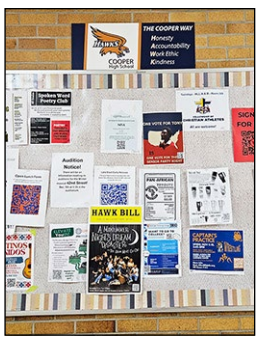

Students have many ways to stay informed at school

Page 3

The Quill

Wed., Jan. 29, 2025 Vol. 61, No. 4

Majora's Mask is a classic installment in the *Zelda* series

Page 6

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ALSO INSIDE

DEBATERS QUALIFY FOR STATE, NATIONAL EVENTS

Two Hawks and one Falcon will represent Robbinsdale at upcoming tournaments

Photo by DJ BRYNTESON

This is the second straight year Lily Plahn, Alison Wandmacher and Tessa Lenoch (left to right) have qualified.

By TESSA LENOCH
Quill staff writer

Three members of the Robbinsdale Armstrong-Cooper debate team have qualified for both the national and state debate tournaments.

Cooper students Tessa Lenoch (11) and Lily Plahn (11), and Armstrong student Alison Wandmacher (11), have qualified for the national debate tournament, which will be taking place in Des Moines, Iowa. On top of that, the three have qualified for the state debate tournament, which will take place at the University of Minnesota.

This is the second year in a row that the three debaters qualified for these tournaments. All three have been on the team for three years, taking up the role of co-captains after most of their veteran teammates graduated at the end of the 2022-2023 school year.

The debate team has been coached by Mr. Brynteson for more than 20 years. In that time, many students from the Robbinsdale area have found success in the debate world.

"Seeing the development of students from when they start debate to the end is incredibly fun to watch. Most students do not come into debate as enjoying speaking in front of others, but over time, everyone learns they have these skills within. Being able to help students is very exciting," he said.

For the past four months, the debate team has been hard at work at smaller tournaments in preparation for the more competitive state and national qualification competitions.

"Qualification tournaments are similar to a marathon," Lenoch said. "You have to pace yourself because it can be pretty stressful when you're four hours into debating and still have an entire day ahead of you."

The state and national qualifiers take place over the course of two days, often resulting in late nights and early mornings for the team. Despite this, the team is able to stay in good spirits and support each other throughout the process.

"The qualifying tournaments are always a lot of preparation and anticipation. Whether it's national qualifiers or sections, we usually have 10 or more topics to prepare for in tournament pools with 50 to 90 people. National qualifiers is definitely the tournament where a lot of people are very competitive. There's only seven slots to go to the national tournament, so there's a lot of people who really fight in that final round," Plahn said.

All three debaters credit their teammates, coaches and hard work for their success.

"The team plays into success because we all support each other. Having people to debrief with after rounds, people who cheer for you when you win awards and try to help you succeed at practice is all vital to

DEBATERS continues on page 2

IB diploma candidates celebrate EE completion

Silver Platter Day event marks the end of a year-long process of writing a 4,000-word essay about a self-chosen subject

By LESLY TIPANQUIZA ESCOBAR
Quill staff writer

The annual Silver Platter Day celebration was held in the Cooper Media Center after school on December 6 at 3:45 p.m. This is a tradition during which Cooper's International Baccalaureate (IB) diploma candidates present their completed, 4,000-word extended essays (EE) to their supervisors on an actual silver platter. This year's candidates are Taavi Anthony (12), Andrew Brooks (12), Remi Desalu (12), Melat Kiflu (12) and Eliana VanSistine (12).

"It's the pinnacle of a 12-month journey and a major milestone toward earning the full diploma," Ms. Meyer, who works in Cooper's IB office, said.

During the Silver Platter Day event, IB Coordinator Ms. Christensen began by welcoming the attendees and summarizing the agenda for the celebration. Next up were brief comments from Robbinsdale School District Superintendent Ms. Staloch and Cooper Head Principal Ms. Smith. After this, diploma candidates read out loud an academic honesty oath. Next, each candidate read their research question, commented on the process they went through in writing the essay and then handed the essay to their supervisor on a silver platter. Finally, the event concluded with a brief reception that included desserts and photos.

"Our Silver Platter Day gives us the opportunity to celebrate our students' achievement after 12 months of investigating, researching and writing. It's a big load off of their shoulders to officially hand over their final copy of their extended essay. Families and staff are able to participate, and the students appreciate this," Christensen said.

According to Christensen, there are many steps to set up the Silver Platter Day event. First, they have conversations with students and their supervisors prior to the event to ensure that they know what will happen at the celebration. Next, they invite families, EE supervisors, administrators, Cooper staff and district staff to the event. They also organize a thank you memento for the students to give to their supervisors and they purchase refreshments to serve after the celebration. Finally, they work with the Media Center staff to clean and arrange the celebration area.

Photo by ROSE VANG-LOHNES

The Silver Platter Day event took place in the Media Center on December 6.

In order to raise awareness about the event, Christensen said they invite someone from the yearbook to take pictures. They also typically create a

EE COMPLETION continues on page 4

Ninth grade students adjusting to high school life

Increase in homework, importance of grades among the challenges incoming freshmen face following middle school

By TESSA LENOCH
Quill staff writer

With one semester of the 2024-2025 school year already over, ninth graders have officially completed one-eighth of their high school experience. This raises the question of how well they are adapting to their new environment. High school comes with new responsibilities and new opportunities, which can be a benefit and a challenge to the school's ninth graders.

"The most challenging thing for me is probably leaving everything behind, realizing that you're starting a new chapter in your life knowing everything's not going to be the same," Fiema Dunor (9) said.

According to Dunor, her high school experience this year has been overwhelming.

"I'm still getting used to the academic expectations of high school, but I'm starting to understand it more as I progress into high school more," she said.

Other freshmen feel the same way. For example, Alexis Arnlund (9) and Edwina Weedor (9) both expressed the feeling that their high school classes came with heaps of work and are nothing like their middle school classes.

"In middle [school], homework was whatever, but now [it's different]. For example, AP Human Geography has homework every night," Weedor said.

Ninth grade teachers understand this shift can be difficult for students. Although they have to give out work in order to keep students on track, teachers also offer various ways to help students who may be struggling.

"Good organization and effective time management are skills that help students succeed in ninth grade and beyond. Successful students also develop the habit of studying independently outside of class time," Ms. Prillwitz, who teaches English 9 and has been in the position for years, said.

Mr. DiSalvi, who teaches ninth grade social studies, agreed with this sentiment.

"I think organizational skills are very helpful for students. When students have an organized Google Drive, planner and backpack, it helps students remember and prepare for important events, dates and assignments," he said.

However, the workload is not the only hurdle that freshmen experience. Another issue is knowing where to access support.

"It's overwhelming at times. Sometimes, I don't know what to do or who to ask," Arnlund said.

Also stressful is the importance of grades at the high school level.

"It's stressful with how important grades are,

NINTH GRADE continues on page 6

New group forms to play game of *D&D* after school

The student club meets from 3:30-5:30 p.m. in room 245 every Monday

By TJ TOLENTINO
Quill staff writer

The Netflix show *Stranger Things* helped popularize the role-playing game *Dungeons & Dragons* (*D&D*) for a new generation. Cooper students interested in playing the game are encouraged to join a new *D&D* club that meets every Monday from 3:30-5:30 p.m. in English teacher Ms. Crittenden's room, 245.

"My fiancé has been playing *D&D* for 10 years," Crittenden said. "We started this group back in October to work with students who want to play the game."

D&D is a fantasy, table-top game that contains creatures, monsters and magic. The process of playing the game includes an immersive story that is called a "campaign." Each player's choices and the rolling of dice continue the campaign, which will usually involve a thrilling adventure across various fantasy realms.

An important part of the *D&D* process is the role played by the game's storyteller, also known as the "dungeon master." The dungeon master leads the players and follows a campaign story that is at times planned.

According to Crittenden, *D&D* is very inclusive and anyone can just hop in and start playing, even people without experience.

"If I were to say anything to a newcomer, I would let them know that the beauty of *D&D* is the story you get to make with your friends and the bonds that you form with them," Crittenden said.

According to Crittenden, the benefit of playing *D&D* is that it helps players develop their social and creative thinking skills. During a campaign, players must work together as team by talking to one another. Additionally, players have to create their own characters and think creatively about how to operate them.

Currently, there are four regular players attending the *D&D* group games, which means there is room for more students to get involved. Crittenden encourages interested students to stop by room 245 after school on Mondays to get involved with the group's latest campaign.

DEBATERS
continued from page 1

having fun in the activity. I think our team is also really unique thanks to our coaches. At Robbinsdale, I think we're all really tightly knit and our coaches make a really fun space for us to enhance our skills," Plahn said.

With the state and national tournaments approaching, the debate team is working hard to support each other. Brynteson credits the team's success to the effort everyone has put in. It is the supportive nature of the team and the way in which debate helps people develop their interpersonal and intellectual skills that Brynteson cites as reasons why debate can be of benefit to any student.

"Everyone can benefit from debate. Everyone assumes you have to be good at arguing to be good at debate and that is far from the truth. In reality, all that students need is a willingness to put themselves out there and give it a try," he said.

Effective study habits help improve grades

Small adjustments to one's approach to schoolwork can lead to big changes in one's classroom performance

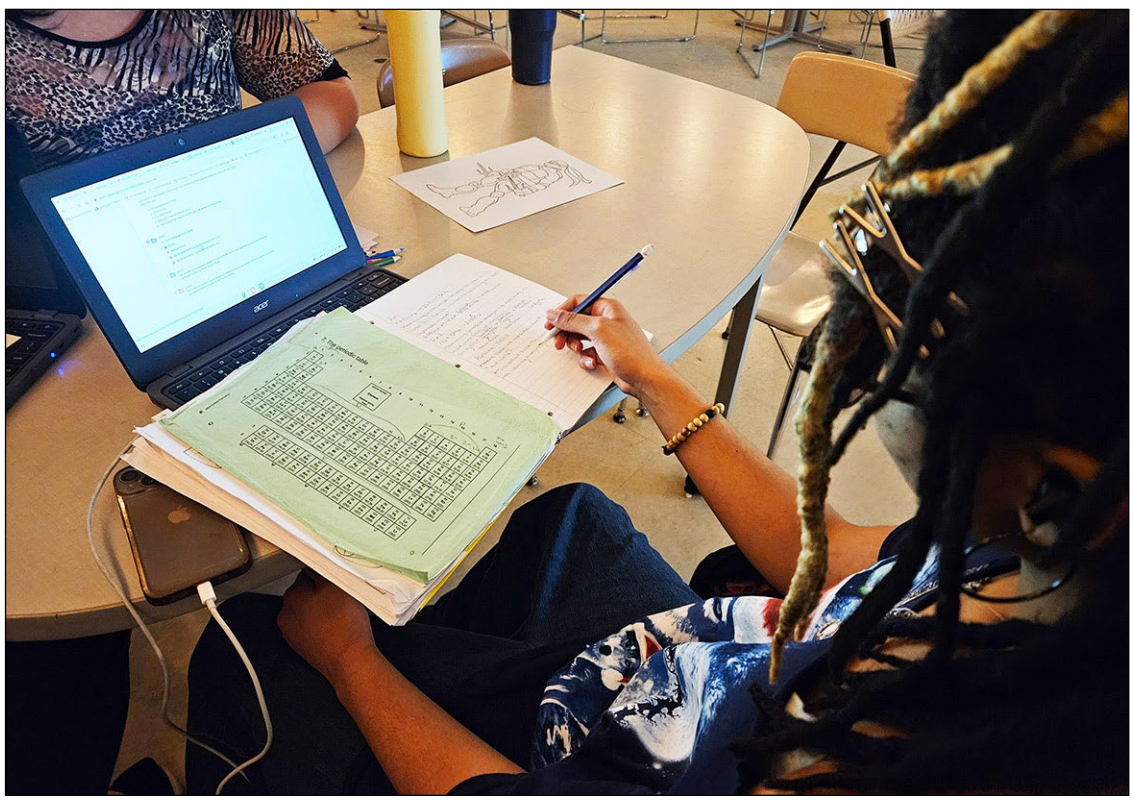

Photo by ROSE VANG-LOHNES

Keeping organized is one way of making sure that you know what to work on and when it is due.

By LESLY TIPANQUIZA ESCOBAR
Quill staff writer

Good academic habits are critical to success at school. They allow students to stay organized, motivated and achieve their classroom goals. Developing good study habits not only improves academic performance, but also fosters essential skills such as discipline, responsibility and time management. Five helpful habits high schoolers can develop to have more success in school are staying organized, setting regular study times, managing time better, staying healthy and appreciating the learning process.

1. Stay organized

A key academic habit is organization. Keeping track of school-related deadlines and activities using planners or calendars helps students prioritize tasks and complete work. For example, breaking large projects into smaller goals makes them easier to complete and reduces anxiety. Organization also includes keeping study materials in order, which saves time and improves concentration.

"To have good grades, I organize all the pending assignments I have and set which dates I will finish them so I don't forget to do my assignments and turn them in on time," Naydelin Montenegro (12) said.

2. Have regular study times

Another important habit is setting regular study times. Studying at the same time each day helps the brain get used to a steady pace of work. Also, avoiding distractions, such as excessive use of social media, during study sessions increases efficiency. The focus that comes through regular study times is essential for understanding and retaining information.

"After school, I look in Schoology to see what mastery checks or summatives I have. I usually study at night so that the next day I can do very well on the tests," Justin Soza Ortiz (10) said.

3. Manage your time

Time management also plays a crucial role in doing well in school. Students who plan how to divide their time between classes, homework and personal activities are more productive and less likely to procrastinate. For example, alternating work periods with short breaks can improve concentration and prevent burnout.

"Time is very important for me because some days I have to work after school, which makes it difficult for me to do homework. If there is homework that I have to hand in the next day, I usually finish it in my free time or do it during study time. On the other days, I come home from school, I rest for 30 minutes and I start to finish tasks that I need to hand in," Vidal Lopez (11) said.

4. Stay healthy

In addition to classroom-specific strategies, good academic habits include taking care of your physical and mental health. For example, maintaining a balanced diet and exercising all contribute to better cognitive performance.

"Good physical health, achieved through exercise and a mindful diet, has been shown to play a crucially important role in some cognitive functions like concentration and memory, which are vital for mastering school subjects," Andrew Brooks (12) said. "In addition to a cognitive benefit, becoming or staying physically healthy can provide a good outlet to release some stress, which can help with stress management for a greater benefit."

Two additional ways to stay healthy can come through practicing relaxation techniques, such as meditation, and making sure you get enough sleep.

"Sleeping my eight hours makes me have more energy the next day and I can be attentive with all my classes," Domenica Amangandi (11) said.

5. Keep on learning

A fifth indispensable element to school success is a commitment to constant learning. This involves staying curious, asking questions and seeking additional resources to delve deeper into the topics being studied. Actively participating in class and collaborating with peers reinforces understanding and develops essential social skills.

"When I have a question or

STUDY HABITS
continues on page 7

Cooper home to many multilingual students

The ability to connect across cultures is one of many benefits to having Hawks who speak more than one language

By LESLY TIPANQUIZA ESCOBAR
Quill staff writer

The hallways echo with a symphony of languages at Cooper, reflecting the rich cultural diversity of the student body. With more than a dozen languages spoken, each day offers an opportunity to learn something new about the world just by interacting with one's peers.

Students and staff bring their linguistic heritage from across the globe, creating a unique tapestry of communication at Cooper. Outside of English, one of the most commonly spoken languages at Cooper is Spanish. This is a common language for many families in the Robbinsdale district. Spanish connects students with roots in various countries in Latin America and Spain.

Also spoken at Cooper is Arabic. This is a key language for Cooper students with a family heritage from countries in the Middle East and North Africa.

Two additional languages heard at Cooper are Hindi and Urdu. These languages are spoken by students with roots in South Asia, where these languages highlight shared culture and tradition.

Other languages that can be heard at Cooper range from French and Russian to Tagalog and Swahili.

For many students, speaking their native language is a source of pride and identity.

"Speaking Spanish at home keeps me connected to my grandparents and my culture. It's who I am," Justin Soza (10) said. "Although I am in the process of learning English, I like to teach my friends a little Spanish."

The ability to communicate across languages is one advantage of a multilingual school according to Domenica Amangandi (11).

"I speak two languages: Spanish and English. That has helped me a lot since I can help my classmates translate what teachers say to them. For me, it is a super good advantage," she said.

Also noteworthy at Cooper is the number of students who speak multiple languages.

"I can speak three languages," Melat Kiflu (12) said. "It is a very good skill because I can help people translate and, above all, I can get opportunities as a translator."

According to English Learner (EL) teacher Ms. Foster, Cooper's staff and teachers work hard to address the needs of multilingual students. First comes the support the school provides to students still mastering their English skills.

"We have a strong EL program with many co-taught classes that support students in content classes while they are developing their English language skills," Foster said. "Our heritage Spanish classes promote students maintaining and developing their home language."

An additional type of support comes through the celebration of Cooper students who are multilingual.

"We have celebrations of multilingualism such as the Bilingual Seal Test, which students can take to earn college credit for their multilingualism as well as culture clubs like Latinos Unidos and the Muslim Student Association. However, there is always more work to be done to support and encourage multilingualism. Teachers can provide more resources in students' home languages and make classroom language more accessible. In the

MULTILINGUAL
continues on page 7

"We have celebrations of multilingualism such as the Bilingual Seal Test, which students can take to earn college credit for their multilingualism as well as culture clubs like Latinos Unidos and the Muslim Student Association," Ms. Foster said. "However, there is always more work to be done to support and encourage multilingualism."

The Quill

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NSPA

Staying informed at school is easy if you try

From the hallway bulletin boards to the advisory announcement slides, there are many ways to learn what is happening at Cooper

Photo by ROSE VANG-LOHNES

The hallway bulletin boards have notices about theater tryouts, athletics registrations and club meetings.

By ROSE VANG-LOHNES
Quill staff writer

Do you get frustrated when you do not know what is going on at school? I do. That is just how I am as a person. So when I came to school and I did not know about an event coming up or when a club was starting, I would get annoyed. That was until I actually looked around me to see that I have the resources I need to stay informed. From the bulletin boards to advisory announcements, there are many ways Cooper students can learn more about what is going on at school.

I know a majority of us do not look at the bulletin boards in the school's hallways, but you should. The bulletin boards are a great way to see information about events or clubs that are happening around the school. For instance, as I am writing this editorial, there is an audition notice for the winter musical posted on the bulletin board near the second-floor Y. Some other posters I see are for clubs, on which there are dates and times for when they have information meetings. I would not have known any of that information unless I looked at the boards.

What is more, even if you really are not into joining clubs or activities, there are other things that are on the bulletin boards. For example, there are posters informing students about who to talk to if they are sexually active and need advice on how to be safe. Overall, I like the bulletin boards because they are a quick way to learn more about what is going on in school. The next time you are wandering the halls, just take a quick glance at the boards.

Another source of school information is advisory. People should care more about what is on the slideshows during advisory than they currently seem to. I understand that the announcements get repetitive, but they do still hold valuable information. I used to hate advisory because I thought it was boring and we were told the same thing almost every week. However, I eventually realized that some of the information in the slideshows does have some value. That became apparent to me this year when I saw a slide that informed me about a trip to South Korea and Japan. If I was not paying attention, I would have missed this opportunity. Can the slideshows be repetitive? Yes. Should you still pay attention? Also, yes.

Schoology is another great way to learn what is going on at school. Staff members post on Schoology to update students about what is going on, whether it is buses being canceled or a blood drive that is happening. While students may skim through these posts or just flat out ignore them, believe me when I say that it is important information. I used to ignore Schoology unless it was a post my teacher made, but I came to realize that I was missing so many opportunities by not looking at Schoology. I did not know about college visits or even job opportunities. I felt very disappointed in myself when I found out about these opportunities after it was too late. Please check your Schoology here and there so you do not end up missing opportunities like me.

The Quill and the school news program are also great places from which to get information. They are made by students for students. The people who work on *The Quill* are students, not a bunch of adults. *The Quill* allows me to write from my perspective as a teenager at my school. I have a better understanding of the student body than an adult in the building might have. This is similar to the school news show we watch in advisory. There are interesting things you can learn about what is going on in school through that program as well. It will benefit you to check out these two news sources to see what your peers are writing about or making.

Clearly, we all have the re-

STAYING INFORMED
continues on page 4

Attending college can be a costly decision

Choosing to go to college just because of parental pressure may put you in debt with a degree that is of no personal value

By ROSE VANG-LOHNES
Quill staff writer

I never understood the stigma surrounding people who do not go to college. Attending college is a big commitment and will cost a lot of money. If it is something you do not want to do, then do not force yourself to because everyone around you is telling you to attend. You have to go to school for you. Like they tell you in elementary school, "Don't give in to peer pressure."

To be clear, I do understand where adults are coming from when they tell you to go to college. My grandparents on my dad's side were a teacher and a professor. They are big on getting as much education as you can. They are always telling me and my siblings to go to college and get a degree. My grandma tells me that going to college will give me more opportunities and a well-paying job. While I do not know whether "well-paying" is always true, I do know that a college degree will give me more opportunities. Northeastern University states that "college graduates see 57 percent more job opportunities than non-graduates." Clearly, there is proof that going to college is beneficial.

Photo by ROSE VANG-LOHNES

The College and Career Center can provide advice about life after graduation.

On the flip side, even if you have all these college-related opportunities, if you do not have passion for what you majored or minored in, then these opportunities will not matter to you. I know so many people who have gone to college, got their degree and do not even use the degree they went to college for. They are in a whole lot of debt that they are still paying off in their mid-to-late 30s. When I asked them why they went to college, most of them said, "My parents told me to."

Going to college can be very expensive. I do not like how some parents will force their kids to go to college and then have their kids carry a whole lot of debt. As CollegeVine explains, "You may need to take out loans to cover tuition, housing and other expenses, which can lead to significant student debt after graduation." I get that parents want their kids to grow up and be adults, but should you have your child's first taste of adulthood be a miserable amount of debt?

All in all, going or not going to college has its pros and cons. If you go to college, you can have more opportunities when it comes to jobs. Meanwhile, if you do not go to college, you can save yourself from debt. At the end of the day, it is up to you. If you want to go to college, then you should go, but if you do not want to go, then you should not. Either way, do not let other people make that decision for you. It is your future and your life that is affected by your choices, not someone else's.

Classroom tardiness is a habit with long-term consequences

Learning to be punctual while you are still in high school can help you once you arrive in the adult world

From the Editors

Classroom tardies are a topic that has been getting more attention this school year. Classroom tardies are not good in any way. Being tardy leads to having unexcused absences, having a lot of absences can lead to truancy issues and truancy issues can lead to you being unenrolled from school. It is important for students to learn how to be on time to class not only due to the academic benefits, but also because it will prepare you for life after high school, especially if you want to have an adult job.

Tardiness can be caused by a variety of things. Late students are usually goofing around in the halls, fighting, going to the bathroom, eating breakfast in the morning or even just not waking up for school in time. While it is good to get sleep and eat breakfast, and it can even be beneficial to have fun at school, getting your education is much more important than being late to or completely missing class. While the temptation to be late for class because you are wandering the halls or goofing off with friends is a normal thing, if you follow through on this behavior or make it a habit, it can hurt you in the end.

Cooper has five minutes of passing time. That should be a good amount of time to have quick conversations with friends before heading off to class. You can easily avoid being tardy by just being responsible for yourself and letting your friends know that it is alright to be punctual.

Another reason students are late is because they are taking too long eating breakfast or they are not waking up in time. Students should better organize their personal schedules to avoid these two problems. Learning how to balance your time at the start of the school day so you arrive at school early enough to eat and get to class is key.

The last issue students have with being late is open lunch. Students who have open lunch are late for class a lot because they either go to places that are too far away or they get stuck in traffic when coming back to school. Avoiding this is easy: either stay in school for lunch or be more responsible about returning to school at a reasonable time. Students should not be late for class due to lunch.

Although everyone understands that life happens and nobody is perfect, school is supposed to prepare you for being an adult. If you are late for class, you will not be able to learn anything besides how to be late for things that are important to you later in life. School prepares you to wake up early for jobs and to be on time for jobs.

If you are constantly late for class, what will you do when you have a job? Do you think your boss will tolerate you being late or absent every day? Do you think your employer will keep giving you that paycheck you need to cover rent or a car payment? Probably not.

Being late to class is a problem for a lot of people, but it is an easy one to fix. Just remember that the habits you develop now will stick with you in the future. If you start paying attention to the clock and stop wandering the halls, you will be fine.

The Graduate

Former *Quill* editor-in-chief and member of the Class of 2024 Noah Plahn shares his insights about life after high school in the fourth installment of an ongoing series

Housing adds a new wrinkle to college life

Cost, convenience are two issues one must consider when finding a place to live

By NOAH PLAHN
Quill staff writer

In the chaos of finishing your senior year and graduating, your post-high school housing arrangements are likely near the bottom of your list of things to worry about and rightfully so. When so many new opportunities and responsibilities become prevalent in your life, finding the solution to everything becomes truly impossible. One situation often approached very differently by everyone is: where do I live next?

The most common answer to this (mine included) is: nowhere. Your parents are no longer legally entitled to house you, and in my situation, and many others, it is either find your own place or start paying rent to your parents. With the current market for even a studio apartment being around $1,000 a month, your options become minimal.

Renting an apartment alone becomes nearly impossible unless you plan to work full-time, a luxury most full-time or even part-time college students cannot afford. If you would rather worry about those finances later and just get a loan, then you are looking at future debt that will quickly pile up. On top of that, getting an apartment requires a down payment, credit score checks and many other hurdles that tie the hands of young adults.

For recent graduates who are going to college, most elect for on-campus housing. The apparent pros are convenience and accessibility. As a full-time, on-campus student, I usually end up driving around 40 minutes every day and the idea of living a few minutes away from my next class certainly sounds like a dream. Both time and gas money become headaches that accumulate and hurt the monthly budget. Regardless, with the average cost of living in a college dorm in America being between $9,800 and $11,100 per academic year, my wallet would undoubtedly be paying quite a bit more for the college dorm experience.

On top of that, that cost is only for the academic year, meaning your options become limited during the summer. Although some schools offer opportunities for summertime housing, you are once again looking at coughing up more cash.

One thing I can recognize is how fortunate I am to have a backup plan in the form of my parents. The option to still live at home for half the cost of renting on my own or paying for a dorm room is truly a blessing that I cannot thank my mom enough for. At the same time, I recognize that living on campus can be an escape for many. When graduating, the idea of going off to college and living alone can be enticing for some people, and for more volatile situations, some people may need an escape from a toxic home.

The glaring struggles surrounding affordable housing face not only college students but most people in society. Consequently, the goal of seeking an education without sacrifices or heaps of debt becomes nearly impossible. Although everyone's financial situation is unique, there is no doubt that no matter what your income or your family's income may be, the price of educating and housing yourself after high school is steep and only increasing every day.

EE COMPLETION

continued from page 1

collage that they display at Cooper and via the Cooper Connections newsletter.

When it comes to the diploma candidates, VanSistine said she enjoyed the event and the many emotions she experienced leading up to this achievement. VanSistine's EE subject area was "Language and Literature" and her precise research question was: "How does Taylor Swift connect her songs through connecting themes and motifs and how can they be analyzed as poetry?" Helping her along the way was VanSistine's EE supervisor, English teacher Ms. Peterson. VanSistine said there were many aspects she enjoyed about writing her EE.

"I most enjoyed the freedom of the project. I could write about absolutely anything I wanted, which is very unusual for school. I enjoyed the opportunity to dig really deep into a topic that interests me," she said.

At the same time, VanSistine said she faced some challenges while working on the EE.

"The biggest challenges were time management and getting started. Because it is so open-ended, it was hard to decide what to write about, and once I did pick, getting started on such a daunting task was difficult. You need to work on little sections at a time and slowly chip away at it so it doesn't seem so daunting," she said.

According to VanSistine, the Silver Platter Day celebration is an important part of the EE journey.

"I think Silver Platter Day is important because it marks the end of the 12-month EE process. The diploma program is definitely hard and it is a reminder that the end is in sight. You are physically taking something off your plate and it feels great," she said.

As VanSistine's supervisor, Peterson said she enjoyed many things about the EE process.

"Working with my EE mentee was an awesome opportunity to see her personal interests and strengths positively impact the essay. She chose a topic she was interested in, and it showed in her writing and motivation. I love how each student chose a topic that reflects their unique interests," Peterson said.

Peterson said she thinks the Silver Platter Day celebration is an important part of the EE process for IB diploma candidates.

"Silver Platter Day was a celebratory culmination to the EE process. It was fabulous to hear the students explain their research, the challenges they faced and the things they learned. I loved seeing the families, teachers and mentors of these students honor their accomplishments," Peterson said.

According to Christensen, having an audience attend the Silver Platter Day event is an important part of the celebration.

"We got a lot of compliments from everyone this year. Families, in particular, appreciate the celebration, knowing how hard their students have worked to reach this day. The students particularly enjoyed taking selfies with our 'IB Done' frames," she said.

STAYING INFORMED

continued from page 3

sources to know what is going on in our school. You just have to look around. We have bulletin boards, Schoology, advisory and news productions telling us what is going on and what will happen at Cooper. Of course, there are some things the school could do better to get news to students. For example, when it comes to advisory, teachers could avoid showing the same things in the slideshow over and over again. As for students, we need to do better when it comes to using our resources for information. Students should stop skipping advisory, try doing a quick review of Schoology announcements, look at the bulletin boards around the school and check out *The Quill* and our school news show. I promise all of these sources provide valuable information.

Neo noir *Goodbye* has oddball charm

Robert Altman film takes famous detective character Phillip Marlowe and places him in a caper set in the 1970s

Photo by UNITED ARTISTS

Most associated with famous Hollywood actor Humphrey Bogart, Phillip Marlowe is portrayed in *The Long Goodbye* by Elliot Gould.

By TESSA LENOCH
Quill staff writer

The Long Goodbye is a 1973 film directed by Robert Altman. The central character of the movie is private eye Phillip Marlowe (Elliot Gould), who is the same Phillip Marlowe that was first featured in the novels by Raymond Chandler and in the famous Humphrey Bogart film *The Big Sleep* (1946). Mumbling to himself as he solves the mystery, Marlowe narrates the film and frames each incident from his point of view. Following similar plot lines and character archetypes to noir films of the past, *The Long Goodbye* puts the audience into the shoes of a down-on-his-luck detective working against the various characters within his world.

The film opens with a brief adventure in which Marlowe is searching for a specific brand of cat food, which every store has forgotten to stock on that particular night. After returning home, he is greeted by a bloody and disheveled Terry Lennox (Jim Bouton), an old friend with a tough marriage. After driving his friend out to Tijuana, Marlowe is taken into custody and roughed up. He soon learns that Terry's wife is dead and Marlowe has just helped him escape.

In a worse film, Marlowe's at-times-incoherent and stream-of-thought murmuring may have been replaced with clear, dubbed-over narration. Thankfully, *The Long Goodbye* and Elliot Gould knew that at this point, 30 years out from the age of private eyes and noir films being at the peak of popularity, the Marlowe character had to develop and change. Through this realization, Phillip Marlowe is transformed from a witty and serious detective to a more cartoonish exaggeration. He is sad, at times pathetic, yet still cunning. In a way, Marlowe is a character that feels as if he has woken up from a coma and has been thrust back into work and into the real world. It is not 1930 anymore.

> *The Long Goodbye* is a beautifully shot movie that has an interesting story. Ultimately, the highlight of the film is its characters. Although it is not the typical black and white noir, the spirit of the genre is obvious throughout the entire film.

Camera work in *The Long Goodbye* mimics the perspective of someone standing in the room, watching. This decision helps the audience fit into the story even more, as if the camera is the Watson to Marlowe's Sherlock. Each scene feels tense, as if we are at the brink of a revelation. The momentum keeps moving even in the quiet shots of Marlowe's dark apartment against the bright blue Hollywood skies.

The Long Goodbye started as a book and became an overcomplicated script passed around Hollywood for around six years. The director cast actors who had been out of work for years; in fact, he even cast Jim Bouton, who was a former Major League Baseball pitcher. The film also reinvents a character that was already well-known and well-liked. Needless to say, these choices led to a film that received a mixed reception from critics and audiences alike. In fact, the film got reviews that were so bad when it was first released that the movie was withdrawn from theaters.

Despite all of this, *The Long Goodbye* just works. It is a beautifully shot movie that has an interesting story. Ultimately, the highlight of the film is its characters. Although it is not the typical black and white noir, the spirit of the genre is obvious throughout the entire film. I rate *The Long Goodbye* four out of five stars.

Supernatural is binge-worthy show about the paranormal

The long-running series aired from 2005 to 2020, resulting in 327 episodes for new viewers to work their way through

By TJ TOLENTINO
Quill staff writer

Angels, demons, vampires… and brotherly love? That is the main recipe for the show *Supernatural*.

Supernatural is a television drama created by Eric Kripke that follows brothers Sam (Jared Padalecki) and Dean Winchester (Jensen Ackles) as they travel throughout the United States hunting supernatural creatures. The show originally ran for 15 seasons from 2005 to 2020, during which 327 episodes aired. The series focuses on folklore, urban legends, mythology and Christian theology. The main adversaries of the two heroes throughout the series are demons. While it will take you a long time to work your way through the show if you have not seen it before, I highly recommend streaming *Supernatural* from the beginning.

Supernatural does a great job of balancing heartfelt moments and dramatic action. The heroes of the show are Dean and Sam Winchester, two brothers who began hunting monsters as adolescents after a demon gruesomely killed their mother. The pair were cared for by their father, John Winchester, who became fixated on getting revenge for his wife's murder, and Bobby Singer, a hardened but lovable character who was more of a father to the brothers than John Winchester.

The Winchester brothers are two sides of the same coin. Sam is more calculated, takes fewer risks and is often brooding about his problems.

Photo by WARNER BROS. TELEVISION

A tragic event from their younger years brings the show's heroes into a quest to defeat the forces of evil.

Dean is a different story. He is frequently hooking up with girls, drinking and taking risks. In effect, he is a person who shoots first and asks questions later. However, as different as these two brothers are, they are always looking after each other. They would happily sacrifice themselves to save each other's lives. The development of these two characters is one compelling element of the show.

Also compelling is the basic premise of *Supernatural*. The job of hunting monsters is dangerous for the Winchesters and they do it solely to protect other people from any more supernatural killings. While the monsters the Winchesters face are an interesting part of *Supernatural*, even more fascinating are the biblical aspects of the show, which features many angels and demons. This is where we meet the critical characters of Crowley, a shady, demon businessman who is king of the Underworld, and Castiel, an angel who assists the Winchester brothers. As a character, Castiel is as serious as he is naive about human culture, which makes him an entertaining addition to the story.

Overall, the show's ongoing depiction of the Winchesters and their involvement in the fight between angels and demons makes for consistently satisfying viewing. The show features great acting, surprising storytelling and an exploration of various moral issues. I rate *Supernatural* five out of five stars.

First *Dune* a great start to franchise

The excellent 2024 sequel and recent Max streaming series *Dune: Prophecy* owe their success to 2021 movie

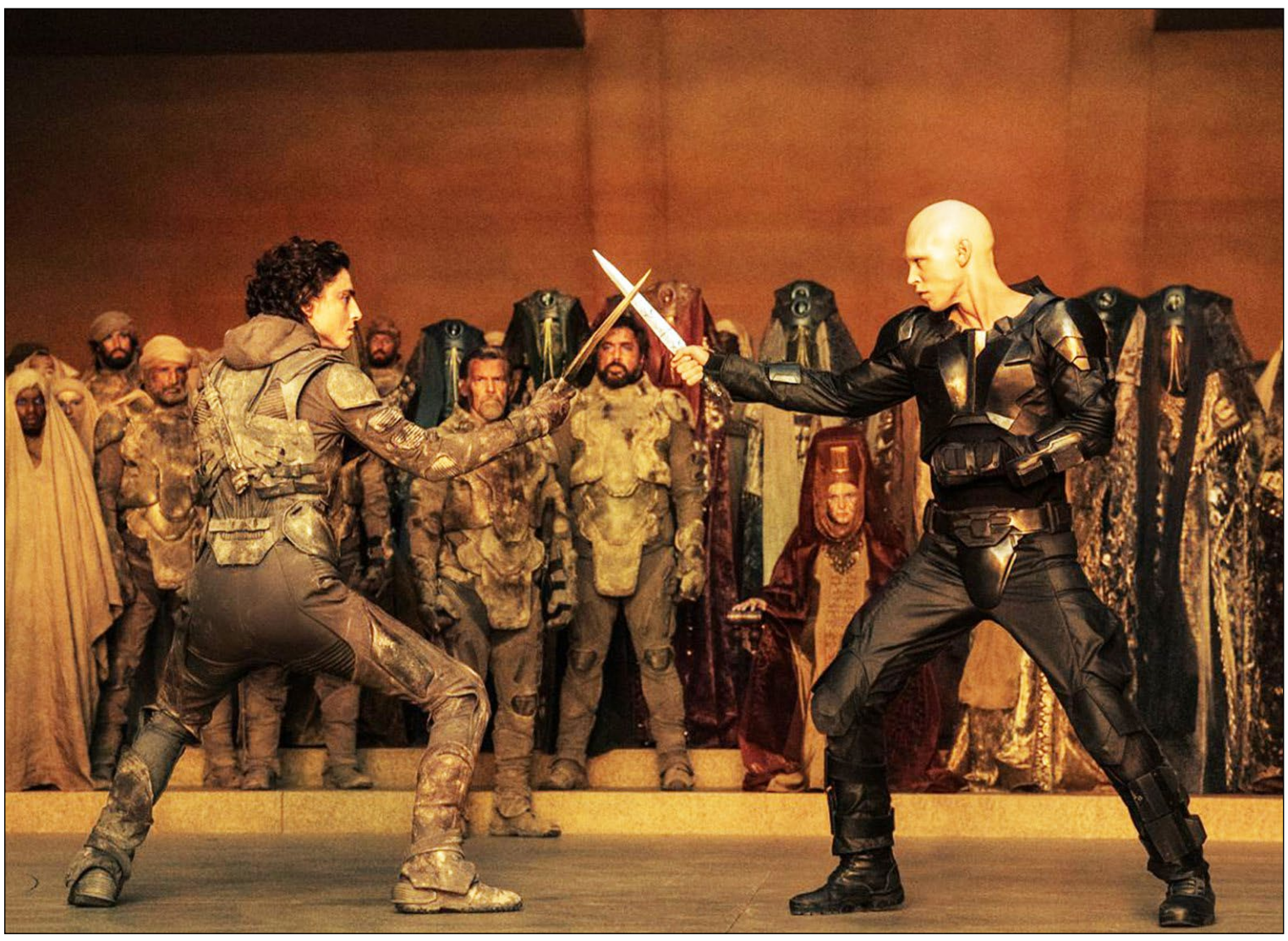

Photo by WARNER BROS. PICTURES

Helping the science fiction film remain grounded are the great performances from a large cast, including star Timothee Chalamet.

By JOSEPH HANF
Quill staff writer

Dune: Part One is directed by Denis Villeneuve and was released in 2021. I decided to write about this film because its visual effects are amazing. Likewise, Villeneuve's world-building is fantastic, giving depth to the complicated plot of Frank Herbert's original novel of the same name. The film stands as a masterpiece of direction and it effectively deals with some significant, existential concepts. Overall, *Dune* uses inspiring special effects and creative camera work to bring the vastness and cruelty of Arrakis' endless desert to life.

Dune: Part One takes place thousands of years in the future. As the story begins, Duke Leto Atreides, ruler of the planet Caladan, is assigned by the Padishah Emperor Shaddam IV to replace Baron Vladimir Harkonnen as the overseer of Arrakis, a harsh desert planet that is also the sole source of spice, a valuable substance used throughout the universe to facilitate interstellar travel and instill heightened vitality and awareness in its users. What Duke Leto Atreides does not know is that Emperor Shaddam, fearful of Leto's rising power, wants House Harkonnen to retake Arrakis, secretly aided by his Sardaukar troops, and destroy House Atreides. While Leto is suspicious of the Emperor, he agrees to move his family to Arrakis, where he soon makes an effort to form an alliance with the planet's mysterious natives, the Fremen. When the Harkonnen forces eventually launch their attack on House Atreides, Leto's son, Paul Atreides, is forced to flee into the desert with his mother, Lady Jessica, a decision that may be the first step in bringing an ancient Fremen prophecy to life.

The filmmaking element that is central to *Dune: Part One* is special effects. A key scene that shows the scope of the film's use of special effects is the mind-blowing first glimpse of a sandworm on Arrakis. In this sequence, Paul and his companions are running across the desert as a vast sandworm erupts out of the sand. The special effects in this moment convey the sandworm's scale and power, making it genuinely frightening. The integration of the computer-generated worm with the actual desert setting adds a sense of danger to the sequence. The appearance of the worm terrifies the viewer and transports them to the truly alien environment of Arrakis.

Along with the film's use of special effects, the cinematography featured in *Dune: Part One* gives the movie a sense of grandeur. A scene that shows this is the arrival of House Atreides on Arrakis. This scene features expansive shots of the desert landscape, the massive city of Arrakeen and various aircraft flying over the dunes. The use of wide-angle shots and sweeping camera movements in this sequence emphasizes the vastness and beauty of Arrakis. Additionally, the director uses natural lighting and careful composition of each frame to create a visually stunning and immersive experience for the viewer. The cinematography in this moment establishes the setting and mood, drawing the audience into the story's epic scale and highlighting the characters' looming isolation and challenges.

The central message of *Dune: Part One* is that it is important to fight for survival when the forces around you, whether human or environmental, threaten your existence. This theme is vividly illustrated when Paul has his first vision of the future, a scene during which we see the potential devastation, the power struggles and the immense challenges he will face. It is at this point we learn that the harshness of the desert and the political machinations surrounding the spice trade may lead to the destruction of his family and the loss of countless lives. This theme accurately reflects the real-world issues of resource scarcity and the impact that leadership and the quest for power can have on the environment and society.

Denis Villeneuve's *Dune: Part One* uses spectacular special effects and innovative cinematography to vividly depict the vastness and harshness of Arrakis, thereby enhancing the film's thematic depth. I was intellectually stimulated by the movie's breathtaking visuals and how it brought the epic story to life. Denis Villeneuve's direction is masterful, combining stunning visuals with a complex narrative. *Dune: Part One* deserves five out of five stars.

Underwater is flawed but fun adventure film

Kristen Stewart helps elevate a story that sometimes veers into predictability

By JAZZLYN BYNUM
Quill staff writer

Underwater is a 2020 movie directed by William Eubank. This film features a unique mix of horror, suspense and science fiction, and it is carried by an awesome performance by Kristen Stewart. With its setting in the deep sea, the film is able to create suspense, tension and mystery, which viewers will find exciting. Overall, the film *Underwater* uses the elements of asynchronous sound and cinematography to explore the dangers of venturing into the unknown.

The movie focuses on the crew of the Kepler 822, a research and drilling facility operating in the depths of the Mariana Trench. When an earthquake strikes the site and destroys most of the deep-water station, mechanical engineer Norah (Kristen Stewart) and a handful of survivors must put on their heavy diving suits to walk across the dangerous, pitch-black ocean floor to find a way out. However, as they try to make their way to safety, the crew discovers that the vast, unexplored ocean floor plays host to deadly secrets.

The filmmaking technique of asynchronous sound plays an important role in creating the deep sea environment where the story takes place. In the opening scene, the audience is immediately met with the dark, claustrophobic world of the underwater research facility. The asynchronous sound of mysterious rumbling in the distance heightens the sense of danger being faced by the central characters. These sounds help make the audience feel as isolated and vulnerable as the main characters. We are drawn into the experience of the crew and feel the weight of the deep water and the constant threat of unseen creatures outside of the facility.

A second filmmaking technique that helps create the movie's environment is cinematography. The camera helps capture the details of the research facility and the sea creatures near the ocean floor, which contributes to the realism of the movie. One specific scene in which the camera plays a crucial role is when the characters need to navigate through a flooded part of the facility. Through various medium and close-up shots, we watch the crew struggle to make their way through the facility, which heightens the suspense of the sequence.

Underwater emphasizes the value of people working together, supporting one other and utilizing each person's strengths to overcome obstacles. As the movie progresses, we witness the characters putting aside their differences to increase their chances of surviving. One specific scene that shows this is when the characters must face a threatening sea creature while walking on the ocean floor. Each character must work together to have a chance of surviving in this dangerous and inhospitable environment.

Overall, *Underwater* is a compelling exploration of how humans face the unknown. Thanks to the film's use of asynchronous sound and cinematography, the viewers can connect with the central characters and appreciate the challenges they face. The movie had me focused and on the edge of my seat the entire time. Additionally, I enjoyed its mix of the horror, thriller, science fiction, mystery, comedy and action genres. I give *Underwater* five out of five stars.

Classic *Cars* has something for viewers of all ages

Although the movie is nearly two decades old, the animation, story, voice performances seem as fresh as ever

By JACKSON BERG
Quill staff writer

The movie *Cars* is directed by John Lasseter and was released in 2006. This was one of my favorite movies growing up and is still one of my favorites. In fact, the older I get, the more I understand what the movie is trying to communicate to the viewer about love, friendship and owning up to our mistakes. We see at the start of the movie that Lightning McQueen is a cocky young racer, but by the end of his journey, he is a more mature racer and person. *Cars* uses effective cinematography and music to help teach the audience that life is not merely about winning.

Cars revolves around the central character of Lightning McQueen, a brash, self-centered rookie racer. After a tie in the final race of the prestigious 2006 Piston Cup race, Lightning McQueen is desperate to win a tie-breaker race that will be held at the Los Angeles International Speedway. However, a series of events leads to Lightning McQueen ending up in the dilapidated desert town of Radiator Springs, located on the legendary but abandoned Route 66, where he is sentenced to community service. The film follows Lightning McQueen as he faces hardships in his new situation and tries to figure out a path back to racing glory.

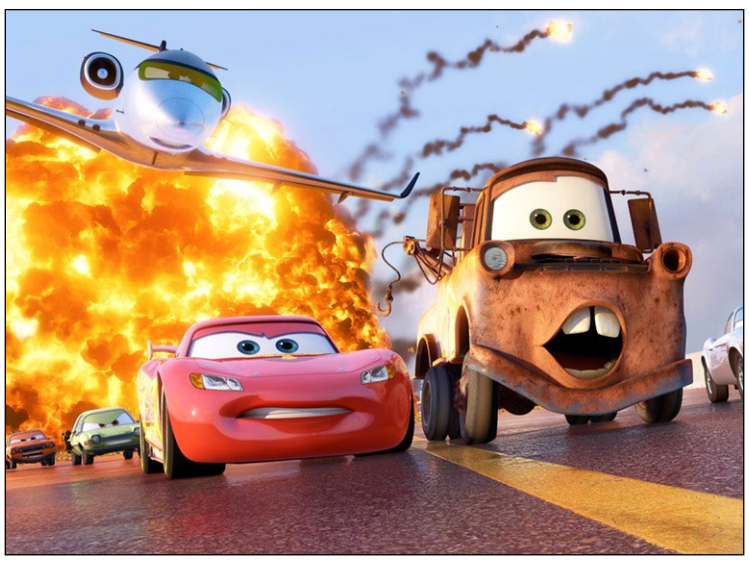

Photo by WALT DISNEY PICTURES

The film depicts the journey of gifted racer Lightning McQueen and his crew.

One filmmaking element that works well in the movie is cinematography. One scene that features the effective use of this element is the opening scene of the movie, which takes place at a race. The camera shows the viewer a big, sweeping shot of a racetrack and all the fans cheering. We then get some close-up shots of the racers going fast around the turns. When we first see McQueen, he is shown through a cool, tilted camera angle that highlights the ease with which he is speeding by the other racers. In this moment, the camera is letting us know who the main character is and that he is a force to be reckoned with on the racetrack.

A second filmmaking element that is central to *Cars* is music. A film's music can help convey the emotions that the story is trying to convey to the viewer. One scene where this is evident is when McQueen, Chick Hicks and The King are at the tiebreaker race for the Piston Cup. As McQueen is racing, he starts thinking about the cars back in Radiator Springs and begins to fall behind. Suddenly, he hears the voices of Doc and the rest of his crew from Radiator Springs in his headset, which reignites his focus and desire to win. At this pivotal moment, inspirational music starts to play, which gets the audience excited and lets us know that McQueen is back on his game.

It is in this final sequence that we see the main lesson that *Cars* is trying to teach the audience: winning is not everything. In the tiebreaker race for the Piston Cup, McQueen is ahead by a lot and is about to win when The King gets pushed off the track by Chick Hicks, which results in The King getting completely totaled. In response, McQueen slams on his breaks right at the finish line, allowing Chick Hicks to pass him to win the race. McQueen then goes in reverse back to The King and slowly pushes The King across the finish line. This moment is in contrast to McQueen's behavior at the start of the movie, when all he wants is to win. Now, McQueen is a more mature racer who has been changed by the people he has met during his journey. McQueen has now learned that his relationships are more important than his victories.

The John Lasseter movie *Cars* uses effective cinematography and music to help teach the audience that life is about winning. Thanks to its great animation, good voice acting and interesting plot, *Cars* is a movie viewers of all ages will enjoy. In fact, a lot of the humor in the movie is more targeted at older viewers than kids. If you have never seen *Cars*, or if you only watched it when you were younger, I highly recommend giving it a watch. *Cars* deserves four out of five stars.

Premier Performers

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

Jeremiah McClellan

By MARIAH WASHINGTON
Quill staff writer

Jeremiah McClellan (12) is involved in Cooper's choir program, which he has been part of since freshman year. Although McClellan does not remember if he originally joined choir or was just placed in the class, he said he enjoys it. What he enjoys most about being in choir is the people and how they "are always friendly to new people coming in and to the people who are already in there."

Photo by R. JARMAN

One of McClellan's favorite memories of being in the class is singing in the 2023 Fall Music Festival. What made this event memorable was the chance he had to sing with fellow choir member TJ Tolentino (12).

McClellan plans to continue being part of choir throughout the rest of the year. He said it is one of his favorite classes because he "can see and be around some of [his] favorite people." Another class McClellan enjoys is Foods.

"I'm currently taking a food class, so I guess you can say I'm doing a little bit of culinary arts at the moment," McClellan said.

This is McClellan's first year in Foods and it has already become one of his favorite classes.

"It gives me another opportunity to get out of my comfort zone and talk to new people. Plus, I like to cook," he said.

Outside of school, McClellan enjoys hanging out with friends, playing video games, watching TV and listening to music.

Currently, McClellan does not have a set plan for college, although he does want to go. He said he plans to continue singing in choir "just for fun."

Isabelle Ross

By MARIAH WASHINGTON
Quill staff writer

Isabelle Ross (12) is a participant in Cooper's many arts programs, including choir, band, theater and improv.

"I just joined choir this year, but I've been in band since fifth grade and Marching Band since freshman year. Also, I've been in theater for two years now and I joined improv this year," Ross said.

Photo by R. JARMAN

One thread that connects her love of these activities is the ability to perform.

"I love singing and choir is so much fun," Ross said. "I also love making music, which is why I enjoy band and Marching Band. Finally, I love acting and making things up as I go along."

As she considers her time in these performance-related activities, Ross said she has several favorite memories.

"My favorite memory from choir is the Fall Music Festival. My favorite band memories are the bus rides to Chippewa Falls for our marching competition. In fact, we took third place this year. When it comes to theater, it has to be doing antics backstage," Ross said.

Her commitment to Marching Band led to Ross rising to a leadership role in that activity.

"I have been section leader for the clarinets since my sophomore year," she said.

Outside of school, Ross enjoys doing puzzles and reading.

"When it's nice out, I enjoy reading outside," she said.

After graduating, Ross said she is planning on a career in nursing.

"I plan on becoming a nurse practitioner in pediatrics and joining Doctors Without Borders," she said.

Sofi Swanson

By MARIAH WASHINGTON
Quill staff writer

Sofi Swanson (12) takes part in Cooper's choir and theater programs. Swanson has been involved in choir since fifth grade and theater since her freshman year.

"I joined choir because I enjoy singing," she said. "I started theater because a friend convinced me to join."

Photo by R. JARMAN

Although Swanson said she loves her time in both activities, she added that each one appeals to her for different reasons.

"I like choir because I like the welcoming environment," Swanson said. "I like theater because I love the thrill of performing."

Swanson's many years in choir and theater have led to many personal highlights. She said she especially enjoyed the trip to Florida she took part in through choir and the chance to make audiences laugh when she is performing in theater.

When it comes to her classes, Swanson pointed to Film Study and Functions, Statistics and Trigonometry as the two she most enjoys this year.

"I just love analyzing movies and solving equations," she said.

Outside of school, Swanson likes dancing. She is involved in tap, ballet and jazz.

Next fall, Swanson will start school at the University of Minnesota, Twin Cities, where she will major in business finance. Swanson said that the demands of that major will likely mean she will no longer have as much time to focus on her interests in the arts.

August Dolan

By MARIAH WASHINGTON
Quill staff writer

August Dolan (12) is involved in many arts-related activities at Cooper. Currently, they take part in choir, color guard for the marching band, theater, improv and painting. They even manage to participate in dance outside of school.

Photo by R. JARMAN

Dolan has been doing choir for the last seven years. One reason they stuck with singing is because of the emotional aspect of the activity.

"I love to sing and get lost in the feelings of a song," Dolan said.

In addition to singing, Dolan has been doing color guard for the past two years, theater for the past six and started performing with the improv team this year. Dolan said they take pride in all the activities they are in and they enjoy the chance to find a community in each of these activities.

"Everyone is having fun and working as a team to make sure the show is a success," Dolan said.

Dolan's commitment to these activities has led to them ascending to leadership positions. Dolan is the color guard captain and is proud of the team and their ability to improve.

"They have been learning so fast and have improved so much since the start of this year," Dolan said.

Improv is the newest activity on Dolan's resume and they said they love it. Their favorite part of improv is seeing the script develop and get progressively more hilarious.

After graduating from high school, Dolan plans to attend Gustavus Adolphus College and major in architecture or theater.

Mask brings twist to *Zelda* series

Action-adventure game from 2000 at times feels like it better fits the horror genre

Photo by NINTENDO

Beyond its unusual approach to genre, two highlights of *Majora's Mask* are its storyline and music.

By ROBIN JARMAN
Quill staff writer

One of my favorite horror games was not even considered a horror game during its production or release. The game I am talking about is *Legend Of Zelda: Majora's Mask*, which was developed by Nintendo and originally released in 2000. While I tend to think of it as a horror game, it was initially sold as an action-adventure video game. However, no matter what genre of game you enjoy, I think you will have fun with *Majora's Mask*.

Legend Of Zelda: Majora's Mask is a sequel to *Legend of Zelda: Ocarina of Time*. The game follows Link, who has been turned into a Deku Scrub by the main villain of the game, The Mask Kid. Link is then transported to a place called Clock Town and has to defeat The Mask Kid before the moon falls on the town in three days.

There are many interesting elements to the gameplay in *Majora's Mask*. Throughout the game, the player is finding different masks that have different abilities that help you throughout the game. Each area of this game has different storylines that the player has to help fix in order to unlock each boss.

At the same time, the game includes small obstacles that lead you to learn more about the Clock Town residents and their problems, which gives you more of a reason to explore 100 percent of the game. For example, there is a storyline in which a girl is trying to save her cows from aliens and you can help her. This will lead to you unlocking a mask that will help you get into another area.

> The game includes small obstacles that lead you to learn more about the Clock Town residents and their problems, which gives you more of a reason to explore 100 percent of the game. For example, there is a storyline in which a girl is trying to save her cows from aliens and you can help her. This will lead to you unlocking a mask that will help you get into another area.

In addition to the engaging storyline of the game, music is a huge part of *Majora's Mask*. Throughout the game, you learn many different songs that you, the player, can play using different instruments, such as "Song of Time," "Epona's Song" and "Song of Soaring." Music also serves as a mechanic in the game. You can use different music notes and songs in the game to manipulate time.

This brings me to the genre of the game. The reason why I consider this game to be horror is due to its creepy visuals and overall aesthetic. When you pair the look of the game with the storyline of a falling moon that will destroy and kill an entire town, *Majora's Mask* feels like horror. Also, there is the feeling that actions in the game have consequences. Specifically, if you fail to stop the moon in time, it will show you a cutscene of the town being destroyed before sending you back to the first day.

Overall, I think *Legend Of Zelda: Majora's Mask* is a game that anyone can enjoy. The storyline, the music and the genre of the game will make it interesting to a wide audience. I give *Legend Of Zelda: Majora's Mask* five out of five stars.

NINTH GRADE STUDENTS ADJUSTING TO HIGH SCHOOL continued from page 1

but it's getting better than how it was at the beginning of the year," Weedor said.

During the transitional period between middle school and high school, all of the differences can have a toll on students. Thankfully, Cooper staff have come together to create safe spaces, outlets and connections with students to help them during these more turbulent periods of life.

"Before every class, I stand outside my door and greet every student. This interaction allows all students to feel welcome and it helps me assess who might need more attention due to social and emotional needs. If necessary, I can have a private conversation with a student in the hallway while my students are working on the Word of the Day," DiSalvi said.

Additionally, DiSalvi said he likes to put students at ease by opening every day of class with a memorable phrase.

"I start every day by saying, 'It's a great day to be a Hawk.' I use that phrase to demonstrate that I am happy that everyone is in my class. Although my students come from very different backgrounds and have very different interests, I think it helps my class knowing they have a common bond in that they are all Cooper Hawks," he said.

> "Although my students come from very different backgrounds and have very different interests, I think it helps my class knowing they have a common bond in that they are all Cooper Hawks," Mr. DiSalvi said.

Many ninth graders find a silver lining in high school that makes up for the stress: extracurriculars. Extracurriculars offer different challenges and a chance to meet new people that is unique from the classroom experience. There is a club or a team for everyone at Cooper and freshmen are encouraged to try out every club they are interested in. Although every new experience at high school has the opportunity to bring more responsibility, it also has the opportunity to teach new lessons and create more memories.

"I've been in debate, Relay for Life, volleyball and Treble Ensemble. It makes it a lot easier to feel comfortable because I know people I wouldn't have known otherwise," Arnlund said.

Although freshman year is often the hardest to adjust to, Cooper students have found that striking the balance between school, life and hobbies has led to a fulfilling and exciting first semester. With only half of the year left, freshmen will naturally continue to hone their high school skills.

Quill *Comics Corner*

I Got a Joke for You

By John Papenfuss

Karmo joins Gophers squad

Senior on Hawks football team is starting college early to begin getting ready for fall 2025 season

Photo by ROSE VANG-LOHNES

Before deciding on the University of Minnesota, Karmo was pursued by Michigan, Nebraska and Wisconsin.

By MARIAH WASHINGTON
Quill staff writer

Emmanuel Karmo (12) signed his commitment letter with the University of Minnesota to attend that college and play football for the Gophers. His decision was celebrated during a signing ceremony held after school at Cooper on December 4, 2024.

"I had two big reasons why I chose Minnesota," Karmo said. "One is because of the relationship Minnesota coaches had with my parents and how they treated everyone. Two is because of my mom. She wanted me to go there, and when I told her I would like to go somewhere else, she couldn't sleep."

As a linebacker for the Hawks, Karmo had 64 tackles, six tackles for loss, two sacks and one interception in the 10 games he played during the 2024 season. Statistics like that were a reason why Karmo was not only pursued by Minnesota, but also by Michigan, Nebraska and Wisconsin.

"Emmanuel was ranked as the number one player in the state as a senior," Hawks football head coach Mr. Patterson said. "He was a captain, district linebacker of the year, team MVP, an All-*Star Tribune* player and a four-star recruit."

Karmo got a chance to start his journey with Minnesota on January 13 thanks to his ability to graduate early from Cooper due to his credits and grades.

"Emmanuel has grown in many ways," Patterson said. "He has matured while navigating the challenges of his high school career. I have witnessed him make significant strides in the classroom, which has positively impacted his GPA."

By starting college during second semester of the 2024-2025 school year, Karmo will be able to work with the Gophers when they begin their training season this spring in preparation for fall football in 2025.

> "It's been great to see Emmanuel sign to play college football," Hawks coach Mr. Patterson said. "He dedicated himself on and off the field to putting himself in this position. He earned the ranking of the number one player in the state. I'm also happy for his family. He's very close with his parents, so it was great to see them so proud of his accomplishments thus far."

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As Karmo prepares for the transition from high school to college, he said he appreciates the people who have helped him along the way.

"I want to thank my mom, dad, [Cooper Activities Director] Mr. Howard and the man above," Karmo said. "My mom and dad took me to practices and invested in me and it's all working out. Mr. Howard believed in me since freshman year, and when I was at my all-time low, he motivated me. Lastly, the man above gave me the strength to do what I needed to do."

Although Karmo has his sights set on football success at the college level, he said he will always cherish his memories of playing for the Hawks.

"Dancing before the games and leading every chant are my favorite memories," he said. "It was an amazing chapter of my life but all good things must come to an end."

Karmo said he is still in the process of deciding on his college major. However, he said he is focused on two of his life goals after college.

"I want to spoil moms and pops and make it to the NFL," Karmo said.

According to Patterson, Karmo's long-term athletic goals are achievable.

"Emmanuel has the potential to succeed at the next level. He is a talented, athletic player capable of playing multiple positions. He is very coachable and has a deep understanding of the game," Patterson said.

COOPER HOME TO MANY MULTILINGUAL STUDENTS continued from page 2

classroom, students' language backgrounds can be more incorporated into the learning and celebrated as an asset to the learning community. School-wide events such as pep-fests and intercom announcements can include more multilingualism so all students can feel included in our school culture," Foster said.

According to Foster, EL teachers can support classrooms in which the language skills of students learning English and students who speak multiple languages can be utilized.

"In both my World History and English 12 classes, my co-teachers and I work to include texts, stories and examples from around the world. For example, in English 12 we read a collection of short stories written by immigrant students who moved to Minneapolis called *Green Card Voices*. We use those stories to facilitate discussions in class about our student's own immigration stories and demonstrate how powerful being multilingual can make an individual," Foster said.

Speaking more than one language provides many advantages outside of school and in one's social life as well. The world has become more and more connected thanks to technology. Thus, knowing more than one language makes people better able to communicate and this communication is important in the global economy.

"Speaking different languages makes you more open to dialogue with other cultures and allows you to speak directly with people from other countries and origins, which improves intercultural communication skills," Vidal Lopez (11) said. "Learning other languages allows you to enrich your life, experience new ideas, exercise your mind, benefit from global cultural diversity, obtain scholarships, work in a transnational company and express yourself to others in an understandable way to increase social relationships."

Agreeing with Lopez is Foster, who pointed out that the ability to communicate across languages and cultures can make society stronger.

"What I love most about our Cooper community is seeing students from diverse backgrounds help each other succeed. Whether it's translating classroom instructions for a classmate who is new to the country, or sharing cultural context for a book in class that's set in a different country, we are all stronger and smarter working together," Foster said.

EFFECTIVE STUDY HABITS HELP IMPROVE GRADES continued from page 2

concern about a topic, I usually ask my teachers or start looking for information to help me with my assignments so I can complete them," Briseida Ramirez (12) said.

The interest in lifelong learning can also benefit students after high school.

"As graduates transition from high school to college, adaptability becomes an increasingly important skill. The attitude of lifelong learners, among which common traits are genuine curiosity and eagerness to explore new ideas and skills, beyond the classroom in this case, enhances their understanding of subjects but also prepares them for the continuously evolving nature of the world before them," Brooks said.

Cooper Competitors

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

Alaina Anderson

By MARIAH WASHINGTON
Quill staff writer

Alaina Anderson (12) is an athlete who participates in Nordic skiing in the winter and golf in the spring.

"I have been skiing since sophomore year," Anderson said. "I picked Nordic because I knew other people in it from previous sports I did. Also, I thought it would be fun to learn how to ski."

Photo by R. VANG-LOHNES

According to Anderson, members of the Nordic team are supportive of one another.

"I have enjoyed how much everyone is looking after each other and helping each other out," she said.

While she has many fond memories of the sport over the last three years she has been involved, one annual event Anderson enjoys the most is a costume contest in which everyone skis in an unusual outfit of their choice.

Once the weather transitions into spring, Anderson shifts from skiing to golfing.

"I have high hopes for this year's golf season," Anderson said. "I hope that we have a full varsity team."

When it comes to school, Anderson said she has been enjoying her science classes.

"My favorite class in school would have to be Microbiology because it is really cool to be able to look at bacteria up close," Anderson said.

Outside of school and sports, Anderson said she likes spending her free time sketching and painting with watercolors.

Next fall, Anderson will attend Concordia University in St. Paul, where she will major in public health.

A'Naijah Scarver

By MARIAH WASHINGTON
Quill staff writer

A'Naijah Scarver (12) is a winter sport athlete who competes on the Cooper girls basketball team.

"I have been playing my sport since second grade," Scarver said. "Basketball is in my family. It has just become so entertaining to me as a sport."

Photo by R. VANG-LOHNES

Scarver said she enjoys playing basketball due to the bonds she has created with her teammates over the years. As for her favorite memories related to the sport, Scarver said she enjoys "and-one" plays during games.

Now that she is in her senior year, Scarver said she hopes she serves as a role model for the younger players on the team.

"I have to set a high standard for the younger girls to look at," Scarver said. "I try to be on time, ask coaches for clarification and pick up my teammates."

Leading up to the basketball season, Scarver spent her fall working out and training during open gym. After the winter season ends, she plans on playing AAU basketball.

Scarver said her favorite school subject is math because "it comes so easily" to her. Outside of her school work, Scarver said she likes watching basketball and spending time with her friends and family.

After she graduates, Scarver plans on attending a four-year school for college. Currently, she is leaning toward North Dakota State University, but she is considering some Minnesota schools as well. Scarver hopes to major in accounting and play basketball during her time at college.

Henry Williams

By MARIAH WASHINGTON
Quill staff writer

Henry Williams (12) is a Cooper boys basketball player in the winter. During the fall season, he was part of the Hawks football squad.

"I have been playing basketball all four of my high school years," Williams said. "I just love the sport so I wanted to play."

Photo by R. VANG-LOHNES

Williams said he enjoys the process of practicing basketball along with his teammates.

"I like just getting better and making friends who are into basketball just like me," Williams said.

According to Williams, his favorite basketball moment came during his sophomore year with the team.

"I scored 20 points in one game, which was pretty memorable to me," William said.

As a senior on the team, Williams said he tries to instill his fellow players with confidence.

"My goal is to make sure everyone is playing well," Williams said.

Prior to the start of basketball, Williams played football for the Hawks.

"We had a great season and were so close to going to state," Williams said.

Although Williams does not normally take part in a spring sport, he said he is considering track this year.

When it comes to school, Williams said he is enjoying his English class this year. In his free time, he said he likes reading, playing video games and watching movies.

Looking ahead to next fall, Williams said he hopes to attend St. Cloud State University and study marketing.

Elliott Voigt

By MARIAH WASHINGTON
Quill staff writer

Elliott Voigt (12) is part of the Hawks swim team in the winter and the golf team during the spring. Additionally, he plays in the Marching Band during the fall season.

Voigt is currently in his sixth year of swimming for Cooper and his second year of being a team captain.

"I started because my brother was on the team," Voigt said.

Photo by R. VANG-LOHNES

Of the many aspects he likes about swimming, Voigt said the community that forms between the swimmers is a highlight.

"I like the way everyone can be competitive and have fun at the same time," Voigt said.

As he reflects on his time in swimming, Voigt said a humorous moment is among his favorite memories.

"I often think about the time I cheered on my own race on the other side of the pool before realizing that I was next in the relay," he said.

This spring, Voigt will go from the swim team to the golf team.

"It should be a good season with most of the team playing varsity," he said. "It will have a more competitive feel."

Alongside his interest in sports, Voigt is also involved in the arts. He is part of the school's Marching Band and Wind Ensemble groups. Additionally, he is taking Clay with Mr. Molitor.

After graduating, Voigt will attend college to study kinesiology.

"I want to pursue a medical career path," Voigt said.