

BHS students inducted into NHS

EDEN SAVOY

Features Editor

On Thursday, March 3rd, students participated in the National Honors Society (NHS) induction in the Berwick Area High School Auditorium. Families, friends of students, and staff members attended the ceremony, where each qualifying student received an acceptance certificate. Students who qualified during the 2020-2021 and 2021-2022 school years participated in the ceremony.

Due to COVID-19 restrictions, students who were accepted into NHS during the 2020-2021 school year did not get to participate in a standard induction last year, and instead, it was held virtually. These students who missed out on the regular ceremony were invited to this year's induction, where they were able to be properly honored for their hard work and dedication to keeping up with their grades. Forty-eight inductees were honored from last

year's acceptances.

This year, another forty-eight students who met the qualifications were inducted

auditorium stage together, where friends and family had the opportunity to take pictures to commemorate the

required to have a GPA of 93 or above when they are accepted, and must uphold this average throughout the

tional club. National Honors Society Advisor, Scott Hook, plans to host multiple opportunities for students who are a part of NHS to volunteer their time around the school and community.

Hook gave an opening speech to the inductees and the audience and later led the students in the pledge to NHS. Hook said, "It was great to finally be able to have an in-person induction ceremony this year. We invited the students that were inducted last year to attend since they didn't have an in person induction ceremony. It was an honor to be able to take the time and recognize these outstanding students."

Berwick High School Principal, Amy Melchiorre, also spoke at the induction. She discussed how proud she was of the qualifying students and highlighted the amount of work students put into qualifying for NHS.

BHS students and staff alike are proud of its NHS inductees.



(Photo by Student Times Staff)

Pictured in Row 1 from left: Gabrielle Finccan, Cadence Zeigler, Tawney Culver, Liam Carroll, Casey Carro, Lauren Birk, Amy Beer, Mia Arcentales, RaeAnna Andreas, Camila Amaya and Rebecca Alexander. Row 2: Amelia Martz, Alysa Lewis, Greysen Kupsky, Luke Krepich, Joshua Kishbaugh, Caydence Jones, Lauren Johnson, Kaylee Hacker, Alexander Hacker and Kareem Goins. Row 3: Charles Stalega, Harrison Snyder, Kylie Smith, Willow Siecko, Mattocks Shultz, Andrew Scott, Eden Savoy, Helen Sanchez, Jayda Powell, Addison Post and Luke Peters. Row 4: Travis Steber, Nicole Yankowsky, Ava Yankowsky, Carson Witner, Luke Williams, Liam Welch, Savannah Wark, Kayla Vencloski, Isabella Varvaglione, Julia Troiani, Emma Taney, Lybbi Switzer and Joshua Feudale. Not present for the picture: Maura Evans, Jonan Kishbaugh and Lexi Magrone.

into NHS. Each student was announced and stood on the

event. Each member of NHS is

rest of their school career to remain a member of the na-

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Russia invades Ukraine, possibilities of WWII present

DYLAN SMITH
Senior Editor

Russia shocked the world February 24, 2022, when it launched a full-scale military invasion of the sovereign nation of Ukraine. Leaders from across the globe have denounced this warmongering act from Russian President Vladimir Putin and have come to the aid of Ukraine via the donation of money and military armaments. In addition to this, these same world leaders imposed harsh and crippling economic sanctions upon Russia, wreaking havoc on their economy.

To better understand the situation between the two nations, one must first learn the history between Russia and Ukraine. In 1922, the two countries founded the Union of Soviet Socialist Republics, or the USSR. For comparison, this would be the equivalent of the thirteen American colonies forming the United States. However, the USSR did not last, and in 1991, several states within the union became independent nations. The USSR dissolved December 25th of that same year.

However, despite countries leaving the union, the cultural and ethnic influences did not go with it. Ukraine was one of the many countries that did not want to side

with or follow in the Soviet Union's footsteps. As a result, Russia wishes to pursue Ukraine due to the ethnic similarities to its own people. The most pressing reason for Russia's invasion is the protection of its own borders, though. Russia, being the vast nation it is, needs to protect an equally large border. A solution to this is by gaining territory westward towards Europe since the land acts as a funnel. This would decrease the length of the border necessary to protect the further westward Russia goes.

While Russia is certainly the belligerent in this conflict, the war is not without its nuances. NATO, a defensive pact between European nations and other Western countries, such as the US, acts as a bulwark against Russia. If one country in NATO gets attacked, every other nation must come to its aid. NATO has grown more to the east despite promises to Russia to the contrary. As previously mentioned, this

creates a predicament for Russia as the further east it goes, the greater amount of territory they need to defend at their border.

Ukraine, although it applied for membership, is not in NATO, and therefore Rus-

eastern border of NATO, which is along Ukraine. Further economic sanctions were discussed, and the energy crisis as a result of the sanctions. Russia is the largest exporter of natural gas in the world, and one of the largest

oil producers outside of the Middle East. The EU receives 40% of their natural gas from the Kremlin. Thus, preventing trade with them halts the purchasing of crucial energy forms, as well.

As for casualties, thousands have tragically

report vastly different numbers. The Russian government claims just shy of 500 of their soldiers were killed in the war, though the American government estimates this number is much higher at 3,000-10,000. The BBC agrees more with Russia's estimation, with theirs totaling 557, though NATO's reports align more with America's at 7,000-15,000. Regardless of the correct number of deaths, the number of lives lost is invariably tragic, whether that is one or ten thousand.

Cities, towns, and landscapes have been destroyed in the war for Ukraine, with both sides fighting valiantly for their respective country's supremacy. Hundreds of thousands have been made war refugees. While Ukraine has certainly held its own for over a month, Russia's military will eventually overpower that of Ukraine's if further aid is not given to the European nation. Dozens of Presidents, Prime Ministers, and other world leaders have all called for peace in the region, with even the Pope getting involved by consecrating Russia and Ukraine to the Immaculate Heart of Mary. Activity in eastern Europe will continue to fester, with the war's conclusion hopefully coming soon.



(Photo by Abaca Press and Tribune News Service)

sia's invasion did not begin a third world war. The act by President Putin still proved to be the greatest military invasion of another country since Germany's invasion of Poland, which started World War II.

Regarding NATO, the Western nations that constitute the defensive alliance, as well as the G7 and European Union nations, met in Brussels March 24 to hold "crisis meetings". There, the countries agreed to increase military forces around the

in the war, with no hopes of it ending anytime soon. The United Nations predicts approximately 977 Ukrainian citizens have died, though the Ukrainian government reports well over 3,000 have perished. Militarily, the US stated 2,000-4,000 Ukrainian soldiers were killed in the war, with the Ukrainian government contradicting these numbers with its report of 1,300. The amount of Russian forces killed, however, comes as a point of contention, as several different outlets

Students expand academic, social horizons

MAKAYLA MASLINSKI
Junior

High school is a once-in-a-lifetime experience. An individual only gets four years between middle school and graduation before they are thrust into adulthood. There are ample opportunities in Berwick and neighboring areas that allow young adults to build relationships

and discover their happiness. These opportunities include clubs, sports, community service, programs, and workplaces. With this variety, it is guaranteed that there are experiences in store for everyone.

Guidance Counselor Heather Melito encourages students to become more involved in their commu-

nity because it allows them to find their "happy place," build important skills, and teach themselves to build relationships and "make connections."

Melito says, "I think for a lot of people the clubs and sports are what they enjoy." She explains, "They can really find what they enjoy and have something to look

forward to after school...

It also promotes a sense of self-belonging. People want to find where they belong." This sense of belonging is vital to students because it allows them to find their friend groups and find hobbies that can turn into something more. These hobbies can be anything that somebody enjoys, meaning that there is

something for everyone no matter their tastes.

Sports, for example, are one of the most popular choices students make as an extracurricular activity. The school has many sports including soccer, field hockey, tennis, football, softball, baseball, basketball, etc. Joining a sport is great for the mind and

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Volunteering provides opportunities in Berwick

AMANDA CARR

Junior

At Berwick Area High School, students must complete hours of volunteering in order to conclude their senior year with their graduation project. Members of the class of 2022 must complete 15 hours while graduating classes following them must complete 30 hours. Although the COVID-19 has made this requirement difficult, places such as the Teen Center, YMCA, the McBride Memorial Library, and various Berwick churches still offer students to volunteer there. Despite there still being a risk with the pandemic, it is important that student take the opportunity to do good in their community.

The Teen Center has con-

nected with the Berwick School District on multiple occasions, making it clear that they are always open to welcoming new guests who wish to volunteer. It is a safe and lively place where teenagers can establish their hours of volunteering. The same can be said of the YMCA, which has various options to put the time to good use. Engaging activities for young students to thrive and make a difference is what the YMCA is all about.

However, if a student is in search of a more tranquil experience, the McBride Memorial Library is the place to go. This is a nice, subtle place with a positive environment where students can spend their time. They have made the school aware

that they are always up for a helping hand, as do the various churches mentioned, such as The Salvation Army. According to <https://easter-nusa.salvationarmy.org/>, the Salvation Army takes a student's set of skills and further contributes to them, providing programs accordingly where people of similar interest are all around.

Even though each person would have a different experience, the benefits are all the same. Making a difference in other's lives and giving back to the community are just some of the practical advantages. Students could network or even simply make some new friends. It is never too late to get started.

Although the first step is hard, it is also indispensable.

For the students who have walked the first step, less worry follows them around in their senior year as they do not have to struggle to complete their senior project. Nicholas Pajovich, a charitable senior, has gone above and beyond the requirements of the Berwick school and has managed to get close to eighty hours of volunteering done. He said, "It always feels good volunteering; I love seeing people happy." Pajovich made a impact on all the places he volunteered at, including, but not limited to, the YMCA, the House of Hope, and the Rifle team. He made many faithful friends along the way and lived an unforgettable experience.

The same can be said of Kaitlyn Caladie, a very active

junior at the Teen Center. "I got to improve the community while connecting with other teens," Caladie said. Her generous acts have left smiles on the faces of those who needed them the most. She successfully left her bulldog paw print behind and has mentioned that the Teen Center is open to accepting new visitors that want to help their community out.

According to both upper-classmen, the best and most crucial step to volunteering is simply asking around to see what is possible. Taking action is within reach and getting a head start will lead to a less stressful senior year. For more information, visit the guidance office about opportunities around Berwick's community.

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body.

Tara Shook, Berwick soccer coach, said, "Moving daily is the key to happiness—whether that's in a sport or a casual walk." Engaging in physical activity helps build both the body and the brain. Shook said, most importantly, sports help people, "feel better about themselves!" She says participating allows students to focus on their overall health."

Senior class president and tennis captain Dylan Smith agrees that sports and extracurricular activities have helped his overall health and enjoyment in high school. Smith said that these activities have helped "me grow out of my shell. I gained leadership skills, confidence, and met amazing people from Berwick and other schools in the region. I've had so much fun and great feelings of accomplishment."

Junior Carly Hill said that

"becoming involved" has helped her become a well-rounded individual. This in turn has helped her gain greater opportunities that will help her during college and in her future career.

Senior, Bendan Turowski says that extracurricular activities have helped him manage his time and remain accountable for his grades and life outside of school. It forces him to take action before he can procrastinate. The time allotted to extracurricular activities are a worthwhile experience.

Other activities, including musical components of education can benefit students. The activities that students indulge in during their years of high school are often what they enjoy most, it keeps them happy and healthy and makes them unique.

Overall, there are plenty of creative options for student to choose. Some of these options include Student Times,

Art Club, Quiz Bowl, Debate Club, Horizons, Interact, SADD, and SHOW to name a few. For a complete list of the many activities ore more information on any of them, stop by the guidance office.

Others organizations offer great opportunities to help with a student's path after graduation.

Career Link is also an option for students seeking employment. Run by Mark Hauk, the "Bridges to the Future" program guides students toward finding fulfilling career opportunities to help students find jobs and internships personalized to their planned future paths. Students can stop by guidance for more information or contact Hauk at mhauck@berwicksd.org.

Students should get involved with extracurricular activities that match their interests or that benefit their futures for a balanced and enjoyable high school career.

Art Club influences BHS

BRYN BYRNE

Freshman

The Art Club has been working on enjoyable, creative projects during the school year. This creative club provides artistic students a place to meet peers and step away from stress.

Art Club consists of painting, drawing, building, painting pottery, building sculptures with wire, making collages, and much more.

The advisor, Ms. Sara Gorman, has been holding meetings every Wednesday after school for any student to come show their creativity. Students involved enjoy membership for a multitude of reasons. Club President Gray Alexander said, "I feel like I have a group I can go to and express my interest and it's like a big family."

The club also participates in positive events and volunteering for the community.

They have painted bathroom stalls with inspirational words, and helped decorate the local Christmas Boulevard. They are currently working with the NEPA Street Art Society to paint murals around Wilkes-Barre. Gorman has contacted the NEPA organization and is currently making plans to take the Art Club to participate in the project.

Art club has a positive effect on its members. Gorman said, "I think it's just an inspiring environment for kids to come and meet and talk about art." The club can teach students independence, responsibility, and teamwork through intricate team and individual projects.

Interested students can join Art Club to share their imaginative craft work with others. Any student thinking about joining should contact Gorman in room 40.

Baby Goat Visits BHS



(Photos by Danny Dimez)

Donna Novicki's third period Biology class

EDEN SAVOY

Features Editor

Berwick High School Biology teacher Mrs. Donna Novicki conducted an experiment with her class using a live baby goat during the first week of February. The goat is named Parker, who was only two weeks old at the time of the experiment. Parker stayed in Novicki's classroom and provided a hands-on learning experience for her students, which is unconventional compared to many of the lessons taught at Berwick Area High School.

On the first day of Parker's stay at the school, Mrs. Novicki spent her class periods discussing Parker's purpose in the class, including how he is being taken care of and what the students must do to handle the goat properly.

Novicki said students showed extreme amounts of interest in learning about the needs of a baby goat. Students asked questions about Parker's care at the Veterinarian and outside of the school, as Parker's actual owner was also in the classroom at the time of the experiment and helped bottle feed Parker around the clock. Parker was able to walk openly around the classroom while students were present.

Students conducted the main experiment on the second day of class with Parker. They

used hairs that were humanely collected from Parker to look at under a microscope during the experiment. Students then compared studies with human hair samples to analyze the different visual structures between the two species. Students wrote down their comparisons and discussed their results with others.

Many students, even those who do not have Novicki for a class period, were able to meet Parker during his stay at the school. They were extremely interested in seeing the goat and learning more about his educational purposes. Novicki said, "Parker has also been a really big hit. We walked in to learn science; I've found from hearing from students that it's meant a whole lot more than science." Having something so exciting turns a dull day into something much more fun for students, making students much more motivated to learn.

Students have gained academic benefits from being able to learn from such a new perspective, and many spent as many class periods as possible with Parker. Sophomore Giana Berlin said, "I chose to visit Parker on my own. I think having the goat around has had a super positive effect on both me and my classmates." Berlin is not the only one who looked forward to seeing the

goat. Novicki's classroom had many more students in her room during the days Parker was there than usual. In fact, overall attendance improved over the visit.

Novicki said that even Berwick High School math teacher Mrs. Kristi Kerbacher showed interest in Parker. Kerbacher researched the cost of caring for Parker and was able to implement this information into some of her classes.

Students were required to wash their hands before and after handling Parker to uphold both the goats and their safety. Parker is an orphaned Nigerian Dwarf goat who was rejected by his mother. He was also born almost a month premature as one of three triplets, but the other three did not survive, making him small even for his breed.

Novicki discussed how none of this project would have been possible without the support and approval she received from Principal Amy Melchiorre and Superintendent Wendy Kupsy. Novicki said, "The opportunity just presented itself. These last two days have been phenomenal."

Novicki looks forward to hosting some more unconventional learning experiences in the future where students can be interested in and comfortable with their education.

CASEF participants gain knowledge at event



(Photo by Todd Gunther)

Pictured from left to right: Jaida Geiser, Matthew Shrader, Sophia Guerriero, and Sadie Zehner

Peanut butter pi

AMY BEER

Sophomore

While Pi Day is not a universally celebrated holiday, it holds a special place in math teachers' hearts. Many teachers celebrate Pi Day with an array of different baked goods with, most importantly, pie! People may be wondering, why do we even celebrate Pi Day?

Pi Day is celebrated on March 14th because in numeric form, this date is 3/14 which happens to be the first three digits of Pi (3.14). The holiday was founded by Physicist Larry Shaw in 1988. Pi is a constant value that is used in many forms of math, representing the ratio of a circumference of a circle to its diameter. The value of Pi was first calculated by one of the greatest mathematicians of the ancient world, Archimedes of Syracuse. Despite its age, the value of pi is still relevant today. Pi is taught in math classrooms all over the world, and by association, Pi Day is celebrated all over the world as well.

Pie is the first thing that comes to mind when thinking about what to make for a Pi Day celebration. I had the same thought when my math class was planning the celebration. This year, I chose to make a peanut butter pie with whipped cream accents. Not only is this pie easy to make, but it is also absolutely delicious.

This pie is decently large to where it serves 8 people. It only takes one hour and 15 minutes to make. Which is fantastic as you can whip it together quickly for any event. There are only five ingredients that make this fluffy, rich dessert, including heavy cream (1 cup), creamy peanut butter (1 cup), cream cheese (8 oz.), powdered sugar (1 ¼ cup), and an Oreo pie crust. You can also add some vanilla extract to add to the flavor if you wish to.

First, prepare the Oreo pie crust. The easiest option is to buy it pre-made at the store. You can make it at home if you wish or you can use an

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AP Capstone students succeed in projects

JAIDA GEISER
Senior

Last week, Sadie Zehner, Sophia Guerriero, and Jaida Geiser had the opportunity to represent Berwick Area High School while competing at one of the most prestigious science fairs in Pennsylvania- CASEF. The Capital Area Science & Engineering Fair (CASEF) is a highly competitive science fair that focuses on promoting the understanding and appreciation of science and the critical role it plays in the society. Its mission is to inspire greater interest in STEM (Science, Technology, Engineering, and Math) studies and encourage students to conduct creative research with the opportunity to present their projects for evaluation by the professional STEM community.

The vision of CASEF is to become the venue to connect bright and motivated young scientists with the region's industry, academia, and profes-

sional organizations to promote economic development within Central Pennsylvania.

CASEF is one of six regional fairs in Pennsylvania to offer a place for 7-12 grade students to showcase their research projects. Based on the performance of each student, there is a possibility for them to move on to ISEF-The International Science and Engineering Fair. However, the judges can only pick up to 4 students to move on to this level. ISEF is the nation's oldest and most prestigious

science and math competition for high school seniors.

It is a true honor to be announced "Grand Champion of CASEF" and move on to ISEF. As for CASEF, they ask each student to create a STEM-based year-long

project was considered under the "Life Science" section and her project title was "Evaluating the Effectiveness of Plant Growth in Vertical Aeroponics Vs. Horizontal Aquaponics". This project studied plant growth in two different

athlete each day analyzing what relationship sleep had on athletic performance and mood. Zehner's project was considered under the 'Health and Medicine' section and her project title was "Effects of Nitrate Supplementation

ing every judge she spoke to. Because of this, she was awarded one of the "Grand Champions". This opened an opportunity for Geiser to travel to Atlanta Georgia in May for a week to compete in the ISEF competition. Geiser

said, "I am still in shock, I have worked so hard for this, and truly it is an honor. I am excited and hopeful for what is to come at ISEF, and I cannot wait to represent my school."

Besides the first places and Grand Champion award, the group brought home 14 special awards provided by different private organizations. These cash prizes will help fund the future of each of these girls. "I am so honored to have received multiple awards. The money I have obtained will go towards travel, clothing, and food expensive at the United States Naval Academy," said Guerriero.

Zehner, Guerriero, and Geiser believed that the science fair

has benefited them in many ways. They were able to create new friendships and understand what other STEM students are doing around their state. They were able to communicate effectively about their projects and experienced something unlike anything they have ever seen before.

Interested students should get more information on getting involved in the science fair by seeing Shrader in room 26 or contacting him at mshrader@berwick.org.

Berwick senior receives top Award at CASEF

KATYA NEWCOMER

Freshman

In Berwick's first appearance in the Capital Area Science & Engineering Fair (CASEF), senior Sadie Zehner is one of two chosen for Grand Champion out of 49 other participants. She achieved this through her project on plant growth effectiveness in vertical aeroponics in accordance to horizontal raft aquaponics.

Zehner's motivation for the project branched from her work at a produce farm and her hopes to improve the method of farming. Her system compares the growth in plants in a vertical aeroponic system vs. horizontal raft aquaponics. The system uses fish, water, basil plants, and pipes to detail the growth of plants in the two different systems. The waste excreted by the fish is converted to nitrates by bacteria and carried up a vertical tube and rained down onto the vegetation. The plants use the tilapias' waste as nutrients to grow.

The project has taken seven months to achieve including months of design, a month for building, and the last two months have been for research on the working project. Zehner's involvement in the project included designing, building and fixing the project. Even now, she will be adding a third grow bed to her project.

During the project, many problems arose. Zehner said that leaks occurred in the barrel of tilapia fish, causing them to lose water. The fish also ate roots off basil plants, which was harmful to the vegetation.

Zehner received help from her AP Capstone Physics teacher, Matt Shrader, who has kept her on track with the project. Shrader helped pick up materials, including retrieving the tilapia fish. Shrader said, "Sadie chose tilapia because ... they are fish that like to be densely combined together."

Zehner had assistance from a peer named Sophia Guerriero who is in the same two-year AP Capstone program. Guerriero helped build the project and brought specific tools for constructing certain pieces. The project not only helped to improve science but also brought people together. The teamwork of Zehner and Guerriero helped them form a closer friendship.

This challenging, innovative project was constructed with determination and a large amount of effort from Zehner and all who helped. Berwick Area High School should be proud of this innovative student for her motivation to change the way people farm.

For more information about AP Capstone, see Shrader in room 26 or contact him over e-mail: mshrader@berwick.org.

research project. This project may be solo or with a group of students. There are many rules and regulations one must obey to be approved to participate. To see further information on these rules and regulations visit: www.casef.org.

This year's competition was held during the week of March 14-18, 2022. Zehner, Guerriero, and Geiser traveled to Harrisburg multiple times during the week to present and showcase their research projects. Geiser's

components of an aquaponics system. She was able to build an aquaponics system from the ground up and grow various plants. Guerriero's project was considered under the "Health and Medicine" section and her project title was "Effects of Extended Sleep on High School Athletic Performance and Mood." Guerriero studied the effects of extending sleep on the boys' and girls' basketball and swimming performance and mood. She was able to work over a 7-week period with each

on Athletic Performance in High School Athletes". She studied the effects consuming nitrate-rich beetroot juice had on performance metrics, specifically Vo2 and SpO2 levels. Interviews also took place throughout the study.

At the competition, Zehner, Guerriero, and Geiser blew the judges away with their projects.

Zehner and Geiser ended with first-place finishes in both of their categories. Geiser was awarded a callback and ended up impress-

New Spiderman movie surprises fans

MADELYN BROWN

Reviews Editor

On December 17th, 2021, the third installment of the Marvel Spiderman franchise, starring Tom Holland, was released. *Spiderman: No Way Home*, an action-filled, humorous, and heart-wrenching addition to the series tells an exhilarating story of self-discovery, friendship, and sacrifice.

This movie begins where the second movie leaves off. Spiderman is revealed to be Peter Parker and the movie follows the panic that ensues after Peter's secret identity is divulged to the public. Along with being involved in a scandal, Peter must apply to college and continue to try to navigate the transition between childhood and adulthood. He has to focus on school, applying to colleges, and his relationships with his family, friends, and girlfriend. His life as Spider-Man starts to tear apart his normal life and when it seems like his world is falling apart, Peter turns to Dr. Strange for help. Dr. Strange tries to help but the spell he does goes wrong and instead of helping Peter, the spell causes a multitude of other problems. Strange inadvertently transports villains from other Spider-Man Universes into their universe. This raises a moral dilemma for Peter: whether to send the villains back to their own sections of the multiverse or try to rehabilitate them. Throughout the movie, Peter must earn some difficult lessons and complete some impossible feats in order to truly be Spiderman.

This movie incorporates other characters from the Spider-Man franchises. This incorporation was done in a hilarious manner that excites audiences and creates nostalgia for older Spider-Man series starring Tobey McGuire and Andrew Garfield. The addition of these characters led to many parallels between the franchises which arises emotional reactions from viewers.

The acting in this movie was incredible. The actors did a fabulous job seamlessly balancing emotionally heavy scenes with humorous ones. The chemistry between the actors in the on-screen friendships and relationships appeared exceedingly genuine. Each actor did a fantastic job connecting with the audience and made viewers fall in love with their characters.

The conclusion to this movie was very open-ended, leaving room for Marvel to allow the movies to remain as a trilogy or add-on. So, hopefully, there will be more to see from these actors and the storyline.



(Photo courtesy of Matt Kennedy/Sony Pictures/TNS)

Spider-Man original comes to Playstation

LAUREN BIRK

Sophomore

The Playstation (PS) system exclusive game *Spider-Man* came out in 2018, developed by Insomniac Games in association with Marvel and Sony, and is a single-player, open-world concept game. It focuses on Peter Parker's personal life and his action-packed double life as Spider-Man. The beloved Marvel character captivated the hearts of millions through his relatable, tragic, action-packed, and comical story. Of course, it was not surprising when a new addition to the list of Spider-Man games was anticipated by many and reached a broad audience of 2.42 million people in its first week, according to Marvel's *Spider-Man Stats, Player Counts, Facts & News*. Aside from bloodless violence and cursing, the game is suitable to play by most fans, though it has a rating of 17 and older.

Before beginning the gameplay, there is an option between Friendly Neighborhood, Friendly, Amazing, and Spectacular, Amazing being the median difficulty setting. The most accessible setting contains minimal fights with enemies and focuses on the story. The most challenging setting- Spectacular- has more challenging foes and battles. Once in the game, the player is introduced to instructions on the mechanics, and tips, which can be toggled off and on in the settings menu.

Along with the main storyline, there are also side missions, which can be unlocked as the player progresses in the game. They have a wide variety, some being as unheard of as pigeon-catching. Furthermore, there are collectibles and landscapes for the player to complete. Players get tokens from completing these missions, and those tokens are used to upgrade and unlock gear and suits.

The base game consists of 17-33.5 hours of gameplay, according to *How Long is Spider-Man? | HowLongToBeat*, depending on the player's style. In addition, in the article *How Long Does it Take to Beat Marvel's Spider-Man?*, content that players can purchase with the base game adds on another six hours of content. This "content" is known as downloadable content or DLC. In this game, three chapters interconnect, and it is recommended to complete them after the main storyline. Each is focused on a different foe of Spider-Man's that exist in the game's universe and include their own side missions and suits.

The game is an excellent way for fans to feel more connected with Spider-Man's character and offers a thrilling and engaging story with fun combat. The base game costs around \$40.00, depending on the retail price, and the DLC chapters cost \$10.00 each. It opened my eyes to a new type of more immersive and memorable gameplay and allowed me to learn more about Spider-Man's world.

Little Shop of Horrors blows away crowd

GABRIELLE FINUCAN

Sophomore

Berwick High School presented the Broadway classic *Little Shop of Horrors* this year for their annual musical—a completely outstanding decision followed by an immersive production constructed by Director Melissa Driscole and Production Assistant Mark Thatcher. The fine actors carried the show with such passion and beautiful choreography that it was impossible to leave the audience that weekend with anything other than overwhelming joy and satisfaction.

The actors devoted themselves to embodying the characters in a manner that is impressive for high school students to portray. One of the most powerful performances of the show lay with innocent love-interest Audrey, played by Anna Rhinehimer, and the voice actor for alien plant Audrey II, done by Olivia Gomez. The impactful song, “Suddenly Seymour,” was carried beautifully by Audrey, in both her vocals and her authentic acting performance. Her solo within the lyrics conveyed the true vulnerability of her relationship with Seymour and the overwhelming feeling of acceptance carried within the song, moving the crowd accordingly with a sheer moment of awe in the depths of suspense created by the plot. Similarly, the voice actress of the gluttonous plant immediately sparked my intrigue with her powerful lyrics in the iconic song, “Git It,” as the perfect introduction for the character. Through bone-chilling cackles and passionate line deliveries, she was able to form an admirably evil antagonist within this eccentric musical. Out of all the songs, the most enjoyable for me personally was “Mushnik and Son” which portrayed with perfect comedic timing that the duo of botanist Seymour Krelborn, played by Ethan Esquilin, and his boss Mushnik, played by Tyler Robinson, who were able to present in a natural manner from the physical line delivered to the witty remarks that followed. From frolicking across the stage to waltzing in front of the audience it was impossible to be bored by the performances of the two actors contrasted to near perfection. By far this was the moment I found myself loving this production—as all the hard work was evident behind their performance. I was not alone in this enjoyment, as the other spectators in the audience were audibly pleased by these actors in all their witty delivery.

Additionally, the attention to detail with the character’s costumes was impressive. The beginning two songs of the musical easily enchanted my attention with the ensemble’s unique and individualistic costumes that fit the impoverished New York town of Skid Row. However, the most distinctive costumes could be found in the glimmering gold and sequined dresses of the wise-cracking Doo-Whop girls, as called by Driscole, whose self-aware characters and lively performances carried the show through from the most intense to humorous scenes. Berwick’s talented actors’ performances did not disappoint in comparison to the authenticity of the musical.

The set design was utterly gorgeous, especially during the alteration of the shop after Seymour’s immense success. My attention was captivated as the dusty shop covered in a cluster of cobwebs was soon transformed into a glamorous eye-catching store of vivid colors—a complete transformation in the atmosphere. The wallpaper was decorated with bright and lively flowers that perfectly catered to the booming growth of the shop. Not only that, but the scattering of the vines and leaves across the set was a perfect display of the rapid growth of the infamous plant: Audrey II. The scenes changed at a rapid pace with a wide variety of set transformations—without ever falling a cue behind. It would be impossible to ignore the attention to detail and depth that the Backstage Crew provided to make this experience as immersive and entertaining for the audience as possible.

Scenes were enhanced by the powerful contrast of red and green lighting that exemplified the intensity behind situations so concisely, with music that followed each comical plot point as smoothly and gracefully, seasoning each scene with the perfect amount of humor and suspense when needed. The members who composed the construction of these scenes both visually and audibly did so in a meticulous manner that only enhanced the delightful performances of the cast members.

Little Shop of Horrors is a comical musical with the dark undertone of a man-eating plant and the corruption of greed and materialism. Although the music is upbeat and can easily bring an entertaining atmosphere, the themes portrayed in the musical are less than humorous. Seymour Krelborn, the star of the show, finds himself granted immense success in not only business but his social life once Audrey II graces his presence from “a total eclipse of the sun”. In wacky musical numbers, the plant continues to persuade Seymour to find people that can be devoured in order to keep itself alive, and thus give Seymour the continuous growth of current success.

Despite the whimsical portrayal, Krelborn is bewitched by this newfound success and allows himself to be lost in the materialistic gain of money, fame, fortune, and the girl of his dreams. As more people die because of his greed, he soon realizes how corrupted the plant truly is saying, “You’re a monster.. and so am I!” He also gives audience members the impression that true contentment is not found in materialistic values, but in the character of oneself, thus exemplifying how easily lost one’s character can be when consumed under the fanciful gain of these luxuries. A point is further portrayed with the famous line in the finale of the musical, “Don’t feed the plants!” which applies both literally to the man-eating plant and on a more allegorical level to subtly engage audiences to not find their self-worth in temporary means of success.

Overall, the musical itself portrays enough wit that most audiences above a teen demographic can appreciate the satirical lines and ironic comedy that follows this dark story. Although there are some plot alterations in the cinematic adaptation, the consistently expressive scenes and intense emotions are aspects that fans of the 1980s movie can find in the original show equally as enjoyable. *Little Shop of Horrors* is a show that can be enjoyed by a vast audience if they dare to immerse themselves in this whimsical tale.



(Photo by Eden Savoy)

Academic Survival Guide

CARLY HILL:

Scholarships advantages

Many people find difficulty paying for schooling past high school. However, many scholarships exist to cater to various students.

Students often remain under the false understanding that scholarships are only available to college-bound youth. However, these op-

portunities extend to all.

Individuals should enter into many scholarships. The BHS announcements incorporate numerous scholarships for students' advantage.

They enclose a wide range from academic to personal topics, so youth should not find difficulty in find-

ing according scholarships. Besides, these opportunities need various requirements, including essays or video submissions. Some do not need anything other than an application.

With how easy it can be to sign up, all students should apply for scholarships.

Resumes benefits

Before exiting high school, students should prepare themselves by constructing a resume. This resource will be utilized for the remaining of their life-long path.

A resume obtains students' experiences and qualifications. They may become overwhelmed when organizing resumes. Guidance councilor April Zluchowski has a helpful template that students may email her for. This resource assists teenagers in seeing the areas where they may need improvements. It can be challenging to stand out in a resume as many others participate in extracurriculars. Zluchowski said, "You don't want to be a cookie-cutter. You don't need to be exactly like anyone else." She also encourages students to incorporate a career goal at the end to show

depth in life goals.

BHS offers unique experiences, including summer programs, depth in activities, educational programs, sports, and clubs, to name a few.

If an individual lacks a portion of a resume template, they should erase that part of the document. For instance, if a student has not participated in any sports, they should delete the athletics section.

It remains valuable to have a resume on hand in case opportunities arise. "I have a resume I can send out on a moment's notice," said junior Trace Maneval.

However, many underclassmen fail to create the document, believing they will not require it for years. AP English instructor William Phillips said he has experienced many sophomores who have not thought about resumes.

Do you think its necessary to include a study hall in your schedule?



Michelda Thelemaque
Freshman

"Yes, because kids need to catch up on work and have a free period."



Gary Midlesky
Freshman

"Yes, everyone needs extra time to work on school."



Olivia Ellzy
Freshman

"Yes, I don't have one and I'm falling behind in some classes."



Kevin Ayala
Freshman

"Yes, so you can catch up on work and relax outside of class."



Landon Kline
Freshman

"Yes, because it helps get everything done."



Cody McCartney
Freshman

"Yes because it gives people who have low grades time to catch up."

Military applications

Some students obtain plans to join the military. This path holds detailed steps.

The military is precise in its requirements. The Armed Services Vocational Aptitude Battery (ASVAB) military test score holds much importance with the armed forces. This test incorporates general science, arithmetic reasoning, word knowledge, paragraph comprehension, mathematics knowledge, electronics information, auto information, shop information, mechanical comprehension and assembling objects.

Students must understand the physical requirements. The Army Physical Requirements include two minutes of

push-ups and sit-ups with a two-mile timed run.

Additionally, recruiters come into schools to speak to youth. The guidance office has connections to recruiters for interested students. Students must tell their guidance counselor if they are having a meeting with a recruiter; however, guidance counselor April Zluchowski said, "if a recruiter comes (to talk to a student), if the student did not come and say they have an appointment, we will not allow the recruiter to come and talk to them."

Students interested in the military should also talk to those already participating to understand more viewpoints.

e: looking into the future

Junior Editor

College applications

Many students navigating the application process become confused.

BHS guidance counselors believe everything begins in ninth grade with cumulative GPA, class rank, course choice, different programs, attendance, behavior, and relationships with mentors.

Guidance counselor April Zluchowski said she believes students should take the most rigorous classes to receive a decent grade, but they should not take classes in which they will get an unsatisfactory grade. Additionally, individuals should avoid taking regular classes that will not challenge them.

Universities also look at extracurriculars. Students must assume that everyone applying are straight-A students. Therefore, they must participate in all opportunities to make themselves stand out. Zluchowski said, "The more things you become aware of

or exposed to, the more ideas you have going forward."

Many students apply in October of their senior year. With so many scholars applying at once, colleges do not look as closely at each individual. Applying prematurely may prove beneficial by students' portraying preparation for the future. Junior Trace Maneval said, "The most important tool is to keep a strong work ethic and to continue to be diligent."

The applications themselves hold many challenges. AP English instructor William Phillips said he considers the most difficult part of applying is the personal essay.

Some resources include educationplanner.org, collegeboard.org, and pacareerszone.org, which aid with understanding the application process and finances.

College-bound students should ensure they have all resources before graduating.

Workforce applications

While many students plan to attend college, the continuation of education is not for all. The workforce resides as a large, daunting arena of careers.

The workforce obtains an expansive spectrum of topics; however, most companies and employments have similar desires in workers. For instance, they want students with transferrable skills, reduced amount of tardies and absences, professionalism, team players, and discipline.

A helpful resource for those entering the workforce is onetonline.org and Career

Link. These sources allows students to view employees in their possible fields, along with interviews, salaries, and required education. Individuals can even find local jobs.

Most jobs require high school diplomas. Many students going into the workforce seem to rely on family or family friends to assist them in the employment of entry-level jobs. If students lack these connections, the guidance office networks with many companies.

Individuals should make an appointment with their guidance counselor in this case.

Letters of recommendation

Throughout their education, students connect with faculty and community leaders. Youth should reach out to those they acquired positive encounters with early to receive Letters of Recommendation to add to applications.

Some guidance counselors believe students should begin retrieving Letters of Recommendation

during junior year. By this time, students should know what they are pursuing in life and begin preparing for applications. Guidance counselors also recommend obtaining multiple letters from a diverse assemblage of adults.

Students should request Letters from role models they

have constructed favorable relations. Teachers, coaches, community leaders, and extracurricular advisors are good adults to gain letters from. Regardless of how well the exemplar knows a student, the youth should send their resume since they will not know everything that student has completed.

What advice do you have for younger students regarding scheduling?



Kyle Smith
Senior

"Prepare in advance, pick classes that will challenge you, have a backup, stay dedicated."



Jackson Smith
Senior

"If you aren't going to college don't take a college elective, have a backup plan."



Aiden Mason
Senior

"Pick a course that will challenge you, get extra credits out of the way early."



Ryan Mendez
Senior

"Don't take classes too difficult for your level."



Jeff Taylor
Senior

"Avoid classes you won't pass, rely on college credit classes."



Zander Unger
Senior

"Take classes that are on your own level and pace your classes."

(Photos by Eden Savoy)

Bloom U STEM inspires youth

MADELYN BROWN &
CARLY HILL

Editors

At the end of sophomore year, hard choices present themselves. There are many options on which classes to take and where to take them. Bloomsburg University Science Technology Engineering Mathematics (STEM) and Education Magnet allows students to take college courses through Bloom U during their junior and senior years. The program offers different educational tracks depending on a student's interests and future plans, including Health Science, Engineering, Computer Science, Chemistry, and Environmental Science.

Bloom STEM enables high

school students to attain around 30 college credits during their high school career, which are more likely to transfer to future colleges than other options, such as Advanced Placement classes. Students must pass the college classes for credit. Additionally, Bloom STEM benefits students learning abilities; students learn their most favorable study methods. Besides, the cost is at a 75% discount from the standard prices at Bloom U.

This first-hand college experience allows students to view the environment of the post-secondary schools and ease the transition between structured education and full responsibility. The Bloom U

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Preparing for college

CARLY HILL

Editor

SATs & ACTs

Throughout high school, students are continually informed about the importance of standardized tests, including the SATs and ACTs, which impact college-bound students.

Even though the importance of these standardized tests has decreased, they still hold value since they show that an individual is "college-ready." There remain so few ways to compare students across the nation as each school has dissimilar teaching methods regardless of linear curriculum.

Many universities still require a score, and failure to complete them students who are interested in applying

to college are encouraged to take the exam.

Shadowing and Internships

Students should know what career they plan on entering to understand their possible majors so they can research universities that have their most favorable programs..

The website, pacareerzone.org, reveals what colleges support specific interests. Speaking to parents or people currently in the field of interest prepares youth to explore the subject further through job shadows and internships. Such temporary career opportunities will benefit students. They will be able to judge if they will enjoy that potential job. School announcements often list these opportunities. BHS works with Career Link to benefit

students.

Visiting Colleges

Once they know their potential career, students can visit colleges to see according programs. However, students often find issues trying to put aside time for such visits. Guidance counselor Heather Melito said, "I've told people for years, if there's a college nearby, just stop by to get your foot on campus."

"I am a true believer that if you set foot on a campus, within an hour you will know if that school is for you," AP English instructor William Phillips said.

To determine which school they wish to continue their education with, students visit the campuses to see if it has an environment they would be comfortable in.

Advanced Placement provides opportunities

TRACE MANEVAL

Junior Editor

As many students wonder what their schedule will be next year, the thought of pursuing an Advanced Placement, or AP, class comes to mind for some. AP classes offer a rigorous curriculum taught to students to prepare them for future college classes.

Typically, AP subjects are courses normally taught at a high school, just at a faster pace. Many students may want to take these classes but are honestly unsure about what to expect.

Junior Morgan Lisnock, after taking AP classes herself, said that "an AP class means higher-level learning where you are expected to remember due dates and be more

independent." Lisnock also highlighted the importance of time management skills while undertaking a rigorous course saying, "AP helps with time management. AP Physics was my favorite. That class alone gave me amazing time management skills." Overall, she would recommend an AP class to any interested student, but emphasized, "only if you know you can do it and get all of the work done."

Junior Lorelei Burdsall said she appreciates AP classes because of the way she likes to learn at a faster pace instead of sitting in a class bored. Burdsall also said AP classes are important because "everybody learns at a different rate." Proving the point for fast-paced learners,

AP classes are the way to go. Ultimately, Burdsall would recommend anyone adding an AP to their schedule if "you really like the subject and are ready to work and push yourself." She concluded by saying, "It is a lot of work, but I believe that it is worth it."

Not only do AP students recommend taking an AP class, but staff believe they are a great resource as well. AP Biology teacher Stephanie Rothery said, "AP classes teach you how to work at a college level." She said she likes to facilitate the information to her students, making them learn more on their own outside of class. She said it allows AP to mimic a college class where she can also treat the kids as college

students. Rothery mentioned her AP Biology students can "take on more responsibility." She said she believes her AP class "is very doable if you do the work and budget your time."

AP Chemistry teacher Christine Readler said the challenging classes are important because "Students can pursue higher-level classes that pertain to their particular interests. They definitely give students the opportunity to gain experiences that will help them succeed in higher education." She also said that an AP class could determine whether a student wants to continue to pursue a career in a certain field. Readler gives her AP students a unique experience. She said she can "integrate more specific top-

ics of interest. For example, if I have students interested in the medical field, I try to include specific examples of how what we are doing in class would correspond to a future career." Her piece of advice to students is that they take an AP class "to get help right away if you do not understand something."

Overall, there was a mutual consensus between the AP students and the AP teachers. If a student wants to experience the rigor of a college course, learn at a faster pace, and work hard, then AP classes are absolutely something to consider when scheduling future classes.

For more information about AP classes or what to expect, see Readler in room 28 or Rothery in room 29.

TRIO Upward-Bound helps students

MAKAYLA MASLINSKI
Junior

TRIO Upward Bound is a federally funded program that spans across the United States with a goal to help first-generation college-bound students with the college process. Bloomsburg University's version of TRIO Upward Bound is in partnership with Berwick Area High School, and recently was taken over by guidance counselor Heather Melito.

Each Monday after school until 3:40 pm, the "Upward Bounders" meet in the conference room with Melito. During their meetings, they talk about their personal

lives, go over announcements, perform college-related activities, discuss mental health, and complete a multitude of other activities. Around once a month the advisors of Bloomsburg UB program come to check in on how Berwick's Bounders are doing.

"Being a first-gen student means that your parents have never been through that college process," says Melito, "But from ninth grade on (Bloomsburg University) allows you to become immersed with the college process, visit colleges, and help you with your journey."

Some of the actions that

Bloomsburg University takes to help push their members forward include building social relationships, building a resume, one-on-one with counseling, financial support, and other helpful or fun opportunities.

Senior member Wyatt Klinger states, "It's helped me learn more about college applications, and it's helped me financially. I feel that having people like John (Bloom advisor) there to help is a great resource for anyone in Upward Bound."

However, the program does have some commitment included. In order to stay in the program, members need

to complete the TRIO Summer Academy before their senior year. The academy takes place at Bloomsburg University where students dorm during the weekdays on campus. While on campus they take both core and elective classes to simulate the college experience.

For those who may be busy during the summer, Melito advises to "think of it as an investment," because of the knowledge and experience that members may gain during their time on campus. Many individuals also have jobs during the summer; however, students receive stipends for attending the

academy and weekly after-school meetings.

Maxwell Firth, senior member, says that Upward Bound is, "very manageable," and that the summer academy is "enjoyable," and "worth your time."

Upward Bound is highly-recommended by its advisors and members for those who are sure they would like to attend college. Although it is a commitment, so is college. And the goal of the program is to help students on that unfamiliar path and make it easier.

Interested students should make an appointment with their guidance counselor.

Berwick STEM program obtains advantages

SOPHIA GUERRIERO
Senior

Berwick STEM includes a variety of Advanced Placement (AP) math and science courses that better prepare students for college and future careers. The required courses for STEM include: two AP science courses, two AP math courses, AP Seminar, AP Research and two STEM Electives.

For example, current senior STEM student, Sadie Zehner, took the following courses throughout her Junior and Senior years: AP Chemistry, AP Physics C Mechanics, AP Physics C Electromagnetism, AP Biology, AP Calculus AB, AP Calculus BC, AP Statistics, AP Seminar, AP Research, STEM Cad. The program is taught by Berwick High School's best and brightest teachers. It allows students to reach their full potential while taking college

level courses at their own high school. Most colleges will accept college credits for the AP courses if the student obtains a 3 or above on the AP exam at the end of the year.

AP Capstone is a diploma program often recognized by colleges for the rigor of its classes; it consists of a two-year program consisting of AP Seminar and AP Research. AP Seminar develops students' skills to critically read, evaluate, and synthesize academic source material to create both written and oral analysis essays along with arguments. AP Research allows students to explore an existing body of knowledge to formulate a gap in research and then develop a year-long study to answer a superficial research question to cover that gap. Berwick STEM students are automatically enrolled into

the AP Capstone program but students who decide to take AP Capstone and do not want to take Berwick STEM may do so.

Students who take Berwick STEM are at an advantage compared to their peers. The program's benefits include those of scholarship opportunities, advancement in academics over their peers, impressive college applications, guarantees a high chance of placement into well-known Universities, and allows students to challenge themselves academically.

Current STEM students were recently accepted into their dream colleges. STEM senior Sophia Guerriero was accepted to the United States Naval Academy and Zehner got into Rochester Institute of Technology. STEM senior Sadie Geiser was able to apply to many prestigious colleges. Geiser said, "Berwick

STEM made my collegiate dreams into a reality."

Past students who have graduated from BHS after going through its STEM program currently attend prestigious Ivy League colleges such as Columbia University, The University of Pennsylvania, and Massachusetts Institute of Technology. Many work for incredible companies such as Space-X, Talen Energy, and Proctor and Gamble.

A student interested in Berwick STEM should prepare themselves by taking a variety of honors and AP classes during their freshman and sophomore years. Zehner said, "I took Integrated Science, Honors Geometry, and Honors Algebra II during my freshman year. During my sophomore year, I took Advanced Math Honors, Chemistry I Honors, World Literature Honors, and AP Physics

I." The advanced courses will set a strong academic foundation for the AP classes to come.

To get involved, students must have an impressive academic schedule for teachers to look at to see if they are qualified for STEM. Students should start by contacting BHS STEM physics teacher Matthew Shrader at mshrader@berwicksd.org or BHS STEM math teacher Todd Gunther at tgunther@berwicksd.org if interested in this program. For more information about Berwick STEM, visit Room 26 to gain access to the AP Capstone Google Classroom where updates and information throughout the year can be found.

Students can also contact STEM students Guerriero at 22sguerriero@berwicksd.org, Zehner at 22zehner@berwicksd.org, and Geiser at 22jgeiser@berwicksd.org.

Baseball team strives for success

SEAN MURPHY

Asst. Sports Editor

Hopes are high for the baseball team here at BHS as players and coaches express their goals and feelings towards this upcoming season.

Preseason workouts are in full effect and members of the team and staff could not be more ready to get started.

Head Coach Brian Pinterich said that the first practices of the season will consist of “fundamentals to advanced baseball situations” in order to ready players for anything that might come their way.

Players are looking to

improve immensely from last year, individually and as a team. Pitcher and Outfielder John Guerriero said that the team should look to improve on all aspects of the game in order to reach their team goal of becoming and staying a competitive group throughout the season.

Right Fielder Ethan DiPippa also added that the goal is “to overall have a much better season than last year.” A major strength demonstrated by both Guerriero and DiPippa was the team’s chemistry. The team bonds on and off the field and that

has formed a brotherhood that tightens their bond on the diamond.

Coach Pinterich has high hopes for this season, stating that his main goal for the team is a championship. To accomplish this however, Pinterich said that “work must never stop, we need to...strive to get better every time we step on the field.”

This group of ball players has tons of potential combined with lots of veteran experience. If this team can put it all together, they are going to be a force to reckon with this season.

Conrad achieves 5,000 points

TRACE MANEVAL
Sports Editor

Senior Zachary Conrad recently shot his 5,000th career point as a member of the BHS Rifle Team. This is a rare accomplishment, and his name will be posted on the Rifle



(Photo by Kelsey Green)

Team Banner inside the Varsity Gym. Conrad was surprised to hear he achieved this goal, saying, “I was honestly shocked to learn that I achieved 5,000 points. I always thought that to achieve 5,000 points you would have to be on varsity for 4 years in a row but I somehow managed to reach it being only a 3 year varsity shooter.” Another attainment by Con-

rad is placing eleventh in the entire state of Pennsylvania this year. Conrad believes that making it to individual matches this year “really helped” him make 5,000 points.

Overall, he stated he had a positive experience as a member of the team

through both competition and friendships, “I have enjoyed my experience on the rifle team this season mainly because of the friends I have on the team.” His parting advice to anyone interested in the team is to, “stick with it no matter what.” Congratulations to Conrad for his multitude of accomplishments during his tenure on the Rifle Team.

NFL finishes unique season

SEAN MURPHY

Asst. Sports Editor

An NFL season riddled with COVID restrictions and on and off field drama came to an end with a spectacular set of playoff games.

Several teams had their playoff dreams crushed when they did not make it to the next level. The Baltimore Ravens for example, lost their star quarterback Lamar Jackson and other key team pieces for several

weeks which ultimately lead to them being removed from playoff contention.

The Los Angeles Chargers and the Indianapolis Colts were considered playoff contenders to begin the season, but fell short of expectations and failed to make the playoffs come crunch time.

The Seattle Seahawks and Cleveland Browns also had disappointing seasons, both failing to make it to compete for a world championship.

But all the teams that were fortunate enough to make the playoffs deserved to be there, despite some not-so-stellar performances in the Wildcard round.

Wildcard Round

The Wildcard Round started off the 2022 NFL playoffs with a mix of well played, competitive games, and games where one team took control and never looked back.

NFL CONT TO PAGE 13

Rifle team concludes prosperous season

TRACE MANEVAL

Sports Editor

The Berwick High School Rifle Team recently finished another season of matches. While the team practices the entirety of the year, including the summer, the matches sponsored by school districts primarily take place from December to February. The season presented a sense of normalcy, as the team could once again travel to a variety of schools to shoot. Junior Captain Benjamin Gizenski noted, “It was good to be traveling again after last year was all postal.”

The team itself had a successful season, making it into the top four teams of the Northeast Pennsylvania, or NEPA, Rifle League. Achieving this feat landed the team into two playoff matches. Unfortunately, the playoff matches did not end the way the team hoped. However, making it into the matches arguably proved the capability and potential of the group.

On an individual basis, Junior Colton Rinehimer and Senior Zachary Conrad made it to the coveted All Stars match this year, advancing further than any other team-

mates. At this event, Conrad qualified for the next match, making it into the elite State Individual Competition. He then placed eleventh in the entire state of Pennsylvania. While talking about how he accomplished this feat, Conrad said, “It made me feel great because it was my last chance to try and go far with a sport since I am a senior.” Conrad also successfully completed the challenge of attaining 5,000 career points, an accomplishment not many can achieve.

The Rifle Team does not get a lot of exposure as one of the

smaller sports at BHS. Many students wonder about the Rifle Team, or may not even hear about it during their years attending high school. Sophomore Helen Sanchez added, “The Rifle Team is something that not many people know about, and I’ve heard so many people say, ‘I wish I knew about it before’ or something like that. You meet so many great people and overcome new experiences, and I think anyone who joins the Rifle Team can say the same.” Overall, Sanchez recommends joining the team, “To anybody who

is interested in joining the Rifle Team, I’d say go for it! It can be a little scary or even overwhelming sometimes, but through time you improve and prepare yourself for other challenges ahead. Joining Rifle is an opportunity that I honestly think is really beneficial and also super fun.”

For more information about joining the Rifle Team or results of this season, please see Captains Trace Maneval and Benjamin Gizenski or visit neparl.com. Coach Cathy Curtin does not work in the school district.

NFL CONT FROM PAGE 12

The Cincinnati Bengals outlasted the hopeful Las Vegas Raiders to get a 26-19 win behind a solid performance from their two rising stars, Quarterback Joe Burrow and Wide Receiver Ja'Marr Chase. This was the Bengals first playoff win since 1991, where they beat the 'then-called' Houston Oilers.

In a chilly game in Buffalo, the higher seeded Bills thrashed the New England Patriots with a score of 47-17 behind a very strong showing from Bills Quarterback Josh Allen. Allen threw for 308 yards and five touchdowns, finding Tight End Dawson Knox on two of them.

In a warmer wildcard match up down in Tampa Bay, Quarterback Tom Brady and the Buccaneers defense shut down the Eagles' running game and went on to beat them 31-15. The Buccaneers, who were the defending Super Bowl champions, looked to take out any team in their way of winning two championships in back-to-back years.

The San Francisco 49ers hold on to beat the Dallas Cowboys behind a great performance from Running

Back/Wide Receiver Deebo Samuel. Samuel finished the game with 110 scrimmage yards and a rushing touchdown to push the 49ers into the divisional round.

With a huge performance from superstar Quarterback Patrick Mahomes, the Kansas City Chiefs made light work of the Pittsburgh Steelers, winning with 42-21. Mahomes threw for just over 400 yards and five touchdowns to four different receivers. Shortly after the game, Steelers' Hall of Fame bound Quarterback Ben Roethlisberger announced his retirement from the NFL after a successful 18 seasons.

In the last game of the Wildcard round, Quarterback Kyler Murray and the Arizona Cardinals put on a poor showing against the Los Angeles Rams, losing a whopping 34-11. The Rams were led by Quarterback Matthew Stafford, who ended the game with three touchdowns, two in the air and one on the ground.

Divisional Round

In the first game of the Divisional Round, Joe Burrow and the Bengals upset the number one seeded Titans of the AFC by a score of 19 to

16; this win extended their unlikely playoff run to the conference championship.

Over in the NFC, in similar fashion to the AFC, the Packers, who were the one seed, were shocked by the 49ers in a low scoring affair in Green Bay. Neither team could get it going offensively in the fourteen degree weather, with the final score being 13-10.

Behind great games from Rams' duo Matthew Stafford and Cooper Kupp, the Rams fought off a second half comeback to crush the Buccaneers dreams of a repeat of the championship. The score ended at 30-27 after a clutch throw and catch from Stafford to Kupp to get the Rams in field goal range late in the 4th quarter. About a week later, NFL legend and future hall-of-famer Tom Brady announced his retirement from football after 22 seasons in the league.

To end the upset-driven Divisional Round, fans got to witness one of the best NFL games of all time. The Chiefs and the Bills were in a shootout the whole game, scoring a combined 34 points in the fourth quarter and overtime. Both quarterbacks, Patrick Mahomes for the Chiefs and

Josh Allen for the Bills lead their teams in passing yards and rushing yards in this game. But the Chiefs came out on top, 42-36, after a game-tying touchdown with seconds left in regulation, and then a game-winning touchdown at the beginning of overtime.

Championship Round

With just four teams still standing in the NFL Playoffs, the Championship Round was underway. The Bengals were able to squeak out an upset win against the Chiefs. The Bengals had a balanced air attack, with five different players ending the game with at least three catches. With their 27-24 win, the Bengals and their fans rejoiced as they were heading to the Super Bowl for the first time since 1989.

On the NFC side, the 49ers playoff upset train came to a halt after they faced the Rams for the third time this season. Despite beating them in the first two meetings, the 49ers fell short and were beaten by the Rams 17-20. The Rams were lifted by huge receiving outings by Odell Beckham Jr. and Cooper Kupp; Beckham finished with nine receptions for 113 yards and Kupp had

eleven receptions for 142 along with two touchdowns. In contrast to the Bengals though, the Rams had reached the Super Bowl just a couple years ago in 2019.

Super Bowl

After a longer season, due to the addition of another regular season game for each team, fans were eager to see these two teams compete at Super Bowl LVI. The Bengals, with a young, star-studded offense, and the Rams, with an experienced, star-studded defense, took the field to compete for the Lombardi Trophy. After an evenly matched game throughout, the Rams were able to come out on top in Super Bowl 56. Quarterback Mathew Stafford, and other notable Ram's stars, were able to capture their first ever Super Bowl ring as the Rams defeated the Bengals 23-20. Rams Wide Receiver Cooper Kupp was awarded Super Bowl MVP for his stellar performance, catching eight passes for 92 yards, and two touchdowns.

After all of the uncertainties throughout the season, the playoffs and outstanding performances from the NFL's best served as a fantastic end to this year of football.

Boy's volleyball commences**MASON EDDINGER***Sophomore*

After a 2021 Boys Volleyball season that concluded with a 3-0 loss to Tunkhannock in the District Two Quarterfinals, the Dawgs hope to advance even further this year.

Berwick was middle of the pack in the Wyoming Valley Conference, going 6-3 in Conference play. With this year being the first without any COVID restrictions, many are led to believe that this season is a wide-open race.

Most of the top teams lost some vital players to gradu-

ation. However, that is not true for Berwick as they returned many of their starting players.

With this year being the first "normal" year back, the door has swung wide open for the race to be WVC champion.

Head Coach Sarah Warner said, "Our boys continue to work hard in practice developing skills and understanding of the game at a deeper level. With collective determination to communicate effectively, we have the potential to develop into an incredibly well-rounded team."

Tennis team's road to ten officially begins**MAKAYLA MASLINSKI***Junior*

The Berwick Boy's Tennis Team has garnered a wealth of attention as of late. Between their active social media account to the loud student section they bring to their home matches, the team certainly has large aspirations on their "road to 10" - a widely known slogan surrounding the team's supporters and social media accounts.

Despite most of the team being first-year tennis players, Coach Matthew Shrader is hopeful for success.

"New players will add more talent and potential on the team. In addition to our more experienced players, new people mean new opportunities to win," said Shrader.

The team started off strong, as Brendan Turowski beat last year's Singles District Champion in the home opener against Wyoming Seminary. He credited the student section for his victory.

The sudden attention brought by the student section is in large part due to how the team has advertised their matches this season. Be-

fore the beginning of the season, senior captains Turowski and Dylan Smith launched the Instagram @berwick-boystennis with the goal to promote the tennis team and update fans about the team's progress on their, "road to 10." At the end of this match, Turowski was crowned "Mug Maniac of the Game," where he wore a helmet fueled with Mug Root Beer.

With their jokes and media platform, the team has attention from their school and peers alike all while trying to be the best team they can.

Chorus prepares for future concert

JADE VOLKERT

Freshman

The Berwick Area Senior High School Women's Chorus is hosting a concert on the 20th of May. The concert will begin at 7:00 pm and is being hosted in the high school auditorium. Men's Chorus, Women's Chorus, Modernaires, Modernknights, and Swing Choir will participate in the showing. Students have been preparing for months and looking forward to their long-awaited show.

The chorus members have been preparing by practicing music while in class every day. During this time, they have also been practicing how to stand for the concert, including the order of chorus members on the stage during the performance. Most students remember their music without seeing it because music is not allowed on stage for the performance.

Chorus Director Melissa Driscoll choose many intricate, emotional pieces for the show, including "The Awakening," "Jordan's Angles,"

"Landslide," and "Music Down in My Soul." Freshman Kylie Beck says her favorite song is "Landslide" because it has an eminent, outstanding beat to it.

Most members of the chorus have a unique opinion of the group since they all obtain varying viewpoints on likes and dislikes of musical components. Sophomore Alix Cole said, "I never thought I would have liked chorus as much as I did 'till I joined."

Freshman Kaydia Wright said, "I loved to sing before I joined chorus... I realized there is more to chorus than just singing."

All members might have different understandings about the group. Members learned new facts about Chorus they were not aware of previously. Beck added, "I had no clue that when we got to high school men and women's choir would be separate." In fact, some students remained oblivious to choir groups other than the Women's Chorus until they saw the high school's classes.

BHS library offers many opportunities to students

KYLIE BECK

Freshman

When imagining a library setting, most people envision a quiet, studious environment. While this notion may hold true, the BHS library has a lot more to offer. The school library has a variety of fun activities and resources for students to use throughout the year.

The library contains many options to choose from depending on students' inter-

ests. Some of the activities include the puzzle, crafting, and reading sections.

Looking into these areas, puzzles are placed on a table where students may solve to get their minds off of stress. In order to build the puzzles, students have to have all of their work done, and get permission from the librarian. Freshman Kessa Mordan said, "I have not been to the puzzle section quite yet, but I am thinking about going

Clubs Sponsor Spirit Week

TEIRRA MCMILLAN

Sophomore

Berwick Area High School's SADD and Spirit Club recently joined together to create a special spirit week for students and staff. Many prizes were given throughout the week to a vast amount of students.

On the first day of spirit week, Monday February 14, which was also Valentine's Day, the faculty hid hearts around the school and encouraged students to wear anything festive for Valentine's Day, such as red, white, and pink.

During the second day, February 15, snowmen appeared around the school and the theme for that day

was white.

Then, for February 16, the students had to wear yellow and find leaves scattered throughout the school. Next, for February 17, the faculty placed shamrocks throughout the school and green was the color of the day.

On the final day of spirit week, February 18, all the faculty and students wore blue and white. Students participated in a related pep rally that day.

Students could win prizes if they wore the clothes that matched the items in color for the according day. Each day, the office handed out a different prize. For example, on Valentine's Day, if students brought their heart

they found in the hallways and handed it to the guidance office wearing pink, white, or red, the students would have a chance to win, among other prizes, a fifty dollar Amazon gift card. Rhianna Morieatry said, "I love that we got the opportunity to go out and actually search for the things being placed in the hallways."

This spirit week that many students participated in has really brought the students together by helping each other find the items that were hidden in the busy halls. Hopefully, before the school year ends, Spirit Club can come together and create more spirit weeks for students to participate in.

PI CONT FR PAGE 4

other type of crust for the pie.

Then, grab two bowls to mix the ingredients. In the first bowl, you are going to need to put the heavy cream and mix it with an electric hand mixer until it becomes stiff. This will become the accent for the finished product.

After this is finished, take the second bowl, and mix the peanut butter, cream cheese, and powdered sugar on a low setting with the mixer.

Vanilla can be added in this step as well. After the ingredients are combined, turn the electric mixer speed to high and whip until it is fluffy.

Combine the two bowls and continuously fold them together until the consistency is even. After the pie mixture is completely combined, pour it into the pie crust and spread an even layer over the crust.

Congratulations! That was the most challenging part of the recipe. Now all that

is left is to freeze the pie for one hour or refrigerate it for four hours. After that, the pie is ready for decorations. I personally decided on outlining the outside of the pie with whipped cream and then, to properly celebrate Pi Day, I drew the Pi symbol in the center of the pastry. The pie could be decorated in any way with whipped cream or any other ingredients around. Feel free to personalize it. Enjoy!

to relieve some stress from school."

In the crafting enclosure, crafting materials are provided by the school; however, students must have an activity or occasion the crafts will be utilized for. This room eliminates the strain caused by the lack of materials for special events and school projects. Sophomore Leah Gross said, "The very first time I went to the crafting section, I did a project for a

class and got it done early."

Finally, the reading area where students can pick out a novel, and then sit at a table and peacefully read a portion to see if they would be interested in logging it out. There are multiple people that can help students pick out a book. If they do not like the book, they can return it immediately and get another.

Library hours include all class hours, where all activities are available. However,

from 1:30 to 2:00 pm, students may stay to complete work. From 3:00 to 5:00 pm, students can stay after school to receive assistance from the teachers.

In retrospect, in certain cases, the library is closed during the school day for a multitude of reasons. During these occasions, students are informed. For more information, contact Mrs. Henry in the library or at the email hhenry@berwicksd.org.

Planning next year's winter fun

LUKE PETERS
Sophomore

Many people love the snow, but often for different reasons. There are many activities to enjoy when a big snowstorm arrives. Some popular activities include sledding, snowball fights, skiing, and football; however, these are not all the exciting ventures that a snow day has to offer. All of these options pose a question: what is the best snow activity?

Sophomore Mason Eddinger said, "Snow football is a must for me." He explained that his enjoyment of the challenge posed by a seemingly untouchable ball is one of the best aspects for him, as well as falling into the soft, fluffy snow. Eddinger also said that "it's a great winter game for sport lovers and those with a competitive side."

Sledding was the first pick for sophomore Alysa Lewis. She said, "I like sledding because it's an activity I can enjoy with my entire family." Sledding is a winter activity that can be enjoyed by any age and gender, which makes it a great family activity.

Junior Benjamin Carro said that a snowball fight is "one of my favorites when winter comes." Snowball fights can be thrilling for those highly competitive individuals, and they are also one of the most dynamic activities the winter brings.

Some of the biggest money makers in the wintertime are ski resorts because of how many people love the sport. Sophomore Greysen Kupsky, member of the Berwick Ski Club, loves to hit the slopes when he has the chance. "I

like skiing because it's something active I can do, and because I enjoy it with friends," said Kupsky.

There are many more snow adventures to participate in than just the favorites of BHS students. For instance, building a snowman is a holiday classic for all ages. Other great activities could include snow forts, ice skating, and even ice fishing. Even these do not include all possible activities, and it would be nearly impossible to list all of them. One does not have to follow what others enjoy; he or she could even bring in some creativity and come up with a unique enjoyment, personalizing the winter months.

BHS students had a variety of opinions regarding their favorite winter activities. Among the most popular were sledding, which brought in 36 percent of votes, followed closely by snowball fights, which brought in 28 percent. Interestingly, 20 percent of students who voted disagreed with all these popular options, again illustrating that there are more than four exciting activities to participate in. Skiing and snow football brought up the rear, with 12% and 4%, respectively.

There are plenty of great activities the snow has to offer. Some hobbies may be more enjoyable than others. Although the statistics show a favorite activity, each individual or family may have their own unique snow adventures.

In the end, it comes down to personal preference. Exploring the activities makes for enjoyable winter seasons.

BLOOM CONT FR PAGE 10
STEM and Education Magnet Direct Dr. Kimberly Bolig said, "It gives you a chance to see what careers are going to be like so you can do a little more exploration, so you're ready for that next big step when you graduate."

Berwick's school district provides busing to and from the college to ensure students have the most profitable opportunities available.

Past students have gone to prestigious schools and companies once graduating from this advanced program. Reputable colleges include Duke Medical School, Duke University, Massachusetts Institute of Technology, Purdue University, Georgia Institute

of Technology, University of Pennsylvania, UCLA, Syracuse University, and the University of Southern California while well-known companies include SpaceX, NASA, and Boeing.

Bloom U STEM and Education Magnet obtains more advantages than academic advancements. Students meet peers from different high schools with similar aspirations; approximately 15 schools participate in this advanced program.

"It's also great because we do more than just classes. We do all types of programming; we get to do all kinds of fun stuff," Bolig said. For example, juniors in the program travel to the uni-

versity over its winter break, when Berwick High School is still in progress, for an entertaining few weeks of networking, researching, and creating a project entirely at the students' discretion. This time allows students to bond while keeping their minds sharp

For more information on Bloom U STEM and Education Magnet program, contact Dr. Bolig at kbolig@bloomu.edu or attend one of the information nights BHS includes on the announcements at the end of the school year. Guidance councilors may also be contacted to hear more about the program and the scheduling process for Berwick participants.

Contribute to the Student Times

Suggestions are welcome!
Submit articles, editorials or ideas in room 60.

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Winter Pep Rally Celebrates Students

(Photos by Student Times & Horizons Staffs)



TRACE MANEVAL *Junior Editor*

The students of BHS recently gathered for a Pep Rally to celebrate Seniors and the success of winter sports. The Pep Rally acted as a true culmination of the winter months. After being picked up by the Drum Line, the students walked in unison to the gym, with each grade sitting in their own block of bleachers.

Many activities occurred at the Pep Rally, such as recognizing The Winter Formal Court. The school, however, did not reveal the Winter For-

mal King and Queen, saving the announcement.

Also at the event, many coaches of winter sports made an appearance to allow their Seniors to flow onto the gym floor for a round of applause. Cheerleaders and the Bulldog then started the Pep Rally signature of a "Cheer-Off" between all four grades. This moment always garners a lot of attention because many juniors and seniors booed the freshmen. After this, students left the auditorium while the Band played a few songs to finish the gathering.