

Stephanie Peterson says bonjour to DGS

By **Jacqueline Barba**,
Managing Editor

For the newest member of the DGS faculty, Stephanie Peterson, time at work is split between two passions: the French language and color guard. For the first time, the DGS color guard director is also a staff member, a position that poses new challenges and horizons for Peterson.

Peterson began taking French her freshman year of high school. Inspired by her own instructors, Peterson found a career calling early on.

"I just really liked how I could explain things in such a way that people were able to understand them better. So, I actually made the decision [to go into teaching] in high school. I was pretty lucky. I knew what I wanted to do by the time I was a junior or senior in high school, and it's never really changed," Peterson said.

Cyndi Montero, Peterson's mentor and a Spanish teacher at DGS, has worked closely with Peterson throughout the year to ease the transition into a new school. Besides offering emotional support, Montero also observes Peterson in the classroom.

"She's very caring. She's very outgoing. You can tell that she really cares for

her students and her students learning," Montero said.

Hazel Tan, a junior at DGS, has been a part of the French program since her freshman year. Tan is most excited by the prospect of Peterson's future here at DGS.

"It's nice because she has this whole future ahead of her in the language

department here. I feel like she's coming in really strong," Tan said.

With 13 years of experience, Peterson has a foundation set for that future. She values keeping her methods of teaching up-to-date. She also makes her lesson plans adaptable to each individual class.

"[It's] comforting to know that I can always fall back

on that experience, but as a teacher, you're always doing new stuff, and you're always trying to update," Peterson said.

The same year that Peterson began learning French, she also became a member of the color guard team.

"I did high school color guard instead of playing my instrument [in march-

ing band.] I fell in love with it," Peterson said.

As color guard director, Peterson is in charge of choreography, scheduling, and even small details such as hair and makeup. Most important to her, however, is focusing on her most immediate goals for the team.

"The main goal right now is just for all of us to get comfortable with each other. They had a color guard instructor here who was here for many years. [He] was very much beloved by the team. [He] did a great job of building up a program, so my initial goal is just to kind of get comfortable with everything," Peterson said.

As a team that spends 15 to 20 hours a week in practice together, the DGS color guard team prioritize team bonding and building. This value is something that Peterson not only understands, but is also something she hopes to encourage and inspire as the color director.

"Color guards usually become a family because you are spending so much time together and [you are] working hard toward a common goal that you do end up becoming very, very close to your team. ... That is something I am hoping to continue," Peterson said.



New teacher and color guard coach Stephanie Peterson focuses on team bonding at a rehearsal.

Photo by **Jacqueline Barba**

ISR science class teaches engineering and research

By **Alison Goulding**,
Print News Editor

New to DGS this year is the science class Innovations in STEM Research (ISR). The new class is a year long course that focuses on the student's in-

terests in engineering and research topics and is an elective science class that is open to any student in their sophomore, junior or senior years of high school.

The decision to add the class was based on the increased interest in the DGS research club and

that there were few similar classes offered at DGS.

The Science Department Chair Karen Eder spoke about the choice to add the new class.

"All of our science classes, well up to this point, have a particular curriculum standards.

We have little opportunities here and there for students to inquire about what makes them curious, but [there was] really no opportunity to be like 'what interests you? Or what makes you think? What do you want to explore?'" Eder said.

The class is taught by science teacher Michelle Sachtleben. She discussed the curriculum and content of the class.

"[In the] curriculum we're trying to include both a little bit of engineering and a little bit of straight-up science research," Sachtleben said.

The classes' first project of the year was designing a mechanical handout of cardboard that functioned to pick up objects.

Senior David Peter and a member of the class discussed what the class focused on and their first project of the year.

"We're assigned a problem, and we need to solve the problem. I'll take our mechanical hand for example. We needed to make a mechanical hand that could pick stuff up—that was a problem. I think we had like a week and a half to solve this problem. Over this one week and a half, we'd actually be devising a plan, actually be making it, talking with other people on how to do it," Peter said.

One aspect of the class is that it is more interactive and student-led than other DGS science classes.

"The class is a lot more hands on than the other classes I've taken: it's not just a lecture every day. You kind of figure out for

yourself what you want to learn. I really love the independent aspect of the class," Peter said.

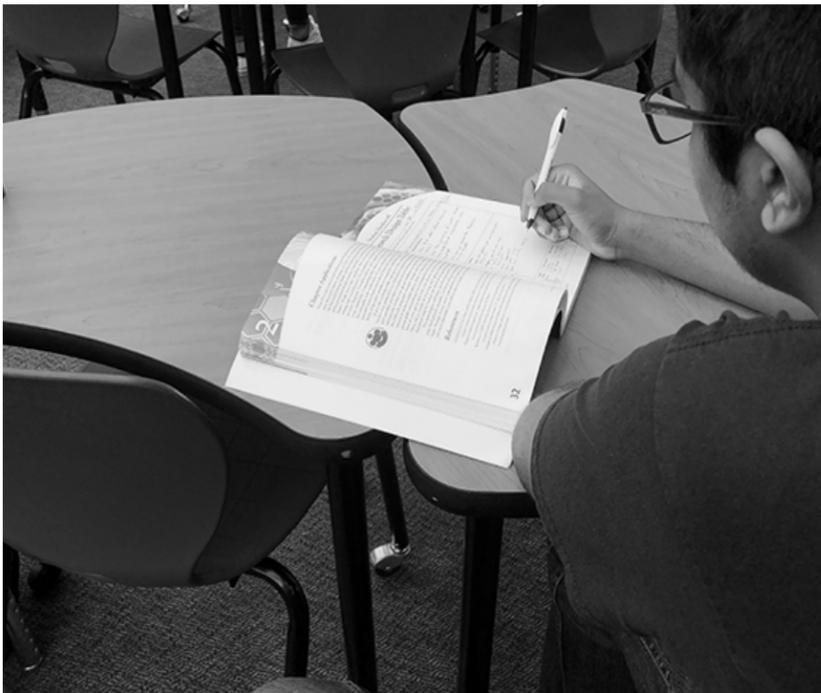
Part of the class being student-led is that students can choose the area of research they wish to study and investigate.

"The majority of the course is for the students to select something that is really of interest to them and then explore [that subject]," Eder said.

"Whatever science you like to learn is the science you're going to learn in this class," Peter said.

The course was added district wide; however, DGS did not have enough students sign up to run the class. DGS had only 14. This was enough to run the course. Senior Caroline Heneghan is one of the 14 students in the class, and she discussed her decision to join Innovations in STEM Research.

"I heard it was a new class. I thought it would be fun to try something new," Heneghan said.



Senior David Peter takes notes in his Innovations of Stem Research textbook.

Photo by **Alison Goulding**