

# Fultonian Yearbook open to all students

At G. Ray Bodley High School there are many clubs. One specifically is the Yearbook Club. Any students who would like to participate in this club are allowed, with meetings after school on Wednesdays in the Library computer lab.

The Yearbook Club has the enormous task of putting together the 180 page Fultonian Yearbook that arrives early in June. The staff takes pictures provided by students and staff

and creates pages using an online program that are then submitted to the printing company, Herff-Jones. Pictures may be submitted via twitter at #grbyb or by e-mailing them to [theraider@fulton.cnyric.org](mailto:theraider@fulton.cnyric.org) or online at [www.hjeshare](http://www.hjeshare) with the school code: fultonian.

The book features student portraits as well as pages covering the various clubs, sports teams and other school-based organizations.

New members are always welcome. For further information contact co-advisor Mrs. Honeywell in room 124 or come to one of the weekly meetings. If you have photos you would like to submit for this year's yearbook, send them to #grbyb. The Fultonian is currently looking for pictures from the 2018 spring sports season as well as spirit week and homecoming.

*Rylie Cotton contributed to this article*



G. Ray Bodley High School, Fulton, NY

Volume 3, Number 4

Thursday, October 11, 2018

## Five week reports are (already) coming!

Five Weeks already? Where has the time gone?

Apparently time does go by fast when it comes to school days. At G. Ray Bodley High School, this is the time of year where parents can check their students progress in classes. Five week reports are a way for students and parents to see what they need help on in their classes. Staff and counselors think it is easier for them to be sent home. If students slack off in school and don't get the work in by the end of the deadline, it is a sign for the student that they need to catch up. To students, five week report cards may seem a threat to them, but in reality it is not.

Mrs. Hughes, a secretary in the main office at GRB stated, "I think e-mailing them home is easier due to technology being invented and making it quicker to get everything done faster." She has also stated, "I think the reason why we never e-mailed them in the past is because we thought it would be better for the students and parents to access schooltool."

Although it is important to double check on your grades to see if you are missing any assignments before the day comes. Kory Tyler, a senior at GRB has made his opinion on five week reports saying, "To be honest I think mailing them home would be best because it is a more secure way of letting your parents know what your current grades are. Also kids cannot "accidentally" lose them."

Five week reports are valuable for students to progress monitor how they are doing in

their classes. If a student has missed an assignment or two the five week report will show them what will happen if they do not catch up all their back work. The good news for students at GRB is that these are progress

reports and not final grades. The first marking period ends November 9. Until then, students can work with their teachers to raise their grades before they are finalized.

*By Kim Bednarz*

## October means college visits

At G. Ray Bodley High School, colleges are welcomed to tell students about their schools and students are able to ask as many questions as they would like to. In the coming month there are thirteen colleges visiting G.R.B. The table below provides a list of dates and colleges that will be visiting in the month of October.

Every student is eligible to come meet with the colleges. Many people do not take advantage of the colleges coming to the school. Jazmine Criswell a student at G.R.B. who goes and sees the college visitors states, "I feel that it is a good opportunity to learn about the schools, but many people don't take advantage of it." Dani Aver, another involved student states, "It can be a great experience for the students that take advantage of it."

If a student goes to the counseling office and meets with the college they can see if they are interested in what the college has to offer and see if they are a good candidate.

Misty Barden says, "by going to see the college visitors students can see if that college is a place they would like to attend." College is approaching for seniors! If you're interested come down to guidance and check these colleges out!

*By Wendy Burch*

### October College visits

Oneonta: Tues. October 9, 9:45am-10:15am

Alfred State: Mon. October 15, 12:30pm-1pm

Utica College: Wed. October 17, 10:45am-11:15am

Clarkson: Thurs. October 18, 12:30pm-1pm

Johnson & Wales: Thurs. October 18, 1pm-1:30pm

Cazenovia: Fri. October 19, 12pm-12:30pm

St. Bonaventure: Mon. October 22, 10:30am-11am

OCC: Tues. October 23, 9am-9:30am

Hartwick: Wed. October 24, 9:30am-10am

Plattsburgh: Mon. October 29, 9am-9:30am

RIT: Mon. October 29, 10am-10:30am

Keuka: Tues. October 30, 10:15am-11:15am

## Opinion

# Do students feel safe in school?

With the prevalence of school shootings, I often overhear students talk about the safety at G. Ray Bodley High School. "Students in this school don't feel safe," Levi Chase, a Senior at GRB said, "I mean, when we all enter through one door, it wouldn't be very hard for someone to sneak in a small weapon and with everyone grouped up like that- it could be really dangerous."

Chase is referring to when the students at G.R.B. get off the buses in the morning and can only enter through one door. The idea of having all students coming in through one entrance would work better if there was a way to check or watch the students to see if they had a weapon or if they seemed dangerous. Another student, Mark Tallents said, "I don't know what to say. The question doesn't

really apply to me because I guess I don't really feel unsafe."

One student, who asked to remain anonymous said, "For the most part I genuinely feel pretty safe, most of the teachers and staff make a good environment. But I also think it depends on who you're around most of the time, if you feel safe around them or not. I don't think the school really needs to change anything in particular".

There seems to be a mixed group of those students who feel safe and those who do not. Personally, I think that we are generally safe at G.R.B. I don't think that the school has to change anything other than observing the students and focusing on their mentality. This is the purpose of the Positivity Project, and I think that shows that we are on a good track to increasing general safety of all students.

*By Cameron Grower*

# Board games: do people still play?

Ever ask yourself what to do during a boring and rainy/snowy day? Ever think to play a board game? are a fun activity to spend time indoors with family and friends. There are so many to choose from. Monopoly, Chutes and Ladders, Clue, Sorry and Life are just a few popular . have become less and less popular over the years due to technology. More people these days are turning to electronic devices to play mobile games rather than . There are more phones being invented than these days. If there was a tally between phones and on what to do during the day, Phones would surely be the winner, while would only have a few tallies.

Board games hold a special part of most people's childhood. With technology encroaching, most people don't have time to sit down and play a good board game for a few hours. Board games were a great start to our generation. Paige McConnley, a sophomore at GRB stated, "If I could play a board game that sparks people's interest, it would be Scrabble. Scrabble is my all-time favorite board game because it trains your brain and it expands your vocabulary. I also believe technology has become more popular because board games require your brain to think and solve riddles, while technol-



ogy, like i-phones, don't involve as much thinking. Board games were essentially the "talk" of the town in the early days. But with technology coming alive, it is hard to make time for a peaceful board game."

For some people it may be different. But now that we are living in a technological age, people may have thrown away or stored their games somewhere they can-

not remember. Although some are still in use, many people choose their devices more than playing with their favorite board games.

Picture this, say two parents want to play a board game with their two children, and both of them are teenagers. One says, "No thanks. Board games are overrated." and the other says, "I'd rather play on my phone than play a stupid game that's on a board." To me, I think that people should give board games another chance. Your brain is affected by the way you act or what you do for entertainment. Playing a board game helps develop a sense of thinking and problem solving. I-phones on the other hand, draw people out of reality. Some people treat their phones like a best friend. If you were given the question to play with either a phone or board game, what would YOU choose and why?

*By Kim Bednarz*

# Depression: help is closer than you realize

Depression is a mental disorder many people have, some worse than others. Those afflicted with the disorder are affected with swings in feelings, how they act, and much more. Depression can also change how a person thinks, as some end up sleeping more than usual while others won't sleep at all.

The National Institute of Mental Health says "To be diagnosed with depression, the symptoms must be present for at least two weeks." Some people will think they have depression after being sad for a few days, but there is so much more to depression than being sad. People with depression change how they would normally act or will have no energy to get out of bed or do everyday tasks they would normally do.

If you notice things changing in someone who has episodes of depression, Mental Health America says, "Teens need adult guidance more than ever to understand all the emotional and physical

changes they are experiencing." Many parents have no clue what their children are going through. Many kids don't feel comfortable going to their parents for help or telling them everything they are feeling, which doesn't help the fact that they are super depressed and need real help.

Hailey Nugent, a senior at GRB says, "being depressed is a whole mood in many teenagers lives." If you are feeling sad or depressed and need someone to talk to there are counselors trained to help right at G. Ray Bodley High School. In addition to helping students prepare for after graduation, counselors at the GRB Counseling Office can help find students the mental health services they might need. Students can also reach out to the nurse on site and each building in the Fulton City School District has a school psychologist. Mr. Stephen Lofaro is located at GRB for all students needing guidance with mental health issues.

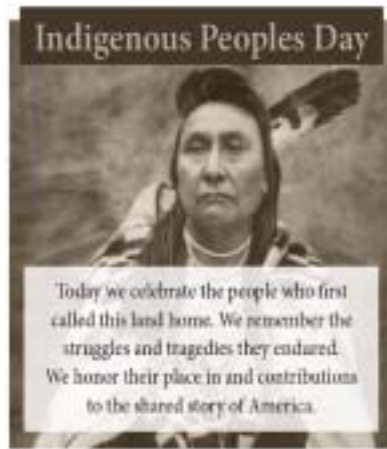
*By Chloe Davis*

## Opinion

# Is it time to replace Columbus Day?

Columbus Day has been celebrated in America since 1892 when President Benjamin Harrison started celebrating to mark the 400th anniversary of Columbus' trip to America. In 1934, President Franklin D. Roosevelt declared it a national holiday.

Many states or singular cities in some states have replaced Columbus Day with a holiday named Indigenous People Day. Indigenous People Day is a holiday that mourns and remembers the real, brutal history of America being discovered and colonized. One mayor, whose city is participating in Indigenous People day



said, "Columbus Day is a relic of an outdated and oversimplified version of history." Columbus Day was an oversimplified version of how America was founded and did not acknowledge the brutality and unfairness that the natives had experienced from Columbus and the other founders.

A historian wrote, "The indigenous societies of the Americas, 'were decimated by exposure to Old World diseases, crumbling under the weight of epidemic.'" Indigenous People Day recognizes and mourns the brutality and death caused by Columbus and the others, whereas on Columbus Day, no one would even think about that because the holiday celebrates how he accidentally sailed and landed in Central America, all while thinking he was going to India. Personally, I think that more states and cities should participate in Indigenous People day, instead of celebrating Columbus Day and ignoring the brutality and sickness that the European Colonists brought upon the natives. Due to the fact that Fulton's school mascot is a Raider, (native figure) what do you think?

*By Cameron Grower*

## How writing styles are flipped on students

Writing and reading play a huge role in our society and schooling. In elementary school, the main focus in the area of ELA (English Language Arts) in regards to writing is creative thinking and writing. Elementary schools have students write creatively in their class. We didn't have a real structure or form to the way we were supposed to write, it was simply based on grammar, punctuation, and in general, how good our writing skills were. Students were graded on sentences formation and sequencing, along with how well the creative writing progressed and read.

Once students enter middle school and high school the focus of the writing process completely changes from the creative style of writing to that which is more rigorous. In middle school and high school, all reading and writing is now based off of a set rubrics. These rubrics are a set of standards that the writer has to articulate. Some students find this style of writing has no room for expression, but rather is based on the analysis of the content given, the evidence to the claim that they choose and the way they present it.

Organization, coherence, and style are now pushed in front of simple writing essentials such as grammar, punctuation, and spelling.

The six-point NYS ELA Common Core rubric lists content and analysis as one of four graded portions of students writing abilities. Under the content and analysis portion, it states, "The extent to which the essay convey complex ideas and information clearly and accurately in order to support claims in an analysis of the texts." This style of writing has nothing to do with being creative, which was what we learned for the first six years of our academic lives.

The rubric goes on to state in the evidence column, "The extent to which the essay presents evidence from the provided texts to support analysis." There is no creativity in this style of writing, this is simply knowing what sentences support your claim and then quoting them.

As far as I can see, the only portion of this rubric that requires any sort of creativity, if at all, is analysis of the evidence from the texts. I think it would be better if the state, instead of focusing on creati-

ity for the first six years of a child's academic career and then focusing completely on this strict intellectual and analytic rubric and style of writing, made it so we incorporate both for all 12 years of education.

*By Cameron Grower*

The six-point ELA rubric is a familiar sight to students.

Criteria	6	5	4	3	2	1
<b>Content and Analysis:</b> The extent to which the essay convey complex ideas and information clearly and accurately in order to support claims in an analysis of the texts	Introduce a precise and insightful claim, as directed by the task.  Demonstrate in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims.	Introduce a precise and thoughtful claim, as directed by the task.  Demonstrate thorough analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims.	Introduce a precise claim, as directed by the task.  Demonstrate appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims.	Introduce a reasonable claim, as directed by the task.  Demonstrate some analysis of the texts, but significantly distinguish the claim from alternate or opposing claims.	Introduce a claim.  Demonstrate superficial or unclear analysis of the texts, failing to distinguish the claim from alternate or opposing claims.	Do not introduce a claim.  Do not demonstrate analysis of the texts.
<b>Command of Evidence:</b> The extent to which the essay presents evidence from the provided texts to support analysis	Present ideas fully and thoroughly, making highly effective use of a wide range of specific and relevant evidence to support analysis.  Demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material.	Present ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis.  Demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material.	Present ideas sufficiently, making adequate use of specific and relevant evidence to support analysis.  Demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material.	Present ideas briefly, making use of some specific and relevant evidence to support analysis.  Demonstrate inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material.	Present ideas incompletely and/or inaccurately, in an attempt to support analysis, making use of some evidence that may be irrelevant.  Demonstrate little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material.	Present little or no evidence from the texts.  Do not make use of citations.
<b>Coherence, Organization and Style:</b> The extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	Exhibit excellent organization of ideas and information to create a cohesive and coherent essay.  Exhibit and maintain a formal style, using fluent and precise language and sound structure.	Exhibit logical organization of ideas and information to create a cohesive and coherent essay.  Exhibit and maintain a formal style, using fluent and precise language and sound structure.	Exhibit acceptable organization of ideas and information to create a coherent essay.  Exhibit and maintain a formal style, using precise and appropriate language and structure.	Exhibit some organization of ideas and information to create a mostly coherent essay.  Exhibit and fail to maintain a formal style, using primarily basic language and structure.	Exhibit inconsistent organization of ideas and information, failing to create a coherent essay.  Lack a formal style, using inappropriate or imprecise language.	Exhibit little organization of ideas and information.  Are incoherent, making inconsistent connections.  Use language that is predominantly bookends, inappropriate, or copied directly from the task or texts.
<b>Conventions:</b> The extent to which the essay demonstrates command of conventions of standard English: grammar, usage, mechanics, punctuation, and spelling	Demonstrate control of conventions, exhibiting no errors, even with sophisticated language.	Demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language.	Demonstrate partial control, exhibiting occasional errors that do not hinder comprehension.	Demonstrate emerging control, exhibiting occasional errors that hinder comprehension.	Demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult.	Are minimal, making assessment of conventions unreliable.

**RaiderNet**



## In the News

# GRB welcomes Mr. Bidwell

G. Ray Bodley High School has welcomed many new faces at the start of this school year. Mr. Bidwell is a fantastic new teacher at the high school. Mr. Bidwell, a special-education teacher within some of the biology classes at GRB, is a fantastic new teacher at the high school. Additionally, he teaches a few seminars throughout the day.

Mr. Bidwell has previously worked for the Syracuse City School District, and has been teaching for five years. When asked what he enjoyed most about being a teacher he replied, "I enjoy working with the students and meeting the families."

"I look forward to spending time getting to know my students and getting involved in the school" he replied when asked what he is looking forward to in his first year here at GRB. He also commented that he was looking forward to, "working in the small city as opposed to working in a large city like I did before."



Special education teacher, Mr. Bidwell, right, will be featured on the next edition of GRB News.

Mr. Bidwell also sings in a chorus outside of work which he said, "finished twenty-second in the world" this past year. Mr. Bidwell makes a great addition to the staff at GRB.

Look for more about Mr. Bidwell in the next edition of WGRB News.

*By Nora Kingsbury*

## Tragedy hits close to home

The most deadly traffic accident in the United States in nearly a decade made headlines throughout the country this past weekend, and the shock waves have hit home in a big way.

Brian Hough, a geology professor at SUNY Oswego, was one of the 20 people who lost their lives in the horrific crash when he was struck by a limousine driver who lost control of the vehicle he was driving and drove through a parking lot hitting Hough and a relative, Hough's father-in-law. He leaves behind a wife and young son and will be remembered as an accomplished professor and caring father.

Deborah Stanley, the SUNY Oswego President said that, "he will be deeply missed and remembered fondly by all." Recent G. Ray Bodley High School graduate and current SUNY Oswego



freshman Erin Nicholson was a student in one of Hough's classes. She commented that, "he was really nice and loved what he did, you could tell he was passionate about his studies and his students." She also added that she enjoyed his class because "he always tried to make it interesting and fun."

Hough arrived at SUNY Oswego in 2016 as a visiting professor who specialized in the interactions of tectonics and climate and paleoelevation. He taught courses in stratigraphy, ocean-

ography, historical geology and paleontology, according to a statement from the school.

*By Caleb Clarke*



**4<sup>th</sup> Annual Spike Teal Game vs. Hannibal**

**Friday October 12<sup>th</sup>**

**JV game @ 4:30**

**Varsity game @ 6:00**

**All proceeds go to**

**Hope for Heather**



## Raider Sports

## Cheerleaders ready after recent scrimmage

The Fulton Red Raider varsity and junior varsity cheerleading teams took on their first cheer scrimmage right after school yesterday, on October 10 in West Genesee.

With this being a new thing this year the cheerleaders were pumped to be able to perform in front of the judges to see what they scored and what they can improve on before their first competition this weekend. Autumn Kennedy stated, "Getting to attend this scrimmage helped our team know what we need to improve before we hit the mat at our first comp(etition)."

This scrimmage was strictly just for the judges to see and be able to put their input into the cheerleaders routines so they know where they stand scoring wise. There were no awards given out, just scoresheets. Kennedy also said, "having a scrimmage before the real thing really helped with the girl's nerves and stress." The cheerleaders came a long way with hard work, dedication, and some nerves kicking in.

Having the scrimmage helped the cheerleaders prepare for when both the varsity and



junior varsity squads hit the mat at their first competition this Saturday, October 13. Good luck girls and be sure to cheer your

hearts out!! GRB is rooting for you!

*By Misty Bardin*

## Raider soccer teams honor senior players

On Tuesday, October 2 the boys and girls varsity soccer teams kicked off against Cortland. In both games the teams were faced with a disadvantage with the onslaught of pouring rain all game.

After the girls big loss and before the boys took the field, the players had their senior night speeches. Lindsay McCraith said when asked how she felt about her soccer senior night that "Senior night will definitely be a night to remember, especially due to the weather. Thanks to our parents and the underclassmen it was very nicely decorated and much appreciated. Even though we lost it was still nice, and the boys came through with a (win) so that was great!"

The girls soccer team had 12 seniors this year: Lindsay McCraith, Emily Smith, Lizzie Russell, Dominique Johnson, Leia Abbot, Jada Ballard, Maddie Baum, Holly Bourgeois, McKenna Bourgeois, Kelly Caza, Aiyana Congdon, and Kylie Jones. The varsity girls soccer team had a rough go this season although they kept fighting the entire time.

Senior Dominique Johnson said "Although it poured most of the night it was a lot of



**The varsity girls soccer team recently honored 11 senior performers.**

fun! The parents made it a really great night and I enjoyed being able to spend it with all my friends and family." The parents who put together and purchased all the banners for this night and set everything up did a wonderful job and made it a very nice evening.

The boys had 10 seniors: Collin Bennett, Conner Ware, Connor Wilde, Nate Stuart, Fisher Whittier, Raiden Hansen, Chris Schreck, Elver Merida, Mark Weaver, and Alex Vesio. The boys team have had a good

season so far they are currently 10-4. When asked how he felt about senior night, senior Nate Stuart said, "Senior night was a success, thankfully the rain held off for our game making it even better. Thanks to my teammates and family overall it was a great night." The boys varsity soccer team beat Cortland 4-0. The girls and boys team both played hard through the obstacle of the pouring rain all night. *By Rylie Cotton*



# Try this easy and tasty apple crisp

It's that time of year when Central New Yorkers cuddle up inside to warmed up by drinking hot chocolate and munching on fall goodies. After all some say FALL is the most perfect time of year!

Thinking of a good yummy baked good to make? How about Apple Crisp! One of the perfect fall desserts. Wendy Burch says "every year my grandmother and I enjoy making apple crisp". It's super easy, takes about a total of 1 hour and 10 minutes to prep and bake... and the best part is it leaves the house smelling amazing!! Wendy Burch also stated, "Apple Crisp is muy delicioso". "Apple crisp is so good and so fun to make!" Kimberly Bednarz states, "In my cooking class we're getting into the fall spirit by making apple crisp". The class Arts Of Cooking And Baking is enjoying making apple crisp!

This is the recipe I prepared while writing this article: [www.foodnetwork.com/recipes/apple-crisp](http://www.foodnetwork.com/recipes/apple-crisp)

It is super easy...takes little time...and makes something so good to enjoy with family and friends leaving the perfect smell behind!!!! Enjoy with a scoop of vanilla ice cream or a slice of sharp cheddar cheese.

*By Misty Bardin*

## Apple Crisp

★★★★★ 24 Ratings

Recipe courtesy of  
**Kelsey Hixon**

Total: 1 hr 10 min

Cook: 25 min

Yield: 6 to 8 servings

Level: Easy

### Ingredients

#### Fruit Filling:

6 baking apples, peeled, cored, and cut into wedges

1 tablespoon lemon juice

1/2 cup sugar

2 tablespoons flour

#### Topping:

1 1/4 cups flour

1/2 cup rolled oats

1/2 cup light brown sugar

1/2 teaspoon ground cinnamon

1/4 teaspoon salt

1/2 tablespoons butter (1 1/2 sticks), chilled and cut into small pieces

1/2 cup nuts, coarsely chopped and toasted

### Directions

Preheat the oven to 350 degrees F.

For the fruit filling:

In a large mixing bowl, toss together the apples, lemon juice, sugar, and flour. Pour the apple mixture into a buttered 2-quart baking dish and set aside.

For the topping:

In a large mixing bowl, mix the flour, rolled oats, brown sugar, cinnamon, and salt. With a food processor, a pastry blender, or your fingers work the butter into the flour mixture just until it comes together and large clumps form. Fold nuts into mixture.

Sprinkle the topping evenly over the fruit. Bake the apple crisp until the fruit is bubbling and the topping is golden brown and crisp, about 45 minutes.

Serve the crisps warm with vanilla bean ice cream or fresh whipped cream, if desired.



## What's happening at G. Ray Bodley High School?

### Secondary 5-Week Progress Reports Mailed

Fri, Oct 12, 2018

### Journalism Club:

Journalism Club will be starting mid-November with the return of Mrs. Nylen. In the meantime if you wish to write for the RaiderNet, send stories to Google Classroom # bxjni7

### Fultonian Yearbook needs your pictures!

Pep week, Homecoming, Spring Sporting events (spring 2018), Fall Sports, organizations, clubs, etc.

Please send your pictures to: [hjeshare.com](http://hjeshare.com) keyword: fultonian

Or post them on Twitter at #GRBYB Pictures may also be e-mailed to [lsenecal@fulton.cnyric.org](mailto:lsenecal@fulton.cnyric.org)

Or see Mrs. Honeywell in room 124 for information.

Yearbook meets every Wednesday in the library computer lab. Come Join us!

### Fulton CYO Afterschool Program:

The Fulton CYO, located at 808 W Broadway, is open to students in 2nd-12th grade every weekday from 2:30 to 6:30pm. Snack are provided from 3:15- 4:15 pm, while dinner is offered from 5:15-6pm. Students can participate in activities like Basketball, Soccer, Tag Football, Billiards, Foosball, Table Tennis, Video Games (ps4, Wii), watching movies, crafts, homework assistance, along with occasional guest presentations. If you would like to be a part of this community program contact Mike Savona at 315-598-3980 ext 281 .

### WGRB (former GRB News):

WGRB meets Mondays and Thursdays after school in the library computer lab. We are looking for on air talent and behind the scenes help.