

TIGER TIMES



Fishers High School
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For many, this is a year of change. This is a year of growth, progress and reflection. And we at the Tiger Times have reflected a great deal ourselves. In May of this year, we made the decision to reduce the number of print issues we produce annually from nine to four. We hope that this decision, paired with a major overhaul of our paper's structure and content, will help us provide FHS and the Fishers community higher-quality and more impactful journalism.

These decisions were not made lightly, however. For years, the Tiger Times has faced increasingly low readership, and a recent cut to our funding has made this transition fiscally necessary.

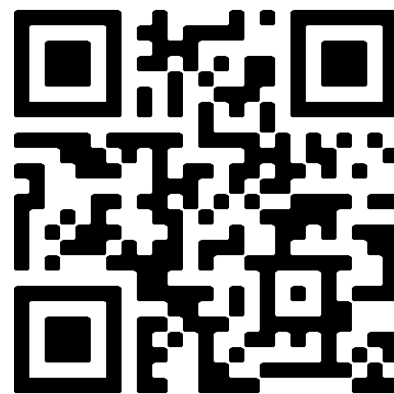
We hope that you nevertheless enjoy our fall issue. Since August, we have been hard at work delivering these stories to you.

Our next issue is slated for release in December. We look forward to sharing more with you in the months to come, and we thank you for your continued support in student journalism.

Cover photo shows football players Denkota Fletcher and JonAnthony Hall celebrating after scoring a touchdown in a game against Avon on Sept. 28. This was the first touchdown of Fletcher's High School career. Fishers won 27-18. Photo by Gavin Auger.

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Crossword Answers

- | | |
|--------------------|----------------|
| 15. Biles | 8. Tiger Cage |
| 14. Walz | 7. Dutch |
| 13. Chaparone | 6. Freshmen |
| 12. (Across) Lamar | 5. Lady Gaga |
| 12. (Down) Letter | 4. Deutschland |
| 11. We The People | 3. JD Vance |
| 10. Deadline | 2. Generative |
| 9. Concessions | 1. Cricket |

AI in academics

FHS students, teachers discuss how artificial intelligence is used in school settings

Story by Lynn Wilhelm
Design by Elliot Haan

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Since its introduction in schools in the early 2000s, generative artificial intelligence has been used to give adaptive feedback and individualized instruction. Recently, however, AI is being used for a variety of things, including personalized instruction and administrative support. Some teachers use AI to help give them an initial assessment of their student, and then build off of the AI generated evaluation. Some students use AI in other ways such as revising essays, solving math problems and writing emails. This has caused debates on whether students should use AI on their assignments.

Some teachers have positive opinions on AI while others have opposite opinions on this subject. English teacher Ben Beasley has positive views.

“It’s just a very advanced search engine and it’s way different than what you would get from Google or in other things,” Beasley said.

Beasley says he allows students to use AI as a tool to explain an assignment they do not understand or to show examples of how an assignment should be written. He also mentioned that “if a student wrote an original paper and asked AI to look for certain stuff,” for example grammar mistakes or readability, he would not consider it an inappropriate use of AI. Senior Cameron Behny has a different view on this matter.

“I think some of the cons are the people using shortcuts, people just lying, other people stealing,” Behny said. “Most of that AI stuff is just stealing data from stuff online, which can be plagiarizing from other places, including other students, which is not desirable.”

The AI Behny is referring to is Generative AI, which is a specific AI used to generate new content based on a variety of texts, images, sounds, animation, or a different type of data.

The way it works is that a Generative AI model will use neural networks to identify patterns and structures within existing data to generate new and original content.

Behny’s views on AI in school are generally negative and mostly go with the idea that AI is used inappropriately. He mentions that the usage of AI is the utilization of other people’s uncredited work. Senior Maggie Garner mentions something similar.

“It definitely enables cheating, or stealing other people’s work, because AI is generally taking prompts from other people’s things,” Garner said.

She believes that teachers and school officials generally consider the use of AI to be cheating. However, she thinks AI could be “good for coming up with ideas” for the first stages of an essay but does not think AI should be used further than that. Social studies and psychology teacher Suzie Huppenthal has corresponding views to Garner on this topic.

“It’s doing the work for you,” Huppenthal said. “You’re not doing any kind of higher-level thinking, you’re not synthesizing, you’re not putting thoughts together. You’re just taking a computer-generated idea and saying it’s yours.”

Huppenthal has noticed that most people, mainly kids, are not reading as much as people used to, as well as not having intellectual thoughts or deeper thoughts of their own because students do not understand the background. English teacher Michael Czech views AI in a similar way to Huppenthal.

“I think [students] can use AI as an organizational tool to help them see different routes that they can take for writing papers, like outlines and maybe getting some information about the topic,” Czech said. “I don’t think they should be using AI to write their own papers because that’s

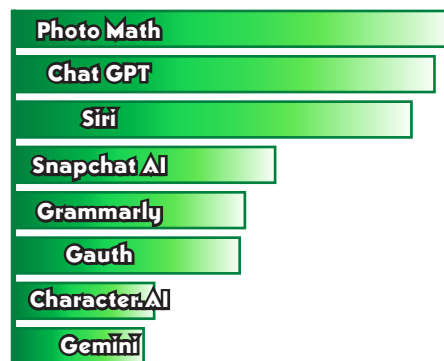
plagiarism.”

Czech mentions that FHS has a school policy on AI and plagiarism. This policy states that “Using AI-generated work without the express consent of a teacher is considered a serious offense by the faculty and staff of Fishers High School.” He also mentions that if a student gets caught using AI or plagiarizing, they could get a withdrawal fail which would cause that student to have to do something like summer school in order to pass the class. He also comments that if a student relies on AI to write their paper, they are losing their creativity.

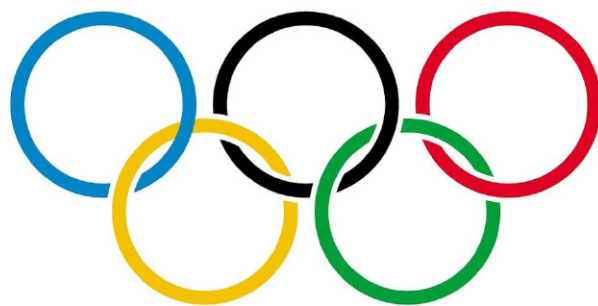
“I think a lot of people have been worried about the red pen coming out and they start writing for someone else and they’re not writing for themselves,” Czech said. “We’re going to be doing this the rest of our lives -- having to express ourselves -- and writing is one way to do it.”

In a poll taken on Sept. 25, ~~122~~ FHS students were asked which AI programs they’ve used...

- 23 Students use Photo Math
- 21 Students use Chat GPT
- 22 Students use Siri
- 14 Students use Snapchat AI
- 11 Students use Grammarly
- 10 Students use Gauth
- 7 Students use Character.AI
- 6 Students use Gemini



Trial and error in Lucas Oil Stadium



FHS swimmer Emily Wolf recounts Olympic Trial experience

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Sophomore Emily Wolf adorns her runner-up medal at the state swimming match. Wolf finished with a time of 53.45 seconds in the 100-meter butterfly. The girls swim team finished third in the state with a total of 202 points on Feb. 10 at the IU Natatorium at IUI. Photo used with permission of Emily Wolf.

The atmosphere was tense as 14-year-old Emily Wolf readied up for the 100-meter butterfly for the Olympic trials at the Lucas Oil Stadium on June 15, where she would compete against 726 other well-trained swimmers for a spot on the US Olympic swim team.

Wolf, a sophomore at FHS, was one of the youngest competitors at the trials this year, competing in both the 100-meter butterfly and 200-meter butterfly. Lasting from June 15 to June 23, the trials narrowed down the 26 men and 20 women who would go on to compete the 2024 Paris Olympics. “[The Olympic trials were intimidating] because I was the first heat of the first day of the whole meet, so I was the first person that swam,” Wolf said. “It was like whenever you walk out and you just see a football stadium full of people.”

Over the summer, the Lucas Oil stadium temporarily converted their football field into three Olympic-sized swimming pools. Before each event, athletes had to wait in the “ready room” as the ten-minute timer counted down to the big moment when they would be swimming in the 2.8-meter-deep pool, in front of approximately 30,000 spectators.

“In the ready room, it’s just you and whoever you’re swimming against,” Wolf said. “You hear

the whole crowd and you get to watch the heat before you go it’s just really nerve wracking, and I was really scared. Because I mean, it’s the Olympic trials, so it was very high stakes and my heart was going pretty fast. I was pretty nervous.”

Although she didn’t qualify for the Olympic team this summer, she returned to Fishers with her mind set on the next big thing. Right now, she is currently training for the 2028 Olympic swim team. She pulls her motivation from the people in her life.

“If I was having to show up to practice every day, being alone, I think it would just make everything a lot harder,” Wolf said. “Being at practice with my friends makes it a lot easier to work hard and it doesn’t feel as much work as it is.”

Wolf is the first recruiter ranked in Indiana and the third in the country for college. It’s not every day when a 14-year-old athlete achieves these accomplishments.

“My coach made like a 4-year plan of where I need to be each year and the times I need to hit and the teams I need to be on,” Wolf said. “As for right now, my goal is to be on the national junior team for next year for team USA, and then, hopefully, be on the national team and then the Olympics.”

The German experience

New insights into the German American Partnership

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Corbin Mathias, known as Herr Mathias by his German students, is a German teacher at FHS who has been teaching for 12 years. Mathias was inspired to teach German from previous teachers who taught him to see the world from a new perspective. Mathias has a great passion for seeing students grow and learn in the German language and culture. His high school experiences in German exchange trips drove him to give FHS students the same opportunity.

Q: What inspired you to plan the German exchange trip?

A: We have a longstanding partnership with our partner school in Neukloster that was set up by Herr Geisinger, the other German teacher here, and Herr Bilde, who is the colleague over at our school in Germany. We're almost 15 years of taking students over there for three weeks and then the German students will come here for three weeks. We go in the summers on the even years, and they come here in the fall on the odd numbered years. It just started as an idea. The idea was 'why don't we make something for the students, too?' And it's been very rewarding for everyone since then. It's a very powerful experience for students.

Q: What's an overview of what you did on the trip? What were some of the activities you did there?

A: The primary focus of the trip is always academic and cultural exchange, so students will stay with a host family for the three weeks and that is a really cool unique opportunity. They are directly embedded in the host family, they have a host brother, host sister. They go to school each day, and they really get a firsthand view of what the culture is. Through that there's some side trips they do with their family: see more of Germany, see more of German culture, etc. And then at school our students will give presentations about

topics, academic or cultural topics, in the United States. That could be everything from 'what's the American school system like?' To things like 'what are accents and food dishes from the Midwest?' So that's the main focus of it. We plan either side trips for the students, excursions for a day trip, or we will also commonly do multi-day trips to other cities. We'll go to maybe Munich for a few days and see some of the key historical and cultural sites there. Or Berlin. We always go to Berlin. It's such an iconic city. It's like London, or New York City that has so much to offer and has so much history, so much culture. We try to mix in a range of different things, but it's different each trip. In this most recent trip one of the host families had a connection to someone who owns this sailing ship, not a sailboat, but a sailing ship like Pirates of the Caribbean type of scale of ship. That's very much part of the North German history, culture on the Baltic Sea, Vikings, the Hanseatic Trading League. We got to go out on the ship for a day and get that experience of what that was like, and learn the ropes of sailing for a day.

Q: What were some highlights of the German Exchange Trip?

A: It's very hard to choose. I think this trip was unique in that this was a year that Germany hosted the European Cup, which is like the World Cup, but only Europe is invited. We went to a public viewing when we were in Berlin and there was a giant screen, and students got to watch in a big crowd all together which was a lot of fun. That was definitely a highlight. On the most recent trip we also went to Heidelberg. Seeing this beautiful historic town right on the river, it's got a castle, the food is delicious, it's all those good things. We also did a day trip to Lübeck which is a UNESCO heritage site. It was basically untouched during World War II. The city is an island in the middle of a river with beautiful old buildings. As always, the main highlight, if you ask any of the students, is the host families. There



German teacher Corbin Mathias steers a sail boat during the exchange trip. Photo used with permission of Sarthak Shinde.

are so many things that they do with those host families, they build those connections, and they have a unique experience that they wouldn't trade for the world. Those relationships, those connections, those conversations are always what remain the highlight for students.

Q: What was your goal for this trip, and was this goal met?

A: Oh, yes. Again, it comes back to really building that transatlantic partnership and helping students see the world from a different perspective. Students always say, "I've never felt more American than when I'm abroad, than when I'm in Germany." You now are the American in the room. You are the expert. Or when they say, "what is high school like in America?" and suddenly you now are realizing, 'Oh, they don't know what this is.' It's these differing cultural frameworks that we have that have really shaped our everyday life, our beliefs and our value. That's a really cool thing to see as students experience it firsthand. We learn about it, we talk about it, and that does help for sure, but it's a different ballgame when you're living it.

Q: Do you have any final thoughts?

A: I think the German American Partnership Program (GAPP) Exchange is really unique in that of its length, and of its duration of three weeks. I'm very grateful that we're able to do that with our students. When we asked students at the end of it, nine times out of 10, they always say, "This was the most important experience and some of the best memories of my life in highschool." I can't recommend it enough, whether it's something in high school like our GAPP exchange, or study abroad in college. Those are opportunities not to be missed.

Running the field

Behind the scenes of FHS football games

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Senior Lincoln Bass hypes up the team before facing off against the Brownsburg Bulldogs on Sept. 20. The Tigers lost 31-30. Photo by Gavin Auger.

The coach takes a deep breath, waiting as the team faces off against the opposing players. The wide receiver catches the ball in the end zone. Screams erupt as the touchdown wins the game for the Fishers Tigers. But without the large number of staff members, students and volunteers at Fishers High School, there may not be football games at all. Many students at FHS recognize the star players and the familiar coaches on the sideline each Friday in the fall, however a plethora of staff members go unnoticed while working hard to make each game a great experience for all fans.

Football Coach

Braden Tribolet, a teacher in the business department, is one of the many coaches for the FHS football team and is now in his 8th year as a coach. His current duties include the special team's coordinator, the junior-varsity head coach and the varsity tight-end's coach.

Tribolet's responsibilities extend past what is seen on the sidelines each Friday. To consistently be a top team in the Hoosier Crossroads Conference (HCC), coaches, including Tribolet, spend time outside of school and games working to make the team better.

"On Saturday morning we have JV games, and the varsity coaches stay back and watch film of the previous game," Tribolet said. "On Sunday afternoon we'll have a coaches meeting. During that coaches meeting we get together what our game plan is going to look like: what kind of scheme changes we need to make, what kind of neat things we need to do for our practice schedule. And then we present that on Monday to the players, and then from there we have four days of practice."

All the preparation--from watching game film to game planning to walkthroughs during the week--lead up to gameday on Friday. Many games through the year draw thousands of fans, and Tribolet believes FHS has a great environment for a Friday night football game.

"Places like Brownsburg, Westfield and HSE, once we get going on the field, there's people everywhere and it's usually loud," Tribolet said. "At home it's a lot of fun because after we do our walkthrough, we walk through Tigertown, [then] we get on the field and there's music playing, and our fans are there cheering for us. That's really the start of the set of the mood for the rest of the game."

Athletic Director

Football has changed over the last 40 years, but FHS athletic director Jim Brown has been a consistent foundation for the FHS sports department throughout all of it. Besides leading the athletic branch, he coordinates who plays who and when.

Athletic directors also hire five officials each game for the entire season. There's an announcer that commentates the game, a spotter (who assists the announcer), two officers running the scoreboard and a referee. The athletic director then employs security for games.

"[The hardest part is] getting officials booked out 5 years in advance," FHS athletic director Jim Brown said. "You know, just trying to find workers when some of them can't work or they got their obligations."

Brown has been working as an athletic director at FHS since it opened. He transitioned from his previous school to challenge himself.

"The other school I was at was a very small school and then I committed [here] at the chance that this one was different because it was a brand-new school, so you had to do everything from scratch," Brown said. "It was a different challenge: laying the groundwork of how you think it should run and do."

Student Spirit Leader

One of the many experiences FHS students take part in at sporting events is the student section, dubbed the Tiger Cage. The Tiger Cage takes charge of the chants, themes and the moments such as the Avalanche, which includes a 40ft by 80ft banner stretching across the student section, the FHS Barbershop, which allows students to buzz their hair in the student section, and the powder toss, where all students throw colored powder during halftime each homecoming and Mudsock game.

One of the eleven members of this year's Tiger Cage is senior Jackson White. White's focus is to create an exciting and memorable experience for students while also winning the Channel 8 Student Section Banner. So far this year, Fishers has been in the top 8 student sections five out of the six weeks. White believes they've succeeded in creating that environment for this school community. The only other school to make it 5 times already is Bishop Chatard, the former student section banner champions last year.

"It's electric," White said. "It's really cool seeing people from all different groups of people coming together to support our teams, and it makes it really cool having everyone in the stands together."

This season has already created lasting moments for students as the Fishers football team won their first Mudsock game in 5 years. The Tiger Cage packed out the entire away fan section with students and used chants, decorations and cheers to make the night memorable. It all ended with the students storming the field after the game was over, allowing the students to celebrate the win with all their friends.

"The whole game was so sick," White said. "So many people and the whole game was just loud. Everyone was supporting. And then when we won, when we rushed the field, that was so cool."

White also said the Tiger Cage hopes to continue the school spirit through the rest of the season and even hope to win The Zone Student Section award, a banner awarded by Channel 8's Anthony Calhoun commemorating the best student section in Central Indiana.



The FHS Tiger Cage leads the football team out of the tunnel in a football game vs the Pike Red Devils on Aug 30. The Tigers lost 35-34 after the game was postponed for weather for be completed the next day. Photo by Gavin Auger.

PTO President

The Parent Teacher Organization (PTO) leads ticketing and concessions at every home game. They consist of parent volunteers and their families. The president of the PTO oversees all the volunteers, schedules sports-related events, and works with Tiger Cage and the sports department to manage games.

FHS's current PTO president Tiffany Raymond is a volunteer who devotes her time organizing the ticketing and concessions departments at home varsity games. When asked about her primary motivation for contributing to FHS, her response was immediate.

"The more money we make through concessions, the more we can give back to the school," Raymond said.

Despite the unpaid effort she consistently puts into the PTO, Raymond was quick to divert the praise to her colleagues.

"We could not do what we do without our wonderful concessions managers and volunteer staff," Raymond said.

Building Supervisor

As soon as the gates close, the custodial staff works tirelessly until 11 p.m. cleaning the field and bathrooms before JV games on Saturday mornings. Games like Mudsock and Homecoming take longer to clean up, with them finishing up at midnight.

Custodians work in shifts to get the job done. At 3 p.m., they will take any last minute requests from the athletic office. Then, two people are present during the actual game to maintain the glamour of the stadium. Afterwards, the entire staff joins in the final sweep of the field.

Student organizations, like Tiger Cage, make the staff's job easier by staying late to help pick up trash and assist custodians.

"We get a huge—I cannot say this enough—huge help from the student section to clean the bleachers," building supervisor Joy Kiskaden said. "They do a phenomenal job."

The building supervisor organizes the custodial staff's schedules to make sure there is adequate coverage of each event. They also ensure that the staff cleans all areas accordingly and keep everything presentable for the next event.

Kiskaden is starting her 20th year at FHS after 9 years at HSE. She also actively trains her future successors to ensure that her legacy lives on.

"Us old timers aren't going to be here forever," Kiskaden said. "We try to teach new people to be dedicated and loyal and the Fishers Tigers way so they can carry it on."

Kiskaden's commitment and loyalty is noticeable just by walking into her office. It is filled with FHS memorabilia: stuffed tigers, megaphones and everything in between. As Kiskaden said consistently throughout the interview, "We bleed red."

Football Player

Senior Chuck Slain is one of the many starters on our FHS Varsity Football team. He is one of five members of our offensive line. That means his sole job is to protect the quarterback from the defensive players that are trying to sack him.

"I am an offensive tackle," Slain said. "This means I am the most outside o-lineman and I am in charge of the outside rushers."

Slain describes that a core piece of being a football player is the brotherhood with his teammates which includes everything from on-field encouragement to being close friends off the field.

"I love being around my brothers and creating a new dynasty to come," Slain said. "The best memory playing with my team was winning the Mudsock [game]. It was a big moment for our seniors as it was the first time beating them."

This year's Mudsock game saw over 8,000 fans in attendance. For the players, a sold-out student section like this only motivates them more.

"The atmosphere is always electric," Slain said. "The student section will go crazy and spark a fire in us."

That fire that Slain describes has led the Tigers to a 4-2 record and allowed the team to win the famous Fishers rivalry against Hamilton Southeastern High School. Slain as well as the team hopes to continue this fire for the rest of the season and into sectionals.



Senior Chuck Slain enters the locker room in a football game vs Avon on Sept. 28. The Tigers won 27-13. Photo by Gavin Auger.

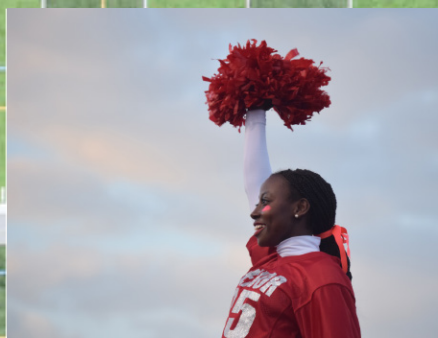
This diagram highlights other groups integral to a Friday night football game. Diagram by Laila Lewis, Madeleine Davis and Gavin Auger.



The FHS dance team performs their routine on Sept. 6. Photo by Madeleine Davis.



Coach Benjamin Wyss hugs senior Alex Carillo in a football game on Sept. 6. Photo by Madeleine Davis.



Senior Suzan Cernero cheers at the homecoming football game on Sept. 6. Photo by Madeleine Davis.



Senior Kate Army plays the bass during the halftime show on Sept. 6. Photo by Madeleine Davis.



The crowd unfurls a banner at a game on Sept. 6. Photo by Madeleine Davis.

We ★ the ★ voters

FHS We The People team prepares for new season, US election

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Keeping up with policies, scandals and debates; discussing political parties and modern governmental issues; staying informed on the potential hundreds of topics that could come up. These are some of the many tasks carried out by thousands each election year, including the 18 students on the FHS We the People team.

We the People is a national program for students that takes a deeper look into the Constitution and general workings of the United States government. The program is offered at multiple grade levels, those being elementary, intermediate and high school.

Fishers groups at both intermediate and high school levels are highly competitive, with multiple national invitations. These ‘weoples’ are only allowed to compete for one year. Students are placed into one of six units focusing on specific topics they will specialize in.

During competitions, teams present a prepared statement based on a set of annual hearing questions published for district, state and national levels. They perform their proposal in front of a group of judges who then ask follow-up questions that the students must answer on the spot. Competition season usually takes place during the spring for national levels.

The FHS We the People team is led by government teacher Liz Paternoster, who has been an educator in the program

since 2000. With 24 years of experience under her belt, Paternoster made predictions on what the questions for state competition might be regarding the current election before they were published Sept. 5.

“If I had to guess, there will be a lot of questions in regards to the rule of law,” Paternoster said. “There has been a big debate on what can government officials do and what can they not do. Are government officials immune? Are they not immune?”

Additionally, Paternoster commented on how there could be an uptick in questions relating to the executive branch at the federal level. The executive branch involves the president, vice president and their advisors.

“There’s always questions about the founder’s intent and how it’s being executed today,” Paternoster said. “I would think expansion of executive power would probably be a theme of some of those questions.”

For the 2024-2025 season, several questions students must base their statement on across all levels involve concepts Paternoster predicted like the expansion of executive power. They also include questions about voter’s rights, citizenship and social media’s impact on freedom of speech.

Sophomore Carter Smith, who competed in We the People at the intermediate level, described the day-to-day operations of the class. Smith was placed in the second unit which specializes in the creation of the Constitution

and how its authors came to their decisions. Questions about the creation of three government branches and the delegation of power between state and federal levels would fall in this unit.

“We would go off on our own and do a lot of breakdowns usually about the Declaration of Independence, the Articles of Confederation or one of the [court] cases we needed to study,” Smith said.

To keep his knowledge of the U.S. government, Smith has studied specifics pertaining to this year’s election.

“I have been keeping up with this year’s election by reading news articles from a mainly non-partisan news source,” Smith said. “While I cannot yet vote, being an informed citizen or voter is vitally important when it comes to elections, as it decides who makes most decisions in our nation. Being informed helps [other voters] also be informed and promotes civic discussion and encourages more people to get involved in the government, which America desperately needs right now.”

Unlike Smith, senior and current We the People member Mina Mehic has not changed her usual preparations for competitions.

“I think that as long as we are well-versed in the election process and stay up to date with current events, the questions won’t be harder to answer,” Mehic said. “We have to know a lot about the Constitution and part of that is the election

process so it shouldn't be too different from any other year."

Although not altering her process, Mehic does think that the election will still affect how the competitions may play out.

"A lot of the questions will probably be centered around the election or election processes," Mehic said. "The election will also be a good example to use [when] answering certain questions."

Paternoster usually focuses on teaching the class's first five units but will be changing her structure this year to accommodate the changes made by competition organizers.

"Since it's an election year, I'm teaching units one, four and five," Paternoster said. "That way the kids ('weoples') know everything they need to know about elections before the election occurs."

Each of the six units focuses on different aspects of the constitution and requires special skill sets and training.

The first unit follows pre-constitutional law along with key concepts that helped form the U.S. government. It focuses on questions on different historical figures like John Locke and Thomas Hobbes. Unit three also keeps up with the government's structure. This unit answers questions about the electoral college, separation of powers and the past arguments between the northern and southern states. The fourth unit is primarily focused on political philosophy and the different parties involved in running the U.S. government.

Unit five focuses on court cases, usually exploring different judicial decisions and has expansive information on different case-based laws.

In the sixth and final unit, students follow the current state of U.S. politics and what potential challenges it might face in the future. Students in unit

six focus on staying informed on current events. A former member of junior high fifth unit, Allison Svillinov, shares her experiences switching between units halfway through the year.

"I started on unit four but was switched to Unit five three weeks before Regionals," Svillinov said. "For me, switching units wasn't too difficult. I was the first person to transfer units, and my new unit was extremely supportive and helpful while I learned all the necessary material."

No matter what unit, the current election plays an important role in how the 2024-2025 season could play out. Regardless of how the competition season is affected, Paternoster is "always looking for people from all walks of life" to join.

"I just want people to understand what a tremendous educational opportunity We the People is for our young people," Paternoster said. "And if you don't have a child in the school or you're not really connected to the school, don't be afraid to [reach out]. [Those interested] could reach out to me via email and be just come and be a part of the conversation."

Know The Dates

Oct. 1 - Vice Presidential Debate

Oct. 7 - Last Day to Register for Voting

Oct. 24 - Last Day to Request Postal Ballot

Nov. 5 - Election Day

Dec. 17 - Electoral College Casts Votes

Jan. 20 - Inauguration

Where To Vote

**Fishers Hamilton East
Public Library**

Fishers YMCA

**Roy G. Holland Memorial
Park Building**

Fishers Fire Station 91

Billericay Park Main Hall

Grace Church

**Delaware Township
Community Center**

**Fall Creek Township
Office**

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Emerging extracurriculars

An overview of rising clubs at FHS

Story by Mel Lister | listemeg000@hsestudents.org
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What began as a collection of small ideas among friends has grown into a thriving collection of more than 100 clubs, each with its own vision for bringing students together. From debate teams to music groups, these clubs are transforming campus life and providing students with fresh opportunities to connect, collaborate and showcase their talents.

While many clubs have already found their place at Fishers, a few have been gaining more traction lately. That includes both new and pre-existing ones.

Starting a club takes passion and commitment. Aside from an idea and the passion to carry it out, students are required to have one sponsor of their choice. Junior Nate Graham, president of the new pickleball club, explained that finding a space for the group to meet was the hardest step in the club's creation. After waiting and contacting the athletic office several times, his club finally received approval to use the gym, as well as times to meet.

"To get the rest of the club rolling, we started putting up posters around the school, got a table at the club fair, then finally had a callout meeting," Graham said.

The callout meeting acquired around 30 members, which was unexpected for Graham.

"When we first saw how many people seemed to be interested in the club, I began to panic," Graham said. He started the club by borrowing equipment from a small pickleball club at his church, but the club grew so quickly that there was not enough supply to keep up with the demand.

Though with the surge of members came more opportunities,

like donations. Junior Cole Brownell, a member of the club, was sponsored by the Indianapolis Pickleball Club outside of the school. He was able to reach out and gather the needed materials to solve the problem.

"A great thing about having this many people is that students have a chance to play with some different people and maybe make new friends, which is definitely a big goal of mine with this club," Graham said.

The Pickleball Club proved to be a success, however, it is not just the new clubs that are making waves. The K-Pop Club, which has been around for over three years, has recently experienced an increase in growth and enthusiasm.

Junior Claire Hale, a member since her freshman year, recently became president of the club. She explained that in previous years, the club struggled with low visibility and lacked consistent promotion, which made it hard for students to know about it. The situation began to improve after Claire and her team implemented changes, such as putting up flyers around the school and maintaining an active presence at events.

"Some people just think, 'Oh, they're just going to sit around talking about K-pop,' but we want it to be a little more specific," Hale said.

K-Pop club revolves around trivia, decorations and dance games. It meets two Thursdays in a row and then their time swaps instead for Aura 8, a dance group connected to the club.

While both newer and established clubs are enjoying a surge in popularity, there is more to a club's success than just a good idea. Senior Yavuz Atlamaz, who has

participated in a total of 14 clubs throughout his high school career, underscores the value of active involvement in student organizations as a reason for participating.

"Being involved gives you opportunities for the future," Altamaz said. He explained that he knew going into freshmen year that he wanted to be involved. He went to the club fair, talked to seniors, and set himself up from there.

Over time, Altamaz's involvement grew as he discovered the sense of community and opportunity each club offered. Now, with years of experience, Altamaz shares what he believes makes a club truly successful: "It's all really about leadership. You need to have passionate people."

Altamaz said having both enthusiastic leaders/sponsors and a hierarchy to keep the club moving when leaders begin to graduate is a key factor for keeping a club alive and bustling.

"It's harder for the more niche clubs," Altamaz started. "But if the sponsor is passionate, the club won't die."

Even while playing basketball and focusing on academics, Yavuz said he can balance extracurricular life with efficiency. The key for it all: enjoyment.

"It's enjoying what you're doing. I enjoy most of my academics and basically all my extracurriculars. I'm fine doing it, it's just commitment," Altamaz said.

The rise of clubs like Pickleball and the K-Pop Club highlights a broader trend at Fishers: student-led organizations are evolving by adapting to the needs of their members, finding new ways to stay relevant and fostering involvement. As more students take the initiative to lead, clubs are becoming an even more vital part of the school's culture.



Asian Student Union

FHS senior President Kaylee Tran and senior Vice President Evelyn Wignjosiswojo promote the Asian Student Union club at the annual FHS club fair. "ASU benefits me because it allows me to meet people that may be from different grades or countries that I would've otherwise never met if it weren't for the club," Wignjosiswojo said. "It makes me feel happy and included to be part of this community." This club hosts monthly meetings with fun events. Some of these events are cookie dough making, volleyball tournaments and lunar new year games. These meetings are hosted in H239 and anyone is welcome. Photo by Grace Tadros.



Rock Climbing Club

FHS juniors Ty Pfeiffer, Hudson Ayers, Mason Lapp and Cameron Shirvinski stand at the rock climbing club booth at the annual club fair. The rock climbing club meets every other Wednesday at Climb Time in Indy. "Rock climbing is a physically and mentally demanding since it wears out your forearms and other muscles over the 90 minutes you're there," Co-president Shirvinski said. "Aside from the physical aspect of rock climbing that's an obvious skill, rock climbing helps you build trust, communicate and make friends since if you want to climb to the ceiling, you need someone else to belay you and make sure that if you fall, you're caught by your harness." Photo by Grace Tadros.



Model UN

FHS juniors Andrew Griffin and Lucas Chesebrough hold up the Model UN flag while senior Hannah Wickliff holds up club flyers. This club can help students develop public speaking, writing and research skills. According to Wichita State University, Model UN provides "furthering understanding about the United Nations, educates participants about world issues and promotes peace and the work of the United Nations through cooperation and diplomacy." Photo by Grace Tadros.

Dean teams: The newest approach to student support

Story by Gavin Koontz
Design by Grace Tadros

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Fishers High School and Hamilton Southeastern have both added new deans to their staff. This has allowed administrators at both schools to reduce their workload. According to Dean Patrick Schooley, the addition of the new team means he is responsible for about 500 fewer students going from about 1400 students to around 900 students.

“We added an assistant principal and a dean,” Schooley said. “So, it’s really allowing us to spend more detailed and in-depth time on student concerns and services.”

As stated by Schooley, Principal Jason Urban suggested the addition of a fourth dean for several years, as both high schools had a high student-administrator ratio. The decision to hire new deans was made by Superintendent Patrick Mapes.

While the addition of the new team system allows more energy to be spent on students

individually, it has resulted in changes regarding who students have for their administrators. Some students who have had the same counselor in previous school years now find themselves under the responsibility of entirely new administrators.

“I [had the same counselor], but then it got flipped because of the new way that they’re doing stuff,” said junior Holden Miles. “The eventual point of [the teams] is that kids will get more individual attention if they need it, but at the same time, they will have less consistency.”

The new teams split sophomores, juniors and seniors alphabetically between three teams while having an entire team dedicated to freshmen. This school year will be the first time freshmen have had a specific administration team dedicated to them.

The freshmen team, headed by Shelton and Assistant Principal Chrissie Sturgill, is intended

to aid in their transition from middle school into high school.

“I really haven’t thought about [the teams], but [I feel] good since freshmen are all new,” freshman Andrew Menendez said. “You don’t really know how to do things as underclassmen, so it’s pretty good to have something specifically dedicated to [the freshmen].”

According to Schooley, administration is working on having conversations based on individual student needs earlier in the school year, however the school is still adjusting to the transition.

“Time will tell, but I’m going to guess that students are seeing a more positive environment and the fact that there are more options and more services available to them just because we have more administrators with eyes on student needs,” Schooley said. “Hopefully [students] are going to see the positive impact of the relationships that we’re trying to build with students.”

TEAM RED	TEAM SILVER	TEAM WHITE	TEAM FRESHMEN
GRADES 10-12	GRADES 10-12	GRADES 10-12	GRADES 9
LAST NAMES 1-GRAB	LAST NAMES GRB-OHX	LAST NAMES OI-Z	Counselors
Counselors	Counselors	Counselors	Steven Curtis (A-K)
Katie Rehor (A-Brad)	Jacob Hornberger (Grb-Johnson)	Maria Chinni (Oi-Sanz)	Maggie Stiller (L-Z)
Maggie Schwartzkopf (Bradg-Daz)	Lizette Baumann (Johnsoo-Marin)	Kelly Applegate (Saio-Tartz)	Dean
Jenna Petroff (Db-Grab)	Lindsay Thomas (Mario-Ohz)	Matt Swaim (Taruz)	Keith Shelton
Dean	Dean	Dean	Assistant Principal
Patrick Schooley	Greg Miller	Greg Miller	Chrissie Sturgill
Assistant Principal	Assistant Principal	Assistant Principal	
Matt Rund	Nawla Williams	Sarah Riordan	
	Assistant Principal		
	Sarah Riordan		

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From English teacher to Dean

Newly promoted Keith Shelton becomes a freshmen leader

Grace Tadros | tadrogra000@hsestudents.org

Keith Shelton is not a new face to Fishers High School. Having previously taught high school level English for 25 years, a change was made in his day to day when he decided to apply to the newly opened position of dean in April of 2024. This application was accepted, and Dean Shelton is now officially the fourth dean at Fishers High School.

Shelton felt ready to make the move up to administration and felt that teaching had run its course, “I still care about [English], [I] still love the written word,” Shelton said. “It’s just at that point I said okay, 25 is enough. It’s time for a change.”

Shelton had to go through a process originally to become a dean, similar to any other job, even noting the lessons he had to take, “I decided when I stopped coaching football, that I wanted to pursue my administrator’s license,” Shelton stated, “I began the coursework for that, and started doing a little bit with event coordinating helping with the athletic department.”

The new dean teams are split into each grade and help distribute the work of supervising students and administrating the building. During the interview process Dean Shelton felt that there were some obstacles he had to climb to get the job.

“My first interview was a committee interview. There was one of the administrative assistants from the dean’s

office, an assistant principal, the principal, a counselor, a teacher, a parent, and a student,” Shelton said. “That was the first interview. The second interview I met with Dr. Kegley the Deputy Superintendent and Mr. Taylor the director of secondary education.”

A fourth dean is new to Fishers, and being a dean is new to Shelton, “I mean it’s certainly an adjustment from the classroom because 25 years in one place, you kind of know the ebbs and flows,” Shelton added. “I’m getting adjusted to having a schedule that can be interrupted quickly and being able to deal with that and having to prioritize what comes next.”

With a new schedule from the norm, Shelton can be interrupted quickly, “Being in charge of my time- that takes some adjusting, and then sometimes [it does] a little bit with the [student] relationships, because I’m having discussions with people that I don’t necessarily have,” Shelton said. Before continuing, Shelton was interrupted by the walkie talkie on his desk in front of him.

“Can we get an administrator up to [a teachers] classroom, please, ASAP?”

“A lot of interruptions,” Shelton continued.

Generally, students are unaware of what deans do on a day-to-day basis. They are unaware because the issues are not usually public. Not every student will visit a dean in their high school career, but those who do see deans throughout high

school may be curious to learn what the deans are thinking.

“A lot of what we do when it comes to behavior and consequences, there’s a progression. We’re not just making it up and saying ‘hey, well this kid gets this, this kid gets that,’” Shelton said. “For instance, if I’ve seen a student several times versus a student I’ve never seen before, they may both be involved in the same situation, but they may receive different consequences because I know that I’ve seen the other student more.”

As Dean Shelton eases into the year, more and more adaptations will become normal. He wants FHS students to know, “It’s not always that you’re in trouble when you’re getting called to the dean’s office,” Shelton said. “The other thing is, we’re here to make sure that the educational process can proceed without interruption.”

Keith Shelton points to a photo of his son to showcase a picture in his new office. The picture serves as a reminder of his family while working. Photo by Gavin Koontz.

More than movies:

The tech and talent behind
Indianapolis' IMAX

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A man walks into an elevator. He waits a couple of seconds for it to arrive at its destination. He walks out of the elevator doors and hears the sound of fans still whirring from the last showing. Boxes filled with film relics surround him. He checks the room's humidity, making sure it is between 40 to 60 percent, so the projectors can work properly. He then starts on the work that his coworker left him with: putting together an IMAX 15/70mm film reel.

Lead IMAX Projectionist Wayne Indyk has been working at the Indiana State Museum IMAX, located in downtown Indianapolis, for 20 years. He is one of two projectionists that put together film reels for the IMAX theater. Indyk has been putting together more film reels than usual in the last year because recently there has been a resurgence in the interest of IMAX 15/70mm film.

IMAX 15/70mm film is a movie format that has been around since 1971. It is a type of film that can produce up to an 18k resolution. The film is also 8x larger than 35mm,

which is what old films used before digital cameras were the most popular film choice. IMAX 15/70mm film is also 3x larger than standard 5/70mm film, which is what films like "Lawrence of Arabia," "Star Wars," and "Cleopatra" were shot in. Films like Christopher Nolan's "Oppenheimer," and "Tenet," and Jordan Peele's "Nope" were filmed with IMAX 15/70mm film cameras.

Only 30 theaters total in the world can show 15/70mm IMAX because of the weight of the film and all the equipment that is required to project it. The film reels can weigh up to 600 pounds.

The other reason IMAX 15/70mm is so rare is because most theaters have transitioned to digital showings. Film is no longer the most popular medium as of 2013.

"A lot of theaters, when they went digital, they got rid of their film projectors. We held on to ours because we wanted to still be able to show film," Indyk said.

The upcoming film "Joker; Folie à Deux" will be projected in IMAX

15/70mm at the Indiana State Museum IMAX. The film is a sequel to "Joker" (2019) which is about aspiring comedian Arthur Fleck, a muse of society's problems, who believes that his clown persona of Joker can show the absurdity of Gotham. Until the release of "Deadpool and Wolverine" earlier this year, "Joker" was the highest grossing R rated film at \$1 billion.

Only 11 of the 30 IMAX 70mm theaters in the world will have the "Joker; Folie à Deux" 15/70mm film print because it is a limited-run print. IMAX only provides the most financially successful theaters with these special prints. IMAX produced 11 total prints; The Indiana State Museum IMAX has the 6th produced.

According to IMAX, the showings for IMAX 70mm provided 24 percent of the overall opening weekend box office revenue for "Dune: Part Two," even though less than 1 percent of all the movie theater screens in the world project IMAX 70mm.

"The State Museum ranked 8th in the world for our IMAX 15/70mm film print box office [for "Dune: Part Two"]," IMAX

theater manager Neale Johantgen said.

Over the last year, people have flocked to the IMAX 15/70mm showings so much that a re-showing of “Interstellar” on Dec. 1, 2023 was sold out within two hours.

“I had to call my distribution guy at IMAX and see if we could get a couple more showings because originally, we thought the tickets would sell out the next day,” Johantgen said. “It’s all about just how grand the experience is to fill up our entire screen that is six stories tall and 84 feet wide. The reason IMAX 15/70mm film can fill up the entire screen is because of the aspect ratio that IMAX uses.”

The film reel for “Joker; Folie à Deux” will have 54 minutes of the 1.43:1 expanded aspect ratio. The other 84 minutes will be in the other IMAX exclusive aspect ratio of 1.90:1.

“Normally movie theater showings are in the aspect ratio 2.39:1, which is a smaller portion of our IMAX screen,” Johantgen said. “Our digital IMAX films have an aspect ratio of 1.90:1, which is bigger but doesn’t take up the entire screen. But with 15/70mm IMAX film, it plays in 1.43:1, which fills the entire IMAX screen. Most theaters also aren’t even big enough to play the aspect ratio of 1.43:1.”

The other thing that adds to the experience is the grandness of the sound. The IMAX at the Indiana State Museum has a 12,000-watt sound system. To put this in perspective, the normal wattage for an outdoor speaker is about 100 watts. Traditionally, amps for outdoor concerts are 5,000 watts and the speakers for outdoor concerts are around 10,000 watts. An average theater that seats 75 people uses a 3,000-watt system.

IMAX sound engineers also make sure to fine tune every single sound so that the audience can feel as if they are there alongside the characters. The theater also makes sure that regardless of where the audience is seated, they can hear the film because of a system called SONICS Proportional Point Source. The system was designed specifically for IMAX theaters.

The system is manufactured by a subsidiary of IMAX Corporation and

“is a world leader in sound system design and installation,” according to IMAX. The loudspeaker system eliminates variations in volume and sound quality over the entire theater seating area by using 44 laser-focused speaker drives located throughout the theater.

The seating arrangement is also an important part of this sound system. Instead of using recliner seats, the theaters use stadium seating. This type of seating allows more people to experience the film and allows the sound to better envelope the audience.

This type of seating for IMAX is called “event seating” because IMAX wants movies to seem like an event. This event seating also allows seats to be closer to the screen, adding to the grandeur of the screen’s size. But none of this would have been able to happen if it were not for the film “Joker; Folie à Deux” Director Todd Phillips’ choice of cameras: the Arri Alexa and Sony Venice 6k IMAX.

The Arri Alexa is a camera that is known as the “Hollywood camera.” Only about 70 or so in the world exist. The significance of this camera is that it shoots at a raw quality of 6k, with a sequence of the film being made with the Sony Venice 6k IMAX. These cameras shoot

natively in the aspect ratio of 1.43:1, which keeps the director from having to upscale or crop any of the images for IMAX 15/70mm screenings. They are both digital cameras so IMAX will convert the movie to 15/70mm film with a process called film-out.

IMAX film engineers first start out by making a digital intermediate, which is a state when the movie gets the last touches like color grading and aspect ratios. Then they print the movie onto film from the highest quality file stored on a computer by using a digital laser scanner. This is called the film intermediate, which is then given final touches, such as cleaning the film print. Then, after the prints are finished, they are sent to theaters around the world.

“Film prints will get to us in two different ways,” Indyk said. “If I am assembling it, it comes in reels. I splice each reel together. Each one has a head and tail I cut off, and I splice it together. I put it onto a platter, and then I transfer it in usually three parts to the reel unit. Now, these reels can be shipped this way, and when they do, they come in cases. They are big animal cases, and a film would typically be three of those cases. They weigh about 250 pounds apiece.”

“Dune: Part Two” came to the



1. Wayne Indyk, lead IMAX projectionist, peers through the film reel for “Interstellar” on Aug. 28. While “Interstellar” was in theaters in 2014, it was rereleased in December of 2023 due to popular demand. If the film were to be stretched out in full, it would measure approximately 11 miles long. 2. A US quarter compared to an IMAX 15/70mm film strip for the movie NASCAR 3D: The IMAX Experience. This strip is one frame of 24 frames per second. This single frame is \$600. Photos by Evelyn Rose.

Indiana State Museum IMAX in 10 boxes, each containing 6 to 7 reels. There was a total of around 50 reels that were put together into one film reel that was put on the film platter. The film platter is called a Quick Turnaround Reel Unit (QTRU) which was made because they wanted to support the longer run times for films.

An average 70mm film projector loads regular 70mm film vertically into a regular projector, but IMAX puts their 15/70mm film reels into their projectors horizontally which allows more image.

The projectionist system is also complex because of the lamps in the film projector

“The lamps for the digital projectors are about 6,000 watts,” Indyk said. “We have 15,000-watt lamps in the film projector. These are Xenon arc lamps. An electrical spark goes between the two metal tips. The capsule is charged with Xenon gas that gets excited,”

The lamps in the film projectors are what allows the film to seem more vivid than digital presentation. The gas Xenon is used for film

projecting, and it has been used for film since 1898. Xenon is a chemical on the periodic table that became popular to use in the 1950s when projectors needed to produce an easier cost-effective way to increase the vividness of the screen.

“There is a casino in Las Vegas called the Mirage, and it has a beam that shoots up from the top of the pyramid,” Indyk said. “That’s three of these bulbs. They say that you can see it from the moon.”

Xenon replaced carbon arcs because carbon results in much more flickering on the screen. Xenon has also remained the more popular choice of movie theaters because of the luminance required for projection systems. The average luminance for a movie theater is around 40,000 lumens while an IMAX theater requires around 600,000 lumens. This is why they have not replaced Xenon with LEDs in most cases.

But there is a downside to using Xenon: When fully charged, it has the possibility of exploding. This danger is why projectionists need to be wearing safety gear when

handling the Xenon bulbs.

Air- and water-cooling systems go through the back of the projector to cool it down so that it does not explode. The use of Xenon can make already dark scenes appear even darker.

Xenon also has only 500-1000 hours (about one and a half months) before it ends up burning out and needs to be replaced with a new bulb. Another downside is that it is slowly being replaced with dual laser IMAX, which is a different form of IMAX where the film is projected using high-powered laser light powered engines.

It is expensive to go forward with dual laser because it would mean getting rid of the Xenon projectors entirely, and dual laser is a digital format. It is unknown if the Indiana State Museum IMAX has any plans to transition to dual laser IMAX format.

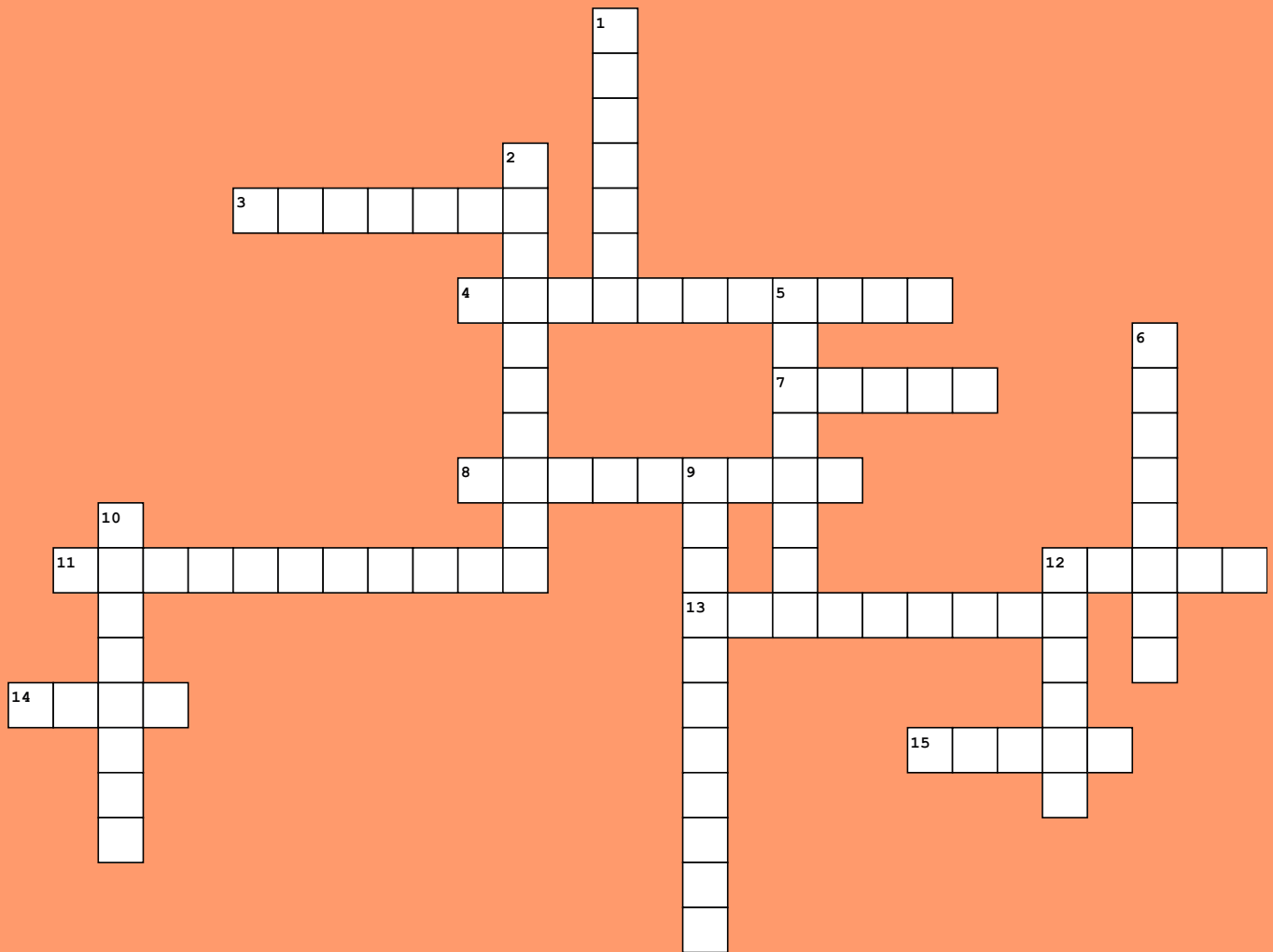
Before “Joker Folie à Deux” laughs its way out of theaters on Oct. 23, you can get tickets to the movie filmed for IMAX experience in 15/70mm by going to Tickmarq.com.

“There’s no other experience like seeing IMAX 15/70mm film projected on film,” Indyk said.



1. Wayne Indyk holds a 35mm film strip in front of a strip of 15/70mm IMAX film to showcase the size difference. The IMAX film is eight times the size of a standard 35mm film strip. 2. This is the IMAX Digital Projector. It has water- and air-cooling systems through the back that help to maintain the projector’s ideal temperature which is around 70-74 degrees. The side of the projector shows a gauge for how much air is going through the projector. Within the projection room, the humidity also needs to be maintained at 40-60% to run IMAX shows. 3. Wayne Indyk shows the Xenon bulb needed to light the projector. This bulb is safe to handle because it is a decharged bulb. A charged bulb would need safety gear to handle, such as gloves, a mask and a tyvek jacket. The charged bulbs would only need to be handled when they are replacing dead bulbs. Photos by Evelyn Rose.





Across

3. Republican nominee for VP
(two words)
4. What Germans call their country
7. An angle at which the film is slightly rotated; ____ angle
8. Hypest section at FHS sports games
(two words)
11. First three words in the constitution
12. Artist announced to perform at Super Bowl LIX Kendrick ____
13. Another word for adult supervisor
14. Democratic nominee for VP Tim

15. Famous Gymnast Simone ____

Down

1. New club for popular sport
2. ____ A.I.
5. Famous singer playing Harley Quinn in new Joker film (two words)
6. Grade led by Dean Shelton
9. Where to get food at a football game
10. Last day to turn something in
12. ____ of reccomendation

See answers on Table of Contents