
K.Torres

"The biggest challenges I faced in science courses was handling the fast pace happening in the lab and the learning environment, but the difficulties confronted," **Mason Pafford**, senior, said.

Class Investigates Crime Scenes

Detectives worked to solve the crime presented to them in Forensic Science, the application of science in investigative work. The hands-on class offered a unique way of teaching the course. If a student liked the field of Forensics, they found themselves examining possible crime evidence. From left to right, top row: **Elizabeth Gonzales, Alex Luong, Kathryn Gutierrez, Marquis Henderson,** seniors. Bottom row: **Jennifer Garza**, junior, **Troy Do, Travis Buck, LeKayla Frazier,** seniors, and **Karyl Bitting**, teacher.


L.DeLeon


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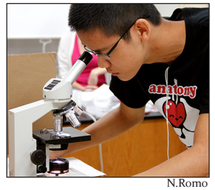
N.Romo


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Using a microscope in her Anatomy class **Regan Steffy**, junior, examines a biological specimen during her experiment. "Microscopes allow us to visually see that which we normally cannot see," **Steffy** said.

In AP Physics, **Kendall Kyle**, senior, launches projectiles with a toy gun and then records the distance they traveled. "I enjoy learning how things work and that's physics teaches. We do lots of interesting labs," **Kyle** said.


L.DeLeon


L.DeLeon

Adjusting the angle of a toy gun, **Cooper Cash**, senior, demonstrates how angles affect the distance of projectiles. "Shooting the dart gun was exciting. It really helped me understand projectiles," **Cash** said.


L.DeLeon

Shooting projectiles with a toy gun in AP Physics II, **Enoc Balderas**, senior, learns about how projectiles travel. "I enjoyed shooting projectiles. It helped me understand velocity better," **Balderas** said.

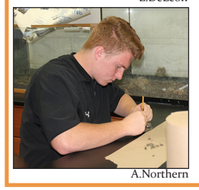
Describe the best Science *lesson* experience


L.DeLeon

"I enjoyed having to take my Physics class, especially when we have projects from which I learned so much," **Benjamin Calkins**, junior, said.

"My best science lesson was when we went to Galveston for Marine Science. We got to learn more about the fish," **Michelle Marquez**, senior, said.


S.Mora


A.Northern

"All the labs we do in Environmental Science were a good experience because it opened my eyes to the organisms that play a role in our environment," **Cole Frost**, junior, said.

"I have learned how to correctly replicate designs from Pinterest to launch various objects 13 feet," **Emmilyne Thomas**, sophomore, said.


L.DeLeon

Q&A What challenges did you face?

"Challenges I had faced in projects were the measurement in the angles and then trying to get the correct distance but then for it to come out wrong was just a huge error," **Drew Knight**, senior, said.


L.DeLeon


L.DeLeon

"The concept for physics was just hard to comprehend. Seeing the problem in my mind and then applying the concept of it was difficult, but can be achieved," **Jonathan Westerfield**, senior,said.

"The challenges for me was trying to keep things in order and balanced. I mean trying to keep up with school work then focusing on sports was a hassle," **Allison Steen**, junior, said.


A. Northern

With help from her teammates, **Alexis Heter**, junior, carries her heavy catapult to the starting line.


L.DeLeon

Pumpkin Launching

Physics students design, construct catapults, put concepts into practice with hands-on project

Pumpkins fly in the air, some landing ten meters away and smashing open against the cement, and some landing only three meters away. Students cheer on their peers and teachers try to avoid being hit by a falling pumpkin.

Physics students designed and built catapults to learn how angles, tension, and force affect the distance and speed of projectiles.

"The hardest thing was trying to figure out what we had to fix to make the catapult launch the farthest. We had to tweak so many little things to make it go the distance which took a lot of time and patience," **Danielle Williams**, junior, said.

The construction was done at home and the design of the catapults was completely up to the students. The lack of guidelines allowed students to experiment and learn on their own what made a successful catapult.

"At first the process was slow because we were designing and figuring out our numbers. When the real building started, the pace picked up and everything flowed easily," **Vinh Pham**, senior, said.

When building and testing their catapults, students had to constantly modify minor parts of their medieval structures to improve them.

Students enjoyed launching pumpkins with their catapults and seeing their friends' catapults.

"Building a catapult may seem hard until you have the friends who have the brains, the brawn, and that guy who has a lot of duct tape," **Brian Lu**, sophomore, said.

Story by LeslyDeLeon