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 and cc 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 Culbertson, 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 acknowledgment 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
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!

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/_documents/pod-agreement-example-FINAL-10-15.pdf

➢ 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.

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.*

<table>
<thead>
<tr>
<th>Group Member Names</th>
<th>Image</th>
<th>One Sentence Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jordan Weber</td>
<td><img src="image1.jpg" alt="Image" /></td>
<td>Cyclops are louts and evil creatures that live alone in caves.</td>
</tr>
<tr>
<td>Andrew Zenker</td>
<td><img src="image2.jpg" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>Ryan Anderson</td>
<td><img src="image3.jpg" alt="Image" /></td>
<td></td>
</tr>
</tbody>
</table>

Claim: The cyclops is an appropriate villain for a Greek myth because it embodies 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 inside, flesh and marrow bone. “Fear of intemperance, (the inability to control one’s desire or appetite; in Greek abstinence). 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.”
Mr. Alford’s AP Literature classes mapped the progression of Neddy Merrill’s character in John Cheever’s “The Swimmer.”

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.

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.

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.

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.
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.
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.

What is the Conflict in the Painting?

Mr. Greenebaum’s 10th grade students analyzed print and non-print (image) texts and shared their work through a PowerPoint presentation.
Mr. Greenebaum’s 12th 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.

Mr. Hinrichs’ 12th grade honors classes wrote tweets using ethos, pathos, or logos.

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

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.

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

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

Photosynthesis and How Does it Work in the Community?
Photosynthesis is the process of creating chemical energy through plants and algae. When the leaves of plants and algae are exposed to light, the sunlight is absorbed by the plant’s leaves and uses the energy to turn carbon dioxide and water into glucose and oxygen. This process is known as photosynthesis. The energy is then used to power all of the processes that occur within the plant, such as growth and reproduction.

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

The flower and the leaf
By: Samantha Zeilinger

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 and sunny day, so they decided to try it. The chloroplast started absorbing sunlight from the bright and hot sun. While they were figuring out how 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 vials of leaves and settled in the chloroplast. Finally, Jared collected carbon dioxide from the atmosphere through the stomata (pores 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 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 Aloi .................................................................... 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)
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.
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](https://www.smore.com/gw8p2)
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 4th 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. 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.

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.

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 16th
- Thursday, November 19th
- Friday, November 20th

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/EdgifjeS_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 - **Schools and Offices Closed**
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 - **Schools and Offices Closed**
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