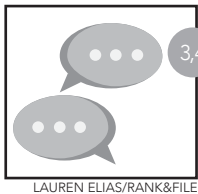
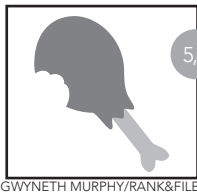




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# rank&file

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## Puerto Ricans find refuge from hurricane

by julia kun

After Hurricane Maria destroyed their town of Manati, Puerto Rico, senior Caleb Rodriguez and junior Jeriel Rodriguez moved in with their relatives in Northern Virginia and became a part of the Marshall community.

Although the two brothers are adjusting to their new life, they say that they are still concerned about what the future holds for their hometown.

"What made me leave my island was [this] terrible event," Caleb said. "I came here to continue my studies because with the terrible event of Hurricane Maria, it is not known when classes would start in Puerto Rico."

The two recognize the unprecedented severity of this natural disaster, and how its impact has forced them to pursue an entirely new life elsewhere.

"What's most important for people here to understand about [Puerto Rico's] situation is that one of the United States' own territories has been devastated by a category 5 hurricane, which is historically unheard of," Jeriel said. "Our island lost massive amounts of houses, buildings and facilities, and soon it will be two months since our town has had access to electricity; we've been living in the dark because the energy authorities' have not been able to recuperate electrical utilities in many areas. Today, only 30% of people on the island have power."



JULIA KUN/RANK&FILE

Sophomore Giannie Ruth (right) gives junior Jeriel Rodriguez (left) and senior Caleb Rodriguez (middle) a tour of the school on their second day.

Jeriel said the current situation is still fragile and the island is in major need of emergency aid and reparation efforts.

"There have been reports of over 40 casualties in the area and there are thousands of people that have lost their homes and schools," Jeriel said. "People are dying of hunger and thirst and the Federal Emergency Management Agency (FEMA) can barely enter the areas that are still full of debris. We are not complaining about the help that we have received so far, but we still need assistance to be able to restore educational services and be able to survive a disaster like this one as a community."

Jeriel and Caleb said they are extremely thankful for the opportunity to further their studies despite the predicament that the aftermath of the hurricane created.

"It's a blessing that I got to move to my aunt's house," Jeriel said. "She has given me everything and was the one to make this all possible. For now my future plans are to graduate from Marshall next year and just take advantage of this opportunity to build my future in the U.S.A. as a veterinarian. I hope that my people in Puerto Rico recover and just hope for the best for everyone."

The two brothers said this event will not inhibit their future educational pursuits, and they hold high hopes for the future.

"I came here to not allow what happened to destroy and erase from my mind the future I had planned for my life," Rodriguez said.

*Some interviews originally conducted in Spanish.*

## Donor turnout overwhelms Red Cross Club

by christi smudde

Faculty and students gave back to the community this month in the annual Red Cross sponsored blood drive, donating 58 units of blood.

90 people over the age of 16 signed up to donate,

but not all were able to do so. Several factors, such as an appropriate BMI and iron levels, were requirements for donation. There were a variety of reasons why people donated blood.

"If I get into an accident some day I want people to help me," senior Bryan

Celles said.

Red Cross External Communications Manager Regina Boothe Bratton said she was glad Marshall contributed.

"You never know if your family member, friend or fellow student may need to receive lifesaving blood products," Boothe Bratton said. "That's why it is so important to have a constant and readily available blood supply."

Red Cross organizers began turning away donors after 12:30pm because of the unexpectedly high turnout. Students said they were disappointed at the early closing.

"It became more crowded as I was there but they began turning people away because there was too many people," senior Lauren Pelzner said. "It was frustrating not only for me, because

I couldn't donate, but for those who wanted to and were not allowed because of the crowd."

Contrary to popular belief, the Red Cross does not give away the donated blood to medical facilities, but charges to cover "associated fees," such as the cost of storage and distribution, Boothe Bratton said. Red Cross recently came under fire for its financial practices, according to multiple reports from national news outlets.

"It makes me feel like they aren't what they say they are, because why do we have to donate blood if they are selling it?" senior Amee-na Whitley said.

But other students were not deterred by the news.

"I'm not immensely surprised," senior Quinn Lipetz said. "You don't get any medical treatment for free."



WILL SHIN/RANK&FILE

Junior Kayla Johnson participates in the Red Cross Blood Drive by donating blood on Nov. 10. The event took place in the C113 lecture hall.

## newsbriefs

### VA youth participation influences governor's race

Youth involvement in the November 2017 Virginia governor's race played a key part in Democrat Ralph Northam's victory. NBC News exit polls reported that 69 percent of youth voters, aged 18 to 29, voted for Northam. Local high schoolers have been involved in the race in to influence their peers.

Senior Elizabeth Fretz, a fellow for the Virginia Democratic Coordinated Campaign, started interning in May by phone-banking, door knocking and organizing events.

"I think it's important to volunteer because I am a person who cannot vote, so volunteering is the only way I can have impact in elections," Fretz said.

It has been a large time commitment, but Fretz said it is worth it.

"It's vital that young people get out and get involved because the issues that people vote on every election cycle still affect us," Fretz said.

The legal voting age is 18, allowing a select few seniors to take part in Nov. elections.

"I feel very powerful," senior and first time voter Abish Rimal said. "My thoughts on these large issues can finally be heard and have a real impact."

by mia toser



DEAN CHARLES ANTHONY

Left to right: Sophomore Rachel Gventer of Langtree Charter School, seniors Elizabeth Fretz, Neel Simpson and Helen Roades of Madison High School.

### GDISC engages high schoolers in foreign affairs

The Georgetown International Relations club hosted their ninth annual Georgetown Diplomacy and International Security Conference (GDISC). Speakers gave presentations on various global issues, such as the North Korean situation.

The event is targeted towards high school students interested in foreign affairs, informing them of the international relations program at Georgetown. Students from both the Social Studies Honor Society and the Model UN team attended this event.

After the presentations, students split into groups and partook in a crisis simulation with mentorship of the Georgetown Model UN team.

"I really enjoyed the simulation due to the fact that it paralleled real life events so heavily; the lack of resolution was reflected in what our government is facing," senior Roshana G-mariam said.

by aqsa rashid



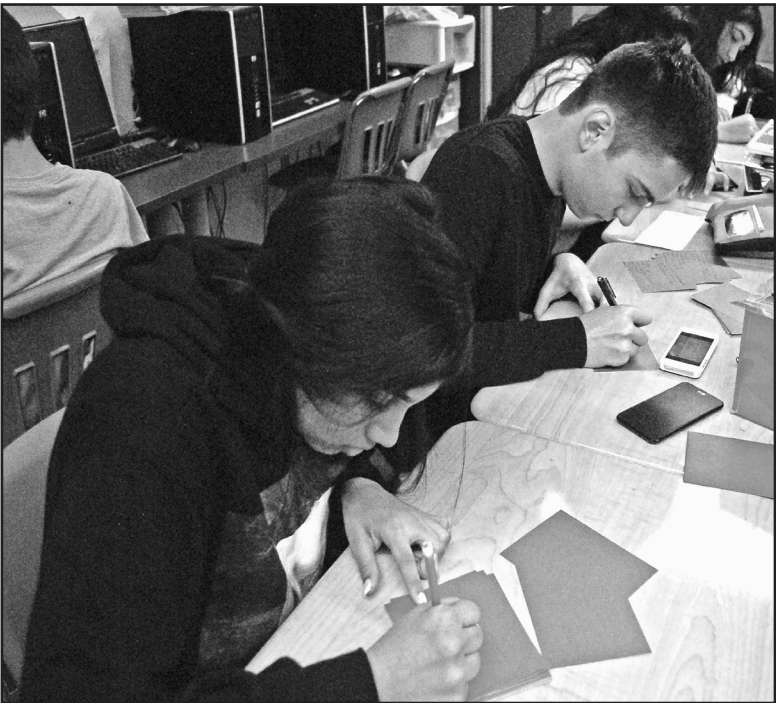
# Leadership class donates 154 lbs of candy to troops deployed overseas

by rose taury

Every year, Operation Gratitude, a nonprofit organization seeking to give back to military personnel, collaborates with the Leadership class at Marshall. For the first quarter service project, Leadership teacher Pierce Bello said he chose the task of collecting candy to donate to soldiers overseas. “The purpose of our leadership program is to show the school community that despite common belief, high school students are good people and care for their environment,” Bello said. Through service-based projects, Bello said he aims to encourage students to exercise leadership skills while pushing against stereotypical labels that are associated with high schoolers. “High school kids get a bad

reputation for being selfish, materialistic and consuming,” Bello said. “The purpose is to show the school community that high school kids are great people that do care about their environments and to show the great work that we see a lot within Marshall.” This year, between Halloween and Thanksgiving, Leadership students added care packages, along with the bundles of candy, filled with handwritten letters along with donations that included clothes, DVDs and CDs to thank troops and veterans for their service to the country. “The most important act of kindness for our servicemen and women that we can exhibit as high schoolers is to show them our appreciation for their hard work,” junior Luka Gabitsinashvili said. The Leadership class was able to collect 154 pounds of candy they will send to troops.

Alongside the candy, students handwrote 70 letters as a special thanks for the military troops’ service. Leadership gathered all of the candy and prepared it for shipping through Operation Gratitude. “It is a treat back home to say that ‘we’re thinking of you and we are thankful for a lot of the work that you do,’” Bello said. The Leadership class made extra efforts to make sure the fundraiser was well informed to the entire school. “We spent a lot of time advertising by putting up flyers and making announcement,” Gabitsinashvili said. “However we were still very surprised with the amount of candy that we ended up with, and it made us really happy.” Gabitsinashvili said that the Leadership class spent a long amount of time planning and implementing the program. He



ROSE TAURY/RANK&FILE

Juniors Zainab Shafique and Luka Gabitsinashvili write letters to send to troops during their Leadership class for the Heros Drive. said that it was very worthwhile and satisfying to be apart of this project. “I really think the soldiers will appreciate the candy, and hopefully the soldiers will get it before Thanksgiving,” Gabitsinashvili said. Haycock Elementary school supplemented Marshall’s efforts by hosting a candy drive of their own. “They received 60 pounds worth of candy to donate to troops,” Bello said. “This is pretty remarkable.”

GCM student media would like to thank all our patrons whose contributions have helped make the printing of this newspaper possible.

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## lost in translation

by gwyneth murphy & lauren elias

### règles

Nous parlerons dans nos langues respectives à partir du début de la journée scolaire jusqu'à la dernière cloche du jour. La seule exception à cette règle est quand nous avons une présentation en classe et quand il est nécessaire de parler en anglais à fin de communiquer avec nos profs ou l'administration.

**Lauren:**

### language improvement/amélioration de langue

I think speaking only French for a week really helped develop my conversational skills. As the week progressed, I got more comfortable just launching into a sentence without needing to carefully plan it out ahead of time. It was okay if I didn't get the conjugations of every tense completely right so long as I got my point across well enough. I found ways to re-word what I was trying to say with words I did know, which is a skill I've always wanted to improve. I feel like I've also expanded my vocabulary of verbs that I might not have otherwise known I needed. I had my French Interactive Oral on Friday, so I think this prepared me in the best possible way. I'm more confident interjecting with my opinion and overall stronger in my vocabulary.

### reactions/réactions

The reactions were probably the best part. It was funny because some people decided they wanted to only speak with me in French, so I was having conversations with people that I wouldn't normally talk to. A lot of people also got oddly invested in my experiment, to the point where if I slipped up they'd immediately demand I speak only in French. Most the of the time, though, people just kind of accepted that I was still doing "that French thing," and that they were probably better off just leaving me alone.

### what I learned/ce que j'ai appris

This week taught me how awesome French is. It also reassured me that, even though I've always enjoyed speaking it, I'm actually kind of okay at it. It wasn't nearly as difficult as I thought it'd be. Sure, I definitely broke a few times, and there were moments I felt like an idiot, but I overall did pretty well, and I'm proud to see that my four-ish years of French haven't been a complete waste. I also learned that asking for help is totally cool! Not knowing a conjugation or gender doesn't make you bad at a language, and usually the person sitting next to you can help you out. My most important takeaway, though, was that you can usually get your point across if you talk really loud and make a lot of hand motions.

### rules

We need to talk in our respective language from the time the first bell of the school day rings until the last bell of the school day rings, but we can make exceptions for class presentations and when necessary for communicating with teachers or administration.

### reglas

Vamos a hablar en nuestras respectivas lenguas empezando al principio del día de escuela hasta el timbre final del día. La única excepción de esta regla es cuando tenemos una presentación en clase y cuando es necesario hablar en inglés para comunicar con nuestras maestras o la administración.

**Gwyneth:**

### language improvement/progresión de fluidez

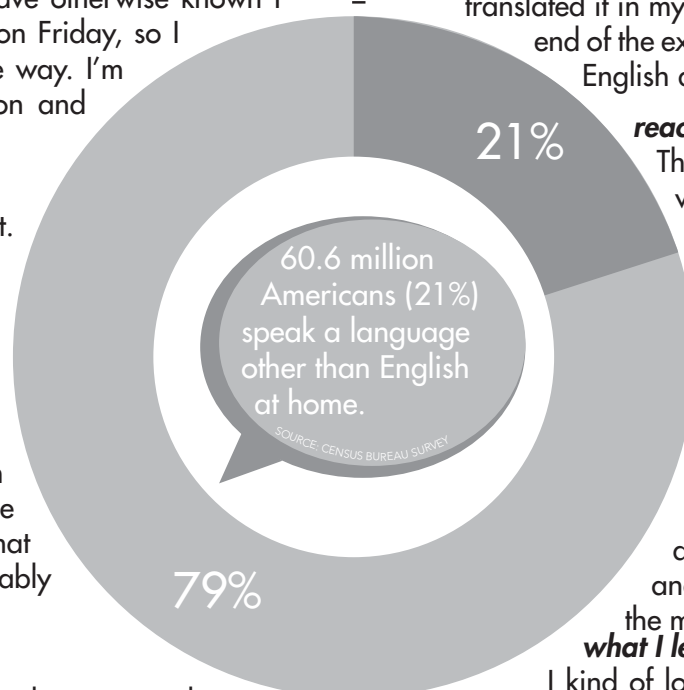
I think my ability to speak in Spanish improved immensely throughout the week. First, my confidence grew. I realized it was okay to take my time and not know the exact words, but that it was better to try my best and work with what I already knew. I had to learn a lot of words that are more conversational by searching up vocabulary on online Spanish dictionaries or asking my fluent speaking friends. Second, I got into a habit where every time I came across sentences, whether I heard them from a teacher or I read them on my paper, I translated it in my head, and made note of what I didn't know. By the end of the experiment, even my thoughts were switching between English and Spanish.

### reactions/reacciones

There were two different reactions I noticed: People who embraced the experiment, and people who asked me to "please, for the love of God, just speak in English." The more supportive group tried to have conversations with me. This was encouraging, and their patience improved my confidence. It was also nice to see my experiment cause other Spanish students to practice. The less patient group of people was so focused with what they needed to get done in class that they did not have the tolerance for my broken Spanish. This discouraged me from speaking around them at all, and it was during these interactions that I used English the most.

### what I learned/que aprendí

I kind of love speaking in Spanish. I think it's such a beautiful language, and constructing the sentences to try and communicate is actually a really enjoyable task. I loved seeing other timid speakers come out of their shell and try and speak in Spanish with me, and I really appreciate the help I got from fluent speakers. I hope that people who found it offputting continue to challenge themselves to be more patient and not take for granted how easily we can normally communicate with one another. My most important takeaway is that I'm going to speak in Spanish whenever I get the chance. I hope to minor in Spanish in college, and this experiment definitely reinforced that choice for me. I may not be very good, but it's fun, and through this week I've learned that's all that really matters.



## Vending machines removes water

by mary trivisonno

Water can no longer be purchased from vending machines due to its low profitability and environmental concerns associated with plastic bottles. Instead, vending machines now offer only Powerade.

Teresa Hinds, a dietician and food service specialist at Fairfax County Public Schools Food and Nutrition Services, said the removal of water from FCPS vending machines reduced waste.

"Machines with a low volume of sales cost more to maintain when compared to the minimal amount of revenue generated," Hinds said. "Therefore, the removal of excess machines conserves energy and reduces waste."

Last year, when FCPS Food and Nutrition Services began assessing their vending program, they removed vending machines that offered little to no revenue.

"We started evaluating the

vending program in efforts to improve service to our schools," Hinds said. "As a result, Food and Nutrition Services is targeting the removal of vending machines in schools with little to no daily usage or the equivalent of less than five dollars per day in sales."

The vending machines that offered water were considered some of those non-profitable machines.

"Sales for the water vending machines were extremely low," Hinds said. "And it was recommended by the Food and Nutrition Services Food Service Specialist [Rahul Noonilal] to remove the machines."

Along with water's limited profitability in vending machines, Director of Student Services Cindy Blakeley said that the plastic bottles can be damaging to the environment and that this damage can be avoided by utilizing the school's water fountains.

For students like freshman Becker Spear, the lack of

availability of water in school vending machines has been an annoyance.

"I honestly hate the fact that there is no water in the vending machines," Spear said. "Sometimes I forget my water bottle at home, and I need something to hydrate me throughout the day, but [because there is no access to water in the vending machines] I can't. All I can use are those dinky water fountains to have one sip of water from."

Freshman Jasmine Moalem agreed with Spear, calling water's vending machine absence an inconvenience.

"I think it's extremely inconvenient," Moalem said. "I believe that it would make everybody's lives easier if there were water bottles available."

Junior Matthew Capuano Rizzo also disagreed with the water bottles removal.

"I would like to see a healthier option besides Powerade," Capuano Rizzo said.



MARY TRIVISONNO/RANK&FILE

"Although I would love to also see some water in these very high tech vending machines, I still love Powerade," freshman Becker Spear said. "I still wonder though, why can't we just have both?"

Freshman Dana Pham, however, has taken Blakeley's approach to view the absence of water in vending machines as a positive environmental change.

"I think that not having water in vending machines encourages students to bring their own reusable water bottles [to

school]," Pham said. "That helps reduce waste."

Though the removal of water bottles from vending machines across the school can be bothersome for some students, others have decided to view the reduction of waste as a helpful aspect of a new initiative.





COURTESY OF CYNDI LEE

**Left to right:** Exchange student Tommaso Valisi, father Ryan Scarborough, sophomore Quentin Scarborough, sister Tatum Scarborough and family friend Kylie Henigan take a picture together at Nationals Park. The Scarboroughs took Valisi to a baseball game and various other American activities so that he could experience American culture during his stay. Valisi is staying with the family for his junior year.

# Valisi participates in American exchange

by christina trivisonno

For the past three months, junior and Italian exchange student Tommaso Valisi has been experiencing the American culture.

Foreign exchange programs allow students to study abroad in different environments, and the programs provide them the opportunity to experience the culture of another country.

Sophomore Quentin Scarborough and his family are currently hosting Valisi for his exchange program in the United States which he began on Aug. 23. When asked why his family decided to host Valisi, Scarborough provided a story that goes back 20 years.

“My mom was backpacking through Europe 20 years ago and met [Valisi’s] aunt,” Scarborough said. “Last summer we were traveling with his aunt, and she asked my mom if we were open to hosting her nephew. [My family] talked about it, and we decided we were.”

Valisi said his reasoning for coming to the US over another country was because of different opportunities.

“The United States gives more

opportunity for jobs and also to learn English,” Valisi said.

Valisi also said his favorite aspect of the United States was the vast mix of cultures within Marshall’s student body alone.

“I [like] the open mindedness of people,” Valisi said. “In this school [...] there are so many different [cultures]. I think that this is fantastic.”

Valisi also said the contrast between the United States and his home country of Italy is large.

“Everything is different,” Valisi said. “The cities are bigger. School is completely different.”

Despite the cultural differences and the over 4,000 mile distance between Italy and the United States, Valisi said that he has settled in well with his host family.

“They are fantastic, and they are always kind,” Valisi said. “I feel at home,”

Scarborough said that Valisi’s Italian culture and American culture have meshed throughout the course of Valisi’s stay, and that Valisi has provided an interesting experience thus far.

“We’ve taken him to do a lot of

American stuff [...] We’ve taken him to a Nationals game and a Wizards game and have had American-style food,” Scarborough said. “He’s teaching us stuff, making us pasta [...] It’s just been fun.”

It hasn’t been fun for only Scarborough and Valisi. Other students also said how they enjoyed having Valisi around.

“It is very fun to have [Valisi] around because he is super sweet and funny, and he always has friends around him,” sophomore Annie Leap said.

Other students said that they appreciate the diversity of having an Italian exchange student at school.

“Students at Marshall are able to see the differences in cultures and daily lifestyles at school,” sophomore Caroline Catterton said.

Students also said they’ve developed respect for Valisi and his willingness to travel across the world.

“I respect him for traveling all the way from Italy,” freshman Becker Spear said. “I think it takes a lot of bravery to do that.”

# Ferramondo experiences internet fame

by sarah assaf

Senior Matteo Ferramondo has over 30,000 followers on Pinterest, earning him internet fame. He gained his popularity from posting pictures of several topics that interest him on the different image boards he created on his account. He finds these pictures on various websites online.

Ferramondo said he started his Pinterest account back in his freshman year. He said that the pictures he posts reflect the person he is, so his account tends to attract people with personalities similar to his own. Ferramondo said he gained all of his followers by posting around the clock.

“I was mostly bored, and I was just uploading and sending pictures to my newly created Pinterest account,” Ferramondo said. “That’s how I got the followers.”

Ferramondo’s younger brother, sophomore Alessandro Ferramondo, also created his own Pinterest account after hearing about his brother’s success.

“When I first heard about Matteo’s Pinterest popularity, I didn’t believe him,” Alessandro Ferramondo said. “Then I saw his account, and I realized these followers literally came out of nowhere. I was very proud of him, and I even decided to create my own account which didn’t go well for me because I

didn’t take it as seriously as Matteo did.”

The popularity Ferramondo gained on Pinterest has led to many opportunities to come his way. “I’ve got some advertisement requests from a few businesses who were interested in my yachts and sailing boards, but I haven’t made a decision yet,” Ferramondo said. “I will not associate my Pinterest boards with any kind of business deals [...] [It] is just a hobby.”

Ferramondo’s popularity is relatively unknown within his friends with some of them not even knowing his account existed.

“Only my closest friends know about my account,” Ferramondo

said. “I don’t want to be known for this because I think people should know me for who I am in general.”

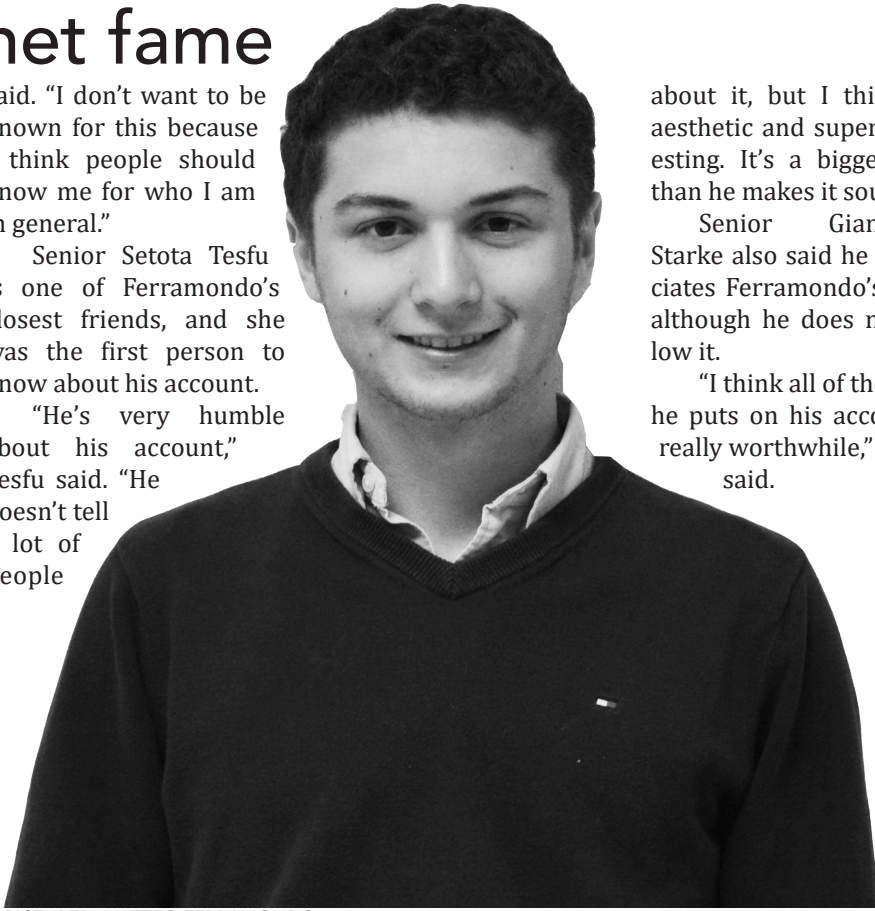
Senior Setota Tesfu is one of Ferramondo’s closest friends, and she was the first person to know about his account.

“He’s very humble about his account,” Tesfu said. “He doesn’t tell a lot of people

about it, but I think it’s aesthetic and super interesting. It’s a bigger deal than he makes it sound.”

Senior Gianmarco Starke also said he appreciates Ferramondo’s page, although he does not follow it.

“I think all of the work he puts on his account is really worthwhile,” Starke said.



PICTURED: MATTEO FERRAMONDO

DMITRY BUTYLEV/RANK&FILE

# Friendsgiving embraces non-traditional holiday celebration

by nikita athawale & kiley moriarty

When people think of Thanksgiving, they may think of spending time with their immediate family and relatives. However, as an alternative to the family-based Thanksgiving, people may choose to celebrate Friendsgiving. Friendsgiving is a separate gathering in which people celebrate Thanksgiving exclusively with their friends.

Senior Victoria Pasmanik said how she and her friends planned to celebrate Friendsgiving.

“This is our first time doing Friendsgiving,” Pasmanik said. “We are making it a potluck with all self-made dishes [from each of our cultures] that are popular in our family Thanksgivings.”

“My family is going away for Thanksgiving this year,” Pasmanik said. “Since it’s senior

year, I thought it would be nice to get all my friends together.”

Like Pasmanik, junior Anne Marie Padget also chose to celebrate Friendsgiving this year.

“[I have celebrated Friendsgiving about] three times,” Padget said. “We always do it at one of my friends’ houses and we all love to bring tons of food.”

Padget and her friends also have a couple of Friendsgiving traditions.

“We make gingerbread houses and watch [preferably comedy] movies every year,” Padget said.

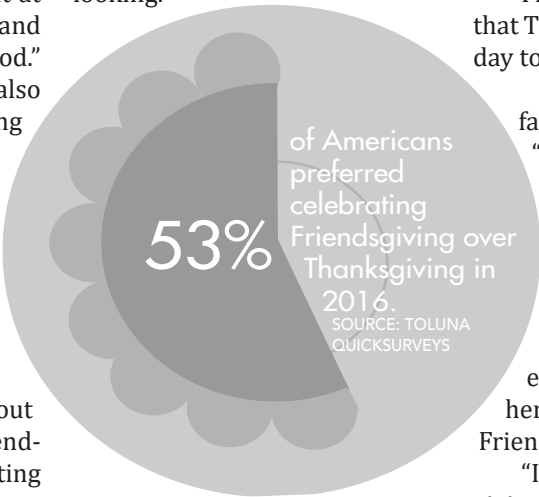
Pasmanik said what is special to her about celebrating Friendsgiving.

“What is special about Friendsgiving to me is spending time with friends and eating good food,” Pasmanik said.

Although people enjoy celebrating Thanksgiving with friends, others, like senior Sara

Daus, prefer to spend it the traditional way.

“I just hang out with family [for Thanksgiving],” Daus said. “I enjoy talking with my step brother and grandparents [and] feeding the dogs when no one is looking.”



Like Daus, freshman Michaela Wacht also celebrates Thanksgiving with her relatives.

“The best part of Thanksgiving is the food and surrounding yourself with loved ones,” Wacht said. “I spend it with family because family is forever, I’m thankful for them and I want to be around them.”

Freshman Cynthia Wan said that Thanksgiving is a significant day to bond with family.

“Friends come and go, but family is forever,” Wan said. “My family is always there for me, and I want to appreciate them for how much they’ve done for me,”

Sophomore Hannah Taylor also prefers to celebrate Thanksgiving with her family as opposed to Friendsgiving.

“I don’t celebrate Friendsgiving because I think Thanksgiving is a time to get together with your family,” Taylor said. “Every single Thanksgiving I

have been with my family so it would be weird for me to do a Friendsgiving [instead]. I think it is a great time to be with my family because I don’t see them that often.”

Like Taylor, freshman Ravisha Akbar said that enjoying Thanksgiving with family rather than friends is very important.

“I think that we should spend Thanksgiving with our families because we already spend a lot of time with our friends and family is often overlooked,” Akbar said.

Although a newer concept, Friendsgiving is a well-received idea among those who do not celebrate it as well.

“Friends can be family too,” Wacht said. “Thanksgiving is just about appreciating what you have in life and being thankful for it.”



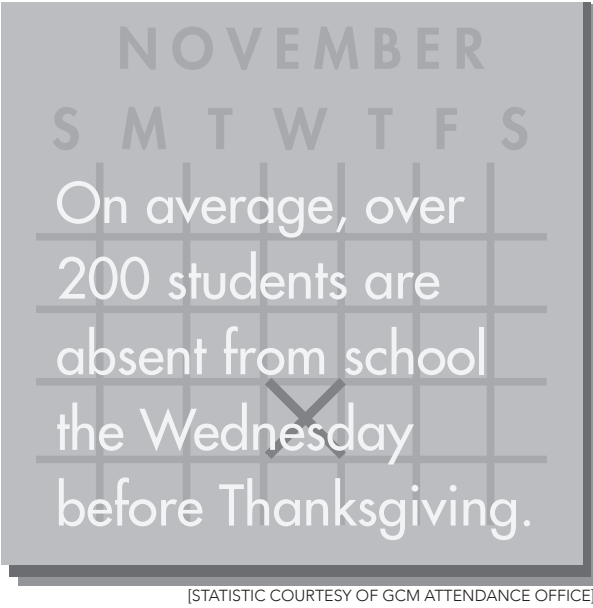
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by rohan jain

With Thanksgiving break approaching, members of the Marshall community are looking forward to having some much needed time off from school. Students are heading off to visit family across the country and a good number of them will end up missing school on Wednesday. With so many students absent, it does not make sense for school to be in session on the biggest travel day of the year. FCPS is one of the few school systems in the D.C. area that does not close on the Wednesday before Thanksgiving. All neighboring school districts are closed that day knowing the priorities of the community lie with their vacations. It is completely unreasonable how FCPS chooses to remain open on a day when so many other school systems are closed and students are absent. The current Thanksgiving holiday schedule in FCPS is not an efficient use of time and resources. With the two hour early dismissal, students only come to school for a few hours. Those who do attend often leave earlier than that in order to catch

flights or join their family on the road. Attendance during the Wednesday before Thanksgiving is often the lowest of the year with over 200 students absent on average in



Marshall alone. Because so many students are out that day, teachers often do not teach anything new and instead give students a

free period. This is a waste of time for all involved. According to the FCPS website, cancelling school on Wednesday would save FCPS roughly \$1.5 million. Does it really make sense to run buses, turn on the lights, pay janitors, operate the cafeteria and incur all of the other expenses necessary to run the school system that day? The FCPS calendar does not have to completely change for a holiday on Wednesday. The county can use one of its 13 built in snow days or eliminate unnecessary student holidays in order to make room for the change. While one extra day for Thanksgiving may not seem like a lot, it is a common sense change that would impact families plans positively. It will alleviate stress and give students more time to indulge in the Thanksgiving festivities. It is time for the school board to recognize the need for a permanent change in order to extend the Thanksgiving break in FCPS.

## Inefficient grading schedule causes difficulty

by aparna mathew

As a junior dealing with a rigorous IB workload, I find myself monitoring my grades constantly; to that end, the Student Information System offers a convenient way to access grades, and for teachers to keep track of their assignments and responsibilities for each class. As the academic year progresses and classes demand more of their students, it is crucial for teachers to grade and return assignments in a timely manner. However, I have found that many times this is not the case. Since students can only retake or remediate work after they have received a grade, a problem arises when teachers do not abide by the set grading policies and return assignments well past the specified time window. For most courses Marshall offers, the syllabi states teachers have one week to grade and return assignments. It also states tests and quizzes are subject to a longer grading period. This unspecificity leaves students

completely in the dark about when they should start taking remedial action to work on their grades. It is especially difficult for them considering that the syllabus is intended to represent a “contract” between students and teachers. Dealing with getting grades back late is especially challenging during times like the end of the quarter or before a long break, when more students than usual are trying to remediate before teachers finalize grades. Remediation policies differ from subject to subject, but there is usually a deadline for when test retakes, quiz remediation or make up work must be completed. Even with many classes grading on a standards based scale, these deadlines still exist and they serve students no purpose unless they have ample time to review for retakes. There have been times when I received test scores so late, that there was a short three to four day window for me to retake the test if I needed. If Marshall requires students to respect and honor the deadlines set for remedial action, then teachers should be held accountable in the same way. Despite the annoyance of having no time to remediate or retake assignments due to receiving a grade late, I think it is important to account for the equally difficult workload

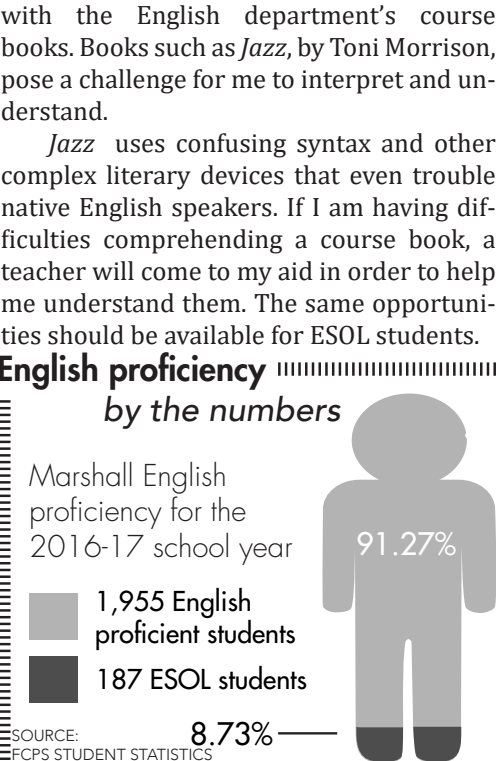
teachers have to handle. Grading is not the only aspect of a teacher’s job; helping students after school, monitoring clubs and organizations within the school and staff meetings are only a fraction of the tasks teachers face on a daily basis. According to a survey conducted by the Washington Post, public school teachers work an average of 53 hours per week, which equates to nearly 10 hours and 30 minutes each weekday. As all parties involved deal with the stress of graded assignments, it only seems fair for teachers to respect the deadlines they have set for themselves and return assignments within a week. Students deal with strict remediation deadlines, and we are constantly reminded that there is no excuse for failing to keep up with retake dates and make up days. Likewise, teachers should have a stricter implementation of grading policy deadlines so that students have a reasonable amount of time to review and remediate assignments.

## ESOL program needs improved immersion

by ivan isnit

When Latin American and other ethnic students transfer schools to the US, high schools implement various programs to accommodate them as they learn the English language. One notable effort is the English for Speakers of Other Languages (ESOL) program. Constant exposure to the usual English classes can help these students naturally learn the accent and flow of words native speakers use. The integration of the students into English classes would benefit the preexisting ESOL curriculum, because the experience the students would gain is not replicable in ESOL classes. English teachers can instruct the language’s fundamentals, but they cannot tutor an American accent, or the flow of words characteristic to native speakers. Hispanic students now comprise 22.5 percent of the current student population according to the student registrar. The influx of Hispanic students might need help

with English, and ESOL classes aid them in improving their English skills. But integration into English classes exposes the students to how English speakers talk, and aids in developing an authentic accent. Personally, I am a Filipino student similar to those in the ESOL program, and I have difficulty with an American accent. I have trouble with choosing my words, tripping on them as I speak. My old school integrated me into English classes, so I was able to improve my grammar and accent. Students who need help with the English class course books have teachers who aid them when they struggle. By helping these students understand the reading material, they will become more proficient writers. Through reading course books for those proficient in the English language, ESOL students can learn better writing skills and even develop their own writing voice. Though I am not an ESOL student, I still am an ethnic student who has problems





look what you made me do

Taylor Swift releases reputation

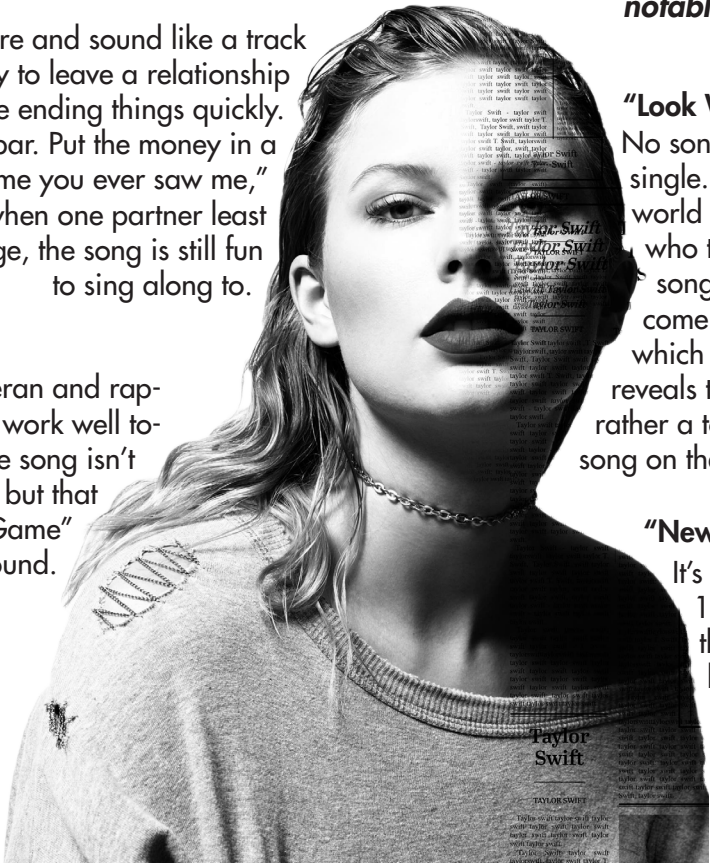
“Getaway Car”

The lyrics in this song are much more mature and sound like a track off of 1989. This song is about being ready to leave a relationship and enter a fling destined for failure before ending things quickly. “I’m in a getaway car. I left you in a motel bar. Put the money in a bag and I stole the keys. That was the last time you ever saw me,” outlines abruptly leaving a relationship when one partner least expects it. Despite its more somber message, the song is still fun to sing along to.

“End Game”

Collaborating with longtime friend Ed Sheeran and rapper Future, the trio make its different sounds work well together. The most unusual aspect of the whole song isn’t that Swift incorporates rap into her music, but that Future’s verse is G-rated. Despite this, “End Game” is a nice transition to Swift’s dark pop sound.

rating:



BIG MACHINE RECORDS. REPRODUCED UNDER FAIR USE

Swift’s reputation is the highest selling album in the first week since its release. Here we review the four most notable tracks.

by kate carniol

“Look What You Made Me Do”

No song encapsulates Swift’s new attitude better than her lead single. “LWYMMMD” is a dark pop song with lyrics that let the world know that Swift is out for revenge against everyone who tarnished her image. The most notable aspect of the song is the spoken-word “I’m sorry, the old Taylor can’t come to the phone right now. Why? Cause she’s dead!” in which Swift confirms that she is not holding back. This song reveals that Swift is no longer an innocent country-pop star, but rather a tough woman ready for her comeback. It’s not the best song on the album, but it makes the strongest statement.

“New Year’s Day”

It’s not a Taylor Swift album without a love ballad, and the 15th and final track delivers a slow and intimate song that exposes Swift’s affection for her beau Joe Alwyn. In love-letter-like lyrics, Swift sings, “I want your midnights but I’ll be cleaning up bottles with you on New Year’s Day,” presenting her infatuation with Alwyn. Departing from her aggressive opening to the album, “New Year’s Day” is open and vulnerable. A sweet song, Swift saved the best for last.

Theater performs gender-swapped play *Julia Caesar*

by matt scopa & ben harper

The theater department began their newest season with a genderswapped version of William Shakespeare’s *Julius Caesar* that ran from Nov. 2 to Nov. 5

The play takes place in a boarding school, and introduced gender swapped characters, rather than in ancient Rome, like the original.

Theatre director Jason Tamborini said the play experimented with the role of powerful women.

“Our season is about the idea of powerful women and how we view them [and] I wanted to use *Julius Caesar* to play with the perception of what powerful women can be,” Tamborini said.

Senior and lead actress Morgan Smith, who played Julia Caesar, said that the reasoning for the gender swapping came from the archetype of women in that time period.

“There’s a stereotype, at least in Caesar, that the men are the powerful ones and the women [...] are just arm candy, so we were like if we wanna show powerful women, how do we change that? Why

don’t we genderswap it?” Smith said.

Tamborini also said the modern setting of the play was intended to make the play easier to understand.

“A lot of the students I’ve spoken to, they feel like it made a little more sense to them being in a setting that they recognize,” Tamborini said. “When it’s just on paper it’s still Shakespeare’s language so even if you imagine it being in a modern setting it doesn’t necessarily translate in your mind until you see it happening.”

Senior and ensemble cast member Quincy Bienkowski also said the setting change better suited the high school audience.

“We wanted something relatable like a high school drama, where there’s a queen bee,” Bienkowski said.

Bienkowski also talked about how the modern setting allowed the Theatre department to leave their mark on Shakespeare.

“I think the modern spinoff is more that our director and school wanted to make an imprint on Shakespearean theatre,” Bienkowski said.

Tamborini also said the play itself is a different approach to the Theatre



MATT SCOPA/RANK & FILE

From left to right: Sophomore Soven Bhagat and juniors Lee Sundwell, Samantha Feldman, Maddie Miller and Audrey Fauvel perform on stage.

“[The play] never really felt like work to me,” Fauvel said. “Being there was so much fun, and I am so proud of tech, stage and all the actors and actresses for all the work they did to put on amazing show.”

department because of the onstage changes.

“Shakespeare wanted his plays to be unique [to each production],” Tamborini said.

Sophomore and cast member Rachel Lipetz said she felt excited finally

performing the play on stage.

“It’s very exciting and fun that this thing you worked on for weeks is finally getting put on its feet,” Lipetz said.

Senior Roisin O’Dowd also said she was happy with the play.

“It’s a spin on a classic,” O’Dowd said.



JOHANN YOUNG/ RANK & FILE

English teachers WD Miller, Matthew Horne and Paul Fauteux play their guitars in honor of Miller’s latest album, *Everything’s Jake* at the Epicure Cafe on Nov. 12.

“[Horne and Fauteux] gave me the energy that I needed,” Miller said.

Miller releases *Everything’s Jake*

by johann young

English teacher Walter Miller debuted his third album, *Everything’s Jake*, with his band the WD Miller Band at the Epicure Cafe on Nov. 12.

“I’ve spent the last eight years working on this CD and I’m very proud of it,” Miller said.

His efforts with the album have not been without its struggles, and his time away from playing and writing music has caused its fair share of issues.

“I’ve been out of the game for so long, it was a lot of joy and a lot of anxiety at the same time,” Miller said.

With the help of teachers

and his old band members, he was able to create the CD and give the performance he wanted.

“I’m not really a performer, I’m more of a song writer so I was out of my element, but Matthew Horne, Paul Fauteux and the old band all had my back,” Miller said. “I was very grateful for all the support I received from them.”

Miller did not perform by himself, as he also had the help of the student band, Foxglove.

“It was an honor to open for someone like Mr. Miller,” sophomore and band member Jack Lwin said. “I know that he’s been working hard and I think that’s something we all kept in mind to keep us going.”

Foxglove said they were proud of their work at the event but also gave their praise to Miller as well.

“I’m really proud of not only what we’ve done, but for Mr. Miller too,” sophomore Will Izdepski said. “He’s an impressive performer and it was all just a great experience.”

Horne and Fauteux also joined Miller on stage, and Horne said the experience was something they couldn’t refuse.

“I think that I have formed a bond with him over the years through students and through teaching but it’s great to contribute to his art and I was honored to be apart of it,” Horne said.



# Super Margiotta Brothers *by hannah levitan*

The Margiotta brothers have worked hard to achieve athletically, but they continue to push each other to improve their skills and bond as brothers through sports.

Freshman Patrick Margiotta and sophomore Andrew Margiotta have both played football since the second grade and encouraged their older brother, Christopher Margiotta, to pursue the sport as well.

"Seeing my younger brothers play really influenced me to try it out," senior Christopher said. "Now I'm playing it in high school, so it worked out."

Last year, Andrew moved up to the varsity football team and joined Christopher.

"Last year was a good experience because I got to play with my brother during practice when he got pulled up to varsity," Christopher said. "It's kind of interesting too because he plays offense and I play defense so usually he's on the field when I'm off and vice-versa. So I just think that being on both sides of the ball really increases that competition level."

Christopher said it was an interesting experience because it was the first time he's ever played with his brother on the same team.

"I think we grew a lot as brothers," Christopher said.

Additionally, Patrick plays basketball and lacrosse.

"It's good that I have Andrew and Christopher there to help me along the way," freshman Patrick said. "I have two older brothers that I can look up to and who are setting good roles for me, and if I ever need them I know I can always ask them questions."

Andrew said moving up from freshman to JV and eventually varsity made last year's football season was an interesting experience.

"I worry that a student can't handle [being pulled up to varsity]," Coach Joe Swarm said. "In Andrew's case, last year, I think it was handled well by Coach Masten and the staff. We had conversations throughout the whole

season because they brought him up to JV to see that he was able to physically, mentally handle it. He was excelling at freshman; it was almost unfair. So we brought him up to JV and it was still almost unfair. And he was able to slowly progress to varsity."

Andrew said most people are unaware of how nervous he was while joining the varsity team.

"I was scared out of my mind," Andrew said. "I would be going up against seniors and I was on a team where I didn't know anyone except

"Ever since a young age, I've always looked up to Christopher," Andrew said. "We've shared a room since I was born and we've always had a tight bond. He's always been there for me. Not a lot of people know that I look up to him for school, sports, our faith, [pretty much] everything."

Christopher is aiming for the IB Diploma and said it's hard to balance both school and sports, and that his busy schedule has taken a toll on his sleep.

"I get maybe five or six hours of sleep every night and it's tough," Christopher said. "My parents aren't really on me for my grades. It's my motivation. I'm a very organized guy and have to plan through what I do. I know that I have a certain amount of time after I get home from practice before I go to bed, so I make every use of my time."

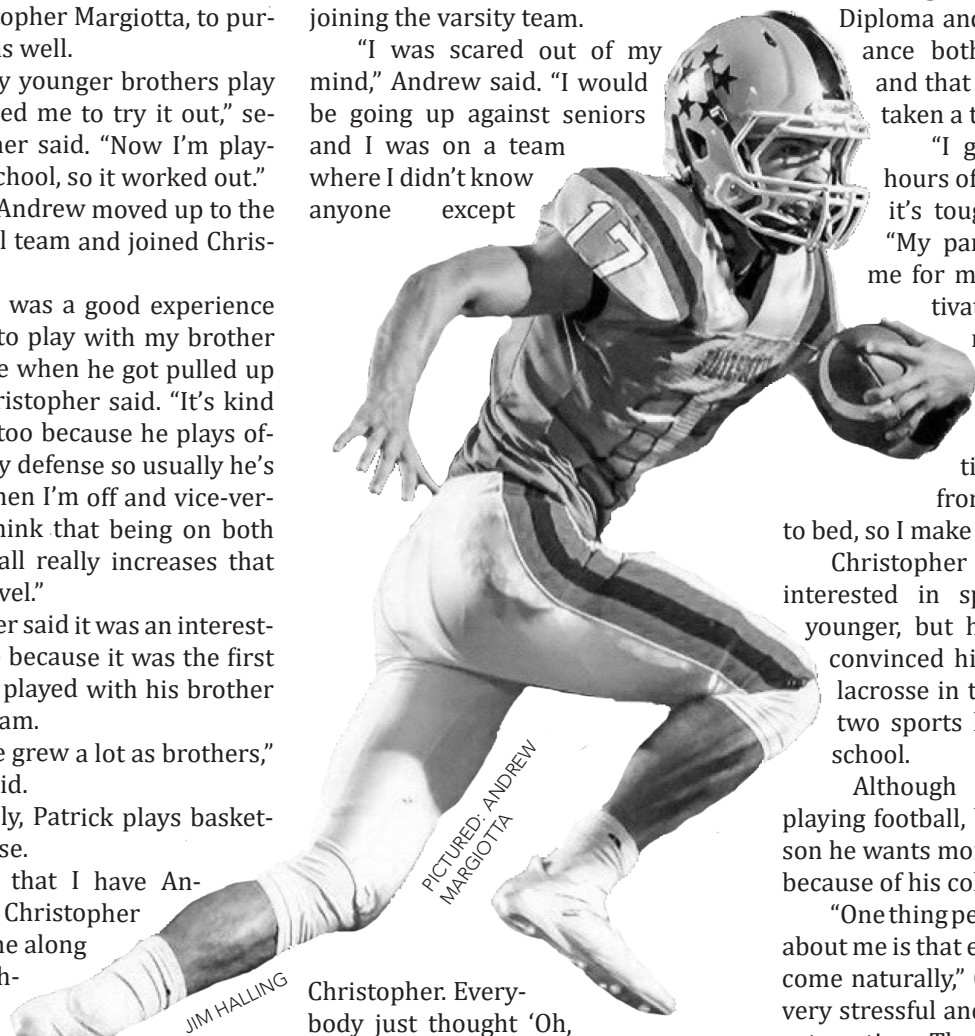
Christopher said he was not as interested in sports when he was younger, but his friends eventually convinced him to try football and lacrosse in the seventh grade, the two sports he now plays in high school.

Although Christopher enjoys playing football, by the end of the season he wants more free time especially because of his college applications.

"One thing people don't really know about me is that everything I do doesn't come naturally," Christopher said. "It's very stressful and I really have to budget my time. There are times when I'm completely overwhelmed. I am human. Doing all of this has definitely taken a toll on my sleep and stress levels, but I think it's worth it [to become] a more balanced person."

Christopher said it's important to be humble in all that you do.

"There's always going to be someone out there who's better than you, so I use that as my motivation to work harder," Christopher said. "It's great that we get recognition for what we've done, but I think the possibilities are endless, so we keep working."



Christopher. Everybody just thought 'Oh, he got pulled up, he's good' and just sort of inferred that I was happy about it, but Christopher really took me under his wing and showed me the ways of the land and after a while I got used to it."

Andrew has also played baseball since kindergarten and basketball since third grade.

"I've always been the athlete of the family, but football has taken years to get good at," sophomore Andrew said.

Andrew accredits some of his success to his older brother, Christopher, for supporting him and proving to be a good role model.

## Watts supports ultimate frisbee recognition



**Top:** Senior Brady Watts dives for the frisbee while practicing at Idlywood Park on Oct. 5

**Left:** Watts works on his throwing technique at practice.

"Ultimate frisbee is a well-recognized and official sport," Watts said.

**by wade devinney  
& grady dillon**

For junior Brady Watts, ultimate frisbee is more than just a backyard game, and he has gone to the extent of petitioning Fairfax County to turn his passion into a Virginia High School League (VHSL) regulated sport.

High schools have not seen ultimate frisbee since the early 1970s. Watts intends to change that by taking his proposal to Fairfax County, a motion that FCPS Activities and Athletic Programs assistant Superintendent Bill Curran will review if successful.

"Our short-term goal is to have ultimate frisbee as a recognized club sport in Fairfax County by the end of 2018," Watts said.

For Watts to reach his goal of playing ultimate frisbee on a high school team, he and five others who share his dream created an online petition on ipetitions.com, to take to the county officials,

asking them to create the new sports program. The petition, created in Feb. has 892 signatures as of Nov. 15. Their goal is to reach one thousand signatures.

The petition states, "ultimate frisbee is cost-effective, safe and an integrity-based team sport that gets students involved in after school activities."

For director of student activities Joe Swarm, ultimate frisbee should be recognized as an official VHSL sport.

"I think that [ultimate frisbee] can be a sport," Swarm said. "I want students [at Marshall] to have an opportunity to do things."

To counter any doubt that ultimate frisbee is a real sport, on Aug. 2, 2015, the International Olympics Committee recognized ultimate frisbee as a real sport, and plans to add it to the upcoming 2020 Olympics.

"I identify very much with the ethos around [ultimate frisbee]," Watts said.

## sportsbriefs

### McElveen honors General and Wong at fall banquet

Fairfax County School Board Member and Marshall Alumni Ryan McElveen recognized cross country coach Darrell General and track and field coach Clifford Wong at the Fall Sports Banquet on Nov. 14 for their titles of All-Met Coaches of the Year.

McElveen attended the banquet to personally congratulate General and Wong.

"These two coaches are close to my heart, because they were my coaches while I was at Marshall," McElveen said.

General and Wong both received a plaque for their achievements from McElveen.

"[General and Wong] are some of the most colorful personalities I know as well as committed public servants," McElveen said.

Senior and varsity cross country athlete Rachel McFaul said that she is happy for the coaches.

"[They] deserve the award and I'm glad they finally got recognized," McFaul said.

McElveen said that both General and Wong have positively impacted his life and others.

"As all the coaches here know, when you coach, kind of like when you serve on the school board, you aren't doing it for the money, it is a community service, and through their service each of them have touch the lives of many students over the years," McElveen said.

*by anna zelenski*



ANNA ZELENKI/RANK&FILE

Track and field head coach Clifford Wong shakes hands with FCPS Board member Ryan McElveen in recognition of his contributions to the Marshall community.

### Football program finds success at all levels

The varsity football team earned a record of 9-1, four wins more than the previous season. The Statesmen's only loss of the regular season was against James Madison High School.

"It was a really good season even though the end of it was disappointing, but the regular season was the best season I have ever been apart of," junior and varsity football player Coleman Blakely said.

JV finished the year with a record of 4-4 after working through roadblocks within the team.

"When the season started we were torn apart and couldn't work together as a team," freshman and junior varsity football player Elijah Jackson said. "But as time went on we all came together and started winning."

Freshman football held a winning record of 5-3, but the players worried the team would struggle with finding success.

"[The team] started out with doubts but as the season went on we slowly grew as a team and got better and better," freshman football player Connor Sweeney said.

*by ryan doucette  
& owen maguire*