter how you look at it, no villain, hero, supporting character or really any person on or off screen has had more of an impact on the audience, more presence on modern media, or more of a complete story than Darth Vader.

From the moment David Prowse first marched on screen in that



Grim Reaper-esque suit, surrounded by dead rebels and Storm Trooper allies, the audience already felt a deep feeling of “*This guy is bad*” without so much as a hint of a backstory. They only needed a few cool shots of his black cape and helmet. Rarely does an antagonist have such a rounded origin story, and rarely does a director successfully make the audience both wish for the villain’s demise while also wishing for the villain’s redemption. This is a considerably hard task once you recognize the atrocities Darth Vader was responsible for.

When I was first constructing this list, I begged myself to not put this overused character on this list. So many other countdowns always end the same way: Darth Vader this, I am your father that. It was a stereotype, really. Now, though, after properly understanding the impact this character has made on the film industry and media altogether, I can’t deny that Darth Vader is one of the most notorious figures in cinema; possibly the most notorious and arguably the most universally recognized as the best villain in movie history.

**Benchmark continues from page 1**

Mrs. Heiter believes Benchmark tests will identify those content areas students do and do not understand “Students can then be guided to accelerate to further concepts when they have mastered a concept, and can be given intervention support when they are struggling with something,” says Heiter. She also feels the outcome of these tests will assist teachers with their instruction.

“The results from the Benchmark modules help teachers provide students with the support they individually need to master core content,”

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While shopping for Secret Santa, Konner Gibson, senior, and Mrs. Pearce converse over pajamas.



Analyn Shaw and Shelby Wiser, senior SBOs, count the money earned in the Miracle Minute.



Students wait in anticipation for the movie *Star Wars: Rogue One*.



SBO Brad Gray and fellow officers journey up the hill for fun bathing suit sledding.



SBO Sami Shaw, senior officer Ashley Potokar and SBO Shelby Wiser spread Christmas cheer through caroling.



Sophomore Ryker Simmons looks at movies in Smith's for his Secret Santa.

## Warriors offer assistance Quarters and Cans helps spread Christmas spirit

By Rebecca Gonzales  
News Editor

Every November and December, Weber High raises money for those in need through Quarters and Cans. The whole region is invited to come together and get involved with fundraisers and activities such as this year's garage sale, dodgeball tournament, miracle minutes, fun assemblies and contests. We even had a special showing of *Rogue One*. Quarters and Cans has had a lasting impact on the community by benefiting local charities and families who need a little extra help around the Christmas season.

This year, WHS had a goal to raise \$28,000, the majority of which to benefit Just a Break, a nonprofit organization founded by Ogden's Greg Thorpe following the passing of his wife from stage IV colon cancer. The foundation provides a meal at a nice restaurant, a night out with friends, or a weekend trip for cancer patients and their families that allows them to forget about their struggles for a while and create good memories.

Anyone who has supported a loved one suffering from cancer or gone through the process of treatment themselves knows there are mental and social effects of the disease, in addition to the obvious physical ones. Cancer affects not only the patient, but it also takes a toll on their support systems. By helping alleviate the mental and emotional hardships that are a natural result of cancer, Just a Break allows patients and their families to focus more fully on beating cancer.

At least \$1,000 of the money raised every year goes to HOSA club's Weekend Warrior Food Packs. Twenty percent of children in Utah regularly go to bed hungry, and in Weber County that number is even greater. In our community, 48 percent of kids are on free or reduced lunch. The packs provide

food to local elementary school children who are on the free or reduced lunch programs and do not get enough to eat on the weekends. Over 100 packs are assembled and delivered every week.

Community members can donate food such as applesauce, cereal, crackers, raisins and peanut butter to Weber High's HOSA Club to be included in the food packs. They can also donate money - just \$10 can provide two or three Weekend Warrior Food Packs.

Hunger inhibits students' ability to learn and function normally. By supporting this cause, the community has helped innumerable local students achieve more both academically and behaviorally.

The tree in our school's commons has been integral for providing Christmas gifts for needy children for many years. Anyone can choose a star ornament from the tree and buy gifts for a child according to the information it provides such as gender, age and interests. In addition to the tree, student body officers go shopping for specific families in our area and surprise them with anonymous presents and Christmas dinners.

Quarters and Cans is a great way to bring attention to local organizations and promote service and generosity in the community. Weber High doesn't benefit directly from the organization; rather, everyone all benefits from the effects of coming together to support a good cause. By donating time, money or food to Quarters and Cans, community members are helping out future leaders, trailblazers and innovators in their time of need.

We can all give something; it doesn't have to be money. It doesn't even have to be extravagant. It can be a couple hours spent volunteering, a nice letter to a friend, or a smile to a stranger. It doesn't have to be during Quarters and Cans either; our community could use kindness and service any day of the year.

Photos by Faith Lawrence, Emily Suisse, Natali Gozalez, Kaitlyn Monson, Derrick Gaedcke and Sam Leake



Donations accumulate under the Christmas tree during Quarters and Cans.



Ben Fenton, senior, and McKay Barker, sophomore, compete in lunch time Smash Bros tournament.



Sophomore class officer Nathan Chugg sets up stuffed animal portion of Weber High's garage sale.



Shaw and Gibson calculate the earnings from the Miracle Minute held in the morning.



Weber cheerleaders perform a festive dance during the Quarters and Cans assembly.





**Conrad Miller** (11): “Katie Smith was in the first grade. She was cute, funny and we’d play around with each other at lunch and recess.”



**Emma Wolthuis** (10) - “Braedon Iverson was in seventh grade. He was really tall, nice, smart and a good texter.”



**Alexander Bedwell** (12) - (In Kindergarten) “Hailey Reer, I was a shallow kindergartner only going for looks.”



**Mr. Windsor** (teacher) - “Mine was Laurie Brockmeyer. We played basketball and were in band together in seventh or eighth grade.”

# Warriors share first crush struggles

By **Joseph Pitman**  
*Editorial Editor*

Valentine’s Day is a time for all couples and aspiring lovers to share. However, it is also a time for sharing many awkward experiences and memories related to love. One of the most prestigious of these experiences is the always fun and yet strange first crush. Everyone has had them, whether it’s pinky-sworn vow in preschool or a true romance in junior high. While some may regret these crushes, others appreciate them.

Science teacher Lareen Radle is one person who does not regret her first crush. “Not at all. I remember [being] twitter-pated; my stomach would churn when I saw him,” says Radle when talking about her first crush, Paul Taylor. “He was just so cute,” she adds.

“He actually got triple-dog-dared to get up out of his desk and come kiss me on the cheek. And when he kissed me, I turned beet red,” she says, “I felt special.”

English teacher Steve Godfrey also shares his first crush memory. “The first girl that comes to mind was a girl from third or fourth grade, named Breanne. I just remember that I really liked her; she was really good looking.”

Godfrey continues how he had to get her to notice him. “I wanted to show off for her, since she lived down the street from me, and I remember playing basketball outside waiting for her to come outside,” he says. “And if she came outside, I would try extra hard, maybe take

my shirt off or something,” he says.

Like their teachers, many Warriors also have stories of childhood crushes, some embarrassing and others romantic.

“Love! Jealousy!” senior Jaxson Ridenour announces about his first crush-emotions. “I was 12 and in seventh grade. She saw me, and I had a pink iPod and she laughed. That’s my only story,” he says to a group of laughing friends. “I mean, I am speaking about seventh grade

and we would play tackle bull dog or three flags up or stuff like that. Whenever she [Maddy] was around, I would step my game up,” says Hill. “It’s like with every guy. You get in front of the girl and do whatever you can to make yourself look as bad as possible,” he adds.

Senior Hunter Shriber reflects on a crush that he thought did not turn out favorably for him. “My first crush was Madi Boydston,” says Shriber, “She was a nice, car-

was so cute and so nice. And he would always write me these little notes and leave them on my desk,” she adds, laughing at the memory.

“I do not regret it [the crush], as he was super nice, and he throws super awesome parties now,” she says.

While many experience the good and bad of first crushes, there is a reason why people, even at young ages, develop crushes.

“I think the media has a big part to do with it. I mean they [kids] see stuff on TV like kissing and hugging,” says Radle, “and if they have any older siblings with boyfriends [or] girlfriends, then they want to be just like them, and I think that is a big part of it.”

Godfrey adds, “You have attractions, and you’re not sure what they are and what it is. And so it [childhood crushes] is a brief way to explore and share your natural feelings.”

Hill says he had his first crush “because she looked pretty, she was nice and she had a smile.” He adds, “Well, even now when you have a crush, usually it’s because she means something to you. I mean, it’s not just because she’s pretty but because she/he means something to you, and there’s just something there that sparks.”

Hill also notes that even though he lived through a first crush, he is indeed single. “I am single! Underline it! Thumbs up!”



**Mr. Lattin** (teacher) - “My crush was Skyla Ricketts. She was the most beautiful kindergartner I had ever seen.”



**Caprice Anderson** (11) - “His name was Sam. I liked him because he was cute, and we ate Goldfish together.”

Poll compiled by **Katelyn Monson**

after all; not much happens.”

“Back when I was in sixth grade in Arizona, there was this girl named Maddy. She had blonde, short hair,” confesses Ty Hill, senior. “I was shy and nervous. Just your average guy back then who had a crush but couldn’t do anything,” he adds.

“I was 12? Maybe 13 or 14? I would Sseverely embarrass myself nearly every day. I would always get with my friends [during recess],

ing young lady. Although, I do regret it because she didn’t give me a chance!” Shriber adds. “I just remember writing her little notes throughout elementary, and her not doing anything in return. I couldn’t really talk to her, but I have fluent conversations with her now,” he adds.

However, in a turn of events, senior Madi Bodyston shares her feelings. “Hunter Shriber,” she says, when admitting her first crush. “He

## Cupid’s guide to romance; advice on celebrations

By **Hannah Jacobs**  
*Staff Reporter*

Valentine’s Day is known as a day to show affection to a significant other and is celebrated throughout the world on Feb. 14. For some, it’s the perfect romantic holiday to spend with a loved one. To many single individuals; however, not so much.

Megan Ferney, senior, believes Valentine’s Day really isn’t just about love between soulmates, but rather a day to cherish with all loved ones. She says spending the day with her family is the best way to celebrate the day of love. “They’re the ones I know I can count on, and they will always love me for who I am,” says Ferney. She adds, “Eat chocolate and be positive, because you don’t need someone else to be happy.”

“Being single gives me a chance to learn who I am and what I stand for,” Ferney adds. “Since we are still in high school, we have an opportunity to meet new people every day, and we should definitely take advantage of that.”

Sara Fowers, a WHS graduate, says the best way to celebrate Valentine’s Day is by “doing something that you and your significant other enjoy together, even if that is sitting in sweats and eating Chinese food or dressing up and going out to a fancy dinner.”

Fowers describes one of the best dates she’s been on: “When my husband and I were in high school, he told me we were going on a surprise date and to dress warm for the date. He then drove me to a mountain pass with a beautiful view, and there was a table set up with candles and my favorite food.” Fowers adds her husband turned on music as they slow danced on the mountain side.

Savannah Seymour, senior, says the most fun date she’s been on was at a school dance. “We had din-

ner and he brought me flowers and chocolates,” says Seymour. “He definitely won a few points there.”

Fowers and Seymour also share what they believe is required in a strong and lasting relationship: honesty, communication, respect and an open mind.

Chauntel Jacobs from Salt Lake City adds having conversations about expectations is a huge help. “It’s easy to forget that your significant other can’t read your mind. It saves so much grief to just be open about things,” Ferney agrees, saying, “The best way to show you love someone is by making the effort to do the small things.”

Jacobs says she thinks showing love to oneself is important. “I don’t let myself hold onto unnecessary guilt or feel pressure to be perfect. I also forgive myself when I make mistakes – that’s a big one for my self-esteem,” says Jacobs. Ferney adds a person can show love to him/herself “by being confident and strong in who they are; saying positive affirmations but also believing them.”

When looking for a future spouse, Ferney says she looks for qualities such as respect, humility, selflessness and a sense of humor. Seymour agrees, adding for high school students, it’s “important to make sure we know the qualities we hope to find in someone.”

As for Jacobs and Fowers, they have already found these qualities in their husbands and keep discovering more things they admire about their spouses. Fowers loves how intelligent her husband is and the respect he shows her.

So as Valentine’s Day comes and people may find themselves alone. “It can be hard to be single on Valentine’s Day, but it’s easy to have fun, regardless,” says Ferney. “Just spend time with your other single pringles and do something you enjoy. Valentine’s Day is not all about romance, it’s about those who have made a positive difference in your life.”

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# Unity brings success on court

By Abi Robinson  
Staff Reporter

The girls' varsity basketball team has been working hard this season to accomplish their goal of creating a stronger bond. By doing so, they hope to overcome any weaknesses on the court and strengthen each other's talents.

Senior Kestin Cable says one area they are improving is "not getting upset when things don't go as planned." They're hoping on overcoming this weakness this season by staying positive and always playing their hardest. "Working as a team will help us do this by strengthening each other, therefore strengthening the game," adds Cable.

Another aspect that is hard to overcome is the player's height. Cable says "the team tends to run on the short side with not much height to get underneath the basket." She adds "having a physical struggle like this isn't easily overcome but with the team's will power," she adds, "nothing is impossible."

However, even though the girls face obstacles, they also have several strengths that will help them during their season. Senior forward Nicole Anderson describes the team as the underdogs for the region. She adds that since they don't have the height of other teams, people don't expect them to be any good, but when people watch them



Junior Megan Smoot blocks Ogden High player and helps the Warriors with a victory.

Photo by Marley Porter

play, she says they see it's obvious they are a dominant team on the court and they're serious about the game.

"We all have a championship mentality by looking forward and working our hardest to have no regrets about our games," says Anderson. Elise Hillstrom, senior forward, agrees saying, "No one would expect us to be great, but we have the talent enough to give them a run for their money."

Another strength for the Warriors is their ability to work together. Forward Taylor Rumsey, senior, says, "We can get along on and off the court and that really allows us to work together as a team."

"I think each of our personal goals is to try a little harder to be a little better," adds Rumsey. Jessica Joy, senior and guard, says, "We want to give every game our 'A' game. Take nothing off the court, but leave everything on it." Placing that goal on the top of their list, the girls hope their hard work will be evident throughout their season.

On Tuesday, Nov. 29, the team trampled Davis Darts scoring a 54-38 win. Megan Smoot, junior and guard, gave them a steady game throughout the night, scoring 16 points. Taylor Morris, sophomore guard, added another 15 to the game along with Taylor Rumsey, senior forward, scored 10.

The Warriors would not be denied another victory on Friday, Dec. 2. Weber faced Ogden High's Lady Tigers and took a 36-25 victory. Morris gave the Warriors 12 points and 9 rebounds; Smoot once again gave the team a lead, racking up 13 points.

In a tight game against Logan on Dec. 20, the Warriors rallied for a 46-42 win. Even though Grizzlies dropped six 3 point baskets, Weber was able to build a lead during third quarter and held on to it for the rest of the game. Cable led the girls with 14 points, and Bridget Triplett, junior, scored 12.

The Warriors used their goal of unity to reign over the Lakers on Dec. 30. Even though the girls were behind at the half, they came out ready for a victory. They focused on teamwork and were able to defeat Bonneville, 42-40. Rumsey led Weber with 11 points, and Smoot added eight more. Sophomore Paige Aardema also delivered seven to Weber's scoreboard.

As the team prepares for the rest of their season, Head Coach Mark Hansen knows the team's unity will be a driving force of success. "Our goals are the same as always," says Hansen. "Get better every day and grow closer as a team. Ultimately we want to get to final region game and then to state and the tournament. We always want to eliminate 'I, me and my,' and we always strive to become more 'we' focused. We always use the term 'we', with everything."

Hansen adds the team is most excited to play each team on their schedule. He says they focus on what's happening during each game, not one in the future, and they always have their mind focused on their performance.

Anderson also feels the team has a championship mentality. "We ultimately want to create a bond that goes beyond basketball," said Anderson. And with that bond, she says the team plans on more victories than their previous seasons.



Shooting for a basket, Taylor Morris, sophomore, jumps above her Bountiful opponent.

Photo by Katelyn Monson

# Diverse sport interests many people, marching band seen in new light

By Katelyn Monson  
Staff Reporter

All sorts of sports teams make up the athletics program at Weber. They range from football to softball. There is one sports team, however, that many people are unaware of; marching band.

"Marching band is not something most people think of as an athletic program," says sophomore and saxophone player Kaylee Groom," but it seems to benefit the students in more ways than one would think. The students carry an extra 10-25 pounds of weight while paying careful attention to steps and rhythm. During practices they will often do push ups and jumping jacks to warm up, and in the summer months they start each practice with a quarter to a half mile run. According to Mr. Windsor, band director, studies in the east have shown that the heartbeats of the band members reached over 150 beats per minute while performing and during practices. Mr. Windsor, the group's instructors, says, "It's one of the most physical things you can do in the music world."

This year the band averaged ninth place and attended four competitions during the season. "We didn't do as well as the other bands, but it's not about the score," says junior and percussionist Thomas Schmitt. Mr. Windsor adds, "Our goal is to beat ourselves, not anyone else."

Learning the music and mastering the steps are vital when trying to get a good score at competitions. "When the judge is looking down on the field, he/she can see everything; one person out of step affects the whole group," says drum major and senior Abi Robinson. Schmitt adds, "If one person's feet are out of place it doesn't look right."

Countless hours are put in to ensure that the band members do their best performance at their yearly competitions. The group spends hours practicing during the summer months and every Tuesday leading up to their competitions. There are also the practices held on B days during eighth period that continue even when competition season is over.

Practices also prepare the band for their performances at football games and concerts throughout the district. Robinson says, "Practices are all about getting our move-



Marching band participates in many competitions and activities such as the Homecoming parade.

Photo by Annika Chapman

ments and steps down. It's about perfecting what we do as well as we can." She also adds, "Our brains need to be at the competition, and our heads have to be in the music." Robinson's role as drum major was to conduct the group while they are marching and keep them in time with the music as they perform.

"In the end all of the practice, stress and work, being in band is worth it," says Groom. She adds marching band reaps benefits for the students who participate. There are also numerous opportunities for scholarships given to students who excel in the program. Robinson says band has helped her develop important life skills. "I think for sure with my role in it, I've learned how to be an effective leader. It also helps your brain power and will power," says Robinson.

"We teach students what they need to know to get ready, but then they take over. Basically, my job is to design music and contact people around the country to design the moves," adds Mr. Windsor.

Windsor also teaches students the basics and then he gets out of the way, and lets them make decisions. "We teach the students to be leaders. Our goal is to make the group as a whole independent," he says.

Many challenges are presented when the group is working together and trying to perfect their steps and music. "I think one of the hardest things for us is keeping time," says Groom. "When we work together, though, we can overcome these

challenges and become better. Group work is an essential part of the band's success," she adds.

Schmitt compares marching band to a family. "If we want to do very well, we have to work together," He says. Robinson agrees and adds, "It's not just a team, we've made a connection as a family. The last competition was sad because all the seniors are leaving. It's like leaving your family when it ends."

Mr. Windsor has been impressed

*"Practices are all about getting our movements and steps down. It's about perfecting what we do as well as we can."*

with this year team's unity. "When they are working together, they trust their section leader and they learn that each one of them is an important piece of a puzzle." He adds the members don't limit themselves to working together solely during practices. "They also help each other with carpooling, homework, etc. I don't think they realize how much they do for each other," he says.

Mr. Windsor also tells why other students should join the program. "It is different from other athletics where you want to beat the other team. In band everybody respects each other. I think it's a great way to represent your school and show your pride," he says.



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# Swim team disciplines, creates successful season

By **Kiera Della Cerra**  
*Staff Reporter*

During this time of the year, the weather is cold and wet. Absolutely no one would think about jumping into a pool of water. However, for 50 athletes this is their daily ritual from September to February.

This is Coach Cruff's twenty-fifth year coaching the Weber swim team, and he has enjoyed working with Warrior athletes. "The swimmers are great to work with and a lot of them push themselves," says Cruff.

For a team to do this well, there is usually a lot of time and dedication for the coaches as well as the swimmers. Since Weber does not have a pool on campus, the athletes must commute to Ben Lomond High School to use their facility. The team practices Monday through Friday from 4:30-6 p.m. There is an

optional two hour practice on Saturdays at 8 a.m. where swimmers can get more training and technique practice. Coach Cruff says he is most impressed with "their [swimmers'] dedication to being at practice, and the work they put in; being a team and for cheering for each other during their races."

During the days when the swim team cannot use the pool, they have an alternative practice that they call "dryland." This practice is a cross training exercise that can help the swimmers get more cardio and core workouts that in return help them to have better technique in the pool.

"We have made goals as a team and all work our hardest in the pool and outside the pool in order to make sure that we are completing these goals," says junior Olivia Boer.

Some of the goals made earlier in their season have already shown an outcome. One of the goals for both



**Junior Alexis Trejo breaks records at the Box Elder invitational.**

# Athletes draw inspiration from role models

By **Derrick Gaedcke**  
*Photo Editor*

Every athlete has a reason for doing something, whether it be to stay in shape, to be part of a team or to simply give it his all and best the rest. These athletes are also often inspired by other athletes who they end up following or aspiring to be like.

One athlete is Brayden Youngberg, senior. He has been running for a long time in both cross country and track, but he isn't the only runner in his family. His mom runs as well and when asked, "Who is your role model and why?" Youngberg said, "I would say my mom because she has helped me recognize what I can become and has shown me that no dream is too big through persistence, faith and hard work."

Youngberg mother has been a role model for most of his life. "Recently we have had some very good discussions about our goals which

has made her even more of an example to me. My mom really helps people find the best in themselves, and I strive to be like that and to help others find themselves like she does," he said.

Youngberg has two role models; his second is Hunter Woodall from Syracuse High School. "Hunter is living proof that no task is too difficult or dream too big. Hunter became my role model when I first saw him run and talked to him. His personality is fun to be around and he makes you feel like you can be great in whatever you do."

Along with these attributes, Youngberg also admires Woodall's compassion. "I have never seen an athlete who has been able to touch as many people through his sport as him and he is loved by competitors and friends alike. I strive to be able to touch people like Hunter does and be as good of a friend he is to everyone."

Youngberg also said Woodall lost his legs at a young age and was told he would never be able to walk. "He is now the best 400 Meter runner

in the state, and he came home from the Rio Paralympics this summer with two medals, a silver and bronze."

As an athlete, Woodall has also inspired Youngberg. "He has inspired me to be more outgoing and taught nothing is impossible through faith, love, work and patience!"

Senior McKenna Butler also admires someone in her family. "My role model is my brother Braedin, aka Bread N' Butter. He's the one who got me into running. He has always been my role model because he's my older brother," she said.

"Even if he wasn't always a good example, he's still my role model," Butler added. "I never thought he would be a role model. He started out running cross country with a slow time and worked his way up to top four. This inspired me to work harder and get to being on the girls varsity team after being top JV my first three years of running

cross country."

When finding a role model some stay with the sport the person is in and some follow a person who impacted them at a young age. Brandon Jaskowiak, junior, named Andy Wright as his role model. Jaskowiak started following Wright when he was age 11. "I find his job at a graphics company interesting. It inspires me how well he follows the gospel while being really fun and laid back, and that he is such a great all-around crosscountry athlete while still being pretty smart."

Jaskowiak also said, "Even though he hasn't won any great medals or championships, he still inspires me every day in what he does. It's not all about winning and losing, it's about what you make it. Andy Wright makes it about the fun times and his love for the sports. The fact that he ran in high school and continues to run every day, that's what inspires me the most."



**Elli Northford, junior, practices her breast stroke and gets ready for upcoming meets.**

Photos by **Kiera Della Cerra**

the men and women's team was to take first place at the City County Meet, which is one of the most anticipated meets for the swimmers. The men's team came out on top in first place while the women's had a close battle and took second. This meet defined who puts in the effort at practice and can continue to push their own limits.

Sophomore Ashlyn Cochran stood out the most for her 500 yard freestyle race which is 20 laps down and back. She took first in the event and earned a new personal record with 5:54.51 time. "She never settles for anything less than her best," says Heather Vielstich, one of the girls' captains. Coach Cruff adds, "I am very pleased with all the progress and dedication she gives at practice."

For the men's team, senior Adam Mortensen has been making strides in the underwater world. At the City County meet he took first in the 100 yard breaststroke having a time of 1:04.59. Wyatt Decker took second with a 1:04.71.

The team also did exceptionally well with Alexis Trejo, junior, setting a meet record at the Box Elder Invitational with a 1:17.14 100 yard butterfly.

Cruff says in their first meet on Nov. 3, the girls took third place

while the boys took sixth. Vielstich says, "Our sense of unity is one of the team's biggest strengths this season." She adds, "We're like a family." Henderson Bird, one of the senior boys' captains, agrees with Vielstich about the team being united. "I enjoy the fun spirit we have when we are together," he adds.

With the team's hard work, friendship and dedication, they have a possibility with coming out on top during region and state finals. "You can count on all of the swim team athletes to push their limits these next two months while we prepare. We want Region!" says Boer.

"Motivation for meets build off of one another. If one of us is pumped, the rest of us get pumped too," says Bird.

The Warriors will be going against their rivals the Fremont Silverwolves, on Jan. 19 at 3 p.m. at the Ogden High pool. The team's season ends with their last meet being the Region 1 championship at Mountain Crest on Jan. 28 at 9:30 a.m.

While some swim athletes season will end with region, a few Warriors will continue and compete at the 5A State Championship meet on Feb. 9-10 at BYU.

# Resorts packed with snow, skiers flock to slopes

By **Austine McDowell**  
*Staff Reporter*

At the beginning of December, northern Utah's popular skiing resorts, Snowbasin, Powder Mountain and Nordic Valley opened with 18 inches of snow. Since the launching of the 2016-17 resorts, Warriors have spent a lot of time on the slopes.

Snowbasin is having its 76<sup>th</sup> season, and according to the many reviews on powderhounds.com, skiing at Snowbasin is "awesome, highly recommended for anyone to attend." One review said "Always my favorite time of the winter season; love seeing all the skiers on the slopes." Another review said, "I'm never disappointed with Snowbasin!"

This year the resort has expanded its snowmaking system creating snow for those days that need a little more powder.

Emilie Hadley, sophomore, says she skis at Snowbasin because "there are a lot of trails available for every skill level. My younger siblings can ski on the bunny hill, while I go up to John Paul or Strawberry."

Also loving what Snowbasin offers is sophomore Cameron Gross. "My dad works there with the Snowbasin Alpine Ski Team, so I like helping him coach," says Gross.

As Gross compares Northern Utah resorts, he says Snowbasin is his favorite. "The hills are so diverse; there is something for everyone. The terrain is always nice, but it can also have challenges. The lifts are usually short, too," says Gross.

Day passes at Snowbasin are \$99 for adults, \$79 for seniors, \$55 for ages 7-12 and children under six can ski free.

Powder Mountain is another Warrior ski resort favorite. The resort is in the process of adding two new lifts and creating new ski runs. Because of its popularity, the resort limits season pass holders to 3,000 annually and allows 2,000 tickets per day.

One review given by Ryan Craig on the website onthesnow.com gave the resort an overall five stars. "I gave this place a try after seeing it on Liftopia while looking for SLC lift tickets. I had never heard of Powder Mountain and looked it up. The best way to describe this place is it's the ski resort equivalent

of a hole in the wall dive bar that doesn't look like much but has awesome food and great entertainment," says Craig.

He also describes the terrain as "steep enough to be fun but not intimidating."

Gross enjoys Powder Mountain and says, "I had a great time, but it's definitely for boarders, not skiers as much. When I was there, they had very long lift lines."

Rates at Powder Mountain are \$79 for adults, \$60 for seniors, \$44 for ages 7-12 and children under six are free. Night skiing passes can also be purchased at Powder Mountain.

Ever since Nordic Valley changed their name back from Wolf Mountain, it seems to be getting more business. One review on TripAdvisor.com says it was "friendly, great little family ski resort!" Another review adds, "Most fun you'll have skiing!"

The resort is also known for beginner hills and a place to take lessons. "Fastest lessons I've heard about," says one review and another adds, "A great resort to have your kids learn to ski/snowboard."

First time skiers can get a lift pass, rental and three hours of instruction for \$120.

Hadley also enjoyed her experience at Nordic saying, "The slopes were amazing and fun for skiing in a group."

Gross achieved his first skiing success at Nordic Valley. "I started skiing when I was three. My dad took me to the top and pushed me down the mountain. I've never really taken lessons," he says.

Gross also describes the resort as a great starting place for skiers. "It's small, easy terrain with advance hills. Plus, they have cheap season passes and the small staff lets you get to know everyone," says Gross.

Ticket prices at Nordic are \$45-\$50 for adults and \$30-\$35 for children.

Warriors also look forward to visiting other resorts. Hadley had a great experience at Sun Valley resort in Idaho, and she wants to visit the resort again.

However, others enjoy the feeling of being right at home. Emmalee Jackson, sophomore, says, "I would recommend in-state resorts. They wouldn't say Utah has 'The Best Snow on Earth' for nothing!"

Gross agrees and adds, "I've been to Sun Valley which was way fun, but it is not as good as skiing on the Utah's snow."



**Junior Kennedy Zubal flies down the mountain at the Nordic Valley Ski Resort.**

Photo by **Derrek Gaedcke**



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