

BASIS GAZETTE

GOODBYE AIMS, HELLO AZMERIT

BY JAYATI SHARMA

correlated with the specific K-12 Mathematics and ELA Standards prescribed by the Common Core.

Last November, Arizona discarded the famed AIMS test for a newer statewide achievement test, the AzMERIT, which covers both English Language Arts (ELA) and Mathematics curricula. This move came as a surprising new development to many Arizona students, who were rather unsuspecting of such a large change.

One may ask, how is this new test much different from the AIMS?

According to the Arizona Department of Education, the AzMERIT test is more strictly aligned to the current standards and is a computer-based assessment (although the test will also be administered on paper for select schools, like our own) “with a greater variety of test item types.” Furthermore, the test is administered only as an End-of-Course (EOC) examination, something Arizonan educators have found both more effective and more conducive to student learning. AzMERIT results will inform teachers, students, and parents if students are on track to be college- and career-ready upon graduation from high school and will be more comparable to assessment results from many other states.

The test, which assesses students from third grade to high school, is based on “carefully designed [curricular] blueprints” (crafted by the “most experienced” of Arizona’s teachers) and is strongly

Throughout the assessment, students will be tested for various skills indicative of future success in college and in career. ELA standards include the skills of building knowledge through “content-rich nonfiction,” providing “evidence for text-based claims,” “determining valid and credible sources of information for research,” and reasoning through “complex texts” rich in academic language.

Mathematical standards spotlight skills with a renewed “focus” on mathematical domains spanning all grade levels, “coherence” in

CONTINUED ON PAGE 2

AzMERIT | Arizona's Statewide Achievement Assessment
for English Language Arts and Mathematics

SAVE THE DATE

Tuesday, April 28: Year End Awards Ceremony at McDowell Mountain Community Church

Monday, May 4 – Friday, May 15: AP Exams

Saturday, May 16: BASIS Scottsdale Prom

Friday, May 29: Last Day of School

FEATURED

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FEARING DISHONESTY
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PROM NIGHT
FOR THE
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CONTINUED linking together multiple approaches to solving a problem, and “rigor” in the ability to use procedural fluency (balancing speed and accuracy), conceptual understanding, and applications of mathematics.

The Arizona Department of Education emphasizes that items on the AzMERIT test will be founded solely on these skills and has even provided sample test materials on its website for students who wish to practice.

Generally, the AzMERIT leans toward testing broader skills more than it does evaluating basic computational ability and reading comprehension, attributes characteristic of the old AIMS assessments. In testing Geometry, Statistics and Probability, Number and Quantity, Algebra, Functions, and Modeling subjects, however, the Mathematics assessment extends over a vast expanse similar to that covered by the old test, allowing students relative ease in that the test will remain consistently “student-friendly”.

Similarly, although the ELA test (divided into Reading and Writing sections) will test nonfiction, educators are told that this will enhance student understanding of important historical documents and allow for a pointed expertise in discerning the meaning of the piece as a whole.

Right: A sample question of what can be expected on the AzMERIT Mathematics test

Image from the Arizona Department of Education

The new AzMERIT test is rather similar to the old AIMS assessment, but evaluates student learning and performance through an appraisal of specific skill sets, rather than only content knowledge, given both are said to be integral to success in the classroom.

The state has named these EOC exams as prerequisites to graduation, and students’ results will, as they have in the past, determine students’ ability to complete high school and move forth onto college. Namely, BASIS requires that students take the Mathematics EOC exam after the completion of the Precalculus curriculum and the ELA EOC exam after the completion of a Language or Literature course.

Although the familiar format of the AIMS assessment will be missed, we have much to expect both now and in the future from the new AzMERIT.

Select all the statements that are true about $\frac{22}{7}$.

- ☐ It is a rational number.
- ☒ It is an irrational number.
- ☐ When it is written as a decimal, it terminates.
- ☐ When it is written as a decimal, it repeats.
- ☒ It is an approximate value of pi.

BASIS GOES TO NATIONALS

BY GEORGE YANG

On March 26, 27, and 28, thirty-two of the state’s top high school debate teams competed in the 2015 Arizona District Tournament, vying for three spots to go to what is possibly the largest academic competition in the world—the National Speech & Debate Association Tournament, hosted in Dallas, Texas.

Throughout the tournament, BASIS saw certain marked successes.

Sophomore Nicole Dominiak took sixth place in Original Oratory, gaining the laudable third alternate position. Lincoln-Douglas Team Captain senior Connor Davis won sixth place in Lincoln-Douglas Debate, becoming the third alternate in that category.

Public Forum Debate Team Captains George Yang and Abbas Haider remained undefeated throughout

the tournament, taking first place. Juniors Eric Kim and Jayden Soni, on the other hand, earned third place. With this accomplishment, both teams made it to the Nationals Competition, marking the first time any BASIS Speech and Debate team has qualified.

Lastly and most importantly, BASIS Scottsdale took second place in the state’s Debate Sweepstakes, beating twenty-two other Arizona schools. This last accomplishment took some time for Mr. Woods to register; after it was announced on the loud speakers, he began hyperventilating with euphoria.

We congratulate the BASIS Scottsdale Debate team on its successes and wish it more luck in the future!

BASIS PROM 2015



BASIS Scottsdale's Prom 2015: A Midsummer Night's Dream in Juliet's Garden

Leadership Society hosts Prom 2015 at The Pointe Hilton Squaw Peak Resort (7677 N 16th Street, Phoenix, AZ 85020) from 7 p.m. to 11 p.m.

Tickets will be \$50 until April 24, after which they will be \$80 until May 11, the last day to buy tickets. There will be no last-minute ticket sales, so be sure to purchase as soon as possible.

THE THANK YOU GALA

BY GURSAJAN GILL

The Annual Teacher Fund ended a little over a month ago, with tremendous success. To show appreciation for the BASIS parents' generosity, the school administration planned and hosted the BASIS Thank You Gala. In a carefully chosen venue--this year, the Fountain Hills Community Center--teachers and parents met to converse, dance, and dine. The entire event was directed by Ms. Chelsea, who spent many hours planning the event. NHS volunteers helped set up, assist, and clean up at the event, enjoying glimpses of teacher-parent interactions all the while.

At about 6 p.m., teachers and parents started to flow into the grand ballroom of the Fountain Hills Community Center. Each parent was greeted by a trio of volunteers and was taken to meet with the teachers and other staff present at the event.

The night commenced with an eloquent speech by Mr. Witz, and then another from Mrs. McConaghy. Complementing the speeches, a buffet-style dinner of chicken, salad, meatballs, pasta, and bread rolls was served, along with beer, wine, water, and soft drinks. Afterwards, the dancing started. The Riddler (who will

also be the DJ at Prom) played a selection of songs – both in Spanish and English. Teachers and parents, eager to show off their moves, crowded the dance floor.

Yet, the best part of the event came when the desserts were served. And these were not just any run-of-the-mill desserts. Gung-ho parents and teachers quickly gobbled up the delectable sweets, from Mr. Lester's 7-layered bars to Mr. Peacher's pizzelles. The perfect night, however, unfortunately came to an end at about 10 p.m., after which many teachers and administrators kindly stayed behind to help the volunteers clean up. The night was essentially flawless--definitely a great way of thanking the dedicated BASIS Scottsdale parents for their generous donations.



Right: NHS Volunteers pose alongside some of the teachers' desserts.

Photo Courtesy Kathleen Wu

TRACK RECAPPED

BY LUCIA WANG

BASIS Scottsdale: AP Calculus perfect-scorers, Science Bowl champions, and, surprisingly, accomplished runners. Yes, we're talking about our very own BASIS Track team. From the year of its conception under famed economics teacher Mr. Smart to its most recent meet, this team has come a very long way, growing to characterize the albeit-suppressed athletic spirit of our stereotypically academics-oriented school.

Characterized by short-distance (SD), mid-distance (MD), and long-distance (LD) divisions, track is formatted in terms of specific meets and events in which participants compete and aim to excel. Through rigorous and frequent practice – braving rain, hail, wind, and scorching heat – our runners have placed high at various meets and become masters in interschool competitions.

Students, competing in the 100m, 400m, 800m, the mile, the 2-mile, shot put, and other categories, have achieved relative success in these areas.

The team's first meet of the season, which took place in March, saw the team taking first place and bringing home two trophies and Bulldog pride.

Throughout the season, the team has placed high at various other meets as well; their most recent victories occurred just last week.

While it may require a good deal of grit, pain, and sweat, the effort that track members put into the sport eventually pays off in their season-wide success. Several members of the team look back on their experiences as overwhelmingly positive and encourage potential athletes to join.



BASIS STUDENT AT WHITE HOUSE SCIENCE FAIR

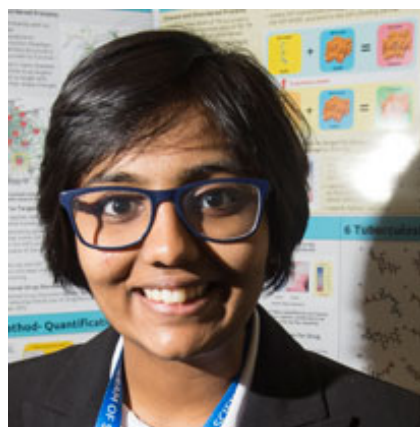
BY DIVYA VATSA

Have you ever wondered what the White House looks like? If you asked senior Anvita Gupta, she could probably give you an accurate description. It is not every day that a high school student meets the President of the United States, but Anvita can now proudly say that she has.

Anvita has been conducting scientific research throughout her high school career and has been recognized for her achievements at various competitions. The culmination of these achievements occurred in March, when she was asked to participate in the 2015 White House Science Fair. Of the thousands of science project contestants from around the country, she was selected as one of 36 students at the fair. Her project focused on developing computer programs that could assist in detecting novel drugs for diseases, such as cancer, tuberculosis, and Ebola.

And what is even more impressive is that President Obama specially asked her to present her project

for him. In a recent video released by *The Washington Post*, he even offered her a summer internship at the White House.



Anvita Gupta, BASIS Senior and one of 36 high schoolers who presented at the White House Science Fair

And while Anvita has been representing her own project in all of these competitions, she has also been representing BASIS Scottsdale. Her successes have drawn large attention to the work ethic that

BASIS instills in its students. Anvita may be graduating within the coming month,

but she has already inspired many students within our school to pursue their interests to the fullest. We congratulate her on all her successes past, present, and future.

NEWS

STANFORD CHEATING SCANDAL

BY SUNSKRUTHI
KRISHNA

Humans are programmed to find a way to bypass the system, to get to the destination faster, and to accomplish something with less effort. In that way, humans are innately superficial, impatient, and even a little morally conflicted. However, the greater systems governing the people can rectify this behavior: make us less selfish for the greater good. Because, as clichéd as it sounds, it is indeed true that winners never cheat, and cheaters never win.

Some college students at Stanford University thought they could do both: have their cake and eat it too; cheat and win. Recently, according to Stanford officials, an unusually high number of students (20% of those enrolled in an introductory class) were involved in suspicious, cheating behavior in the classroom. Defying the academic honor code, disappointing hardworking professors, and essentially violating the education rights of other individuals, these students have (albeit

temporarily) tarnished the sterling reputation that Stanford may have had in some individuals' eyes.

According to the university's officials, however, investigations are underway to determine the culprits and to mete out discipline to those found culpable. Stanford's Office of Community Standards says that students will face consequences, ranging from suspension to community service.

Furthermore, Stanford professors have been advised to make clear the academic standards and expectations of the top-tier Ivy League school to all students to prevent such a series of events from recurring in the future. The university cites instructors as responsible for carrying out the message of academic honesty to all members of the school's community, ensuring an environment of integrity and trust.



OPINION

GUIDE TO A CHEAPER PROM NIGHT

BY NICHOLE
KYPRIANOU

Girls, do you want to look gorgeous without paying an arm and a leg for that perfect prom dress? Guys, do you really want to spend a fortune for a tux that you will wear for only one evening? Here are some tips for having a memorable night at prom with a modest budget:

Guys' outfits

1. Gentlemen, you don't have to wear a tuxedo to prom. You can opt for suits or sports jackets instead; these options are acceptable and are becoming more trendy now. This is a good way to save money, especially if you already own a suit.
2. Compare pricing at different stores. Get a group of friends together and go to the same tuxedo store. The shop may offer a discount if you all rent a tux at the same place.
3. Don't limit yourself to certain, expensive brands (the same goes for girls). No one will really notice whether your suit is from Men's Wearhouse or Walmart, so be adventurous and go with the less expensive choice.

Girls' outfits

1. Buy a used dress. Prom dresses are usually in good shape since they are only worn one evening.
2. Shop out of season. Like wedding dresses, prom dresses tend to be sold at bargain prices during the off-season.
3. Make unique accessories to an otherwise unadorned dress. You can bedazzle a plain dress by experimenting with rhinestones or beads. For those who are creative, this may be a fun option to gather some friends and make crafts together.

Transportation

1. Rent a van instead of a limousine. More people can fit into a 15-passenger van than can in a limo. Plus, it's cheaper.
2. If the limousine (or party bus, for that matter) is a necessity, however, split the cost. Booking one early and apportioning the expense among friends is a cost-effective way of getting to prom as a big group.

Flowers

1. Go with a group. Forget about those corsages by going to prom with a group of friends instead of a date. The sheer amount of people in the collective will draw attention away from the sometimes superfluous, flowery accessories.
2. If you are going with a date, however, you can make your own corsage and save a lot of money by avoiding high-priced florists. Just buy your own flowers at the grocery store or online and string together a corsage the day before prom.

It truly isn't too difficult to make prom memorable without the seemingly unnecessary expensiveness of extravagant attires, flamboyant transportation, and blooming flora. By following the steps above, anyone can make prom memorable without breaking the piggy bank.

LAPTOPS LAG BEHIND LONGHAND

With graduation around the corner, many might consider the latest laptop to be the perfect gift to send high school seniors off to college. However, a 2014 study published in *Psychological Science* begs to differ. At least when it comes to taking lecture notes, pen and paper outperform laptops. Research reveals that transcribing notes by hand increases long-term comprehension, especially conceptual learning, when compared to typing notes on a laptop.

The pen, it turns out, is not only mightier than the sword, but “The Pen Is Mightier than the Keyboard” also, according to the title of a study performed by Pam Mueller and Daniel Oppenheimer of Princeton University and UCLA respectively. In a series of three experiments, researchers found that students who took notes on a laptop did worse on tests of conceptual learning than did students who took notes by hand. In the study, hundreds of college students viewed TED Talks concerning topics that were not common knowledge. Half of the students took notes on laptops while the other half took notes by hand in notebooks. Although both types of note takers performed equally well recalling facts, laptop users scored substantially lower on the conceptual questions.

Because laptop note-takers consistently recorded more words—transcribing the lecture almost verbatim—compared to longhand note-takers, the researchers coined the term “mindless transcription” to describe how the advantage of taking more notes was canceled out by the disadvantage of failing to deeply process the information. The researchers speculated that taking notes by hand demands that students select and prioritize the most important information; rewording lecture content demands higher levels of processing in the moment and promises greater retention later. Typing notes impedes learning because it only engages in shallow processing, which does not lend itself to conceptual inquiry.

Thus, the handicaps of a pencil—it is slower and more laborious than typing—prevents copying a lecture word for word. Forcing students to be active learners, who listen, internalize, and paraphrase to grasp the essence of the lecture, slow-but-steady longhand note-taking facilitates better comprehension than speedily and effortlessly hammering away on a keyboard to produce a copy of the lecture without contemplating the same.

BY LAUREN APPEL

Even when researchers admonished students about the risks of verbatim note-taking and urged them to type notes in their own words during the second experiment, laptop users still persisted in recording the lecture word-for-word, suggesting how difficult it is to overcome the temptation to mindlessly transcribe on a laptop. Consequently, typists fared more poorly on tests again-- a laptop's efficiency does not equate with efficacy.

Finally, the students were tested a week after taking notes, modeling a real-world exam schedule. Even after they were allowed to review their notes before the test, students who reviewed typed notes continued to perform consistently worse on conceptual questions.

While the study controlled for online distractions by disconnecting the laptops from the Internet, real-life college classrooms provide Internet access, which further impedes learning on laptops. According to *Scientific American*, college students using laptops spend 40 percent of time in class on unrelated sites, are more likely to deviate from their classwork, and are less satisfied with their education. In a study of law school students, *Scientific American* further noted that approximately 90 percent of laptop note-takers diverted from their classwork for a minimum of five minutes, and 60 percent remained disengaged for half of the class time.

Even more alarming results were produced by a 2013 study staged by Faria et al. showing that multi-tasking on a laptop in the classroom, not only distracts the user, but also neighboring students, interfering with all of the students' comprehension of a lecture. Non-multitaskers received the highest scores on tests; multitaskers scored the second highest; and second-hand multitaskers—students in view of a laptop-user alternating between note-taking and unrelated tasks—performed the worst on tests.

On the other hand, critics of longhand laud the benefits of laptop note-taking: clearer and more flexible formatting and synching between devices increases portability of notes. These benefits, however, may be also the bane of laptop note-taking; technology negates the brain's need to organize, evaluate, synthesize, and condense information. Writing for *NOVA Next*, Allison Eck analogizes the laptop versus longhand study to the concept which cognitive psychologist Robert Bjork called “desirable difficulty”: the harder it is to learn an idea, the more likely it will be retained.

What is easy on the fingers is easy on the brain--those hand cramps may be worth it after all.

THE ORIGIN OF SUMMER VACATION

BY BRIAN
GLUCKSMAN

Summer vacation does not seem very sensible: numerous studies have shown that juvenile crime increases during summer, and that students who attend schools with summer vacations do worse than students who attend schools without one. Moreover, summer vacation does not have a long tradition: the concept of the American “summer vacation” only originated in the 1840s.

So then, why does summer vacation exist?

In 2010, *TIME* magazine, trying to answer this very question, argued that summer vacation is a remnant of our agrarian economy; schools needed to send children back to their parents so that the parents could have extra help in harvesting. Although this theory is quite prevalent, it is not well supported. Most crops are harvested in the autumn or spring, not in the summer. Additionally, in the 1840s, a decade characterized by modernization, farmers lacked the social capital to radically reform education.

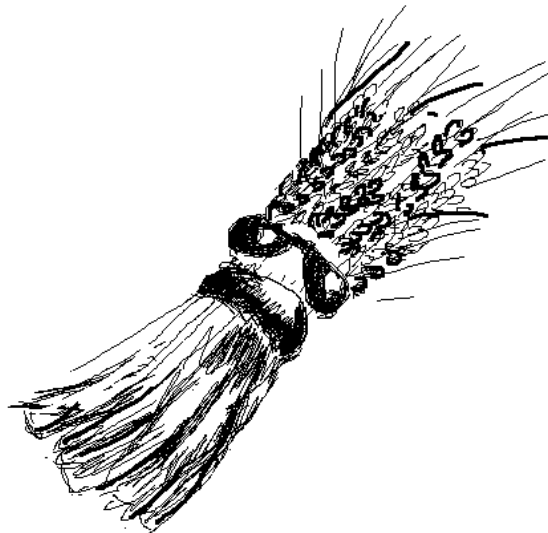
While the long-held belief that summer vacation was created for farmers persists, it is not clear what the real reasons for this persistence are. Some experts have

speculated that a summer hiatus loosened a factory worker’s ties to a city so that he could find work elsewhere, that a summer vacation was an attempt to Americanize Prussian education policy, and that a summer break was a result of urban heat islands.

Perhaps the biggest clue regarding the origins of this months-long vacation lies in the political views of Horace Mann, the Massachusetts state legislator responsible for bringing summer vacation to America. Since Mann was a big proponent of class equality and since many wealthy families would leave cities to avoid the summer swelter, it is likely that a desire to homogenize the educational experience of rich and poor children contributed to his motivation.

If at any time over the summer you hear anyone criticizing summer vacation for being a waste of time, then feel free to respond by saying that summer vacation is a unifier, minimizing class differences and promoting equality.

But, please, do not try to find any crops to harvest this summer.



ARTS & ENTERTAINMENT

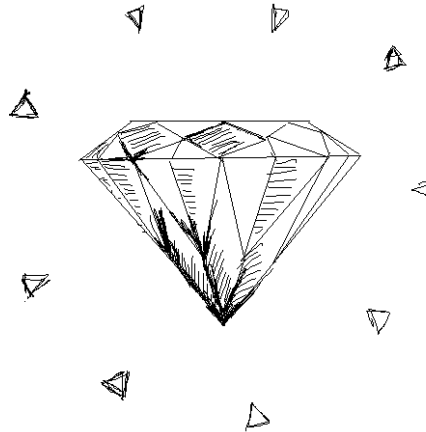
DOERR DOES WELL

BY MOLLY ONO

Though published in 2014, Anthony Doerr's *All the Light We Cannot See* still deserves all of the recognition it can muster. A darling of the *New York Times*, this book has become a smash hit in the literary world, rocketing to the top of bestseller lists and winning critical acclaim reviews alike. An innovative, poetic, and naturalistic book, *All the Light We Cannot See* seamlessly melds the left and right hemispheres of the brain, creating a confection as cerebral as it is gorgeous.

The book is set in a cliché-enough world: Europe ravaged by World War Two. However, the main protagonists are anything but. On one side of the war is Marie-Laure, a blind French girl who navigates her world with a miniature wooden model of Paris constructed by her locksmith father. Her days preceding the war are spent at the Natural History Museum, where she grasps all manner of shells, insect wings, and natural tactile wonders.

Her counterbalance is the orphan boy Werner, a boy born into the misfortune of the rise of Nazi Germany. Amid the ensuing political pressures and threats from one of the most ruthless regimes in recent memory, the strikingly white-haired Werner nonetheless discovers a budding passion for mechanics and engineering. Radio



transfixes him; the coils of radiators can drip from his fingers like oil with the right tools.

Against the backdrop of the worst war in human history, the paths of this boy and girl are destined to cross against all odds, with only a cursed diamond, an ancient seaside French town, and a sociopathic gem expert-turned-Nazi sergeant to bring them together. With this in mind, it is readily apparent that Doerr creates a poetic balance between the natural and man-made, flesh and metal, Marie-Laure and Werner.

Apart from the characters themselves, Doerr tackles the structure of a novel in quite an uncommon way: the chapters of the book are rarely longer than four pages each. While in the hands of a lesser author, the effect may be abrupt or choppy, Doerr treats each chapter like a single image. In fact, the whole book plays out like a mosaic of poignant moments, flowing seamlessly into a story chronicling the tragedies of war and the bonds that can cross countries, loyalties, and generations.

Without a trace of doubt, the book is written with the soul of a poet, the mind of a scientist, and the musings of a curious child. Doerr manages to touch all walks of life, and we are all the more grateful for it.

JAYDEN'S JAMS

AMERICAN CANDY

BY JAYDEN SONI

The Maine holds a special place in our hearts as locals. From Arizona, the band recently released their fifth album, *American Candy*, and kicked off an American tour in Tempe.

While the entirety of their sound cannot be captured in a single album, this short but powerful ten-song piece does an excellent job. Combining their early pop-rock spirit with the emotional maturity they have gained over the years, The Maine produces a catchy yet meaningful record, one that is arguably their best work.

The album opens with its second single, "Miles Away," a track that seems to reflect on the escape that touring has provided the band, a fitting way to open not only their album, but also their show. The introduction's peaceful yet haunting use of delay produces feelings of temporary peace, complemented by reminiscent choruses.

The second song on the album, "Same Suit, Different Tie," is another personal song, but it is more relatable than "Miles Away," something The Maine does consistently well on the record. Singing about his "hand-me-down clothes" and lack of "high-priced designs," artist John O'Callaghan argues that excessive amounts of money are unnecessary to feel "dressed up" and content.

After hitting it out of the park with the first two songs, "My Hair," is the first one that falls a bit short. While the premise behind the lyrics is entertaining, referring to O'Callaghan's recent infamously long and unkempt hair, it ends up being very difficult to craft three minutes worth of lyrics. They become very repetitive, bringing attention to The Maine's already recurrent song-structure. Singing about the freedom of youth, The Maine traps itself musically on this one.

The album's extremely catchy first single, "English Girls," brings the album right back. Despite the seemingly shallow lyrics, this song represents a return to the band's roots, but it is done in a much more mature way. The chorus is light and fun, but the verses get a little darker, as The Maine balances its original sound with its experience beautifully.

Saying "24 Floors" produces a little contrast would be an understatement. The slowest song on the album, it deals with the somber action of suicide. Full of reflection, O'Callaghan preaches a newfound

appreciation of life, and champions living each day to its fullest while the time is still there.

And just like that, The Maine returns to its upbeat sound in "Diet Soda Society," full of driving guitars and whistling. At the same time, however, the lyrics remain dark and cynical. Jared Monaco's short but sweet guitar solo contributes to this upbeat atmosphere, while the lyrics remind listeners of the band's age and maturity.

The seventh track, "Am I Pretty?" opens with my favorite guitar riff of the album and remains bouncy throughout the song. It playfully deals with the issue of insecurity, dressing up a more serious issue in the same way someone might put on a mask for acceptance, as O'Callaghan croons.

The eighth track, "Un(lost)," comes with a driving beat and loud chorus, but with a slower tempo that, for the second time on the album, does not mask the band's dark lyrics. Talking about escape once again, O'Callaghan struggles between playing it safe and taking the leap, thus becoming lost.

The album's title track, "American Candy," takes its penultimate spot. The minimalist verses contrast yet again with the loud, wall-of-sound chorus. The band uses candy as a metaphor for something much darker that steals from kids a time when they "loved what [they] loved because [they] loved it," with haunting backup vocals driving the message home.

The final song on the album, "Another Night on Mars," has easily the best introduction on the entire album. Something about the simple piano chords and vocals of the same rhythm creates an undeniably soothing harmony. The song as a whole becomes somewhat repetitive, but is a nice, cheerful way to close out the album, from the inclusive chorus to the playful "yup" that closes out the bridge.

Overall, *American Candy* is full of some very good, very catchy, and all the while very meaningful songs. It leaves the listener wanting more, especially with only ten songs that, in all, last a total of thirty-five minutes. With that simplicity and shortness, no one song really sticks out as great, unlike tracks from the band's other albums. That being said, it is still their most cohesive and representative album yet.

Rating: 4 stars

WORD FUN

JUMBLE

BY BRIAN
GLUCKSMAN

Directions: Use the boxed letters to solve the riddle.

Why did the chemist stop doing stand-up?
He failed to _ _ _ _ _

1.

AGNDL
2.

COHPE
3.

AYEST
4.

ATOTS
5.

ERATI

TEACHER QUOTES

BY NICHOLE
KYPRIANOU

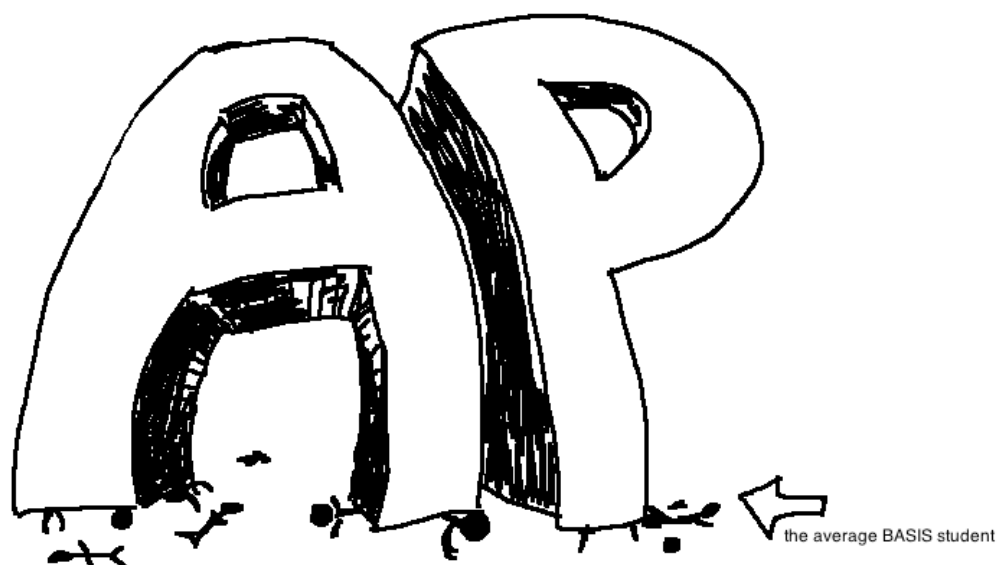
Quote

- "Make the function feel better in the math community."
- "This does not include digitally mutating your nasal construction pathway."
- "Logos, Egos, and Pathos"
- "BASIS Chandler forgets the +C"

Teacher

- A. Mr. Witz
- B. Mr. Nishan
- C. Mrs. Bailey
- D. Mr. Peacher

Answers: Gland, Epoch, Yeast, Toast, Irrate
He failed to "get a reaction."
D, B, A, C



"Looks like it's almost May again"

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TRACK RECAPPED

BY LUCIA WANG

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Their first meet of the season, which took place in March, saw the track team taking first place and taking home two trophies and Bulldog pride. Throughout the

season, the team has placed high at various other meets as well and their success has only grown.

While it may be a lot of blood, pain, and sweat, the effort track members put in eventually pays off in their season-wide success. Track is also looking forward to accepting new team members next year and hope to see you join.



BASIS STUDENT AT WHITE HOUSE SCIENCE FAIR

BY DIVYA VATSA

Have you ever wondered what the White House looks like? If you asked senior Anvita Gupta, she could probably give you an accurate description. It's not every day that we get to meet the President of the United States, but Anvita can now proudly say that she has.

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internship at the White House.

