



## Inside This Issue

STARS .....	1
Featured Article .....	4-15
Senior Info .....	23-27
Upcoming Events .....	28

# THE TOWSON PRIDE

*On a bi-weekly basis, we acknowledge the outstanding efforts of our staff and students. We encourage our staff to submit accolades for recognizing the dedication of others. The accolades appear on the first pages of our newsletter. As contributing members to Towson High School, we represent 5 STAR Generals.*

*We appreciate our staff and students for demonstrating leadership, citizenship, scholarship, and integrity. If you would like to submit an accolade for one of our students/staff members for the great work that they do within our community, please submit the information to [cdmino@bcps.org](mailto:cdmino@bcps.org) and cc [dlauten@bcps.org](mailto:dlauten@bcps.org). Help us recognize the outstanding efforts of our students and staff.*

★ **STARS to Gil Stange** for opening up his online classroom to new teachers to observe.

★ **STARS to Abby Bobo, Kailyn Cote, Rory Harmon, Gabe Itriago, and Zipporah Ogabo** for outstanding critical thinking and substantive discussion during their breakout group in Ms. Flynn's AP English 11 class.

★ **STARS to Kevin Dalsimer and Erich Geckle** for instilling a positive, practical, solutions-focused tone for Faculty Council.

★ **STARS to Rachel Valsing, Scott, Olson and Jamie Ridgley** for sharing resources and experiences during a recent professional development session.

★ **STARS to Tom Geilfuss, Jackie Flynn, Catherine McCusker, Lindsay Miller, John Olin,**

**Rick Malloy, Emilie Seck, Bill Buick, Debbie Richmond, David Rhen, and Laura Malafarina** for reporting out practices that represent the expertise of our staff during our recent professional development session.

★ **STARS to Sara Carr** for her leadership and collaboration.

★ **STARS to Mary Williams** for her perseverance.

★ **STARS to the Language Arts and Science departments** for showcasing meaningful opportunities for students that are occurring within the academic setting.

★ **STARS to Famatta Hne and Kellie Alexander** for infusing collaborative opportunities for students.

★ **STARS to John Stevens, Nicole Bridges, Kim Cul-**

**bertson, Donna Lauten, Joanne Pachilis, Simon Briggs, Officer Cardano, and Officer Fiedler** for their camaraderie.

★ **STARS to the School Counseling Office** for their strategic efforts to support students and consistently think of others.

★ **STARS to Owen Worrall** for his leadership with coaching youth in the community.

★ **STARS to our October birthdays: Claudia Krochta, India Wilson, Donna Lauten, Tom Bannon, Rick Malloy, Catherine Damon, and Brian Tregaskis, Randi Jones, and Brandon Allen.**

★ **STARS to the World Languages Dept.** for their acknowledgement of their instructional efforts with preparing students to earn the Seal of Biliteracy.

## *A Sincere Note of Appreciation*

*I want to take a moment to thank the parents, students, community members, and staff that reached out to me during this past month with a note of appreciation during National Principal's Month. During the academic year of 2020, principals and educational leaders across the United States have been challenged in ways that they have never experienced in their lifetime. As a parent and educator, I understand the additional stress associated with the change to our daily lives. I am reminded of decency that exists within all of mankind to support each other through trying times.*

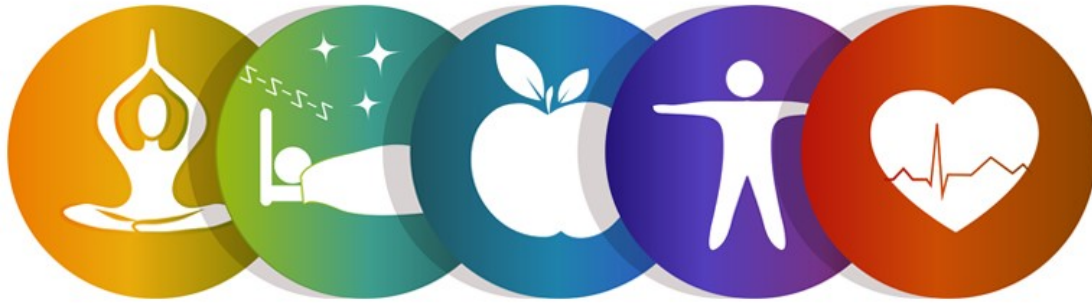
*Authentic leaders know that difficult decisions are necessary to support our youth. The principalship, often a lonely existence, is filled with joys and sorrows. A leader accepts that he/she will never please everyone but is committed to making an impact for others, even when a decision is not popular.*

*I am extremely fortunate to work with administrators and leaders that are committed to making a life-long impact for children. I am thankful for a team that works collaboratively to strategically support students academically and socially. Thank you for your courage, compassion, and commitment to our students.*

*Charlene DiMino*



# Health & Wellness



## Colder weather, fall & winter holidays, and COVID-19: Staying safe, minimizing the risk of transmission, and keeping healthy both physically and emotionally

As winter approaches, the days are getting shorter and the weather cooler. Over the past several months we've adjusted our daily lives to live with COVID, spending more time outdoors, eating and socializing outside and at a distance from others. So what can we do to stay safe & healthy during this winter and holiday season?

Below are some ideas adapted from Johns Hopkins Bloomberg School of Public Health, *Innovative Holiday and Winter Gatherings in the Time of COVID-19*

### Don't Stop Going Outside!

Experts continue to recommend being outdoors as one of the best methods of staying healthy and preventing the spread of COVID. So be sure to have plenty of warm clothes and outdoor gear this winter.

- Do outdoor activities – skiing, snowboarding, sledding, hiking, cycling, walking...
- Rethink your yard and how you might make it a better space for outdoor fun in the cold weather:
  - Add outdoor lighting - solar lights, lanterns, string lights, etc.
  - Create a comfortable and warm space - add weatherproof fabrics, rugs and furniture that will be comfy for the family to lounge on. Keep extra warm quilts and blankets by the door to cuddle up with.
  - Add outdoor movie screens and games
  - Use your screened-in porch
  - Add a fire pit or outdoor heaters for warmth
  - Keep warm with hot chocolate or s'mores!



## Ventilation and Air Circulation

- Keep windows open when possible, especially if having guests, and minimize the number of people in any enclosed space.

## Mask Up!

- Masks are here to stay, at least for a while. Wear masks whenever you are around people outside of your immediate family, household or small group of contacts. You should wear masks *at all times* when in close contact with others, even when outside. Continue to try to keep a six foot distance from others.

## Consider Creating a 'Pod'

- Organize a small group of friends and family who agree to restrict activities and interactions outside the pod. Everyone within the pod should be restricting close contact to only others within the pod.  
Sample pod agreement link:  
<https://www.jhsph.edu/covid-19/documents/pod-agreement-example-FINAL-10-15.pdf>



## Wash your hands!

- Frequent hand washing or use of hand sanitizer remain one of the best ways to prevent the spread of COVID-19!

## Quarantine Activities



## Have a plan for quarantining and isolation.

- Know where to get tested in case someone in your family has symptoms. <https://www.baltimorecountymd.gov/covid-19/testing>
- Plan for how to quarantine for 14 days if you are exposed to someone who has tested positive.
- Plan how you or a family would isolate in the home if tested positive - for at least 10 days and until fever free and symptoms improved for 24 hours. (\*Remember, anyone in close contact with a positive case must quarantine an additional 14 days after the last close contact – consider caregivers of positive cases.)

## Evaluate Travel Plans

- Keep in mind that some states may require mandatory quarantine or other restrictions. In addition, workplaces or schools may have requirements for when you return from travel. <https://www.cdc.gov/coronavirus/2019-ncov/travelers/travel-during-covid19.htm>

- Driving is safer than flying
- Carefully consider travel to areas with high levels of community transmission
- If you're hosting out-of-town guests, consider asking everyone to get a COVID-19 test a week or so prior to the event and then quarantining between testing and travel
- Discuss how an exposure or diagnosis would be communicated to everyone
- Plan for post-event quarantining and testing
- Check whether you will face mandatory quarantines from your local jurisdiction, workplace, or child's school if you go to an area with high community transmission
- Consider having any college students returning home for the holidays get tested and quarantine for 14 days

## CELEBRATING THE HOLIDAYS!

### HALLOWEEN



- All festivities should be held outdoors
- Walk in small groups (e.g., your family or pod) and keep distance from others; don't congregate in large groups
- Leave candy on a table or a front porch rather than handing out in person, and consider spreading it out on a blanket or table near the sidewalk to reduce crowding around a bowl
- Wear masks that cover your nose and mouth. Costume masks are not enough!

### Holiday Parties & Gatherings

- Consider having your party outside! Wear masks and keep physically distanced from those not in your household or pod.



- Consider a smaller family gathering this year. Large events are HIGH RISK. Schedule a time for extended family members or friends to meet virtually to feel connected.
- Get creative. Have a 'drive-by' party with signs, honks and waves. Plan a 'Card Party' sharing postcards, holiday greeting cards and notes with a group of friends or family. Do something different to make the holidays special for your smaller family group – have a special dinner instead of traditional food, with each person choosing a favorite item for the menu; let each family member choose a special activity, game, or movie for the day.
- *Courtesy: Althoff, K. and Stuart, E. , October 15, 2020. Innovative Holiday and Winter Gatherings in the Time of COVID-19. <https://www.jhsph.edu/covid-19/articles/innovative-holiday-and-winter-gatherings-in-the-time-of-covid-19.html>*



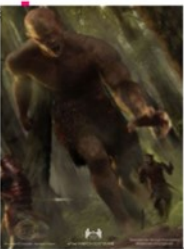
## Towson High School Language Arts Department

### What's been happening in virtual English classes?

**Mrs. Alexander's AVID 12** students celebrated successfully cracking the escape room on Fun Friday. *Teamwork makes the dream work!*



Students in **Mrs. Alexander's English 9 class** created group one-pagers to analyze the Cyclops as a villain in Homer's *Odyssey*.

Group Member Names Jordan weber Andrew Zenker Ryan Anderson	Image 	One Sentence Description Cyclops are louts and evil creatures that live alone in caves.
Claim: The cyclops is an appropriate villain for a Greek myth because it <u>embodys</u> fears and concerns of the greek people	Quote 1 - Cyclops and Greek Values Hospitality are one of the main values and the Cyclops' go against that because they weren't welcoming of the survivors. For example, "Neither reply nor pity came from him, but in one stride he clutched at my companions and caught two in his hands like squirming puppies to beat their brains out, spattering the floor." is a direct quote from the text and a prime example of the lack of hospitality.	Quote 2 - Cyclops and Greek Fears "to beat their brains out, spattering the floor. Then he dismembered them and made his meal gaping and crunching like a mountain lion—everything: innards, flesh, and marrow bones" "Fear of intemperance, (the inability to control one's desire or appetite; in Greek <i>akrasia</i> ): The Greeks glorified reason: they believed that they mind alone should control one's actions. Passion and desire they believed, were not stable forces capable of guiding decision making"

[illegible]

Important parts of the image - the tree looks old and the green grass around it. The bike also looks like it had been there for awhile and it looks like there's dirt on it too and rotting.

connection: This photo remind me when I would always go with my cousins and sibling to the wood or to my grandpa's farm with our bikes and sometimes we would get lost in the woods

main idea: The author's main idea could be about the setting or only the time of that photo.

confusing part: How did the bike get in there in the first place and why is it in the middle of nowhere and who's bike is that?



**Summary:** This photo could have a lot of meaning but for my point of view I think the photo is the about stopping time that's why the bike is stuck in the tree means the time had stopped in that moment

**Mrs. Bowman's English 10** class developed their own style of annotating by experimenting with Jamboard and using the "Read Like a 5 Star General" strategy to make sense of images and poetry.

they were just meant as covers  
in winters  
as weapons  
against pounding january winds

but it was just that every morning I awoke to these  
 October **ripened** canvases  
 passed my hand across their cloth faces  
 and began to wonder how you pieced  
 all these together  
 these strips of **gentle** communion cotton and flannel nightgowns  
 wedding organdies  
 dime store velvets

how you shaped patterns square and oblong and round  
positioned  
balanced  
then **cemented** them  
with your thread  
a steel needle  
a thimble

makes me think  
that the author's  
mother was very  
good at sewing and  
her stitches were

winters and weapons sound similar and they create a chilly winter feeling.

imagining  
soft and  
colorful  
blankets

makes me think that the author's mother was very good at sewing and her stitches were very strong and secure

oh mother you **plunged** me sobbing and laughing  
into our past  
into the river crossing at five  
into the spinach fields  
into the plainview cotton rows  
into tuberculous warden  
into braids and muslin dresses  
sewn hard and taut to withstand the thrashing of  
twenty-five years

**nostalgic,  
positive  
tone**

nostalgic,  
positive  
tone

stretched out they lay  
armed/ready/shouting

knotted with love  
the quilts sing on

**Maggie**

the quilts  
were made by  
her mother  
and they  
meant a lot to  
the author

The author's mother makes quilts so the winter isn't so violent and chilly. The quilts mean a lot to the author ("knitted with love"). The quilts are made of many different fabrics and items. The blanket was made of items that were parts of good and bad memories with the author and the mother. The blanket is full of memories whether they were good or bad. The quilts full of memories really meant a lot to the author.

Students in **Ms. Brotzman's Critical Reading** class played "writing rules" Jeopardy to prepare for an assessment.



**Students in Mr. Busselman's AP Language** course explored Gandhi's moral philosophy of the "Seven Social Sins," used it as a critical lens to engage with contemporary issues and rhetoric, and presented their findings to the class.

### Symbolic Images

### News Headlines

1. "After Beating Back the Coronavirus, Jamaica Prioritizes Tourism Over Public Health"
2. "Climate Change is Accelerating, Bringing World Dangerously Close to Irreversible Change"
3. "Does School Prepare Students for the Real World?"
4. "For Mitch McConnell, Keeping His Senate Majority Matters More Than the Supreme Court"
5. "How Police Unions Enable and Conceal Abuses of Power"
6. "This Is a Scandal: Trump Knew He'd Been Exposed to COVID and Went to Raise Money Anyway"
7. "E.P.A. Rejects Its Own Findings That a Pesticide Harms Children's Brains"

## Headliners and Symbolism

Best Buy joins Amazon, Target and Walmart in offering Black Friday deals in October.

Promote Spread Across Indonesia Over John Law

While Wilson Lee Jia, New Location Who Wilson is

Company Book

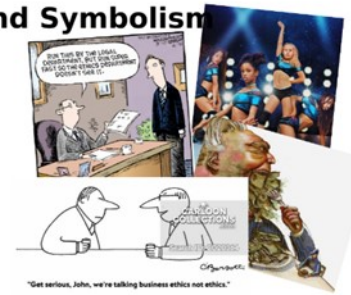
The Arctic John Thomson Says a Fake Check Book

Can You Buy It?

The New Museum Is World Class, but Many Find It a Tough Place to Work

Francis Carr, Fine Dining, Creative Mornings, Cash: Teller is Shelling Out for Talent

Netflix Is Charged in Texas With Promoting Lewdness in 'Cuties'



**Students in Mr. Busselman's Creative Writing** class worked in groups to analyze figurative language in a collection of poems which they then presented to and discussed with their classmates.

### MAGICIAN – Rosa and Illy

"Sometimes you make me feel like a magician pulling a dove from his sleeve the way you say bird and it seems to unfold its wings at your mouth and fly up to a branch on the apple tree"

**Explanation:**  
The simile that the person talking is like a magician pulling out a dove parallels the way words "move" up your throat and out your mouth and the bird flying up to the tree does the same, showing how words and someone's mouth and the sound "fly" away.

Image Of A Poem As An Acrobat: "Where beauty stands and waits, to start her death-defying leap."

**Literal:**



**Figurative:**



Here, the author is comparing the very definition of beauty to an acrobat, performing. This leads us to think that the poem is a show or a performance, and they are working with beauty to make the very best poem they can, like performing on stage as an acrobat.

**Students in Ms. Carr's English 9 GT** class collaborated to create and present theme one-pagers in Google Jamboard for the poem "Facing It" by Yusef Komunyakaa.

### Theme Statement:

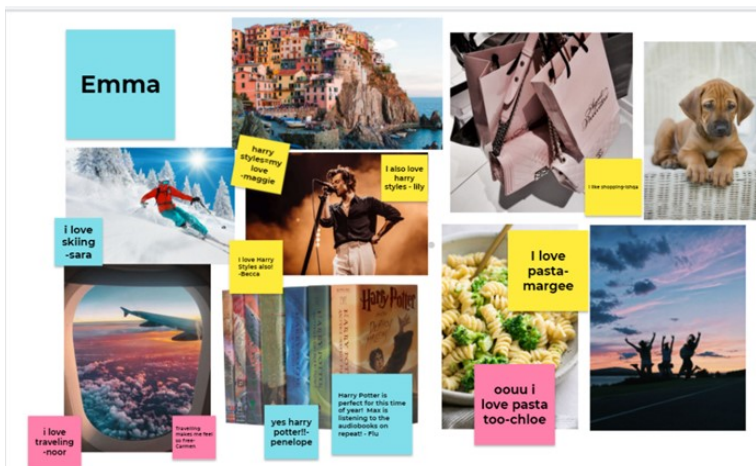
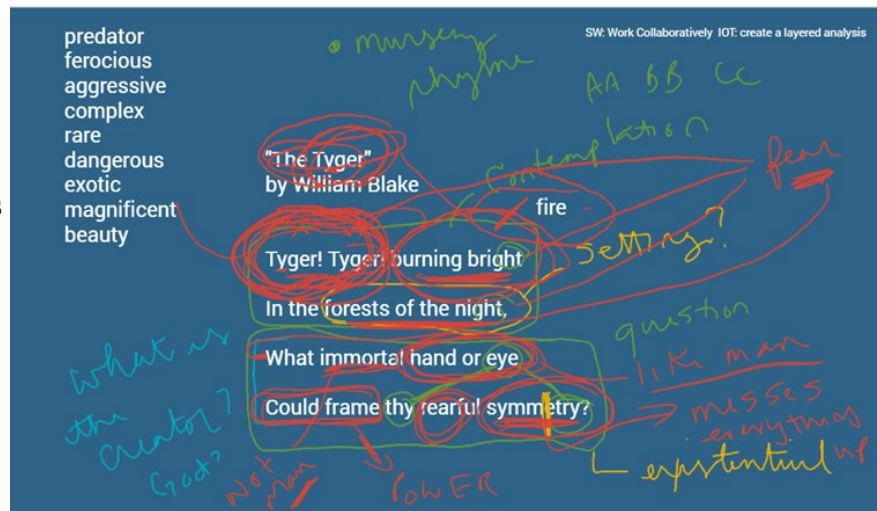
Sometimes you have to accept the past and come to terms with your emotions so you can move on.

### Theme Statement:

When you go through a traumatizing experience, just know that you will overcome it.

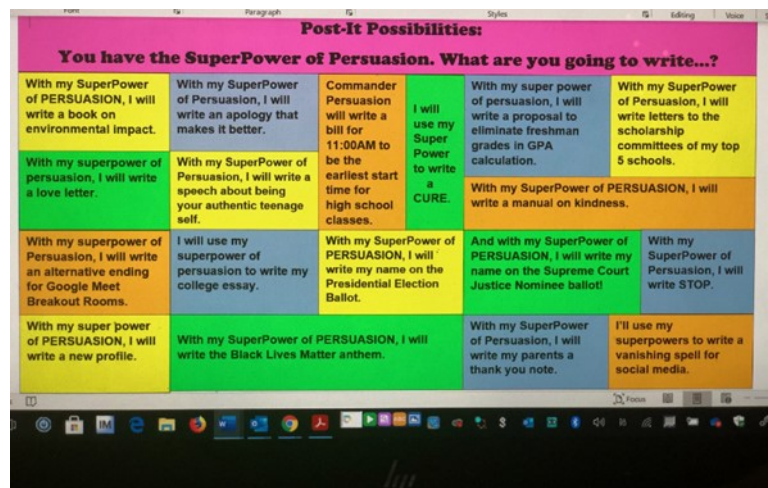


**Students in Mrs. Fluharty's AP Literature and Composition class** worked together to analyze Romantic movement poetry before beginning *Frankenstein*.



**Students in Mrs. Fluharty's Yearbook Advanced class** took a break from generating content for the yearbook to complete a "What I Love Right Now" mood board to explore what they have in common.

**Students in Ms. Flynn's AP Language and Composition classes** wrapped up recent argumentative writing sessions by revealing what they would write if they had the SuperPower of Persuasion.



Share some highlights from your peer review work today.

I really enjoyed my partner Ramzy's essay. She focused a lot on different aspects of herself and her character and I think that's important.

I really liked reading Bens essay! It was so great to see from a different point of view how a person grows from their circumstances!

We had trouble at first and we both had to work on it a bit more so I can't wait to get to actually read my partners

I thought Lucas' essay was awesome. There's always room for improvement but it was amazing.

I loved nicks essay and it really showed where he learned to be more open and not fear new environments -

Tim's essay showed a lot of personal growth

The essay I was working on had good ideas but it needed more imagery, maybe a personal experience to further character development.

I love Kristin's essay was great! I really learned a lot about her. Her culture, individuality, thoughts. SO GOOD

Maddie's essay was super unique and personal. I can't wait to see her finish it!

I loved Natalie's Essay. It was super visual, and was just fun to read because it totally transported you to where she was writing about.

Danielle's essay was very well structured and was interesting to read.

I am so proud of your work in this virtual space! Mrs. G

Kasey's essay was super awesome and very informative about her personal experiences!! -Andie

Andie's essay got better the further I read. It was really good on showing character development :))))

After engaging in reviews of their peers' college essays, students in **Mrs. Grabowski's English 12 honors class** shared compliments for their classmates in a Jamboard.

After a lesson on verbal, situational and dramatic irony, students in **Mrs. Grabowski's English 11 honors class** wrote a few ironic scenarios of their own.

Steve goes fish and the conditions look amazing. First his boat get loose and someone has to take him to it. Then he loses a giant fish and his favorite lure. And in the end he goes home empty handed. -NoahR

without hesitation she takes the chip, "you know those are really spicy right? her freind says. 'its fine i love spicy food.'" miranda says, as she finishes the chip she immediately runs to the fridge and chugs the whole milk container. "I thought

the kitchen and chugs the whole container of milk - sydney

Bob is using an umbrella in the rain and then he trips and falls in a puddle. Noah H

Melody says she wants to go bowling. she says she is really good. She goes with her friends and tries to bowl. She gets the ball in the gutter three times in a row. "Oh I am SO good at this!" verbal irony./Gabi

Isn't it Ironic?

Jerry goes to Colorado to snowboard, when he gets there there's no snow. he tries another mountain but there's just ice he has a bad trip-Matt

A character stepping out into a hurricane and saying, "What nice weather we are having". Situational irony occurs when the actual result of a situation is totally different from what'd you expect the result to be. (verbal irony). Ienisha, D

Create a short scenario using irony. Create a post-it with your example & name. (verbal, situational, dramatic)

Please create at least one post-it for this jamboard. Choose to share an example of irony or setting.

What is the Conflict in the Painting?



Person versus nature and Person versus self. There are sharks and waves surrounding his boat, and he is alone. Tension builds because we want him to get to land.

**Mr. Greenebaum's 10<sup>th</sup> grade** students analyzed print and non-print (image) texts and shared their work through a PowerPoint presentation.

**Mr. Greenebaum's 12<sup>th</sup> graders** used the OPTIC analysis technique and graphic organizer to analyze a variety of non-print texts/images. The focus was our relationship with nature.

### Rational, Grayson The OPTIC Strategy - for Visual and Graphic Texts

3. **Title:** Read the **TITLE** or caption of the visual (if one is present) so that you are clear on the subject it is covering.

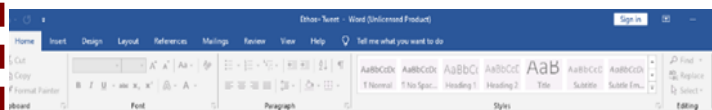
The poor Decisions It's about pollution

4. **Interrelationships:** Use the title as your theory and parts of the visual as your clues to detect and specify the **INTERRELATIONSHIPS** in the graphic.

The graphic and the title are both showing that the decisions of building factories and other buildings are causing pollution and having a toll on our environment. The picture is also showing that everything was destroyed in the earth. The pollution is building up with fire.



Title: Poor Decisions

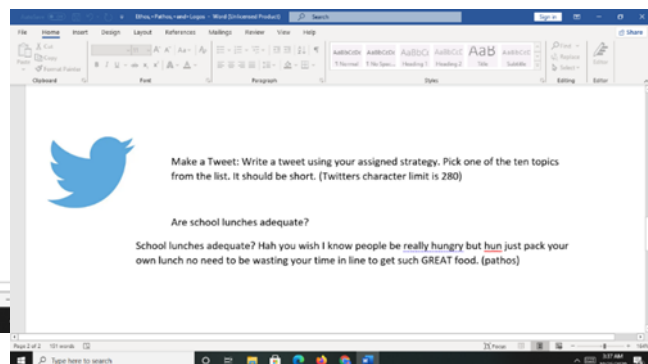


**Mr. Hinrichs' 12<sup>th</sup> grade honors classes** wrote tweets using ethos, pathos, or logos.

#### Ethos Pathos Logos Tweet Activity

Ethos: Should vending machines be banned in schools?

Vending machines are a great way for students to have access to some of their favorite foods or snacks during lunch. Most students use them as they are very convenient and don't take very long to use. Taking away vending machines would be taking away a large choice of food for students in school and I think any other students would agree with me.



Students in **Ms. Hne's English 9 honors** class worked on mini-research projects on gods and monsters featured in *The Odyssey*.

#### Group 2 - Poseidon

God of the sea, storms, earthquakes, and horses.

Poseidon means "husband of earth" or "lord of earth"

He is son of Cronus and Rhea, brother of Hades (god of the underworld), Demeter (goddess of agriculture), Hestia (goddess of hearth), Hera (goddess of marriage) and Zeus (god of the sky).

He lives in the golden palace, deep in the sea.

If you encounter him you could call zeus because he is scared of him.

His weakness is being tricked or deceived.

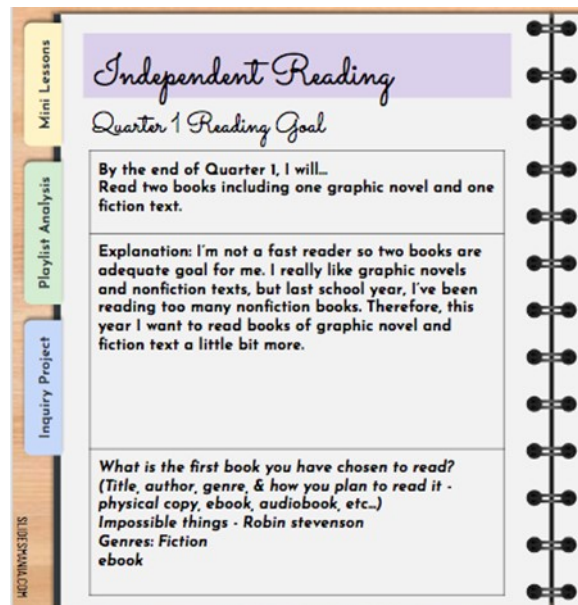




After watching speeches from President Obama and John Lewis, students in **Ms. Hne's English 9 GT** class compared the central ideas of the two speeches on a collaborative Jamboard.



**Mrs. Malafarina's English 11 honors students** set individualized reading goals and will track & reflect on their progress throughout the semester in their Digital Notebooks.





## Group #2: Nether Portal Building Tutorial

Step 1:

Initial

Question:  
What do I  
want to  
build?



Step 9

Step 10  
Go into your  
brand new  
portal

Reviewing if anything  
is placed wrong

Step 8:  
People place  
the blocks  
where they  
need to go.



Step 7:  
Everyone  
has their  
pickaxe and  
start mining.

Step 6:  
Players find  
the materials  
to make a  
diamond  
pickaxe.

Step 2: Where do I  
find all the  
materials

Step 3 People playing  
together divide into  
groups to find the  
resources to obtain  
the material.

Step 4

Everyone finds out they need a  
diamond pickaxe to break the  
material they need to build it.

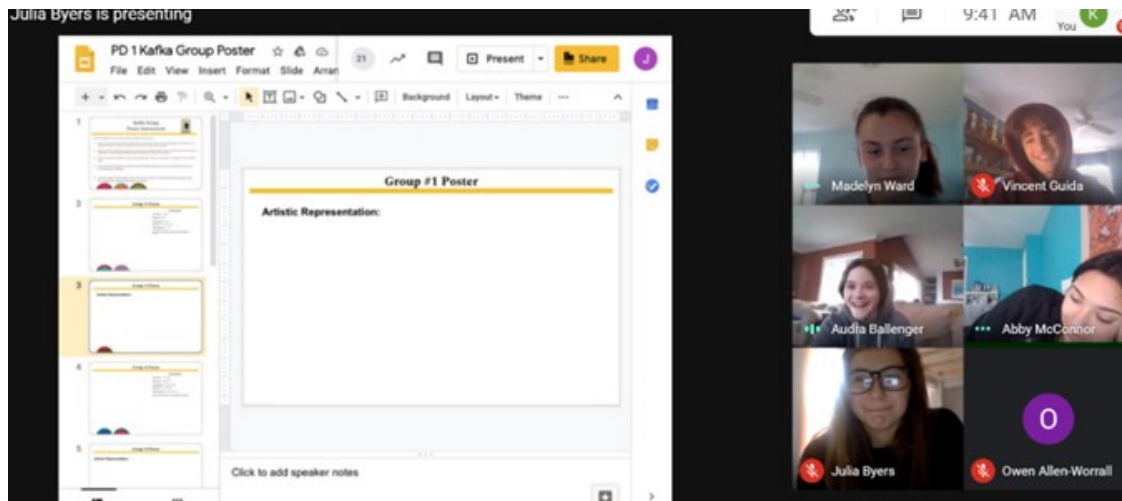
Step 5: Everyone  
talks about what  
they are going to  
build an how it  
will help

Summary/GIST: Tutorials are just like building a nether portal because it takes communication, collaboration, and planning to get the right resources and to get the right pieces where they need to be in order to get the final goal of the nether portal.

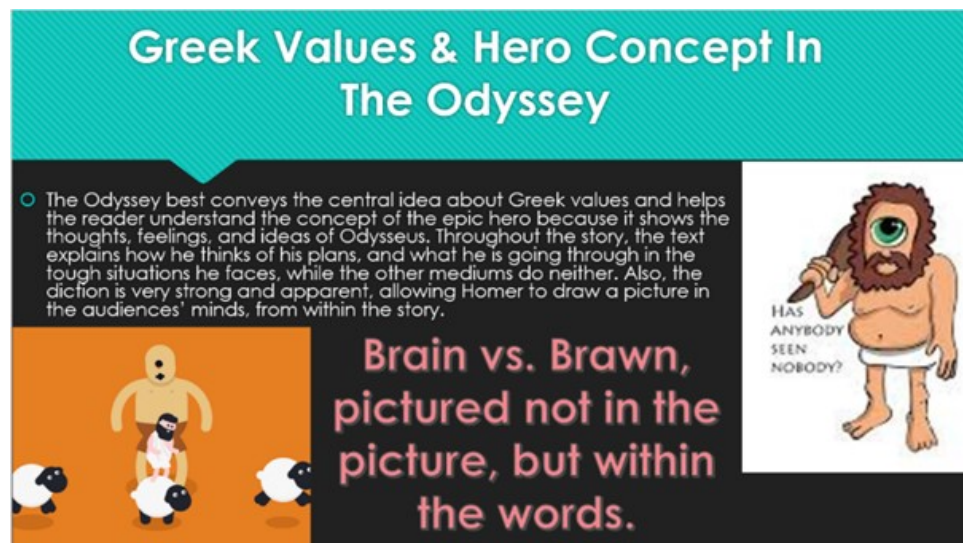
Students in **Mr. Marx's AVID 9** class collaborated on Google Posters to create analogies for the 10 steps of Tutorials by outlining another activity with 10 steps involved in success.

Students in **Mr. Marx's English 10 GT class** collaborated in breakout rooms to annotate "The Myth of Daedalus and Icarus" to identify the overall tone and theme of the text.

**Ms. Taddeo's English 10 GT students** worked in small groups to create Google posters analyzing Kafka's use of sentence structure, diction, and pacing in part one of *The Metamorphosis* in order to identify author's style.



**Ms. Taddeo's English 9 GT students** created campaign posters to identify which medium (artwork, video or text) best exemplified Greek culture and the Hero's journey as seen in *The Odyssey*.



After reading and analyzing the poem “My Mother Pieced Quilts” by Teresa Palomo Acosta, **Ms. Zava’s English 10 honors** students created a class culture quilt and crafted claims about why it’s important to read texts from multiple cultural perspectives.

**It's important to learn about other cultures because...**

**Add your group # (1 - 5) on the post-it, please! <3 Ms. Zava**

The more you interact with people from different cultures, the more you value and respect them. When you learn about cultural diversity, you can also learn more about geography, religion, and history. GROUP#2

**Group # 5: It is important to learn about other cultures because it can help us learn more about what others have gone through so we can start to see them as equals.**

It is important to learn about other cultures because it allows us to develop a better understanding for the world around us. Additionally, by learning about other cultures we appreciate more in life. group #3

It is important to learn about other cultures because it's a way to enhance our own culture, value and respect what we have and what other cultures have. #1

It is important to learn about other cultures because you can open your mind to new ideas, people, foods, religion and it could make you grateful for what you have and show you are unbiased to your culture or ideals. #4

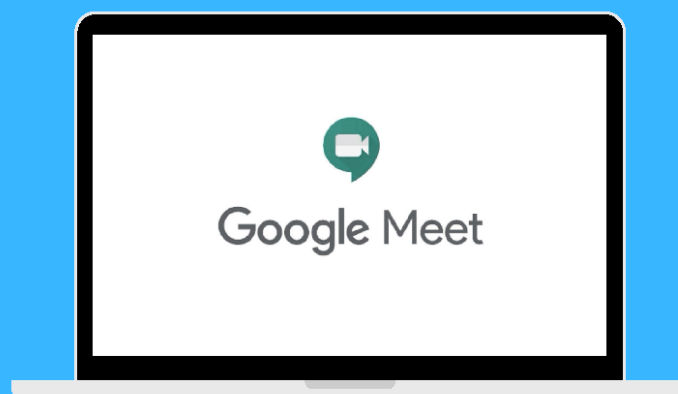


NEED TUTORING FOR ANY SUBJECT?  
COME TO...

# NATIONAL HONOR SOCIETY TUTORING!

EVERY FRIDAY FROM 3-4PM  
STARTING OCT. 23RD

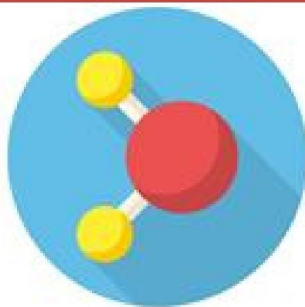
GOOGLE MEETS CODE: THSNHS2020TUTOR





Every Tuesday & Thursday! From 2:15-3:15

# SNHS TUTORING!

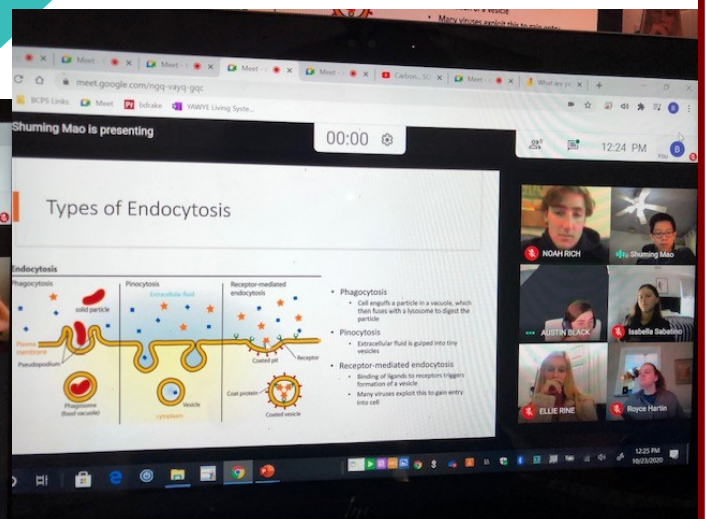
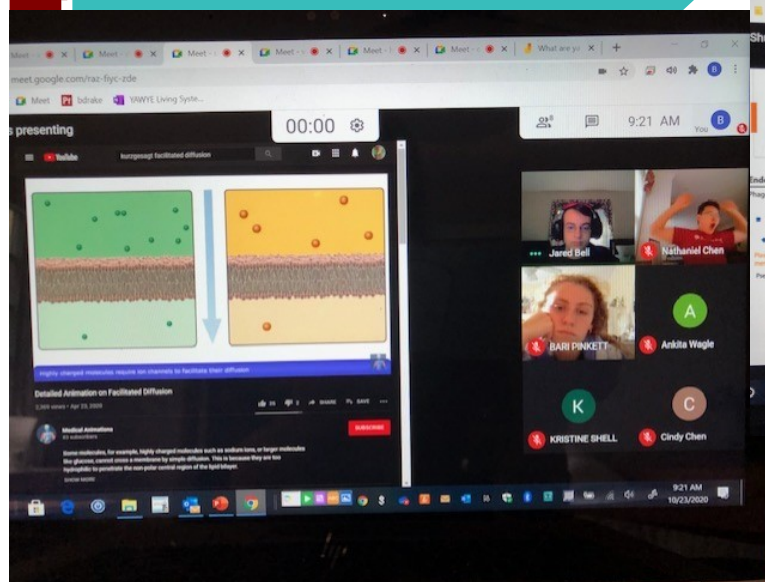


Do you need help with any science class?  
Sign up for Science National Honor Society  
tutoring!

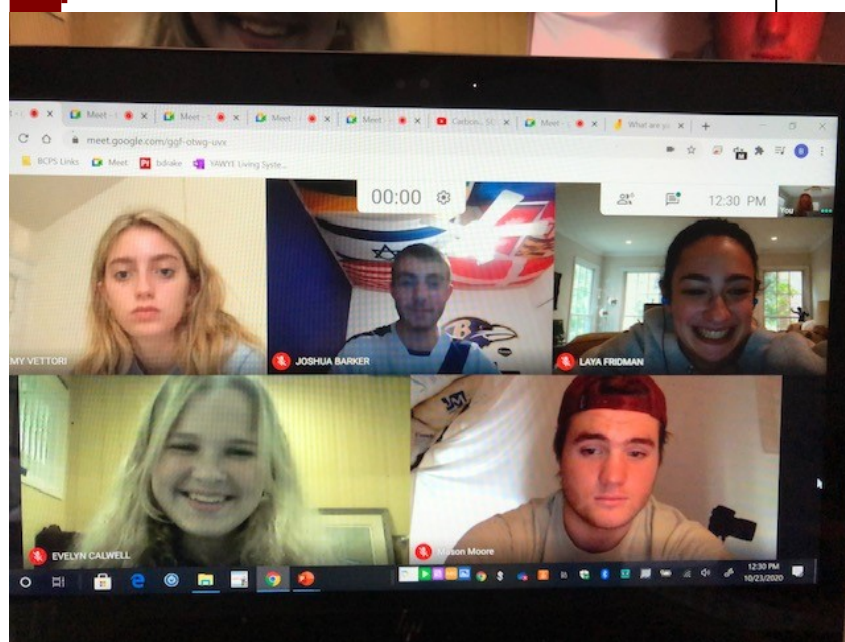
Meeting code:  
[thssnhstutoring](https://thssnhstutoring)

Email or talk to your  
science teacher to have  
them sign you up!

# AP Biology!!

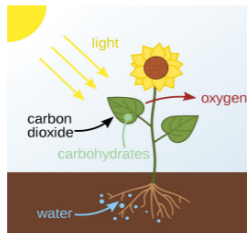


Students in Mrs. Drake's AP Biology class learn about cellular biology as they virtually teach each other! Students presented their research using Google Meet's presentation tools. Check out their work!



# LIVING SYSTEMS

DeVries News  
Sophie DeVries



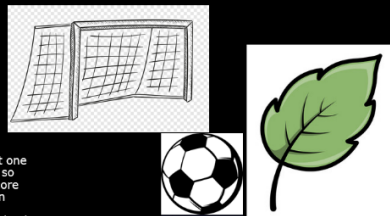
What is **Photosynthesis** and how does it work in the community?

Photosynthesis is the process of creating chemical energy through plants and algae. When the inputs/reactants of photosynthesis (Light energy, carbon dioxide, and water) are absorbed by the plant's roots and leaves, the transition to create the outputs/products (Glucose, oxygen) can begin. This transition occurs in the plant's chloroplast, which is located in the leaves. The overall goal of photosynthesis is for the plant to be able to create its own energy/food for itself and other organisms around it. Other organisms that can receive the positive feedback from photosynthesis include animals around the plant that can use the oxygen that has been created as well as provide carbon dioxide so the surrounding plants can perform the process over again. Bacteria/algae which can perform the process of photosynthesis as well. The law of conservation of energy is the law that energy can neither be created nor destroyed - only converted from one form of energy to another. Photosynthesis is an extremely important factor for the community, it is why we have the oxygen we are breathing right now!

Students in Mrs. Schrader's Living Systems Class used narratives in the form of newsletters and stories to explain the process and energy transformation that occurs in Photosynthesis. Check out a few examples!

## Timmy The leaf

Timmy is a leaf that loves to play soccer. At one of his games Timmy was feeling exhausted so he asked the coach for a break. To make more energy he first needed to breathe and take in carbon dioxide next he would go and drink water and lushly lay in the sun. All of this helped his body make more energy for him to keep playing. As a result of taking in CO<sub>2</sub> he is now breathing out oxygen.



Keep up with the  
Local News

Safety and security measures

Issue 10/15/20

# LOCAL NEWS



## Local Florist Owner Gives Facts and Tips

Again, the overall goal of Photosynthesis is to create food from solar energy. They use this energy to give off to living organisms like us.



### Facts!

The law of conservation energy is that energy can't be created or destroyed. Which is what photosynthesis does. It uses already made energy to create their food and convert it for others to use. Keep in mind that there are other organisms beside flowers and plants that use photosynthesis. But, Algae and cyanobacteria.

### Photosynthesis and Tips!

One of the most common questions asked is 'how do you get your plants to stay alive longer' Said the local florist owner. But first you need to know how photosynthesis. Photosynthesis has three reactants: Carbon Dioxide, Water, and Sunlight. So you need to find a place that gives off direct sunlight, for example a windowsill. You also have to regularly water the plant. With this consistent process, The plants will produce Oxygen and Glucose. Finished the Florist

## Try It/Show What You Know: Modeling Photosynthesis Mini Project Option 2

The flower and the leaf

By: Samantha Zellweger

There once was a little petunia flower named Stella. Stella had been planted by a little girl in a garden in front of a cottage. She started growing into flower, not too long after being planted. As she grew, a small leaf named Jared grew on her side. As they grew up, they became good friends and decided that they would grow up big and healthy together. Stella wasn't the only flower in the garden, there were other flowers that were older. An older flower, named Richard, in the garden decided to help Stella and Jared learn how to make food for themselves. Richard taught them all about photosynthesis, they were confused at first but determined to work together and grow big and healthy. First, they learned about absorbing sunlight, it was a hot summer day, so they decided to try it. The chloroplast started collecting sunlight from the bright and hot sun. While they were figuring out to absorb sunlight, the little girl came out and watered all the plants in the garden. Stella collected the water using her roots so that they could use it for photosynthesis. The water traveled through the stem veins of leaves and settled in the chloroplast. Finally, Jared collected carbon dioxide from the atmosphere through the stomata (a pore in the leaves), and they were ready to create their food and energy. Inside the chloroplast is chlorophyll which is a green pigment that captures light energy and drives the reactions of photosynthesis. During Stella's photosynthesis, her leaves used the energy of sunlight to convert the water and carbon dioxide into glucose and oxygen. Glucose is used as energy/food for the plant, but the oxygen is just a waste product, so it is released through the chloroplast within Jared's cell. Jared and Stella were able to produce their own food through photosynthesis which allowed them to grow big and strong and live happily ever after.



## SCIENCE DEPARTMENT

The following students are recognized by the Science Department for their hard-work, participation and collaboration with their peers and teachers.



### Week of October 19, 2020 through October 28, 2020

John Desert.....	Living Systems (Schrader)
Samantha Zellweger.....	Living Systems (Schrader)
Yasmine Pang.....	Physics (Jochmans)
Amelia Dinsmore .....	Physics (Jochmans)
Andie Aloï .....	Physics (Jochmans)
Rebecca Wood.....	Forensics (Hanford)
Cynthia Ogu .....	Physics (Jochmans)
Dylan Carson.....	Earth Science (Biddison)
Zharia Brown .....	Honor Physics (Ridge)
Dorian Luck .....	Honor Physics (Ridge)
Elijah Bentley.....	Honor Physics (Ridge)
Zipporah Ogabo .....	AA Physics (Ridge)
Anoushka Carass.....	AA Physics (Ridge)





Markus Balesh.....	Honors Earth (McCusker)
Alexandra Peterson.....	GT Earth (McCusker)
Amina Taifour.....	GT Earth (McCusker)
Allie Clifton.....	GT Earth (McCusker)
Ayelet Unguru.....	GT Chemistry (Yff)
Alexandra de Jesus .....	GT Chemistry (Yff)
Channing Tu .....	GT Chemistry (Yff)
Benjamin Kereken.....	GT Chemistry (Yff)
Jadarius Scott.....	Living Systems (Goldberg)
Jason Conneally.....	Honors Earth Systems (Karsos)
Mackenzie Celenza.....	Honors Earth Systems (Karsos)
Ryan Jones.....	Honors Earth Systems (Karsos)
April Miranda .....	Honors Earth Systems (Karsos)

SHOUT

OUTS

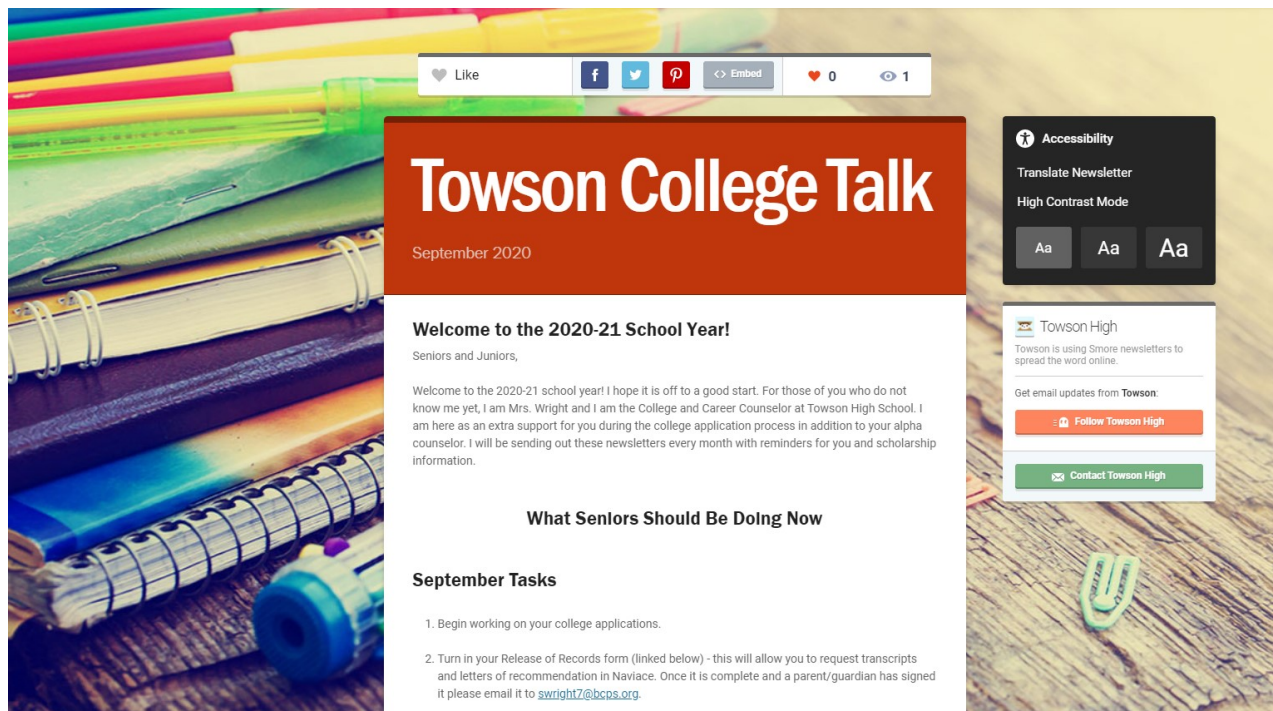
**LPP students** Jenna Cabalo, Sophia Karpers, Lindsey Lark, Rory Harmon, Kara Janishefski, Anngelina Cucinotta and Mrs. Kromsky, worked together and volunteered their time to help Senior Anngelina Cucinotta with her service project with the Red Devils and Soles 4 Souls shoe collection project to support families in the fight against breast cancer. The students sorted, organized and bagged many shoes. They were dressed like devils but they were true “Angels,” wearing horns for hope.



# Towson College Talk

September 2020

Ms. Wright has created a “senior/junior college newsletter” on Smore with lots of links and info for seniors and juniors.



This is a great resource for the college application process and support. Check it out!

Here is the link: <https://www.smore.com/gw8p2>

## 2020 BCPS HBCU College Fair

- SAVE the DATE: November 11, 2020
- Time: 9am-5:00pm
- BCPS High School Seniors



What is a HBCU? Historically Black Colleges and Universities are institutions of higher education in the United States. HBCUs play a critical role in ensuring that African Americans and students of all races receive a quality education. They carry a proud legacy by offering first-rate educations, unique learning environments and strong alumni support. All of the nation's more than 100 HBCUs share the belief that everyone deserves access to a quality education, and for more than 150 years, HBCUs have successfully educated students of color.

BCPS 4<sup>th</sup> Annual HBCU College Fair will be virtual this year. The College Fair will take place on November 11, 2020 from 9am to 5pm. You must complete your application on The Common Black College App before attending the college fair. The website is [commonblackcollegeapp.com](http://commonblackcollegeapp.com). The hashtag for the day will be #HBCUMade! This is an event you don't want to miss!

In order to register for the HBCU Fair please:

1. Log in to your Naviance account via BCPSOne
2. Click on "Colleges" in the top right corner
3. Select "Research Colleges" from the dropdown
4. Select "College Visits" from the dropdown
5. Scroll down to November 11th and click "Register" on the right!

You are now registered for the HBCU Virtual Fair. Please remember to submit your applications to all colleges you're interested in by October 28th.





**Remember!**

**November 1st is the  
college application deadline!**

If you are applying to a college with this deadline, please make sure that you have requested your transcript in Naviance.



### **Senior Group**

Please make sure that you are signed up for the **Senior group** on Schoology. We frequently post updates on colleges and scholarships and there is important information in the Resources folder. The Senior group is called "Grade 12 THS School Counseling." If you need information on accessing the group, please contact Ms. Wright at [swright7@bcps.org](mailto:swright7@bcps.org).

### **FERPA**

Please complete the FERPA waiver form so that we can send out your transcripts to colleges. The FERPA waiver form is available on the Grade 12 THS School Counseling Schoology page. Click on the 'Resources' folder and click on the 'FERPA waiver form' folder. When complete, send your FERPA form to Ms. Wright at [swright7@bcps.org](mailto:swright7@bcps.org)

### **College Visits**

Colleges are virtually visiting Towson most days of the week. Please make sure to check Naviance regularly for college visit updates. Sign on to BCPS ONE, click on the Naviance button, click on Colleges, scroll down to College Visits.

Ms. Wright and Mr. Briggs are available on Wednesday afternoon for Seniors to drop into our College Google Meet group. Seniors can stop by and ask a question and receive support with their college applications. Check the Grade 12 THS School Counseling Schoology group for information about meeting times and the room name.

We have a Senior sign-up sheet that is available on Schoology should you need to meet with your counselor individually regarding your college applications.

We are here to help and support you! Please reach out to us if you have any questions.



Senior portraits will take place in November this year. The dates are as follows:

Monday, November 16<sup>th</sup>

Thursday, November 19<sup>th</sup>

Friday, November 20<sup>th</sup>

**Students are to contact Life Touch at 410-644-7700 to schedule.  
The portraits are not scheduled by school-based personnel.**



Do you have questions about how to use Naviance to request transcripts and letters of recommendation? Please check out this Powerpoint presented by our College Counselor, Mrs. Wright, that will answer many of your questions.

[https://bcpscloud-my.sharepoint.com/:p:/g/personal/swright7\\_bcps\\_org/EdgjfeS\\_HpBu4IeotfwSgEBJ-ZUMZIEg-FiOSwbYvvCMQ](https://bcpscloud-my.sharepoint.com/:p:/g/personal/swright7_bcps_org/EdgjfeS_HpBu4IeotfwSgEBJ-ZUMZIEg-FiOSwbYvvCMQ)

We know that many of you have additional questions around Naviance and college applications. The School Counseling Team want you to know that we're here for you!

We will host a Google Meet Session each Wednesday at 1.30pm-2pm for Senior college help. To access the room go to **thsseniorcollegecounseling**

Also, colleges will be visiting Towson High School virtually this fall to meet with our Seniors. We will send out information about college visits on Naviance and Schoology.

The School Counseling Team



# UPCOMING EVENTS

## November, 2020

- |            |  |
|------------|--|
| 3          | Election Day - <b>Schools and Offices Closed</b>               |
| 11         | Veterans Day   |
| 13         | First Marking Period Ends                                      |
| 16, 19, 20 | Senior Portraits (Contact Life Touch to make an appointment)** |
| 16-20      | American Education Week  |
| 26-27      | Thanksgiving Holiday - <b>Schools and Offices Closed</b>       |
| 30         | Report Cards Distributed                                       |

**\*\*Students are to contact Life Touch at 410-644-7700 to schedule.  
The portraits are not scheduled by school-based personnel.**





## **Towson High School**

69 Cedar Ave

Towson, MD 21286

PHONE: 443-43-809-4271

