



JALA DANIEL

Varsity cheer team performs routines in competitions.

NORTH POINTE

GROSSE POINTE NORTH HIGH SCHOOL

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SINCE 1968

Lack of sunlight initiates return of SAD symptoms

By Ritika Sanikommu, Elizabeth Ballinger & Syeda Rizvi
EDITOR-IN-CHIEF & STAFF REPORTERS

Surroundings have more of an effect on the human mind than one may realize. What may just seem like a bad day, week or month could be attributed to more than just the “Winter Blues.” This lack of motivation might come from the lack of sunlight during season. With Detroit having only two days of sunshine in January, Seasonal Affective Disorder rates have been continuously climbing, and its effects can be noticed here at North.

SAD is a common form of depression that correlates with changes in season. It begins as clouds move in and sunlight diminishes until spring arrives. The lack of sunshine causes serotonin levels to plummet, affecting mood, appetite, sleep and social behavior. In turn, this leads to a lack of motivation to do work, increased restlessness and irritability. Around six percent of the population goes through these symptoms every year.

Junior Izzy Zugel feels the effects of lack of sunlight during the winter months. Zugel said her move from Florida to Michigan in middle school had a significant impact on her.

Psychology teacher Jennifer Weisbrodt said that a lack of awareness might be an issue when it comes to recognizing the symptoms of SAD.

“I don’t know that if we label it as much. I think that we know in the winter months, teaching can be more difficult, motivating can be more difficult (and) pulling homework out of students can be more difficult,” she said. “I don’t know if we consciously recognize it as SAD.”

There are also various misconceptions that are tagged with SAD. Weisbrodt said that many people use the term loosely and don’t actually know if they have the

disorder. They show the symptoms, but the cause could be something more severe. She says that if people think that they have something along the lines of SAD, they should get it checked out by a medical professional.

SAD can often be characterized by depression. Zugel recognizes the difference between being sad, which is temporary, and having depression, which is more long-term.

“When you’re sad, you know why you’re sad, but when you’re depressed you have no idea why. You’re angry at things for no reason or you’re sad for no reason and you have no idea why,” Zugel said. “(It’s) like nothing’s wrong in your

life. Everything’s fine but there’s just something stopping you from doing the things you want to do. You just feel miserable for no reason.”

Contrary to popular misconceptions, kids can be just as susceptible to exhibiting symptoms of SAD as adults.

However, the presented effects may differ.

“Rather than being identified as

fatigued, children or adolescents

experiencing a depressive

episode may be pegged as ‘lazy’

by their parents or teachers,”

according to Fox News.

“The diminished

ability to think or

concentrate or indecisiveness we see in adults with depression may be viewed as being off-task and disruptive at school in children and adolescents.”

However, Weisbrodt said there is a fine line, especially in teenagers, between hormonal imbalances and something that needs treatment.

Because SAD is a mood disorder, its effects won’t be overtly visible. This can hinder students’ ability to effectively convey their feelings to their teachers and parents. Zugel’s in-school experience is an example of the consequences of SAD.

“In the beginning of sixth grade back in Florida I was (an) A, B honor roll student. I did perfectly fine, I had no problems what so ever. But after I moved and with the weather and other things that happened in my life, I started bombing classes like no tomorrow and my parents were not happy about (it) but they didn’t understand then. They still don’t 100 percent understand why I can’t get stuff done,” Zugel said. “It’s hard. It prevents you from doing things, it makes you procrastinate more than you should be procrastinating.”

Zugel also believes that others don’t understand the implications of SAD and depression as well.

“It’s definitely harder to explain to people because some people you know are typically like ‘Well, why can’t you just get over it?’ (The) thing is it’s not that easy for a person who suffers through that much depression,” Zugel said. “Physically no one can really tell how you are. You could look perfectly healthy, but deep inside you’re not well at all.”



LAUREN SEXTON

Contributing: Taylor Mitchell

Colleges prefer high school foreign language courses

By Michal Ruprecht & Montana Paton
ASSISTANT EDITORS

Learning a second language is a requirement for receiving a diploma in Michigan. House Bill 4465 (passed in 2006) requires all students to take a minimum of two years of a foreign language in order to graduate from high school.

However, colleges and universities considered selective by the College Board, like the University of Michigan, recommend four years. But there’s a catch: according to counselor Barbara Skelly, undergraduate schools prefer students take foreign language classes in high school because they’re more “rigorous.” This means students who start foreign language education in middle school and end it before senior year are potentially disadvantaged.

Because many students begin their foreign language education in middle school, German teacher Susan Sipos emphasizes that students should continue to partake in foreign language classes in high school. She said there are more advantages to learning a second language than just fulfilling graduation requirements. One of them is foreign language-based scholarships, which Sipos earned several of.

“There’s a lot of money available for people who want to study other languages,” Sipos said. “I think it’s good to take several languages if you can invest a lot of time in each one.”

If a student plans to attend a selective school but has reached the maximum level of a language offered by GPPSS, then they have the option to dual enroll.

Under Section 21B of the State School Aid Act and Public Act 160 of 1991, a high school-age student may attend his or her high school and also enroll in a public or private Michigan postsecondary institution, which is referred to as dual enrollment.

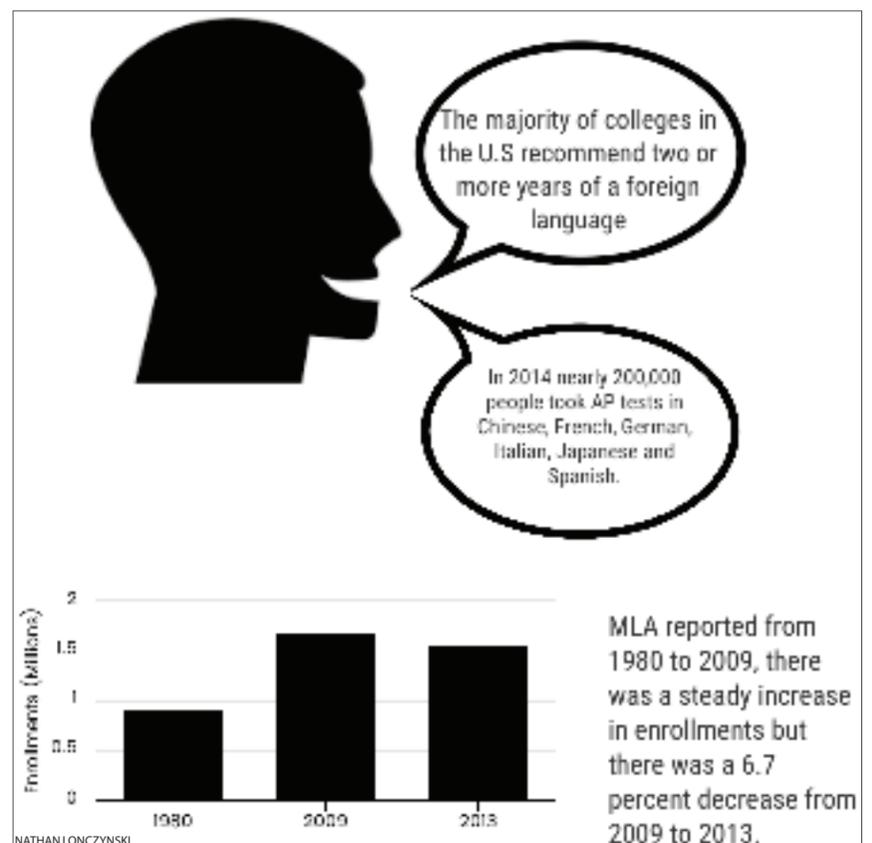
A student must have taken the High School Michigan Merit Exam prior to applying and earned at least an endorsement on the test in the area of postsecondary study to qualify.

Alumna Sarah Cherry dual enrolled in Spanish her senior year because she started taking the language in middle school and reached the maximum level during her junior year. She said the district paying for her attendance and becoming an outlier were upsides to dual enrollment.

“I want to go to medical school, and it gives me an upper hand if I am fluent in another language,” she said. “It definitely will affect me because they’re always looking for people who can speak a foreign language because you never know when you’re going to encounter that situation where you need to know a different language.”

Although junior Lauren Sickmiller’s foreign language credits transferred to her high school transcript, she will be in the same situation as Cherry. She wants to pursue French but said she might take an online class instead.

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IDEAS - PAGE 7

"The United States is a nation built on the premise of diversity and immigration."



EVA CERMAK

LIFE - PAGE 6

Students rally to show feelings about the election. For more about student and alumni experiences, go to page 6.

SPORTS - PAGE 11

"I love the competition and playing in games and getting the outcome we want."



Foreign language credits

CONTINUED FROM PAGE 1

“I’m still trying to decide what I’m going to do,” Sickmiller said. “There might be online classes I can take here next year, but I don’t think I’m going to drive to a college (for dual enrollment).”

Skelly said if students prolong their foreign language educations, they can earn college credit by taking

college-level courses, she said that dual enrollment and online classes can help students gain those credits.

College credits are helpful, but Sipos said getting more knowledge about other cultures is also important. She wants students to take advantage of the opportunities offered so that they are more aware of other lifestyles and less focused on finance.

“For me, learning language changed my life entirely. That’s what I hope for my students, too. I think that having the chance to go some place else and meet other people ... causes you to reflect on yourself, and that’s what I think you really get out of learning another language,” Sipos said. “It has been such an asset, and it’s made my life so interesting because I know people from all over the world, and when I see the news for one thing, I can follow events from the American point of view. But, then I can also watch them in other languages and see a totally different perspective on what’s happening in the world.”

Forensic science offers new opportunities to students

By Mora Downs & Sophia Ketels
EDITOR & STAFF REPORTER

For senior Sienna Rogers, forensics class is much more than credit needed to graduate. She is not only considering the field for a possible career, but also sees it as a new way to approach problems in other aspects of her life.

“This class shows you how to look at things a certain way,” Rogers said. “It teaches you how to use the different skills that the brain doesn’t always allow you to use.”

New to North this semester, Forensic Science is a semester-long course that focuses on both the basics of the subject, and also on how to apply that knowledge outside of school.

According to science teacher Elizabeth Michaels, forensics is the combination of biology, chemistry and physics behind the analysis of evidence that collected from a crime scene.

“Forensic science is really cool, in the fact that it has some biology in it. We’ll talk about ABO blood typing. We’ll talk about DNA (Deoxyribonucleic acid). We talked a little about how we observe and how our brain processes the things that we observe. It’s going to have a little physics in it because we’re going to talk about blood splatter analysis, and so you can tell how fast the blood drop fell or what angle it fell from based on the way that it falls, like the pattern that it creates, so there’s a little bit of physics in that.

There’s a little bit of chemistry because we’re going to analyze different inks and substances and that sort of thing, so all three of those come together,” Michaels said. “Since I’m a biology teacher, and that’s my strength, this semester has more biology than other subject areas, but that doesn’t mean it won’t change to be more chemistry, more physics, depending on the kinds of experiences we bring to it.”

Michaels decided to teach the class to encourage students to take more science courses and to foster a love for science in students.

“I think forensic science is a really interesting opportunity to grab kids into taking another science that they might not have otherwise taken, so students who wouldn’t choose to take AP or who wouldn’t choose to take our higher-level junior/senior science classes but want to prolong their science experience. I think it kind of grabs those students, and I wanted to teach those students,” Michaels said. “My goal

is that (students) have more exposure to science content and more opportunity to do hands-on interactions with those science concepts.”

One of the appeals Michaels sees to the class is that it isn’t just for students who already love science.

“We have students who this is like their fifth or sixth science class, some of them their seventh or eighth, some of them are right out of their biology or chemistry classes,” Michaels said. “Some of them are really into that idea of forensic science, and some of them are not, and that’s okay.”

Although Michaels had knowledge of forensic science’s chemical and biological aspects, she took a course at Lawrence Technological University. The class was specifically tailored for teachers who teach forensic science.

For the class, Michaels constructed the labs her students will do throughout the semester, including crime scene sketching, fiber analysis, blood typing, blood splatter analysis, bone structure and entomology and the study of bugs.

Senior Maggie McEnroe is also taking the class. Over the summer, McEnroe attended a program at Georgetown University in Washington, D.C. that focused on forensic science.

“There was really a lot of class time, but it was all really entertaining. We got to speak with different detectives, no-body homicide case, attorneys, we spoke to a couple medical examiners, a couple DNA analysts,” McEnroe said.

Since this is North’s pilot class, student feedback after labs is integral to the shaping of the class for future years.

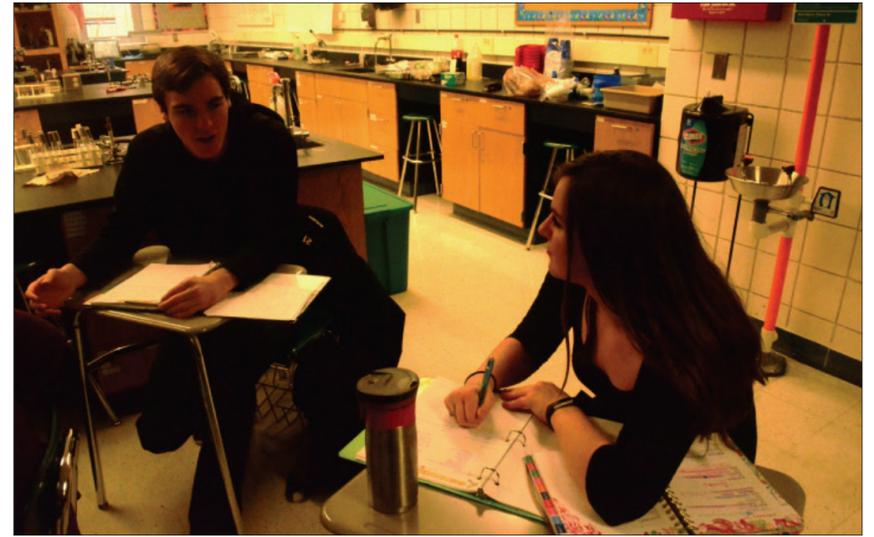
“She’s really interested in our feedback. So after every lab, she’ll ask us, ‘what did you guys think about it?’ It’s cool because I’ve never had a teacher ask so often about how we like the class and how we think it’s going,” McEnroe said.

Rogers agrees with McEnroe and said that as Michaels teaches, the students in the class are helping her as well. Student input will help Michaels perfect the class, and she wants the class to expand over time.

“I hope it grows enough so that two teachers could teach it so that it’s easier to collaborate because when you have two teachers working together the class becomes more creative and more substantial than one teacher trying to figure it out by themselves,” Michaels said. “I also want it to grow so that students take more science (classes).”



LEARNING | Forensic Science students engage in a lesson. Senior Maggie McEnroe “It’s cool because there’s nothing to compare it to. There’s no really saying there’s anything that’s being done differently. I really like it. It’s entertaining and I find the topic interesting.” senior Maggie McEnroe said.



DAJAI CHATMAN

Diversity Club explores ways to improve classroom environment

By Sonny Mulpuri, Maxwell Murray & Chloe Ribco
EDITOR & INTERNS

Communication is a key part of the Diversity Club’s mission. Because of the group’s push to bring students and staff together the district is trying to do whatever is possible to help students and staff be more understanding, accepting and knowledgeable of other cultures and perspectives to bring the schools together as a whole.

One of the ways in which this is being carried out is in the form of a curriculum change specially designed for the district. Curriculum directors Keith Howell and Maureen Bur kicked off Black History Month with a presentation on how the district is planning to tackle the issue of diversity in classrooms. They spoke about the four main ways in which diversity will be woven into the curriculum.

“We’ve done a lot of professional development over the last year-and-a-half with our administrative team, who then have taken that back into their building, and we’ve asked them to go through some of these norms. Stay engaged, be open, courteous and willing to listen,” Bur said. “Just because I may have one set of lenses that I look through, I need to be open-minded and learn from the folks around me.”

The University of Michigan will come in and work with 10-12 high school students from both North and South High School to create a needs assessment in order to identify and analyze the specific needs of students at all grade levels as well as staff and other community members.

Once there is a clear identification of what each student needs to create a safe, comfortable and valuable learning environment, the curriculum writing teams will create multiple instructional approaches to meet the needs of all students. This will ensure that students who have success with non-traditional learning styles have the same opportunity to learn as those who excel in a normal classroom. Bur and Howell spoke about the difference between equity and equality. Each student may not need the same tools, but they will receive exactly what they need to succeed.

“We need to build an environment where there is a trust base, and that is comfortable enough that folks can speak their own truths, because what I bring to the table may be very different than

anyone else,” Bur said. “But I need to have that comfort and that trust factor if I’m going to be able to open and share so that we can continue our learning.”

After each classroom has a functioning environment that is inclusive for all students, the focus will shift to celebrating the unique backgrounds of students and staff while still accepting our differences. Part of this is how to speak and interact with students in a way that suits them personally. Teachers must understand each student to ensure a healthy environment.

The final branch of the plan is communication. The Board is looking into what can be done to keep the community in the loop.

However, one of the more difficult tasks is contacting community members to meet at the same time in order to get input from outside the school environment. Bur and Howell stressed the value of community involvement with the schools, and plan to use media to ensure the community is involved, as well as understood and listened to.

When Howell and Bur finished their presentation, parents were able to take part in a Q&A session. A parent with kids in the South district was one of the people who spoke up not only to have her questions answered, but also gave her input on the matter.

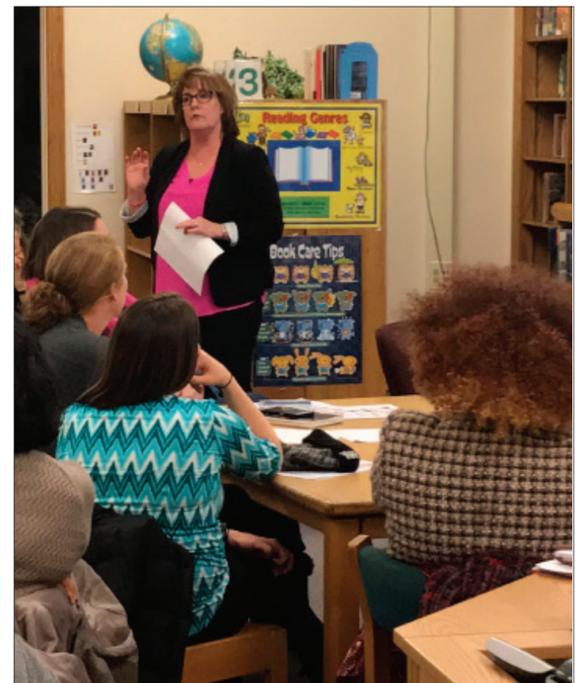
“I know that population in Defer is perhaps a little more diverse than in some of the other areas. By the time they get to Pierce and certainly by the time they get to South the needs have changed because now you have got this mixing in of a lot of different areas,” she said. “So perhaps there ought to be some consideration to apply for creative approach for a long term one and one more on the short term and if there could be a focus on that short term maybe we could address both needs.”

Howell and Bur want the district to understand that when they are supporting the students, they will always pursue a manner which shows they have positive intentions.

“We have to scope, and remember we can expect (a lack of closure) ... and experience some discomfort, and we’re managing this for now,” Howell said. “We want to get some answers, and really get a good feeling of what the district feels. These are things that we routinely talk about amongst our staff and I know these are things that we’re working on and continue to review this with our board.”

“We need to build an environment where there is a trust base, and that is comfortable.”

Maureen Bur
CURRICULUM DIRECTOR



SPEAKER | Curriculum directors Maureen Bur (top photo) and Keith Howell (above) speak about discrimination within the Grosse Pointe Public School System.

CHLOE RIBCO