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Robbinsdale Cooper High School

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Zach Snyder's Justice League is an expanded, revised version of original theatrical release, which was a commercial and critical failure

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Basketball team has great season

The Hawks boys basketball squad fell one game short of the state tournament after a regular season record of 15-3

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U.S. REP. ILHAN OMAR VISITS HAWK GOVERNMENT CLASS



Photo by DERRICK WILLIAMS

Helping make U.S. Rep. Ilhan Omar's appearance possible was the fact that Cooper was still in distance learning.

By MAX REKELA-JASPER
Quill staff writer

Students in Ms. Huebsch's seventh period government class spoke to U.S. Rep. Ilhan Omar via a Google Meet on February 18.

According to Huebsch,

Omar's staff reached out to the Robbinsdale School District office to express interest in visiting a classroom virtually at Cooper. Head Principal Mr. Herman forwarded that request to the government teachers and Huebsch was able to have Omar visit her

seventh period class.

In preparation for Omar's visit, Huebsch had students learn about the legislative branch of the government.

"I had students identify their congressional districts and look up their current elected officials in order to

know whether or not she is their federal representative," Huebsch said.

Huebsch also had students in her seventh period class identify issues that were important to them and researched Omar's positions on those issues.

Students in Ms. Huebsch's course had a chance to hear from, and ask questions of, the local congresswoman

Huebsch said the visit helped her students understand more about who Omar is and what role she plays in the government.

"The students absolutely benefited from [Omar's] visit," Huebsch said. "It was especially great because it was such a small group of people in which she answered questions directly."

Jaxson Ratliff (12), a student in Huebsch's seventh hour class, said he enjoyed the chance to hear from Omar.

"I know I benefited from her visit because it showed that politicians aren't just the people who we vote for, but people we can relate to as a whole," Ratliff said.

Ratliff added that Omar's visit gave him more perspective on what life is like for a politician, and, more specifically, Omar herself.

"It's amazing what she's been able to accomplish," Ratliff said. "Talking to her was a really positive experience for me."

Huebsch said if she had another opportunity to have her students speak with an elected official, she would do so without question.

"I would welcome any elected official into my government class," Huebsch said.

Andrea Tribble named Athena Award winner

The annual award recognizes an outstanding female athlete from each of the 50 Minneapolis area city, suburban and private schools

By YORDANOSE MULAT
Quill staff writer

Cooper named basketball player Andrea Tribble (12) as the winner of the 2020-2021 Athena Award on March 5. The Athena Award recognizes one outstanding senior female athlete from each of the 50 Minneapolis metropolitan area city, suburban and private schools in order to honor their achievements in one or several sports.

"It's very exciting and I'm very happy to have received this award. I'm grateful that my hard work and dedication on and off the court is appreciated by those around me," Tribble said.

Nominating Tribble for the Athena Award was basketball coach Mr. Simmons. "[Tribble] is reliable, consistent and always engaged with her teammates," he said. "She works with the younger players outside of practice to understand what they can do to improve. She demonstrates what it means to be a student athlete."

The process through which the Athena Award winner was selected took several weeks. After the senior student athletes were nominated, they had several steps to complete.

"We all had to complete a form stating our athletic and scholastic accomplishments, along with any community service," Tribble said. "After winning the award, I had to submit another form to the Athena committee with similar prompts and also a head shot and in-game photo."

In a typical year, the Athena Award winners are recognized at a luncheon in early May. However, due to COVID, last year's luncheon was canceled and this year's may be canceled as well.

"Due to COVID, there was not an in-school ceremony. There is usually a luncheon with Athena winners from all over, but as of right now there is no update to if that is happening or not. Hopefully, COVID restrictions continue to soften up and we're able to safely have a proper ceremony," Tribble said.

Although she has joined the Cooper track team this spring, Tribble's primary sport throughout high school has been basketball.

"The thing I've enjoyed most about playing basketball is all the connections I've made and all the lessons playing has taught me," she said.

One of the biggest moments during Tribble's high school basketball career came during ninth grade.

"My favorite memory is winning a state championship my freshman year,"



Photo by MS. THURSTON

Andrea Tribble was part of Cooper's state-winning girls basketball team.

Tribble said.

Outside of her interest in sports, Tribble said she enjoys reading and getting involved in the community.

"I get a great sense of pride being a part of constructive conversations and events that bring people together," she said.

ATHENA AWARD continues on page 6

Robbinsdale approves annual audit of district finances

State law requires that all school districts go through an external examination of their financial processes, actions

By SANDY VUE
Quill staff writer

The Robbinsdale School District approved the annual external audit of its finances at a school board meeting on February 1.

According to the district's Executive Director of Finance Mr. Hein, there were several positive remarks on certain areas of the audit. One of them is that the district's general fund saw its total balance increase by \$1.6 million during the last year, which means the balance is now positive. The audit also reported that there were no deficiencies in the district's control over financial reporting. In addition, the district won the Certificate of Excellence in Financial Reporting from the Association of School Business Officials for last year's financial report.

The annual audit is an examination of the district's financial information. Per Minnesota law, all school districts are required to have a financial audit performed each year. MMKR is the firm that performed the audit of the Robbinsdale School District.

"MMKR follows practices outlined in a guide that is authored and updated each year by the Minnesota State Auditor's Office," Hein said in a released statement. "They review internal financial and accounting controls to ensure processes are working properly and report on any areas needing improvement."

According to Hein's statement, the district was issued an "unmodified opinion" by MMKR, which is "the highest opinion they can give."

One area for improvement cited in the audit relates to nutrition services. The audit found that some goods and services that are suspended or banned from

being in contracts involving the spending of federal program funds were not documented. As a result, the district took steps to check and document the list of vendors who are suspended to correct this problem.

At the school board meeting during which the report was reviewed, a representative from MMKR spoke about the state auditor's petition report. This petition asked the state auditor to examine the books, accounts and affairs of the Robbinsdale School District from 2015 to 2019. The MMKR representative stated that the state auditor did not find anything that wasn't being properly addressed by the district.

"The findings of this report should give comfort to the petitioners, as no deep systemic problems were

DISTRICT FINANCES continues on page 6

Literary journal seeks submissions from Hawk writers

Students with an interest in short stories, poems and prose pieces can contribute to *Roundelay*

By MAX REKELA-JASPER
Quill staff writer

Roundelay literary journal is still seeking contributions of poems, short stories and prose pieces written by students for publication in this year's edition.

Overseeing the annual creative writing publication is English teacher Ms. Gosney, who is in her second year as the advisor for *Roundelay*. She has a strong passion for writing both inside and outside the classroom and wants to share that experience with students.

"As a teacher, I think it is important to be passionate about what I teach," Gosney said. "Creative writing is my passion."

As for the writing included in *Roundelay*, Gosney said it typically consists of poems, short stories and prose pieces. According to Gosney, the intent is to share student voices and student stories.

"It gives students the opportunity to experience the creating, publishing and editing process," Gosney said.

When putting the publication together, Gosney looks at the pieces that have been submitted and carefully considers the order in which those pieces should go.

"Sometimes, there are pieces that compliment each other," Gosney said. "Other times, [I] can find a theme or story that is told through the various submissions."

Distance learning is something that has definitely been a big obstacle for the *Roundelay* this year. Gosney said she has seen a lack of student engagement in the publication as some students are struggling with motivation. Gosney added that engaging in extracurricular activities can sometimes feel like just another "thing to do" with so much going on in students' lives.

"I have had few submissions to *Roundelay* and it worries me about the outcome of our journal this year," she said. "However, I'm trying to remain hopeful and reach out to students and staff to find those opportunities. Furthermore, I think that sometimes it is hard to turn to writing or art during times like these, because that means you must engage with the circumstances of the world. I think most of us need a break, even writers and artists. However, not all have the privilege or opportunity to take that break, and many must engage with these circumstances. Writing and art are methods in which we do so."

Gosney is still deciding whether or not the publication will be digital this year. She said she'd like to provide a physical publication because it feels "more intentional" for herself and the students. However, safety is still a big priority, so an online publication may be the safest way. The publication date is yet to be determined as Gosney continues considering her options.

Gosney strongly encourages students to be involved with *Roundelay* because it provides the experience of putting together a literary journal and it gives students the opportunity to have other people see their work.

"Creative writing is very much alive and active," Gosney said. "It's an ongoing discourse, and is very much involved in the shaping of our world."

If students would like to get involved with *Roundelay*, they must contact Gosney through her email address at megan_gosney@rdale.org. They can also submit a piece through this Google form: <https://forms.gle/Eejo4GimFgiszJnW8>. While the deadline to submit is April 24, Gosney may still be able to take contributions after that based on the size of the pieces.

"Literary journals are much more accessible now and the submission process, though defeating at times, is much more widely available and doable," Gosney said. "There are so many opportunities. *Roundelay* is an opportunity to practice putting your work into the world."

Teams create plan for in-person learning

School administrators, teachers and staff member collaborated on the new policies students follow when attending class at Cooper

Cooper '20-'21 In-Person Schedule

PERIOD	M	TU	W	TH	F
1	7:20-8:48		Office Hours & Supports	7:20-8:48	
2		7:20-8:48			7:20-8:48
PASSING	8:48-8:55			8:48-8:55	
3	8:55-10:23			8:55-10:23	
4		8:55-10:23			8:55-10:23
PASSING	10:23-10:30			10:23-10:30	
5	10:30-12:35			10:30-12:35	
6		10:30-12:35			10:30-12:35
PASSING	12:35-12:42			12:35-12:42	
7	12:42-2:10			12:42-2:10	
8		12:42-2:10		12:42-2:10	

Lunches

1st Lunch
10:30 - 11:00

2nd Lunch
11:15 - 11:45

3rd Lunch
12:00 - 12:35

Photo by MR. ZUCCOLA

The new class schedule for fourth quarter has many similarities to the previous distance learning schedule.

By JACK ATKINSON
Quill staff writer

Cooper administrators, teachers and staff assembled in different design teams in March to work on the new policies and procedures for the return to in-person learning. The voluntary teams revolved around four areas: scheduling; instruction; ninth grade orientation; and procedures and protocols.

Scheduling

The scheduling team worked on making adjustments to the existing school schedule that would better meet the needs of both in-person and distance learning students. The design team decided that the overall block schedule will remain the same. Students will have their periods one, three, five and seven classes on Mondays and Thursdays, and their periods two, four, six and eight classes on Tuesdays and Fridays. Additionally, Wednesdays will remain a student support day, during which Hawks can get in-person or virtual help from their teachers.

While the basic structure is the same, the realities of passing time and lunch for in-person students required some changes. The biggest shift is that passing time will now be seven minutes instead of the 10 minutes used during full distance learning. That means classes are now 88 minutes long instead of the 90 minutes seen during distance learning.

The one exception to that period length is seen in periods five and six, which are 125 minutes long due to lunch. There are three different lunch times that students will have depending on their teacher that pe-

riod. Students will either have their 30-minute lunch at the start, middle or end of the class period. Distance learners will follow the same lunch schedule as the in-person learners for that class and teacher.

The last scheduling element relates to advisory, which will remain during fifth period on Mondays. One difference during fourth quarter will be that students will also be with their advisory teacher during fifth period on Thursdays, during which advisory will be similar to a Hawks Lunch and Learn session of the past. In addition, students will need to check in virtually with their advisory teacher for attendance on Wednesdays just like they did during full distance learning.

Instruction

The committee working on issues related to instruction made some changes to the existing approaches used during distance learning while also updating some items for students returning to Cooper. First, all students are expected to be in class at the beginning of the period, whether physically for in-person learners or virtually for those people at home. Classes will typically start with attendance and an overview of that day's lesson, at which point the students will begin their work. The students staying in distance learning will have a combination of synchronous and asynchronous instruction depending on what the teacher is doing in class that day.

The instruction team made recommendations to teachers about various ways they can organize their lessons to meet the needs of in-person and at-home learn-

ers. One is to use station rotation, in which students work in groups through a series of stations, each of which include a different task and different interactions with the teacher. A second method involves individual rotation in which students work through series of stations or steps at their own pace with teacher check-ins used to assess student work. The third strategy is a flipped model in which teachers record a lecture or activity that the students watch before completing work on their own. The fourth suggestion is that teachers use a livestream approach in which the in-person and at-home students are watching, listening and working simultaneously with the at-home students connected through Google Meet or Zoom.

Ninth Grade Orientation

The third design team worked on a plan for the ninth grade orientation day on April 6. Since freshmen never attended in-person class at Cooper during the first three quarters of the school year, the purpose of this day was to give them a chance to be in the building without students in grades 10-12 so they could meet each other, work with their teachers and explore the building. Students who are not in ninth grade spent this day completing asynchronous lessons at home in a distance learning format.

The orientation day started with a 40-minute advisory session during which students met their teachers in person for the first time and learned more about the structure for the day. After that opening, students were split into two groups, one of which had a 90-minute intro-

ductory session with school administrators in the auditorium, while the other spent that time doing an activity in the main gym. These two groups then switched for the next 90 minutes of the morning. The opening portion of the day then concluded with lunch and a return to advisory.

During the afternoon, freshmen had a chance to follow their schedule to learn the building and meet their teachers. Students spent 10 minutes in each of their classes with a five-minute passing time between each stop. After this walking tour, the orientation day came to a close and students were able to catch their buses to return home.

Procedures and Protocols

The final staff design team worked on some general procedures and protocols for in-person students to follow so that their time in the building is as organized and safe as possible in light of the ongoing threat of COVID. When moving through the hallways outside of the classroom, students are asked to follow the traffic flow signs on the walls and floors in order to maintain a safe distance from one another. Students are also asked to keep their masks on at all times in the hallways and make use of the hand sanitizer stations located near the stairways should they need to clean their hands. Additionally, students are asked to limit the time they spend in the restroom and the number of people in the restroom at one time to help minimize the possible spread of COVID.

When it comes to the classroom, students will have assigned seats determined by the teacher. The reason for this policy relates to the need for contact tracing if a student is diagnosed with the coronavirus. Students are asked to maintain a three-foot distance from other students in the classroom and they are asked to help clean their space at the end of the class period so the next students can come into a sanitized room. Finally, students must wear a mask at all times in the classroom and cannot eat or drink.

The final set of procedures and protocols relates to lunch time. Much like the classroom, students are asked to maintain three feet of distance from each other while eating and to keep their masks on before and after eating. Additionally, students will scan a QR code at their table to ensure that staff can contact trace should someone contract COVID. Students will also be asked to clean their areas at the end of the lunch period so the next group of students coming in for lunch will have a sanitized space to eat.

Cooper juniors named winners of national app award

Andrew Tran, Owen Smith and He Yang received recognition through Rep. Ilhan Omar's 2020 Congressional App Challenge

By SANDY VUE
Quill staff writer

Andrew Tran (11) and Owen Smith (11) won the 2020 Congressional App Challenge (CAC) for Congressional District 5. Also recognized was He Yang (11), a friend of Tran and Smith from South Carolina who contributed to the project.

"It was a great experience. We learned so much and expanded our programming skills," Tran said.

The CAC is a competition hosted by congressional representatives around the U.S. in their respective congressional districts. In this case, the award came from U.S. Rep. Ilhan Omar, who represents District 5.

The winning submission from Tran, Smith and Yang is a math tutoring app, MathIKnow Tutoring, that connects students who might not otherwise be able to afford tutoring services with volunteer math tutors. Smith said they created this app because they enjoy math and want to help students succeed.

"We created this app to make it easier for students to receive online tutoring and resources as they shift into and out of distance learning," Smith said.

While working on this project, the trio faced some challenges. "One of the biggest challenges is the time constraint," Tran said. "We really rushed to get things done as the October 2020 deadline came up."

Meanwhile, Smith said his biggest challenge was learning and better understanding how to create compelling website design.

"There are a million small things, and if you are missing one, then users might be missing the point [or] not getting the message," he said.

An important part of their winning project was collaboration. They said that communicating through text and using Github to share computer code was essential. Ultimately, the group split up the work between themselves so they all had an important part to complete.

"Andrew worked on back end, I worked on front end, and He Yang worked on testing and interaction between front and back end," Smith said.



Photo by ANDREW TRAN

Andrew Tran and his partners on the project designed an application for finding tutors for academic help at school.

As part of the award, the students won a Southwest Airlines gift card, although they said they don't really have a use for it right now because of COVID. They also received an invitation to a virtually held celebration called the House of Code.

School releases COVID safety protocols

The series of policies and guidelines are intended to keep everyone at Cooper healthy in order to support in-person learning

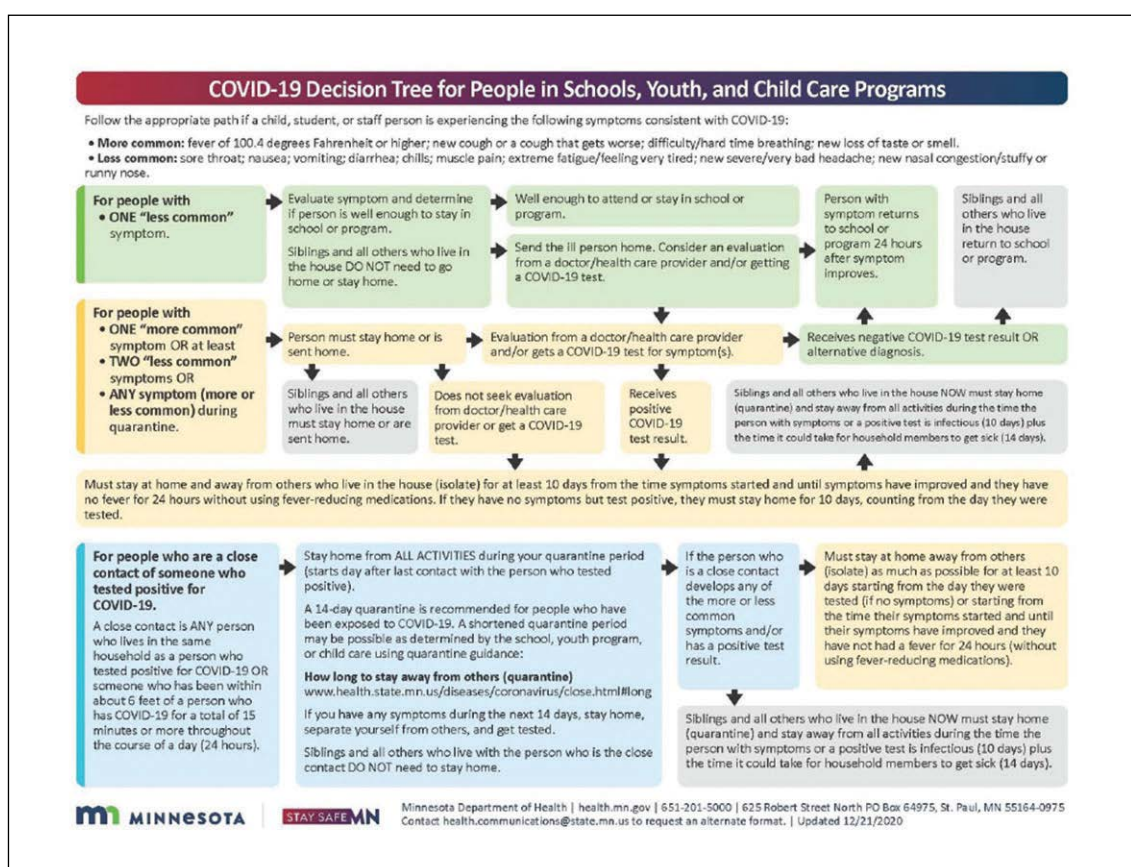


Photo by MR. ZUCCOLA

The Minnesota Department of Health's decision tree can help students determine if they should attend school.

By YORDANOSE MULAT
Quill staff writer

The resumption of in-person learning brings with it a series of new safety procedures designed to keep students and staff healthy and avoid COVID outbreaks at school. The safety procedures cover actions students should take at home, in the classroom, in the cafeteria and in other areas students share in common.

Safety at home

One aspect of keeping the school safe is not coming to the building if you are exhibiting any symptoms that are associated with COVID. There are four key symptoms that students should be on the look out for when deciding whether to attend school: a fever of 100.4 degrees or greater; a new cough or cold that is getting worse; difficulty breathing; or a loss of taste or smell. Students who have any of those symptoms should stay home from school.

In addition to those four key symptoms, there are additional is-

suues that students should consider when it comes to deciding between going to school and staying home. Students who have any combination of a sore throat, nausea, diarrhea, chills, muscle pain, extreme fatigue, new headaches or nasal congestion should also consider staying home.

Another situation in which a student should stay at home is if they have come into close contact with someone who has COVID. A close contact would be someone who lives in the same household as the student who has tested positive for COVID. Additionally, if a student has been within six feet of someone who has been diagnosed with COVID, that would also fall within the definition of close contact.

A helpful tool in assessing whether to stay at home is the COVID-19 Decision Tree for People in Schools, Youth and Child Care Programs. Published by the Minnesota Department of Health, this infographic can help one determine whether or not remaining at home is the best idea.

Safety in the classroom

The primary method of staying safe in the classroom is to wear a mask at all times. When wearing a mask, it is important to do so properly; otherwise, you are putting yourself and those around you at risk. A properly worn mask should cover the nose, the mouth and the chin. If any of these areas is not covered, especially the nose and mouth, the mask is not protecting you or your neighbors.

Students should remember that a bandana is not considered a mask and does not provide adequate protection. Students who do not have a proper mask and need one when arriving at school can pick one up at the main office.

Another component of safety in the classroom is staying in your assigned seat. Teachers in all classes will be assigning seats to students in order to make contact tracing possible if someone contracts COVID. Additionally, remaining in your seat will help you avoid spreading or exposing yourself to COVID if it should exist in the classroom.

Also helping to avoid the pos-

sible spread of COVID is physical distancing in the classroom. Teachers will be making sure that students are seated no less than three feet from one another. When interacting with the teacher or other people in the room, students should also be mindful about staying no less than three feet, and preferably six feet, away from each other.

At the end of the class period, teachers will have supplies so that students can clean their areas in preparation for the next group of students who will be in the room. Students should follow the teacher's cleaning instructions to keep themselves and their classmates safe during the process.

Safety in the cafeteria

Physical distancing will be key in the cafeteria during lunch much like it is in the classrooms. The seating in the cafeteria will be designed so that students can maintain at least three feet between themselves and their neighbors. Students are expected to follow staff instructions while in the cafeteria concerning where and where not to sit.

In order to help spread students out in an effort to maximize physical distancing, upperclassmen will be able to use the upstairs commons area, the foyer commons area and the outdoor commons area near the tennis courts during the lunch periods. Even in these alternate locations, maintaining at least three feet from your peers will be an expectation.

No matter which location you use to eat your lunch, students will be asked to scan a QR code to indicate their location in order to help with contact tracing should a COVID issue arise. It is also out of concern for contact tracing that open lunch has been canceled for fourth quarter. All students attending Cooper for in-person learning are expected to stay at the school when eating lunch.

At the end of the lunch period, students will be asked to throw away their trash, which is a normal cafeteria expectation. However, students may also be asked to perform additional tasks.

COVID SAFETY continues on page 6

IB exam process resumes after 2020 cancelation

More than 100 Cooper juniors and seniors will be taking tests across multiple subject areas between April 30 and May 20

By MAKAYLA HOTT
Quill staff writer

The next four weeks will see 108 Hawks take 183 International Baccalaureate (IB) exams across a wide array of subject areas. The first test, which is in the area of Business Management, takes place on April 30, while the last, which is in the area of French, takes place on May 20.

"Most of the exams will be held at House of Hope Lutheran Church on Boone Avenue," IB Coordinator Ms. Christensen said. "Because of COVID restrictions at the church, we may have to hold three IB exams at Cooper."

The process of registering for the tests was different this year due to distance learning. A registration form was sent through the mail to eligible students' houses last fall and families had several options for completing and returning the form.

"New this year [was that] families had the ability to pay for the exams with a credit card," Christensen said.

Once Christensen knows who is testing in what areas, IB sends all testing materials to the school. When the materials arrive, Christensen and her IB office educational assistant Ms. Meyer sort them and store them in a secure location. Christensen will then take all needed materials to each exam.

"We also ensure that our exam supply box is replenished each spring," she said.

Students follow a similar routine during each exam they take. Students have to arrive at the testing location 15 minutes before the test starts. Students also must leave their belongings outside of the testing room. At the start of the exam, students have a five-minute reading time to get familiar with the layout of the exam and the questions they will need to answer.

"Each exam is timed," Christensen said. "Time warnings are given

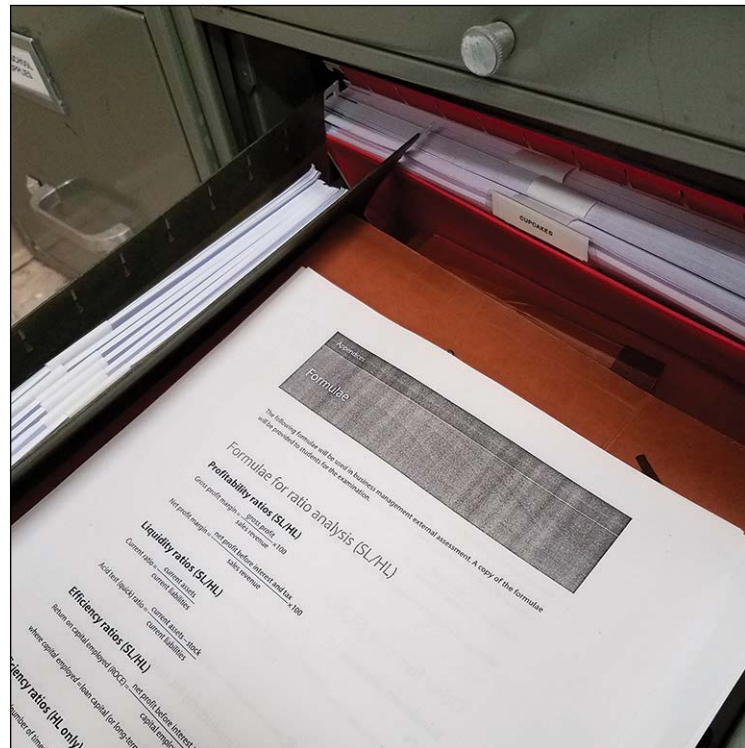


Photo by MS. CHRISTENSEN

The school's IB office receives boxes of exam materials to administer the tests.

at regular intervals. Proctors are also there, available to support students with a variety of tasks."

When students are done testing, their materials are mailed to IB within 24 hours of each exam.

"We typically prepare the exams for mailing immediately following each exam," Christensen said. "We work with a company that picks them up directly from Cooper."

Exam results are released July 6. Students have unique login information to be able to access their scores from the IB website.

Depending on each student's scores and which college they attend, the exams can allow the student to earn college credit. In some cases, this means that students may bypass the introductory courses offered by their college and move directly to higher-level courses.

"Almost always, it results in a

cost-savings, as students earn credits based on their score," Christensen said. "A student that tests in five or six areas during their junior and senior years and scores well could begin their college journey with a status of a sophomore."

Helping Cooper students to do well on these exams are the school's IB teachers, who have spent months guiding students through the skills they need for test success.

"Everything that we do in class prepares students for the May exams because the exams are so comprehensive," English teacher Ms. Kope said. "The May exams are very good assessments in that they are not just multiple-choice tests, but are substantive essays that show a student's depth of knowledge over breadth of knowledge and skill in literary analysis and interpretation over memorizing the name of a literary era or writer. For those reasons, I feel it is

worth it for us to focus on preparing for the May exams all year long."

In addition to the in-class preparations, IB teachers also offer specific study sessions as the dates of the exams get closer.

"In the weeks leading up to the exam, there will be optional review sessions for students who are testing," science teacher Ms. Hawkinson said. "I [also] encourage students to allocate 20-30 minutes per day, or every other day, to review the material as the exams get closer."

One student who is currently spending a large amount of time preparing for exams is IB diploma candidate Grace Hambike (12). Hambike is testing in HL Chemistry, HL French, Math, HL English and History.

"I plan to do past IB papers and review my notes to prepare for the exams," Hambike said. "I believe that taking the exams will help me be prepared for college."

According to Hawkinson, student success on the exams is often related to their mindset walking into the test. Hawkinson said it is key that students have confidence.

"IB will have questions that ask you to apply what you learned to a brand new situation and it will feel like you never learned it," she said. "You know it; you just have to figure out what the question is actually asking."

Agreeing with that is Kope, who said she likes to remind her students that they are "geniuses."

"They should walk into the testing room feeling like a genius that is going to kick the test's rear end," Kope said. "Having some confidence is key when taking high-stakes exams and I believe all students who have done the rigorous two-year class should feel some swagger and some pride for their accomplishments. I do believe students are geniuses and they prove themselves of this every year."

School unveils new option for credit completion

Ninth, tenth graders can make up missed credits as part of new program

By CHRISTOPHER NGUYEN
Quill staff writer

A new credit completion program was introduced after first semester to help ninth and tenth graders who did not pass classes in the core academic areas.

"The credit completion program is new at Cooper this year," science teacher Ms. Diamond said. "Through the program, students can work to finish and earn credits in their core classes [of] science, English, math and social studies."

The first run of the program, which took place from February 10-25, was organized by Cooper BARR Coordinator Mr. Haasch. Students were placed in the program based on their first semester performance. Ninth and tenth-grade teachers were asked to identify selected students who were close to passing a core class. These students were then placed in a subject-specific session after school to earn their credit in that class. According to Haasch, being a part of this program helped save time for students.

"This gave students a chance to complete their current class in the credit completion program, rather than having to take the entire class over again in credit recovery or summer school," Haasch said.

The credit recovery program ran after school on Wednesdays and Thursdays through a Google Meet from 2:30-4:30 p.m. Diamond said her science students had a routine each day of class.

"We had prearranged what work, formatives and summatives, students would still need to complete in order to earn a pass in Physical Science. Some days, I had students working together with me reviewing notes or concepts, and other days, I had students working self-paced and checking in with me if they had specific questions," she said.

According to English teacher Ms. Navalta, the students in her credit recovery course were largely focused on finishing a summative essay. In order to help them in that process, she worked with them on learning plans.

"For my English classes, it began with checking in with each individual student to see where they left off in their planning process for the essay, such as asking if they at least had started their essay back in semester one when it was originally assigned, or if they even had read the literary text. Once I knew where each student was at, I was able to make individualized plans so that not all students were forced to start at square one," she said.

The primary benefit of the credit completion program relates to earning credits, especially for freshmen.

"Ninth grade is such a transition year for my students and having students start off their high school career already short on credits can be a tough hurdle to overcome," Diamond said. "The credit completion program was the perfect solution to give them that hope."

However, teachers in the credit completion program saw many other benefits to the new system beyond just earning a credit. Navalta said she witnessed students expanding their learning in new ways.

"The students were able to learn from each other and have more one-on-one guidance from me," she said. "During my classes, I was able to see and hear student collaboration and observe deeper thinking."

Diamond added that students taking part in the program were able to use that momentum to help

CREDIT COMPLETION continues on page 9

Cancel culture can be helpful as well as hurtful

While social media can raise awareness about issues, it can also victimize people

By ANDREA TRIBBLE
Quill staff writer

Cancel culture has become very active this past year. It's almost every week we hear of another celebrity being "canceled" for doing something that raises the outrage of different segments of society. While there are definitely times at which cancel culture is a necessary part of correcting famous people for their bad behavior, there are other times when it uselessly victimizes the person who gets canceled.

Cancel culture can be useful when it holds celebrities accountable for their poor actions. I imagine it can be very easy to go on a power trip and feel like you can say and do anything when you are of high social status. Cancel culture can counteract those attitudes when the public has a platform for reacting to the things celebrities do and say. For example, after Megan Markle exposed the racism within the royal family during her Oprah Winfrey interview in March, TV personality Piers Morgan was fired from *Good Morning Britain* after audiences reacted negatively to his words of criticism about Markle.

Cancel culture also can allow marginalized people to seek accountability when the justice system fails. A great example of this happening was the #MeToo movement, which gave thousands of women and men the ability to call out their abusers in a space where accusations could be heard and respected. The presence of cancel culture within social media broadcasts messages out to millions of people, exposing those predators on a large scale. This resulted in powerful figures in entertainment, broadcast news and publishing losing their jobs and their ability to continue their abusive behavior.

Cancel culture can play a role in exposing people who have done or said discriminatory things. For example, YouTube star Shane Dawson is constantly under fire from the cancel community after videos of him making tasteless jokes about race, pedophilia and bestiality resurfaced. In this instance, the benefits of cancel culture clearly show: a person who is comfortable with making jokes in such a disgusting manner should not be in a place where he is admired by millions of fans.

The Dawson case also sheds light on the potential bad side of cancel culture: it can punish people for things they did years ago. Cancel culture has no expiration date when it comes to what someone can be canceled for. We were all young once and made mistakes, even celebrities. Cancel culture holds celebrities to the expectation that they have to have a perfect track record to stay relevant.

Another downside to cancel culture is that it is not always productive and rarely brings about significant social change. In fact, it can even be viewed as a form of online bullying. Celebrities and regular people who are canceled can face intense harassment, threats and mockery from hundreds or thousands of people online.

Given the complexity of the benefits and detriments of cancel culture, it is tough to say that canceling is all good or all bad. As is shown by the examples discussed above, cancel culture can be positive when it leads to breakthroughs like the #MeToo movement. However, it can be awful when regular people find themselves at the center of being wrongly bullied by the people trying to cancel them. One thing that is certain is the continuing power of social media means that cancel culture will not be going away.

Teens should avoid vaping at all costs

The adverse physical impacts of using vaping products may even outweigh those of traditional tobacco products



Photo courtesy of GETTY IMAGES

Beyond nicotine, most vaping products contain additional chemicals that are highly harmful to the human body.

By MAJAY MURPHY
Quill staff writer

The U.S. Food and Drug Administration reports that "28 percent of high school students and 11 percent of middle school students used e-cigarettes by 2019." This statistic shows that teen vaping is a growing concern in our country. I have first-hand experience with this problem thanks to a friend who was vaping and playing sports at the same time. It was making him tired so we made him go to the doctor. They said he should stop vaping or he would develop breathing and heart problems.

This example is a good reason why all teens should give up vaping if they are already doing it or avoid vaping if they never tried it.

One reason to avoid vaping is because it has a physi-

cal impact on your body. The human brain keeps developing until about age 25 and the use of vaping products could affect that development. According to the Centers for Disease Con-

trol (CDC), vaping as a teen can "harm the parts of the brain that control attention, learning, mood, and impulse control." Each time a new memory is created or a new skill is learned, synapses are built between brain cells. According to the CDC, the brains of teens build synapses faster than adult brains, but vaping can change the way these synapses are formed. Clearly, vaping has an

One reason to avoid vaping is because it has a physical impact on your body. The human brain keeps developing until about age 25 and the use of vaping products could affect that development.

impact on a person's body.

The second obvious problem with vaping is that you can get addicted. Once you get addicted, you will not stop, which leads to more of the physical impacts of vaping and the waste of a lot of money buying vaping products. The reason vaping is addictive is because vaping products have nicotine, even those products that claim not to. In fact, a recent CDC study found that "99 percent of the e-cigarettes sold in assessed venues in the United States contained nicotine." That means teens who vape are just as likely to get addicted as teens who smoke cigarettes.

The third reason not to vape relates to all of the stuff that vaping puts into your body. Beyond nicotine, most vaping products contain additional chemicals that are highly harmful to the human body. The CDC reports that vaping products have harmful substances like "ultrafine particles that can be inhaled deep into the lungs; flavorings such as diacetyl, a chemical linked to a serious lung disease; volatile organic compounds; cancer-causing chemicals; [and] heavy metals such as nickel, tin and lead." What makes this scary is that companies do not disclose those items on their packaging.

Overall, the message is to stop vaping if you already started or to avoid vaping if you have never tried it. Vaping is clearly bad for your body. In some ways, it is even worse than smoking cigarettes. The evidence about the negative impact of this addictive habit is overwhelming.

Returning to in-person learning has been beneficial

While things are definitely far from normal, there have been advantages to coming back to Cooper for school

By ERIN CHUNN
Quill staff writer

After four academic quarters of distance learning, it seemed like we'd never be back at Cooper. However, now that we are in the building, it's a lot to get used to. Besides waking up earlier and actually leaving home, the biggest adjustment is that you're actually in the presence of other people. Of course, most people are happy to be back with classmates they haven't seen in 13 months. While everyone has their own reason for coming back, we can all agree that it is a big change.

Due to COVID, a lot has changed about what an average school day looks like. First of all, we still have block schedules, so it feels like we're in the same classroom for hours on end. Also, to keep hallways clear, we don't have lockers, so we keep our stuff on us. In addition,



Photo by MR. ZUCCOLA

Students have more space in most classrooms due to safety protocols.

tion, we have three lunches, the latest of which starts at 12 p.m.

Another change now that we are back is that teachers are teaching distance as well as in-person students at the same time. While this has made things a little awkward, things have started to settle over time.

Teacher are giving students a lot of personal time to work on their assignments.

While these changes make school feel a little different, being in the building does have some benefits. For example, students now have the chance to get more in-person work and

study time with their teachers and classmates. For someone like me who really struggled studying from home, being able to come here and still have my own space is great.

Speaking of space, the lower number of students coming for in-person learning has been a positive change. First, the bathrooms aren't crowded. Also, we get our own space in class. This has helped students feel comfortable despite COVID.

With the world feeling so chaotic right now between COVID, police brutality and Asian discrimination, coming back to school might not be the most important thing on anybody's mind. However, I am glad I came back in person to finish out the school year. As a part of the black community, I know we're going through a lot right now, so it feels good to be able to just disconnect all day and focus on my studies.

Going to college right after graduating from high school is best plan

The many legitimate reasons for delaying college are outweighed by the importance of academic momentum, earning potential

By MAKAYLA HOTT
Quill staff writer

The pandemic has many high school students thinking about whether or not it makes sense to go to college right away after graduating. Given the uncertainty of what life on college campuses might look like next fall if COVID is still an issue, some people are thinking about delaying college for a year or two. Of course, even without the pandemic, some graduating seniors might think waiting to go to college is what is best for them, while others think going right away is best for them in order to just get it out of the way. While I feel that everybody should really think about what's best for them

and do what is best for them, there are many advantages to going to college right after high school.

I think that going to college right away is a great choice if you have a pretty good idea about your education plan. For example, I am choosing to go to a technology school first and then moving to a four-year university. That is because the cost of taking general classes is lower at a technology school than it is at a university, so I will not have to waste money and get loans that I will have to pay back. Being able to get the college experience in an affordable way is important to me as I go on to the next step in my education.

Another reason why going

to school right away is a good choice is because you are already in the habit of going to school. I feel like going right away will be easier than waiting and trying to get motivated to return to school later. Also, by going to college right away, you can get done with it faster and move on to the next phase of your life. A person's future earning potential improves with a college degree, so having one before moving into the work force will help your eventual salary.

A third aspect of starting college right away will be to get the social part of the college experience. I want my college years to be just like we see in the movies. I don't want to always be on the computer and always

doing school work. I also want to be able to go with the flow of things, make new friends, and take part in fun activities.

In conclusion, going right into college after graduating has many advantages. It gives you a way to prepare for the rest of your life and it gives you a chance to have fun social experiences. At the same time, it is true that going right into college might not be the best choice for everyone. Each graduating senior has to choose wisely and do what makes them comfortable. Whether it is waiting to go to college or going to school right away, members of the class of 2021 are right now making big decisions about how they will move into the next phase of their lives.

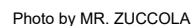
Racial traumas on full display in Chauvin trial

While it is good to watch the justice system at work, the trial is a reminder of America's problems

By ANDREA TRIBBLE
Quill staff writer

It's been almost a year since the murder of George Floyd, a black man who was killed by former Minneapolis police officer Derek Chauvin on May 25, 2020 for allegedly using a counterfeit bill. Since his death, there has been a national uproar of people expressing their anger and exhaustion when it comes to the racism and prejudice that is ingrained within this nation and its legal system.

Derek Chauvin's trial started on Monday, March 8 when the initial jurors were selected. Personally, I have not been able to tune into the streaming of the trial. As a black American, it is extremely traumatizing to continuously watch the system fail these black men and women who have been, and continue to be, murdered by those who have a supposed duty to protect our well being. As the abuse of power from law enforcement against black and brown Americans continues to be exposed, a raw and brutal truth sets in for those who don't share the complexion of domestic terrorists like Dylann Roof, who got fast food delivered to him by police officers after killing nine innocent people, or 17-year-old vigilantes like Kyle Rittenhouse, who received refreshments and praise from the police for taking the law into his own hands with a semi-automatic rifle and killing two protesters who were executing their First Amendment rights.



til the completion of the unit's summative assessment for full credit.

D on their transcripts instead of a P, but it seemed like a lot of extra work.

The new policies on retaking summatives and turning in late work are very beneficial to students. In a situation like the one mentioned earlier when a student fails a test, they can turn that 50 percent into a higher score by requesting a retake. Likewise, they can turn their 50 percent for not turning in formatives to a higher score as long as those assignments are turned in by the end of the unit. These policies make it possible for stu-

dents to get a better grade in class.

Overall, the updated grading policies make it clear that the school and its teachers know that students are having stress trying to teach and learn over a computer this year. While the school can't make this unusual year totally stress free, these policies are at least reducing some of the stress. It wasn't our choice to stay home for almost the whole year because of COVID-19, so at least the school is trying to be more flexible with its students.

Even if you are unable to visit a potential school in person, there are other ways to make sure you find the perfect college fit

Students are told throughout high school to keep an eye out for colleges and universities they might be interested in attending. Despite this advice, many juniors and seniors find that they have a hard time picking colleges once the time to do so arrives. Added to that stress over the last year is the additional challenge of picking a school when in-person visits are more difficult due to the pandemic. Clearly, this entire process can be stressful for many students. However, there are some ways you can make choosing a college easier.

The first thing students should do is make a list of all the colleges and universities they might like to attend. This list could be based on what characteristics students might want in a college. For instance, students can think about what state they want to be in for college or how large the school's student population might be. These basic elements of a school will serve as a good starting point for a list.

Once students have a list, the best way they can get a good feel for a school is by



Visiting nearby campuses can help those students who might not want to travel.

doing more research on it. You can watch videos about the school, which is a great method for learning more about it. You also can follow the school on social media accounts, which gives you an idea of what they are about. Even more importantly, students should visit their potential schools if they feel safe doing so during the pandemic. When visiting, you can ask for a tour and they will show you the class buildings, dorms and other important sites that students will experience when they are eventually on campus.

Another key to creating a

list relates to majors. Your potential major will have a big impact on what college you would like to attend. Many universities have specific programs that they emphasize more than others. For example, some colleges may provide good nursing programs while others focus on engineering programs. Asking questions about majors is something that you should not shy away from when choosing your potential college.

Once you have zeroed in on schools that offer key majors in an area that you like, the cost of tuition is an important factor to consider. While most

people look at tuition as the central issue when choosing a college, many people don't realize that there are many ways that the school you like can help you with money. By completing the FAFSA, applying for scholarships and looking into on-campus jobs, there are many ways you can get help with the cost of school and not have to worry as much about your choice of college.

One obstacle to these various tips is that many students struggle with procrastinating. Pushing things to the side to avoid dealing with them can make the college decision more difficult than it needs to be. More importantly, if you procrastinate, you may unintentionally miss deadlines for college and scholarship applications.

These are some strategies for picking a good college or university to attend after high school. While you will still experience some moments of stress during the process, the final goal of gaining entrance into your top school makes it worth the work. Plus, given the unprecedented stress students have dealt with over the last year due to COVID, the challenge of picking a college should feel easy in comparison.

The Quill

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The Quill is an open and public forum for the thoughts and opinions of all students at Robbinsdale Cooper High School. Editorials contained in the Opinion section of the newspaper are the views of their respective authors alone. They do not necessarily represent the views of Cooper High School or Robbinsdale School District 281.

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NSPA

COVID SAFETY

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tional cleaning tasks should unforeseen situations come up. Complying with staff requests for cleaning help will be part of the process of eating in the cafeteria during fourth quarter.

Safety in other shared spaces

There are a number of spaces that students returning for in-person learning will share throughout the school day that also have new safety expectations. One key area for many students is the school bus. Much like the classrooms at school, every bus rider should wear a mask covering their nose, mouth and chin at all times.

Depending on the number of riders there are on the bus, the driver may have varying expectations about physical distancing, the number of students who can sit in each seat, and whether those seats will be assigned. The key will be for students to follow the driver's instruction, be aware of the need to maintain a distance of three-to-six feet from other students, and be respectful of other students' wishes if they do not want to have you in their personal space.

Another shared space all students will use throughout the day is the Cooper hallways. The hallways now feature decals on the floor and on wall signs indicating the proper side of the hall to walk on and the proper direction to walk in. Similar directions will be posted in the staircases so that students are maintaining the proper traffic flow.

When moving through the halls, it is important for students to maintain the maximum personal space possible. Also important is for students to avoid touching through handshakes and hugs, which can possibly spread illness. Congregating in groups in the hallways is also prohibited given the various traffic and safety issues already covered.

A third shared space in which students need to be cautious is the bathroom. Since COVID can be a particular concern in small, enclosed spaces without the ventilation a window can provide, restrooms can be a risky place to spend too much time. Students are encouraged to keep their restroom visits short, to avoid socializing in the restroom, and to keep their masks on at all times. Additionally, if you arrive at a restroom that already has more than two people in it, you might want to consider returning later when the crowd has gone down in size.

ATHENA AWARD

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Tribble said her favorite class at Cooper is AVID because Ms. Wineberg is an "amazing teacher." She also said the class has been key in preparing her for life after high school.

Tribble's next step in life after high school will be college. Next fall, she will attend Seward County College on a basketball scholarship. After that, she will transfer to a four-year university and continue her basketball career.

"I've been fortunate enough to get the opportunity to use basketball to get me where I want to be, which is a public interest lawyer helping those who are marginalized in our society," she said.

Simmons said Tribble will continue to be a great player as she heads into college.

"She has an amazing work ethic," Simmons said. "[She is the] first player in the gym and the last to leave. She is a player the opposing teams fear and work hard to contain. She has a great motor and is fearless."

In addition to Tribble, the other Cooper nominees for this year's Athena Award were Isabella Grandbois (12), Grace Hambike (12), Trophina Mentoe (12), Amalia Villalobos (12) and Pazong Xiong (12). Like Tribble, these students were nominated by their coaches as outstanding senior female athletes. Tribble said she had some advice for younger athletes who hope to one day be Cooper's Athena Award winner.

"My advice to anyone who hopes to win this award is to make sure you push yourself athletically, academically and do things for your community. Being more than just an athlete is very important. Never be afraid to make your voice and opinions heard. You'd be very surprised finding out how many people will be inspired by your courage," she said.

Virtual theater show delivers laughs

Lights, Camera, Action!, which debuted on March 13, features a Cooper cast performing online in a show viewers can still stream



Photo by MR. ZUCCOLA

Despite some issues related to plot and editing, the streaming show is worth watching thanks to the great performances.

By LUKE REKELA-JASPER
Quill staff writer

Forrest Gump once said, "Life is like a box of chocolates. You never know what you're gonna get." That would be the most accurate description of what I experienced while watching the virtual theater show *Lights, Camera, Action!*, which was directed by Cooper theater teacher Ms. Wurzer-Palm. After I sat down with the whole family to watch the show on its March 13 streaming release date, our home was seemingly transformed into a live zoo for orangutans, because our living room echoed with laughs at the show's gut-wrenching humor and knee-slappers, but also at the plot's confusing elements.

The final line in the show, courtesy of the end-credits blooper reel,

was, "What the heck is this?" That line sums up my thoughts on the play. Even when I became more attentive than usual, I still was having trouble figuring out what exactly was happening. But the basic premise of the show is that a struggling screenwriter named Charlie becomes acquainted with the spirit of his dead agent, who takes him on a trip across film history to help improve his knowledge as a screenwriter.

There is a lot to cover when it comes to what I liked about *Lights, Camera, Action!* First off, I think most of the actors and actresses were excellent. Even though I had no idea what was happening in a given scene, my attention was primarily piqued by the well-done performances. One actor in particular, Jason Nyabuto (11), gave great performances for every character he played and, yes,

he played several. (In fact, a lot of the cast members played multiple roles.) Nyabuto's standout role was playing one of the characters from the film *The Breakfast Club*, giving a two-minute long monologue in which he conveyed the emotion and guilt that his character was feeling very well. While I do think there are way too many characters that are played by the same people, every cast member really gives it their all, which I could tell as a viewer.

Another thing I enjoyed about the show was the costumes. Being that each cast member plays at least two or more characters, costumes had to be a priority to make each character feel distinct. Performances aside, I think almost every costume or outfit in the show was distinct enough for a stupid audience viewer like myself to identify the different characters.

Something else I also enjoyed was how goofy and ridiculous the show was. After all, the premise itself is wacky, being that it is about the ghost of a dead agent who takes her client on a history trip through different points in several films. For the most part, *Lights, Camera, Action!* does not take itself that seriously. There are some obviously intentionally goofy moments that are just there to make the audience laugh at how absurd it is, which makes it a charming piece of entertainment.

However, while *Lights, Camera, Action!* had its funny moments, its negative aspects are tough to overlook. Before I get into what I disliked, I need to acknowledge that I am aware that the production

THEATER SHOW
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Minecraft still delivers gaming fun after a decade

First released in 2011, the game has seen its universe expand, with updates providing players with reasons to stay engaged

By ZACARI WATSON
Quill staff writer

Minecraft was designed by Markus Persson and Jens Bergensten, also known as "Notch" and "Jeb." It was produced by Mojang Studios, which was founded by Notch after the success of *Minecraft* when it was released in 2011. Now that we have reached the tenth anniversary of this game's release, it is a good time to revisit it and recognize what a great game *Minecraft* is.

Minecraft is known as a "sandbox game." It isn't a story-driven game, but it does have achievements and goals. The game takes place in a world where everything is cubical. The terrain is made of blocks, and everything you interact with, such as tools, food and treasure, are known as items.

The game has four different game modes that you can choose from. The first is survival, in which you are able to take damage and die. You have to keep your hunger up, and if you are underwater for too long, you can drown.

The second game mode is creative. In this game mode, you don't take damage from anything except the void, which is underneath the lowest layer of the world. In creative mode, you have automatic access to an infinite amount of every block and item in the game.

The third game mode is adventure. This mode is almost the same as survival, but it is intended to be used in maps, which are games and challeng-



Photo courtesy of MOJANG

Minecraft is known as a "sandbox game," in which players have achievements and goals but do not follow a central story.

es created by players.

Finally, the last game mode is spectator. If you play in this mode, you are basically a ghost. You aren't able to interact with anything and you can go through everything. In fact, when you go through the ground, you can see all the different cave systems and lava.

Minecraft has a variety of animals and monsters. Some of those include exploding creepers, teleporting endermen and zombies. There are farm animals that you can keep as pets or farm for food. You can even tame wolves and cats, and trade with villagers.

Another interesting aspect of *Minecraft* is that there are two other dimensions you can travel to in the

game. The first is The Nether, which is filled with lava and fire. To get there, you need to build a portal out of obsidian. The Nether had an update recently that gave it different biomes. There are forests with red trees and there is a place called Soul Sand Valley, which has fossils everywhere. Another part of the Nether update is the introduction of netherite armor, which is stronger than diamond armor.

The second dimension you can travel to is called The End. Unlike nether portals, The End portal has to be found. The portal is located in an underground stronghold. In order to find the stronghold, you need to craft eyes of ender. Once you get to The End, you have to fight the ender dragon, one of the game's two boss fights. To

defeat the dragon, you have to destroy its healing crystals. Once you defeat it, you'll be rewarded with a lot of experience points and a dragon egg, which currently has no use. You will also gain access to end cities, which are a bunch of floating ships where you can find treasure.

Besides the ender dragon, the game has one other boss fight. When you place three wither skulls on top of soulsand, it creates a creature called the wither. It is a three-headed flying monster that shoots fireballs and can break through almost anything. When you defeat it, the wither gives you an item called a nether star, which can be used to create a beacon, which can be modified to give you special effects. While we are on the topic of special effects, you can also brew potions.

Minecraft also has what's known as enchanting. You can enchant your armor and weapons, giving them special abilities. For example, unbreaking increases durability and can be applied to all gear. Thorns can be applied to armor, which deals damage to anything that attacks you. Other enchantments include speed, fire protection and sharpness, which speak for themselves.

As this overview makes clear, the world of *Minecraft* has expanded greatly over the last decade of the game's existence. I would recommend *Minecraft* for anyone who enjoys building, crafting weapons and fighting monsters. *Minecraft* continues to deserve a rating of five out of five stars.

ROBBINSDALE APPROVES ANNUAL AUDIT OF DISTRICT FINANCES

continued from page 1

found. We found no evidence of the suspicions of wrongdoing lodged against specific employees," Ms. Blaha, the state auditor, said in the report.

While the audit found that the district's general fund has a

positive balance, the impact of the pandemic will likely lead to some financial challenges in the coming school year.

"Schools will need increased funding in order to support student's needs, such as additional mental

health support, robust summer educational programming and technology access," Hein said.

Additionally, Interim Superintendent Dr. Burrage has testified to the Minnesota legislature about COVID-19 and its financial im-

pacts on schools and students. She reported that, to meet the needs of students, a total of \$1.6 million was used by the district to purchase 5,588 iPads and Chromebooks, as well as hotspots and accessories, during distance learning this school year.

Lecter connoisseurs will eat up *Hannibal*

The underwatched NBC show has become a pandemic hit on Netflix, prompting rumors of a brand new season



Photo courtesy of DINO DE LAURENTIIS COMPANY

A highlight of *Hannibal* is the cat-and-mouse relationship between Hannibal Lecter and Will Graham.

By MAX REKELA-JASPER
Quill staff writer

Hannibal is a TV show that aired on NBC from 2013-2015. Created by Bryan Fuller, this show is based on Thomas Harris' novels about notorious cannibal serial killer Hannibal Lecter. Although it only aired for three seasons, this show gives a fantastic insight into the relationship between psychiatrist Hannibal Lecter and criminal profiler Will Graham.

Hannibal focuses on the time period before Hannibal Lecter was in prison and how he kept his murders a secret from the FBI. The roles of the main characters have been recast for this show when compared to the movies. Most notably, the show features Danish actor Mads Mikkelsen as Hannibal Lecter, Hugh Dancy as Will Graham and Laurence Fishburne as Jack Crawford. What makes this show just as great as the trilogy of Hannibal Lecter movies are the chemistry between Mikkelsen's Hannibal Lecter and Dancy's Will Graham, the well-written dialogue, and the brilliant soundtrack. *Hannibal* manages to be scary to the viewer while also showing the internal struggle Will Graham has within himself.

One of the best things about this show is the chemistry between Mads Mikkelsen's Hannibal Lecter and Hugh Dancy's Will Graham. Right off the bat, they connect with one another

while also battling one another. I think what makes this chemistry so great is the way the relationship between Lecter and Graham is developed. In the beginning, Special Agent Jack Crawford wants Graham to be psychoanalyzed due to his ability to see the emotional point of view of serial killers. In other words, he can empathize with the serial killers on an emotional level to determine how they committed their crimes. Crawford eventually connects Graham with Hannibal Lecter, a well-known psychiatrist living in Baltimore. As Lecter begins to psychoanalyze Graham, Graham catches

so special is the way they both try to undermine and figure out each other. As the series progresses, Lecter and Graham realize that they are both alike and their doctor-patient relationship becomes more personal than either of them could have ever imagined. Without the chemistry between Mikkelsen's Lecter and Dancy's Graham, this show would not be as interesting as it is.

Another thing that makes this show a success is the writing. Given the existing trilogy of Hannibal Lecter movies, the show's writers knew that audiences would already be aware

The show starts with Hannibal Lecter still operating as the killer cannibal known as the Chesapeake Ripper. The twist is that he has not yet been caught and is still working as a psychiatrist.

on to it and demands Lecter stop immediately because Graham knows all the psychology tricks. This intrigues Lecter and he begins to develop a personal relationship with Graham, something he has never done before with a patient.

Lecter soon begins to help Graham solve the case of a man, nicknamed "The Minnesota Shriek," who is killing young girls all around Minnesota. Slowly but surely, Lecter begins to unlock places in Graham's mind that intrigue him as they work on this case. What makes the chemistry between these two

of who Hannibal Lecter is, so the show starts with Lecter still operating as the killer cannibal known as the Chesapeake Ripper. The twist is that he has not yet been caught and is still working as a psychiatrist. In addition, because the show starts off prior to any of the events covered in the movies, the relationship between Hannibal Lecter and Will Graham is able to become the key focus of the show, as opposed to the relationship between Lecter and FBI agent Clarice Starling, which is the focus of the films. The writers do an excellent job

showing how Lecter and Graham are connected as they solve murders together. In fact, the murders they solve help them learn even more about one another. *Hannibal*'s writers are also strategic in their decision to wait until the third season to incorporate characters who were in the original trilogy of movies, such as Francis Dollarhyde, Mason Verger and Rinaldo Pazzi. That allows viewers to become more invested in the new characters and to the developing relationship between Will Graham and Hannibal Lecter.

The last element that makes this show so great is the music. Composed by Brian Reitzell, the soundtrack perfectly depicts someone losing their mind. In this case, the one losing his mind is Will Graham. Throughout the series, he struggles with getting himself out of the mind of a serial killer and the psychotic and eerie music shows this well. On top of that, the music playing when Hannibal Lecter is cooking meals out of human remains has more of a classical tone, which makes it even scarier to the average viewer because it shows how cooking and eating people is routine for Hannibal Lecter. To add another element of fright to this, when showing the dark personal lives of the other various serial killers on the show, the music is very low and dark, with some occasional upbeat tones to really frighten the audience.

Overall, the fantastic chemistry between Mikkelsen's Lecter and Dancy's Graham, the brilliant writing, and the eerie soundtrack make this show a must-watch for fans of the Hannibal Lecter books and movies. While it may take some time to adjust to the series due to the complete recasting of all the characters we know, it is definitely

worth it to watch this series, even though season three ends on a literal cliffhanger. That is because the show was canceled after three seasons in 2015 by NBC due to "low viewership." However, new fans of the series have emerged during the pandemic thanks to the show's presence on the streaming platform Netflix. Due to the show's rise in popularity on Netflix, there have been rumors circulating about a potential fourth season, but we will just have to wait and see. Personally, I'd love to see a fourth season of this five-star show and I know many fans would like to as well.

Cyberpunk 2077 creates a world worth visiting

Some gameplay glitches are offset by *Cyberpunk 2077*'s compelling environment



Photo courtesy of CDPROJEKT

Work on *Cyberpunk 2077* took nearly 10 years, which is obvious given the details in the game's design.

By SAO MOUA
Quill staff writer

Cyberpunk 2077 was released on December 10, 2020. The game has reportedly been under development for roughly nine years by developers CD Projekt and CD Projekt RED. This game has an intriguing story set in a futuristic, action-packed environment. Although the game has a lot of bugs if you do not play it on a high-end PC, I'd still recommend *Cyberpunk 2077* as an outstanding, open-world adventure.

Cyberpunk 2077 is set in Night City. In this game, you play as V, the main character. V is a mercenary going after an "immortality implant." As you follow the story, you explore various districts of Night City, meeting different characters that give you missions.

Given the fact that *Cyber-*

The setting of this game, Night City, is creative and well designed. To put it into perspective, the map in this game is almost as big as that in *Grand Theft Auto V*. Night City has four points of interest: City Center, Heywood, Santo Domingo and Westbrook, which all look amazing.

punk 2077 has been in development for nine years, it seems like the development of the story and the optimization of the game play should both be excellent. However, that clearly isn't the case for this game. The game is riddled with countless bugs, whether it's falling off the map or images that clip in and out. If you're into beautiful games with great graphics, you may be disappointed by *Cyberpunk 2077*.

On the flip side, I think the setting of this game, Night City, is creative and well designed. To put it into perspective, the map in this game is almost as big as that in *Grand Theft Auto V*. Night City has four points of interest: City Center, Heywood, Santo Domingo and Westbrook, which all look amazing. I love the layout of the setting and the gloomy weather throughout the game.

The music in *Cyberpunk 2077* fits really well with the atmosphere of the game. All of the songs have an intensity that matches the action on screen. In addition, the running time of the game's soundtrack is massive. There is around two hours worth of excellent music in the game.

Overall, I recommend *Cyberpunk 2077* because I love its open-world action, its excellent setting and its great music. While the game has a lot of bugs, its positive elements make it worth checking out. *Cyberpunk 2077* deserves three out of five stars.

Older anime show *K-On* is worth another look

Produced by Kyoto Animation, *K-On* follows the story of four aspiring musicians as they journey through high school

By CHRISTOPHER NGUYEN
Quill staff writer

Hirasawa Yui has never joined a club before. But due to unfortunate events, she finds herself enrolled into the light music club. There, she meets the three other members, Tainaka Ritsu, Kotobuki Tsumugi and Akiyama Mio, with whom she establishes a friendship. Together, the four of them face the ups and downs of school. This is the premise of the excellent show *K-On*, which follows the story of these four aspiring musicians as they journey through high school together.

K-On comes from Kyoto Animation, a company responsible for creating hit shows like *Hyoka*, *Sound! Euphonium*, *A Silent Voice* and *Violet Evergarden*. In terms of show and animation quality, Kyoto has a really good reputation. Although *K-On* is one of Kyoto Animation's older works, first released in 2009, it is still pretty decent. Moreover, if you watch the first and second



Photo courtesy of KYOTO ANIMATION

The band featured in the show, Ho-kago Tea Time, also exists in real life.

season of the series, you can see a major shift in animation quality. That is because Kyoto's animators and illustrators are eager to deliver some breathtaking scenes and provide eye candy to the audience of *K-On*.

One element of this show that amazes me is the fact that the band they formed in *K-On*, Ho-kago Tea Time, actual-

ly exists in real life. This is a good method to create actual original songs strictly dedicated to the anime. Additionally, it works as a way to promote the anime through accompanying shows and live concerts. It was shocking to me when I first found out the voice actors for the main cast actually sing the songs and, when they perform, they don't lip sync

or mouth over pre-recordings. This connects the *K-On* anime to the real world in a way that is unique to the show.

Beyond the music, the actual story in *K-On* is interesting. You get to witness the four aspiring musicians grow together as they form a band and overcome daily obstacles. You also get to have a good laugh out of the comedic elements of the plot. Usually, Kyoto Animation tends to incorporate some sadness and drama in their works, and you will be able to see that in *K-On* as well. As one of the first slice-of-life shows Kyoto Animation attempted, *K-On* is truly refreshing and relaxing to watch.

All in all, *K-On* is an example of a well-rounded anime from its time period. Its combination of comedic and musical aspects make the show enjoyable to watch. If you want to sit back and have a good laugh, *K-On* is the anime I recommend for you. You can watch this five-star show on Netflix and Crunchyroll.

Premier Performers

The story of the musicians and artists who bring their talents to Cooper

James Horns

By FAITH KING
Quill staff writer

James Horns (12) takes art classes at Cooper. Horns has been involved in making art since they were just three years old.

"I've always loved the aspect of being creative and being able to draw and illustrate anything I can imagine," Horns said.

One of their favorite memories from art class has been Cooper's annual Project Greenway fashion design competition.

"It was so cool to be able to think outside the box and create fashion in a non-conventional way and then show it on stage," Horns said.

Horns said their favorite subject in school is art.

"I get to create and design and

make whatever I want," Horns said.

Horns said they enjoy sharing their knowledge of art and showing their brother different ways to make art and be creative. Horns also plans on remaining in their arts classes for the remainder of the year and continuing to draw recreationally outside of school.

As for outside-of-school hobbies, Horns enjoys "sleeping, watching Netflix and hanging out with [their] dog."

Horns plans on attending University of Minnesota, Duluth to major in psychology.

"I want to be a psychiatric technician for children," Horns said.

Horns plans on continuing with art in the future.

"I want to continue making art as a hobby; however, I don't plan on following a career path with art," Horns said.



Photo by JAMES HORNS

Jordyn Spears

By FAITH KING
Quill staff writer

Jordyn Spears (12) is involved in the Bel Canto Choir and dance team.

Spears has been involved in choir since she was in elementary school.

"I started singing because it was something that my elementary school teacher got me into because I was looking to learn something new," she said.

What she has enjoyed most about being in Bel Canto was a music tour her sophomore year.

"Two years ago, [we took] a trip to Texas and [got] to see things and learn new things about this world," she said.

Spears said she also enjoyed "doing the fall festival and getting to know some of the kids at Armstrong."

Though she does not have any offi-

cial leadership roles in Bel Canto, Spears said "everyone is a leader in some way."

Outside of Bel Canto, Spears said her favorite class in school is foods.

"I love to bake and cook," she said.

Spears said she enjoys hanging out with all of her friends outside of school.

Additionally, one of Spears' outside-of-school hobbies is longboarding.

"I love to longboard," Spears said.

Spears plans to attend Southwest Minnesota State University in the fall of 2021 to major in justice administration.

"After college, I want to become a detective," she said.

Though she will not be continuing with Bel Canto in college, she will be continuing to dance.

"Dance is my outlet that I've used my whole life and I'm not ready to give it up just yet," she said.

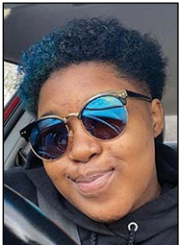


Photo by JORDYN SPEARS

Lucy Moore

By FAITH KING
Quill staff writer

Lucy Moore (12) has been involved in many different arts-related activities inside and outside of Cooper.

"I have been dancing the longest, but I have also taken many art classes such as painting, drawing and photography. I have also recently started trying to play instruments like the guitar and ukulele," Moore said.

Moore's work in art classes started when she came to Cooper. Over the years, she has been in multiple drawing, painting and photography courses. As for dancing, she has been involved in that for six years.

"I started because I loved watching *Dance Moms* and creating dances with my friends in middle school," she said.

According to Moore, there have

been many benefits to the arts activities in which she takes part. She said she enjoys the creative aspects of her Cooper art classes and the chance to learn new chords and songs when playing her instruments. When it comes to dance, she said she enjoys the element of teamwork.

"In dance, I like the commitment and routine that being involved takes. It made my days feel more productive and fulfilling. It also took a lot of teamwork and work itself to be able to create such intricate routines," she said.

Along with her talents in the arts, Moore said her favorite school subjects are math and chemistry. Outside of school, Moore enjoys playing video games, watching YouTube and taking care of her pets.

After high school, Moore will go to college for something related to computer science and information technology.



Photo by LIFE TOUCH

Maria Panora

By FAITH KING
Quill staff writer

Maria Panora (12) is a musician who plays in Cooper's Symphony Orchestra, Philharmonic Orchestra and Chamber Strings.

"I have been playing the violin in orchestra class since fourth grade. I remember that teachers came to Noble and demonstrated the different instruments that we could choose. I was originally going to play the viola, but I switched at the last moment. I am happy that I was able to pick up the viola this year though," she said.

Of the many highlights of being involved in music, Panora said a sense of community has been the biggest one. This was especially the case in some of her favorite music memories, which include her junior year perfor-

mances at Orchestra Hall and taking part in Pit Orchestra for the musical Ragtime.

Panora's long involvement in music has led to her taking on many leadership roles.

"I have been section leader for either first or second violin several times. It takes on a responsibility of keeping the section together through communicating with the other section leaders through gestures while playing, especially if there is no director," she said.

Outside of music, Panora's favorite class is math because she likes how math problems have a solution.

"I also really enjoyed IB Chemistry last year," she said.

After high school, Panora will pursue a bachelor's degree in music education with an instrumental emphasis.

"I am still considering a couple of schools and have not yet made my final decision," she said.



Photo by LIFE TOUCH

Snyder does more justice to *League*

Zack Snyder's Justice League is an expanded, revised version of original theatrical release



Photo courtesy of HBO MAX

The director's cut of *Justice League* makes an effort to more fully develop the characters and fix plot holes.

By LUKE REKELA-JASPER
Quill staff writer

Zack Snyder's Justice League is a new film exclusive to the HBO Max streaming service. As the name suggests, the film is written and directed by Zack Snyder, who famously left the director's chair of the original *Justice League* during post-production in March 2017 due to a family tragedy. Joss Whedon, who directed two previous Marvel Cinematic Universe films, came in to finish *Justice League*, which went on to become a critical and box office disaster when it was released in November 2017. For many years now, there have been rumors that a "Zack Snyder cut" of the film existed. In 2020, Snyder, DC and Warner Bros. confirmed its existence and assured fans that it would be released in March 2021 on the new HBO Max streaming service, which brings us to the subject of this review.

Let me being by saying I do not like the theatrically released *Justice League*. However, I think it is better than the previous two DC films that Snyder made, *Man of Steel* and *Batman v. Superman: Dawn of Justice*. As for *Zack Snyder's Justice League*, I ultimately find myself overwhelmed by its concurrent storylines and interesting filmmaking decisions. In this review, I will primarily be discussing what I dislike about the film. However, there are a few things I do enjoy as well. As I run through these observations, I assure readers that this review will be free of any spoilers. Finally, at the end of this review, I will reveal whether or not I recommend this unique film.

The first thing I dislike about *Zack Snyder's Justice League* is the characters. Given the fact that *Zack Snyder's Justice League* is a four-hour movie, it seems as though there is plenty of time to develop its characters. Instead, the characters are often underwritten, bland or monotone throughout the whole film. That is not to say all of the characters are bad. My favorite character is Victor Stone, a.k.a. Cyborg, played by Ray Fisher. He is clearly given the most depth and background. However, almost every other character is not someone that I could root for.

My biggest character letdown

has to be Bruce Wayne, a.k.a. Batman. While I dislike *Batman v. Superman*, I think Ben Affleck gives the best performance he could for the material he is given in that film. However, in *Zack Snyder's Justice League*, the character of Bruce Wayne is awkward, dry and stupid in certain situations. Even worse, he always sounds like his mouth is full when he speaks.

This flawed depiction of Batman leads to an important point: I don't think Zack Snyder fundamentally understands the characters he is adapting from DC Comics. For example, Superman is typically a hopeful and upbeat superhero who also leads a very human, relatable life as his alter ego, Clark Kent. In Zack Snyder's DC universe, Superman is a sad, depressed and expressionless anti-hero who I cannot possibly root for thanks to his lack of depth and character development. Similarly, Batman, a superhero best known for following a rule that he will not kill his enemies, is often shown in Snyder's films as an angry, dark executioner who uses machine guns and brands bad guys with a cattle iron. I think what *Zack Snyder's Justice League* and the other DC films need to succeed are good characters. They all don't have to be relatable, but we need to understand why these characters do what they do.

Fortunately, *Zack Snyder's Justice League* does a better job with some of the other characters. For instance, while the antagonist of the film, Steppenwolf, is still a generic and bland evil-doer like he was in the original theatrical cut, *Zack Snyder's Justice League* gives him a little more depth. In this film, we learn he is a servant trying to impress his master, an alien tyrant named Darkseid, who is not in the theatrical cut. Additionally, the depictions of some of the central heroes in the film, such as Aquaman (Jason Momoa), Wonder Woman (Gal Gadot) and The Flash (Ezra Miller), are fine and their respective actors do a solid job.

Another element I dislike about the film is its pacing. As I mentioned earlier, this film is four hours long and it features several scenes that add no depth to the story and characters that could easily be removed. Pacing also plays a role in some of Snyder's direc-

torial decisions. For instance, during every single action scene, Snyder uses slow motion. While I think he uses slow motion effectively in some action sequences, he ultimately uses it way too much. It's like eating an entire stick of butter when you only need a slice, which I do not recommend.

An additional trait I dislike about the film is its tone, which is consistently downbeat. I think it certainly is possible that you can make a dark and depressing comic book movie. The movies *Logan* and *Watchmen* (also directed by Snyder) are some good examples of doing this well. However, if you give the film a sad tone, it needs to feel earned. The viewer needs to feel some sort of emotional connection to the characters to care about them within that larger tone. Unfortunately, in *Zack Snyder's Justice League*, the two male leads are monotone anti-heroes who, quite literally, "answer to no one," which makes them hard to connect with. I just can't get with the tone of *Zack Snyder's Justice League*.

Despite the many things I dislike about the movie, there are a few things I do enjoy. I think Snyder is really talented at making movies that look good. *Zack Snyder's Justice League* is shot in IMAX, and despite me not loving the 4:3 aspect ratio, I'm cool with it in this case. Snyder is also great at directing action scenes. Beside his overuse of slow motion and his downbeat tone, he makes some good action sequences.

In conclusion, as much as I can rant about the flaws in this film, I think it is admirable for DC and Warner Bros. to allow Zack Snyder to complete his vision of the movie he could not finish. It must be thrilling for Snyder himself to actually release his movie and actually get critical praise for it. I may not like Snyder's three DC films, but I do think he is a respectable filmmaker. When it comes to comparing the theatrical cut of *Justice League* to the Snyder cut, I do prefer Snyder's version just a bit more than what was released in 2017. However, I give both the 2017 cut and *Zack Snyder's Justice League* two out of five stars. I would not recommend these films to average moviegoers, but I think DC fans should give them both a watch, develop their opinions and move on with their lives.

Quill Comics Corner

Uhhh...Working Title

By Davis Ruppert-Kan



Sci-fi fans should discover great *Trek* show

Star Trek: Discovery is the first in a series of new television programs that expand the *Star Trek* universe



Photo courtesy of CBS TELEVISION STUDIOS

Having just completed its third season, *Star Trek: Discovery* is now available on the new Paramount+ streaming service.

By ANDREW HAGGE
Quill staff writer

Star Trek: Discovery first aired in September 2017. CBS launched this series in hopes creating a new wave of *Star Trek* shows and it effectively caught everybody's attention. *Discovery*, along with all other *Star Trek* movies and shows, was recently brought to Paramount+ when they launched the new streaming service in March 2021. *Discovery* is a great show that develops its clear potential in the first season by becoming even better in seasons two and three. *Discovery* is a great show for *Star Trek* fans who have been waiting a long time for more journeys into the Final Frontier.

In season one, *Star Trek: Discovery* follows Michael Burnham, who is stationed on the USS *Shenzhou*. After committing mutiny, she is stripped of her rank and sentenced to life in jail. During transport to another compound, the transport is rescued by the USS *Discovery*. She learns

that the *Discovery* is a top secret research vessel working to develop a spore drive, a new way of travel that is faster than using a warp drive for lightspeed.

Discovery's captain offers Burnham a spot on his crew because of her expertise and the desperate state of the Federation's war against the Klingons. Burnham starts working hard to help

work and that comes through in every scene. While the special effects are most noticeable during all of the combat scenes, you can even see evidence of good effects work in the background during scenes when the characters are just talking to each other. I have not seen anything like this from a show before.

Another element of *Star Trek:*

too much.

The introduction of interesting species on the show also leads to one of its best characters: Saru. Saru is the first Kelpien to enter Starfleet and represents a new species created for this show. He has heightened senses, especially when it comes to fear. With enhanced vision and hearing, Saru can detect things most of the other crew cannot, which makes the character an appealing one.

Ultimately, *Star Trek: Discovery* has successfully kickstarted a new age in *Star Trek* shows. While all of the new series are exceptionally good, *Discovery* is the absolute best. Despite the high level of hype around the program, *Star Trek: Discovery* doesn't disappoint. With a fourth season scheduled to air in late 2021, it is a great time to get caught up on the show's 42 episodes. In fact, if you sign up for a free, one-month trial subscription to Paramount+, you can watch all of *Discovery* when you have the chance. *Star Trek: Discovery* deserves five out of five stars.

An interesting element of *Star Trek: Discovery* is the diversity of the species the crew discovers when they are travelling around from planet to planet. Each new creature they introduce in the series has some sort of special trait that makes them unique.

defeat the Klingons; however, with the development of cloaking technology, the Federation is soon overrun by the Klingons. Through perseverance, the Federation and Klingons stop the war ravaging the stars.

Beyond its interesting plot, a highlight of *Star Trek: Discovery* is its amazing special effects. The show goes for movie-quality effects

Discovery I especially like is seeing the diversity of the species the crew discovers when they are traveling around from planet to planet. Each new creature they introduce in the series has some sort of special trait that makes them unique. For example, they find an animal that can work the spore drive, although it goes into a hibernation of sorts after being used

Danganronpa is good game for mystery buffs

Although it did not arrive in America until 2014, *Danganronpa* has deservedly amassed a large fanbase

By CECILIA NICHOLS
Quill staff writer

Danganronpa is a game series not many people know about. The first game, *Trigger Happy Havoc*, was first released in Japan on November 25, 2010 on the PSP. It wasn't localized in America until February 11, 2014. My overall opinion on the series is that it's something everyone should try out if they enjoy the visual novel genre and crime solving. However, if you're not into blood, intense violence or strong language, this may not be the game for you.

The game takes place in Hope's Peak Academy, a school for people with ultimate talents. These talents are the things the students in Hope's Peak Academy are the absolute best at; no one can match their skill when it comes to these talents. These talents range from being the ultimate baseball star to the ultimate pop sensation.

You play as Makoto Naegi, the ultimate lucky student. He enters Hope's Peak Academy through winning a lottery due to his lucky talent. This is where the game's story sets off: You find yourself trapped in this school and are introduced to the rest of the students and their talents. Afterward, you're instructed to go to the gym and meet the headmaster, Monokuma, the black and white bear who rules over Hope's Peak and demands the killing game to begin.

The game is split into two sections: school life, which is split into daily life and deadly life, and the class trial. Daily life is where the players converse with other characters and progress through

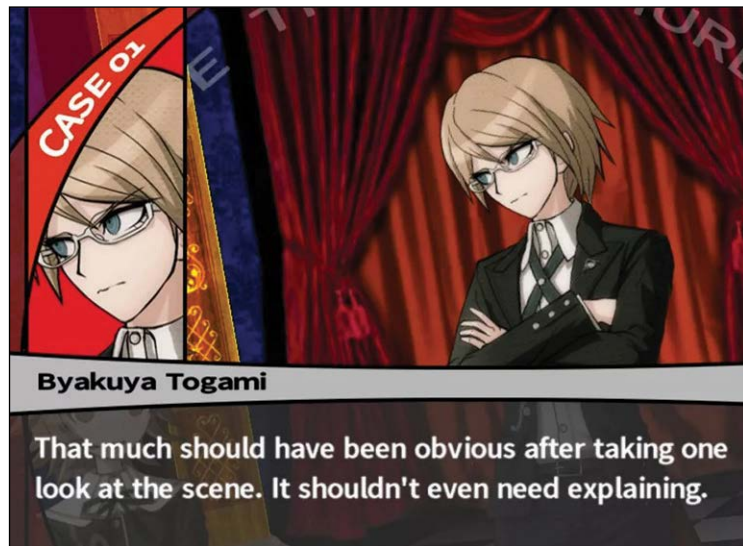


Photo courtesy of SPIKE CHUNSOFT

The game is designed like a novel, giving players the chance to solve a crime.

the story. When speaking with other characters, some comments from the students can be "reacted" to in order to reveal new information. Daily life also features some "free time" segments, during which the player can spend their time with other students and give them presents. You can get presents through the MonoMono machine, which you can use by paying the machine with Monocoins, a type of in-game currency gained by performing certain tasks or completing class trials. Interacting with other students reveals more information about them and unlocks skills, which aid the player in certain aspects of the class trial, and skill points, which determine the amount of skills that can be used.

Whenever a murder occurs, the game is set into investigation mode or

deadly life. In this mode, you can look around the crime scene and other areas of the school for clues to help you figure out who the killer is during the class trial. After you've found all possible clues, the class trial begins.

The class trial is where all the students get together to figure out who the killer is using the clues they've found. The player also has "influence" upon the other students, which is represented by hearts. This is reduced whenever the player makes errors in shooting contradictions or presenting evidence, and is slightly replenished once the player gets things right. The game ends if the player loses all their influence or if they run out of time during a segment. Aside from that, the class trial section is basically a series of mini games and segments where the characters speak their minds

on the case.

Over the course of the class trial, the player must participate in several "nonstop debate" sections. During these debates, the students will argue amongst themselves in a series of statements. Certain phrases will be highlighted in orange; these phrases are called "weak points." Truth bullets are used in class trials to fire evidence at the weak points in students' arguments. If the correct truth bullet is selected and fired at a weak point, it either shows the contradiction in the statement or proves its accuracy. In later stages of the game, additional truth bullets can be absorbed from students' arguments and used at a different point within the same debate.

When the killer is finally discovered, the closing argument begins. This is a puzzle in which the player pieces together a comic strip depicting how the murder went down. After this, a punishment scene plays in which the accused student is executed for their crime. These scenes generally relate to their talent in some way. At the end of a trial, the game ranks the player's performance and rewards them with Monocoins.

Overall, I really enjoy the first game of the series. The characters are interesting and unique; however, it's probably best if you don't get too attached to them, as many of the characters will die over the course of the game. The story kept me guessing who the next murderer would be, how the other students would figure out who that killer was, and how the murder would actually play out. I give this game five out of five stars.

THEATER SHOW

continued from page 6

was messed with because of the COVID-19 pandemic, which resulted in the actors and actresses having to wear giant, janky, transparent face masks that are extremely distracting from the story. Also, because of social distancing guidelines, the cast was forced to do many of their scenes from home and via Zoom calls. Clearly, it was incredibly challenging to make this show and I respect each and every member of the cast and crew who helped make it possible.

With that said, I'll now get into what I think went wrong with *Lights, Camera, Action!* Right off the bat, the editing for the play was atrocious and took me out of almost every scene. If a character was standing in front of a green, blue or white screen, there was some sort of blur or smudge that either covered their face or body. I am not expecting perfection here, but the technical errors from the white screens became distracting from the plot and pulled me out of the narrative.

Also, the audio and music bounced off the walls. In certain scenes, music would blare from the top of the speakers, and at scenes right afterward, characters would be speaking like they were whispering in a library. Much like the editing, the sound issues became distracting enough to pull me from the story, which in turn, only made me even more confused.

Another challenging aspect of the show was the story. I sat down in a room with three people and watched *Lights, Camera, Action!* Afterward, I asked all of them to tell me exactly what happened in the play and none of them "knew" what they had just seen, including me. All I know about the play is that our protagonist, Charlie, goes across several points in film history with the ghost of his dead agent and learns...something. I guess how to be a better writer? Because that was his ambition at the start of the play, right? Anyway, about halfway through the show, I just stopped caring about what was going on in the story and just enjoyed the ride.

Another thing I sometimes disliked about *Lights, Camera, Action!* was the jokes. At the same time, there were many parts of the show that were funny both for intentional and unintentional reasons. For example, in Charlie's apartment, he is often lying down on a bed and for a blanket, he has a sheet of wrapping paper that constantly wrinkles during scenes when characters were trying to be serious, which I found funny. Also, for a couple of scenes, the actors were just out of frame, which also became humorous.

Overall, *Lights, Camera, Action!* was a fascinating show to watch given the obstacles the cast and crew faced in putting it together during a pandemic. I do not think it is fair to give this play a star rating out of five simply because I know how challenging the production was due to COVID-19. What I will say is that I had a great time watching *Lights, Camera, Action!* It was full of spoofs, goofs, some laughably bad editing and some enjoyably cringe-worthy humor. In short, I had a good time, which I think is perfectly fine for any theater show.

For those people who are interested in viewing the show, it is still available to stream at <https://w2films.live/chs2021/>. Although it can be watched for free, viewers are requested to make a donation to cover the show's costs.

CREDIT COMPLETION

continued from page 3

them in second semester.

"I think the program really helped them find success midway through the year and re-energized them for semester two," Diamond said.

There were 46 total students who were able to earn their credit through the program. Given those numbers, Haasch said the implementation of the program had a positive impact.

"We are looking forward to next year," he said. "We hope to build on the program's success. This might include adding 11th and 12th grade and/or maybe expanding to other subject areas as well."

Hawks spring teams are geared up to get outside

Cooper athletes are primed to pursue their 2021 athletic goals after their ability to do so last spring was cut short due to the coronavirus

By NOLAN ANDLER
Quill staff writer

Six hundred and sixty two. That is the number of days that have gone by since a Cooper spring athletic team last took the field for an official game. The long hiatus was forced by the pandemic, which led to the cancellation of the 2019-2020 spring season. While that left players and coaches heartbroken last year as they were unable to have a season, Cooper's spring teams are finally able to show what they are made of in 2020-2021.

Boys Track

The main focus for boys track this season is to develop the talent they already have and improve the skills of the incoming athletes.

"We would like to see our team be more competitive across all of the track and field events," Assistant Coach Mr. Zuccola said. "Right now, we are strong in the sprinting events, but sometimes struggle against our conference and section rivals when it comes to the distance events and the field events."

The track team did not lose many seniors to graduation during the canceled 2019-2020 season, which means that the returning athletes now have a chance to show their skills.

"One of our top competitors is sprinter Kahlil Borden (12), who won all-conference and all-conference honorable mention awards during the 2019 season. In addition to Borden, some of our other top athletes include sprinter Tarnue David (11) and distance runner Magnus Korstad (11)," Zuccola said.

According to David, who is also one of the team's captains this year, the loss of last season "hit deep."

"It felt like all the work me and my teammates did was all for nothing," he said.

At the same time, David said the time away made him work harder to prepare for the current season.

"I feel like this time we took off has helped me grow and take time to work on my sprinting skills and endurance," David said.

Agreeing with David is Korstad, who is looking forward to helping



Photo by DACK NEHRING

Members of the boys baseball team are looking forward to finally making use of the new field and dugouts during the 2021 season.

years away from the Cooper coaching staff while she coached track at the college level. Since that time away has led to her being unfamiliar with many athletes on the team, Schuelke said she is looking forward to meeting the younger athletes and recruiting new ones.

"We are excited to see who we have returning after this long break, but we are also really pumped about new arrivals and what they can bring to the team," she said.

In order to get the track athletes up to speed after such a long break, Schuelke said hard work and consistency during practice will be key.

"For the first couple of weeks, we will be focusing on conditioning, so we will do a conditioning workout before splitting up into individual event groups," she said. "When ath-

broken. In the previous season, we had above a .500 average season and we were going into last season with a feeling we could surpass that winning average," Emma Jennings (11) said.

With the 2020-2021 season underway, Jace Herman (11) said that younger players will be key to the team's success.

"I think we have a strong team going into the 2021 season," Herman said. "We are young, but we have so much talent that everyone brings in."

One thing players are looking forward to this season is getting back into the routine of daily practices.

"A normal, everyday practice generally is the girls warm up and begin with fundamentals like throwing progressions and grounders for our infielders and pop flies for our outfielders," Arianna Drinkwine (12) said. "Once we have warmed up, we practice defense first and have everyone take their positions they would play in a game or wherever the coaches place the girls. After defense, we take turns with the girls practicing their offense and sometimes do live hitting with our pitchers pitching to us. We end our practices with conditioning."

A key benefit of these practices is working on the ability of the team to play together.

"We are a strong team and we will get through it together," Piper Harms (12) said. "One of our strengths is that we communicate a lot and we never give up, no matter the situation."

In addition to social distancing and masks, COVID will be causing the team's competition schedule to look a bit different this season, with more in-conference games and competitions that take place closer to home. However, there is one match up the team is looking forward to that happens every year.

"We always have a big game at the end of our season against our rivals Armstrong and tons of people come out for it," Drinkwine said. "It's a really competitive game that is memorable but also a good time and a fun way to wrap up our season."

Baseball

The 2019-2020 baseball season was one of the most anticipated in a long time. With upgrades to the field, new dugouts and a new scoreboard, the Hawks were looking forward to taking on their area rivals. Unfortunately, this did not happen due to the pandemic. Now, those hopes are being renewed for the 2020-2021 season.

"Our season outlook is looking pretty good with all the new upgrades we got on our baseball field," team captain Spencer Niebuhr (12) said. "This means a lot to us players to get these upgrades because we have had those dugouts for a very long time."

According to Niebuhr, the Hawks squad is young this season,

which will be both a challenge and an opportunity.

"Our areas for improvement will be leadership because, this year, it is a younger team with a lot of juniors and a few seniors," he said. "We need to learn how to use our game and leadership on and off the field to show we can be a team that competes in the long run."

Due to COVID restrictions, Niebuhr said that practices will be "pretty structured."

"We usually do conditioning at the end of practice or something fun where we compete against each other. We have a couple fun practices in there to but we usually get our business done and get ready for our upcoming season or game," he said.

Niebuhr said he is looking forward to playing some of the Hawks' main rivals, which include Benilde-St. Margaret's and Mound Westonka. Helping Cooper beat these squads will be their ability to come together as a team.

"It is a team effort. We have each other's backs on and off the field," he said. "Also, our coaching staff is always warm, welcoming, gets the best out of us at each practice, and makes us improve throughout the year."

CI Softball

The 2020-2021 CI softball season is one of uncertainty due to the impact of COVID. The fact that CI softball games take place indoors means that safety will be an issue for both practices and games.

"[We are] not sure how many players will be joining because of the continued COVID situation," Head Coach Mr. DeMorett said. "[We are] not sure if there will be enough players to field a team to play other schools. We will have a team; we are just not sure if there will be enough for games."

Depending on the final roster,



Photo by ERIN BROWN

The girls softball team will see many young players on its roster.

DeMorett said the captains for the squad will likely be the seniors who sign up. These players will help lead the rest of the squad through a typical day of practice.

"A typical day would be players arriving from their various schools, and once everybody is there, we do some warm-up stretches, play catch, and work on ground balls, fly balls and hitting," he said.

DeMorett said some chief competitors for the Hawks are the teams from Osseo, Anoka and St. Cloud, but that may also be affected by the COVID situation this season. No matter what the season looks like, however, DeMorett said there are many benefits to getting involved.

"The benefits of being on the team include building friendships with kids from their school as well as other schools, participation in an activity that gets you moving, and earning a high school letter for participation in a varsity sport," he said.

Boys Lacrosse

The new head coach of the Hawks boys lacrosse team, Mr. Whiteis, has been connected to the squad for many years. He played on the team during the four years he attended Cooper, from 2002-2006, and he also coached the team from 2012-2014. He said he is looking forward to guiding his players through the new season after last season was canceled.

"After a canceled 2020, my goal for the 2021 season is to simply enjoy the game and have fun. We play because it's fun, so while we will be working hard and pushing each other, I'm also going to be making sure that we're enjoying our time on the field that last year's seniors didn't get to experience," he said.

Whiteis said that players coming out for the team will spend a lot of time working on their ball-handling skills.

"Practice will start by taking advantage of the Community Gym wall. Catching and throwing is important in the sport of lacrosse, so it's something we'll be focusing on all year. We'll then make our way to the turf where the start of practice will focus on individual skills with each position: attack, midfield, defense and goalies. We'll finish practice with a lot of small ball dynamics," he said.

One important aspect of the new lacrosse season will be recruiting athletes to join the team. According to Whiteis, lacrosse is a good activity for athletes looking to improve their skills for other sports.

"Lacrosse is a great off-season sport for basketball, soccer and football players," he said. "Footwork, conditioning, vision, speed and physicality are the building blocks of a lacrosse player, just as they are for those three sports. Playing lacrosse will not make you a worse athlete."

Girls Lacrosse

Heading into the 2020-2021

SPRING TEAMS
continues on page 12



Photo by MR. DISALVI

The boys track team looks to be more competitive across all 18 events.

the team make its mark in distance events.

"Not having last year really makes me want to work even harder for it," he said.

In addition to the competitive aspects of track, Zuccola pointed out that involvement in the sport has other benefits as well.

"Track is a sport that can teach athletes about lifelong fitness and healthy living," he said. "Additionally, participants get a chance to develop friendships and work alongside their peers in pursuit of common goals. Track is also a way to gain speed and strength for other sports in which the athletes might participate."

Girls Track

After the scrapped 2019-2020 season, Head Coach Ms. Schuelke said the biggest challenge this year will be to make sure she has the right amount of students join the team.

"Once we get our numbers up, that will allow us to really focus on making practices more competitive," she said.

Schuelke said she is excited for the new season after spending two

letes have that individual event group time with their coaches, it's all about skill work specific to whatever event they do. For example, jumpers might be working on runway approaches, while throwers could be focusing on footwork"

According to Schuelke, track is a unique sport that features both individual and team elements. She said this gives practices and meets moments to compete and moments to relax.

"There's a team culture of support, but you also have those close relationships with your individual event groups. Also, since events are spaced out throughout the meet, there's a little bit more down time for some people. This means they get the chance to watch their teammates compete before, after or in between their own events," she said.

Softball

A solid 2018-2019 season created high hopes and optimism for the 2019-2020 softball season, but the pandemic left the team heartbroken.

"After COVID canceled our 2020 season, most of us were heart-

Twins enjoying strong start

After falling in the postseason in 2020, the Twins have their sights set on the World Series



Photo courtesy of GREG HARDING

The Minnesota Twins faced the Boston Red Sox during a spring training match up in Florida on February 28.

By ANDREW HAGGE
Quill staff writer

The Minnesota Twins have started the 2021 season by going back to a swing hard, swing fast strategy in order to beat other teams through powerful batting. This is nothing new to Twins fans, who saw this beginning a few years ago while the team transitioned into a batting first, defense second mindset.

At the same time, manager Rocco Baldelli was defensively focused this offseason after many blunders on the field last season. The Twins were able to acquire Andrelton Simmons, who is a well-known shortstop with four gold gloves to his name. Another focus was on the Twins bullpen, which has a couple strong players but isn't very deep when it comes to solid players. There were many instances last season when the Twins lost in the final innings due to poor relief pitching.

During spring training, the Twins won 12 of their 28 games with 14 losses and two ties in tow. Although this record did not look promising, it was only spring

training, which does not always mean too much.

Spring training did give fans a sneak peek at what the Twins could look like, but many of the starters hardly played as much as some of the secondary players. That is because Baldelli was trying to get a grasp on who they could expect to take charge in the

Being offense-minded worked in many ways during spring training, but it still causes some problems. During spring training, opposing teams could not always score as many runs as the Twins, but when they did, it wasn't pretty. In many of those games the Twins lost, the margin of loss was often five or more runs.

bullpen as well as on the field. One encouraging fact is that, in most of the games the Twins won, they scored four or more runs.

Another component to spring training was that the Twins had to deal with many defensive battles. As they upgraded their defense, they still have a fairly big weakness to their name. As a result, if

the offense can't produce, the defense isn't able to hold off most teams. The Twins play a style of defense which is able to hold the opposing team for most of the game, but if the Twins' bats get nothing done, then the team is bound to lose that game.

Being offense-minded worked in many ways during spring training, but it still causes some problems. During spring training, opposing teams could not always score as many runs as the Twins, but when they did, it wasn't pretty. In many of those games the Twins lost, the margin of loss was often five or more runs. This is a pattern the team will hopefully correct as the regular season moves forward.

As of week four of the regular season, the Twins have been hovering around .500 in the win-loss column. Additionally, they are currently in second place

in the American League Central division behind the Cleveland Indians, who are battling to keep the top spot in the division. With the team currently in a decent position in the standings, fans will be looking for key players on the Twins to step up by midseason when they really need to get and stay on top.

North Texas 78-69 and No. 9 Wisconsin, led by guard Brad Davison, manhandled No. 8 North Carolina 85-62.

The First Round: Midwest Region

No. 8 Loyola Chicago returned to the big dance for the first time since their Cinderella run in 2018 and they brought the well-known Sister Jean, the team's chaplain, along with them. She worked her magic as the team beat No. 9 Georgia Tech 71-60. Led by coach Wayne Tinkle, No. 12 Oregon State continued their Cinderella streak after winning the PAC-12 tournament by beating No. 5 Tennessee 70-56. Finally, No. 11 Syracuse, led by guard Buddy Boeheim, upset No. 6 San Diego State 78-62.

The First Round: West Region

No. 3 Kansas survived an upset bid from No. 14 Eastern Washington 93-84, while No. 13 Ohio upset No. 4 Virginia 62-58. Also in this round, No. 7 Oregon advanced after No. 10 Virginia Commonwealth University canceled due to COVID issues.

The First Round: East Region

No. 12 Georgetown's unexpected run ended as they were blown out by No. 5 Colorado 96-73. No. 11 UCLA was then upset by No. 6 BYU 73-62. Perhaps the biggest upset of the day in this region was No. 14 Abeline Christian,

which beat No. 3 Texas 53-52.

The Second Round: South Region

No. 9 Wisconsin did their best to hang with No. 1 Baylor but the Bears were simply the better team, winning 76-63. Next, No. 5 Villanova cruised to a win over No. 13 North Texas, while No. 3 Arkansas survived against No. 6 Texas Tech 68-66. Finally, No. 15 Oral Roberts continued on their Cinderella run by beating No. 7 Florida 81-78.

The Second Round: Midwest Region

No. 1 Illinois and No. 4 Oklahoma State were two of the favorites from this region to make a run at the Final Four. In fact, the teams featured two of the best players in the nation in Illinois' Ayo Dosunmu and Oklahoma State's Cade Cunningham. But these elements didn't stop the two teams from getting tripped up by No. 8 Loyola Chicago, which beat Illinois 71-58, and No. 12 Oregon State, which beat Oklahoma State 80-70. Meanwhile, No. 11 Syracuse continued their run, beating No. 3 West Virginia 75-72, and No. 2 Houston survived a 63-60 upset bid by No. 10 Rutgers.

The Second Round: West Region

No. 1 Gonzaga rolled over No. 8 Oklahoma 87-71 and No.

MARCH MADNESS continues on page 12

Cooper Competitors

The story of the athletes who strive for success in Cooper sports

Grace Sodd

By FAITH KING
Quill staff writer

Grace Sodd (12) plays softball in the spring. Sodd found her love for playing softball when she was in middle school and, since then, it has become a big part of her life. What Sodd has enjoyed most about softball is her teammates.

"My favorite thing about being in my spring sport is the community and family that my teammates and I have built," she said.

In fact, Sodd's favorite memories from her sport involve her teammates.

"Some of my favorite memories are the bus rides to games or the team dinners," she said.

Last softball season, Sodd held a leadership role on the team as a junior captain. This season, Sodd is returning with a leadership role, serving on the Captains' Council.

During the winter and fall seasons, Sodd said she focuses on bettering herself as a softball player to come back even stronger the next season.

Sodd's favorite subjects in school this year are marketing and accounting.

"I really enjoy the creativity in my marketing class and the challenge in my accounting classes," she said.

As for outside-of-school hobbies, Sodd said she enjoys being active.

"You can find me at the lake, doing all things from snowmobiling to boating to fishing to cutting some wood," she said.

Sodd plans on attending the University of North Dakota in Grand Forks and majoring in marketing starting next fall.

"I am not sure exactly what I want to do with this degree yet, but on the side, I plan on getting my private pilot's license," she said.



Photo by GRACE SODD

Arianna Drinkwine

By FAITH KING
Quill staff writer

Arianna Drinkwine (12) plays softball at Cooper during the spring season. Drinkwine started playing softball when she was in sixth grade shortly after she stopped dancing.

"I started because I wanted to find a new hobby besides dance that didn't consume so much of my time," she said.

What Drinkwine has enjoyed most about softball is "being around great girls" who are some of her "best friends now." Her favorite memory from softball was going to Missouri for a tournament and meeting girls from other states.

As a returning senior on the team, Drinkwine said she does her part to be a role model to the younger girls and con-

tribute to the team's wins and skill growth.

During the winter and fall seasons, Drinkwine continues to train and become a better softball player. This includes hitting clinics and doing fitness training with her club team to stay in shape.

Drinkwine's favorite subjects in school are government and English.

"Government because we learn things that are helpful in the real world and English because it's always been my strong subject and I just enjoy doing it," she said.

Outside of school, Drinkwine enjoys hanging out with friends and snowboarding.

As for college plans, Drinkwine said she just committed to St. Thomas University.

"My major is undecided as of right now, but my plans are to go into nursing school in the fall of 2022 and start pre-med this fall," she said.



Photo by A. DRINKWINE

Spencer Niebuhr

By FAITH KING
Quill staff writer

Spencer Niebuhr (12) has played varsity baseball since seventh grade.

"I just fell in love with the sport because I got to make new friends, challenge myself to be better, and I wanted to create my own legacy because I looked up to the MLB players that made me want to play baseball," he said.

Niebuhr said he enjoys the competitive aspects of baseball. In fact, his favorite memory of the sport involves a triumph over Chanhausen in seventh grade.

"I got my first-ever high school win against the defending state champions Chanhausen and we won the game 9-5," Niebuhr said. "I also got a hit that started a rally."

As a senior player, Niebuhr said he works hard to be a role model.

"I have to be a leader on the field for the younger boys and in the dugout to make sure we don't put our heads down," he said.

In the off season, Niebuhr spends time working on his baseball skills, such as hitting baseballs to become a better player.

"I also started to weightlift to get my body in shape for the season," he said.

When it comes to school, Niebuhr said his favorite subjects are gym because it keeps him active and engineering because he likes to be challenged.

Next fall, Niebuhr will attend college as an engineering major. He has been accepted at Northern Illinois University and Kansas State University.

"I hope to continue playing baseball after high school because the sport just means a lot to me," he said.



Photo by S. NIEBUHR

Piper Harms

By FAITH KING
Quill staff writer

Piper Harms (12) plays for the Hawks softball team in the spring.

"I've been playing since seventh grade for Cooper," Harms said. "I've played softball since I was in third grade."

Taking part in softball has given Harms the chance to make good friends.

"I've met so many wonderful girls," she said.

It is her interactions with her teammates that have made for some of Harms' favorite softball memories. She said she especially enjoys the team's pasta parties.

Harms is one of the team captains on this year's softball squad. "Even if I wasn't a captain, I still

always help," Harms said.

In order to prepare for the current season, Harms said she went to different softball trainings to work on her skills during the fall and winter months.

During the school day, Harms said she enjoys her English classes the most because her "teachers are amazing." Outside of school and softball, Harms said she spends her time working and "hanging out with friends."

After graduating, Harms will go to Hennepin Technical College for two years before going to Daytona State in Florida to major in sports medicine.

Harms said she hopes to continue playing softball in the future, whether or not it is for a her college team.

"I will continue to play softball, just not professionally," Harms said.



Photo by PIPER HARMS

MARCH MADNESS

continued from page 11

6 USC demolished No. 3 Kansas 85-51. More notably, No. 7 Oregon crushed No. 2 Iowa 95-80, ending player of the year Luka Garza's dreams of winning a title.

The Second Round: East Region

No. 1 Michigan beat No. 8 LSU 86-78, No. 4 Florida State beat No. 5 Colorado 71-53, No. 11 UCLA beat No. 14 Abilene Christian 67-47, and the No. 2 Alabama Crimson Tide rolled over the No. 10 Maryland Terrapins 96-77.

The Sweet 16: South Region

No. 5 Villanova, which lost their best player, guard Collin Gillespie, two weeks before the Big East conference tournament, was in a league of trouble without him, but they were able to get to the Sweet 16. Villanova had the No. 1 Baylor Bears on upset alert early in the game, but they weren't able to close it out, and the Bears won 62-51. A closer game took place between the story of the tournament, No. 15 Oral Roberts, and No. 3 Arkansas. Oral Roberts had Arkansas on their heels all game long, but Arkansas survived 72-70 when Oral Roberts' Max Abmas missed the potential game winner.

The Sweet 16: Midwest Region

No. 12 Oregon State didn't get tripped up against No. 8 Loyola Chicago, winning 65-58. Meanwhile, No. 2 Houston crushed No. 11 Syracuse 62-46.

The Sweet 16: West Region

In the west, No. 1 Gonzaga beat No. 5 Creighton 83-65, while No. 6 USC cruised over No. 7 Oregon 82-68.

The Sweet 16: East Region

No. 1 Michigan beat No. 4 Florida State 76-58. Next, No. 2 Alabama got into overtime against No. 11 UCLA after a game-tying shot at the buzzer. However, UCLA, led by star Johnny Juzang, pulled away in OT, winning 88-78.

The Elite Eight: South Region

The No. 1 Baylor Bears were just too much for the No. 3 Arkansas Razorbacks, winning 81-72.

The Elite Eight: Midwest Region

No. 12 Oregon State's fairy tale run ended with a 67-61 loss to No. 2 Houston.

The Elite Eight: West Region

No. 1 Gonzaga again crushed a tournament opponent. This time, the victim was No. 6 USC, which fell to Gonzaga by a score of 85-66.

The Elite Eight: East Region

No. 11 UCLA got another upset, beating No. 1 Michigan 51-49 to go from First Four to Final Four. Making this victory even more of a surprise was that Michigan missed a potential game-winning shot three times in a row.

The Final Four

After not being able to show what they were about last season, No. 1 Baylor was in a different league in this game compared No. 2 Houston, dominating 78-59 and earning a spot in the national championship. This win meant that Baylor was one win away from their first title in men's basketball.

In the second game, No. 11 UCLA was supposed to get rocked by No. 1 Gonzaga, but UCLA gave Gonzaga a run for their money, getting the game into overtime. With 3.3 seconds to go, UCLA's Johnny Juzang got the game-tying two, but that left enough time for Gonzaga freshman guard Jalen Suggs to go down the court and bank the game winner, giving Gonzaga the 93-90 win and punching their ticket to the national championship.

The National Championship

No. 1 Baylor and No. 1 Gonzaga were the two best teams all year long, but their match up was lopsided. Led by guards Jared Butler and Mark Vital, Baylor had an answer for everything Gonzaga tried, eventually demolishing the Zags 86-70. After first being hired in 2003, Baylor coach Scott Drew finally delivered the Bears their first national championship.

Hawks hoops squad enjoys '20-'21 success

The boys basketball team fell one game short of the state tournament after a regular season record of 15-3

By MAJAY MURPHY
Quill staff writer

The Hawks boys basketball team had a successful 2020-2021 season that saw the squad tie for first with Chaska in the Metro West Conference thanks to a final conference record of 11-1 and an overall record of 15-3.

"We had a great season," Head Coach Mr. Powell said. "The guys played really well with all the COVID protocols. We finished ranked fourth in the state in Class 4A. This was a big accomplishment for the program."

The Hawks also enjoyed postseason success by beating Armstrong in the Section 6AAAA semifinal game 84-57 before losing to Wayzata 67-59 in the Section 6AAAA championship.

The success of the season was especially important to the players and coaches given the fact that COVID brought the 2019-2020 season to an early end. Additionally, COVID safety protocols during the current season meant changes to practice lengths and formats, and to the ways in which the games themselves were played.

"The hardest adjustment was wearing mask during the games. The guys did a great job adjusting to this new normal," Powell said.

With the 2020-2021 schedule being driven by the need to play conference schools and other schools located close to Cooper due to COVID protocols, looking at how the Hawks matched up with their key opponents is important in assessing the team's success during the season.

Cooper vs. Chaska

Chaska was Cooper's closest competitor in the Metro West Conference this season. In fact, each team handed the other its lone conference loss during the regular season.

The season opener for the Hawks was against Chaska on January 15, a game that saw Chaska achieve a convincing 67-49 win. However, the Hawks came back during the second match up between the teams, beating Chaska 56-54 at home on February 9.

"We lost the first time because we all came out lazy and weren't ready to play, but the second game, we watched their film and studied, and we came out and beat them," Broderick Powell (12) said.

HAWKS SPRING TEAMS ARE GEARED UP TO GET OUTSIDE

season, Head Coach Ms. Gelhar said her biggest concern for the girls lacrosse squad is how COVID will continue to impact the team after the cancellation of last season.

"Many other schools are seeing lower numbers for registration," she said. "Our team is incredibly resilient, especially during these difficult times. Their attitudes have held strong and positive throughout the canceled season of 2020 and the offseason between."

While the lack of a 2019-2020 season means that the lacrosse team's captains have not been chosen, Gelhar said there are returning players who will definitely provide leadership. One of those athletes is Anna Palony (11), who said she is grateful for the 2021 season after what happened last year.

"To be able to come back and play this spring feels amazing," she said. "I'm very grateful we have a chance to play again."

The Hawks will be facing some tough competition within and outside of the Metro West Conference during the current season.

"Other teams in our conference are always tough competition," Gelhar said. "For our non-conference games, we are playing a couple teams that we have not played in the past. We are excited for those games to see how competitive they will be."

In addition to the chance to compete, Gelhar said a benefit of playing lacrosse is the camaraderie between teammates.

"The friendships made in lacrosse season are unforgettable, as well as the clever puns from coach-



Photo courtesy of EARL EBENSTEINER

Cooper triumphed over district rivals Armstrong 84-57 during the Section 6AAAA Semifinal game.

Cooper vs. Bloomington Jefferson

Finishing third in the Metro West Conference this season with a 7-5 record was Bloomington Jefferson, which fell to Cooper twice in their two games. The first game between the two teams was a blow out, with Cooper beating Jefferson on their home court February 3 by a score of 76-46. However, the second meeting between the two teams was closer, with Cooper emerging victorious with a 57-51 win at home on February 26.

Cooper vs. Benilde-St. Margaret's

Benilde had a fourth-place finish in the Metro West Conference with a losing record of 4-7. Contributing two of those losses was Cooper, which won 74-57 at home on January 26 and 69-43 at Benilde on February 19.

"We came out and trapped right away and they were one second late every time," Broderick Powell said. "We came out and played good D and took the wins."

Cooper vs. Chanhassen

While the two matchups against Benilde-St. Margaret's went well, the two games against the 3-7 Chanhassen team did not. However, the Hawks managed to win both games. The first game, which was at home on January 19, resulted in a 54-49 victory, while the second, which was away on February 12, ended in a 57-52

win.

"We didn't play well against this team, but we played them twice and still won," Broderick Powell said. "We came out sloppy and tired, but still pulled off the wins."

Cooper vs. St. Louis Park

Finishing in sixth place in the conference this season was St. Louis Park, which had a final record of 3-8. Cooper played and beat them twice this year, with a home win of 79-62 on January 22 and an away win of 62-54 on February 16.

"Majay Murphy (12) and I had good games against them both times and dropped over 10 points each game," Broderick Powell said. "We ran our Diamond Press and 22 defenses and beat them both times."

Cooper vs. Bloomington Kennedy

In contrast to some of the closer games Cooper played against conference opponents, the Hawks played the 1-11 Kennedy team twice this season and beat them by large margins both times. The first game, which took place on February 4, saw Cooper rack up a resounding 75-42 win. Even larger was the margin of the Hawks' 76-37 victory on March 8. In both games, every starter on the team had more than 10 points.

"We came out strong and

ready to play," Broderick Powell said.

Cooper vs. Armstrong

Cooper's winning ways continued into the postseason with an 84-57 home victory over Armstrong on March 19 during the Section 6AAAA semifinal game. One of the standout performances in that game came from Murphy, whose no-look pass was featured as Play of the Week on CCX Media.

"We had so many people saying we were going to lose," Broderick Powell said. "We played with anger that game and managed to pull off the win."

Cooper vs. Wayzata

The Hawks' exceptional season came to a close during the Section 6AAAA Championship game at Wayzata on March 25. After Wayzata built up a 35-24 lead heading into halftime, Cooper played hard to close the gap in the second half. Although Davion Evans (11) had 15 points and Powell had 14 points for Cooper, the Hawks still fell 67-59.

"I felt like we played well all season," Mr. Powell said. "Even in our last game, we just made a few mistakes, but, overall, they played hard and together. I am so proud of this group of young men for playing at a high level and believing in each other."

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Boys Tennis

Much like Oscarson's experience with the girls golf team, Mr. Lithun was looking forward to his first year as the head coach of the Hawks tennis team when the 2019-2020 season was shut down due to the pandemic. He said he is looking forward to this spring and the chance to get out on the court.

"This will be my first year coaching the Hawks boys tennis team, so regarding previous years teams and expectations, I am coming in with a clean slate," he said.

According to Lithun, a chief focus for this year's team will be for players to simply enjoy the game of tennis.

"Tennis is a lifelong sport that can be enjoyed for a very long time," he said. "My goal is to do my best to help improve the game of every student who comes out to play tennis and help show each student how fun the game can be."

Compared to some other spring sports, one advantage of playing tennis during the pandemic is that competitors are already distanced from each other on the court. Lithun said this gives veteran and new members of the team a chance to work on their skills without too many adjustments.

"If you're a beginner or an advanced tennis player, we'll have a spot for you to enjoy and improve your game," he said. "Whether hitting a bomb ace serve, or a massive forehand winner, or a clean volley at the net, or just grinding out a big win over your opponent, tennis is a great game that anyone can play at all levels."

2019-2020 season was a disappointment for Cooper's girls golfers, it was also a letdown for Mr. Oscarson, who was just hired to be the team's new coach when the pandemic hit.

"Not having a season was very frustrating. I was excited to coach and worked hard to find a group of girls who were interested in golf," he said.

Oscarson said the biggest focus this season is getting more girls to play.

"A few of the golfers who signed up were in middle school and were not seniors. Our numbers are expected to be lower so anyone who wants to go out for the team will be a part of it," he said.

For practice, the girls golfers either go to the Columbia Golf Club or the New Hope Village Golf Course to play nine holes. Depending on the skill level of the players, Oscarson said the team will either have an all-JV competition schedule or a mix of varsity and JV.

"We play the JV schedule against schools near Cooper. If some girls are shooting low scores, they will also have the option to play varsity meets. Many of the courses we play in meets are some of the nicest ones in the state," he said.

For athletes who are considering golf but have never played before, Oscarson said there are many benefits to the sport.

"Golf is a great activity that you can play for your entire life," he said. "On top of this, when you are an adult, golf could open up many opportunities for you in your professional life."

Boys Golf

The main focus for Head Coach Mr. Fitze is for the Hawks golf team to continue to grow and develop. In fact, he said the team's numbers are on an upswing this season.

"We are looking to field a larger team than we have had in the past, which is great news," he said. "We will have a young team this year. Often, this might be a weakness, but this could mean a solid core of golfers for several years. Our main [goal] is in growing those skills that the golfers bring to the team."

Fitze said a typical golf practice consists of individual and group work on a variety of different skills. After a team warmup, the players will work on basic skills as a group before breaking off to work on specialized skills as individuals or pairs. The team will also spend time on the driving range, a practice green and a nine-hole course to get ready for competitions.

"As we rebuild our program, we will become more competitive as a team, so all schools will be top competition," Fitze said.

Helping lead the golfers this year will be the team's captains, Carlos O'Keefe (11) and Brady Enger (10). Fitze said these two players will help instill the importance of "community, teamwork, confidence-building [and] passion for the sport" to the incoming team members.

Girls Golf

While the cancellation of the