

rank&file

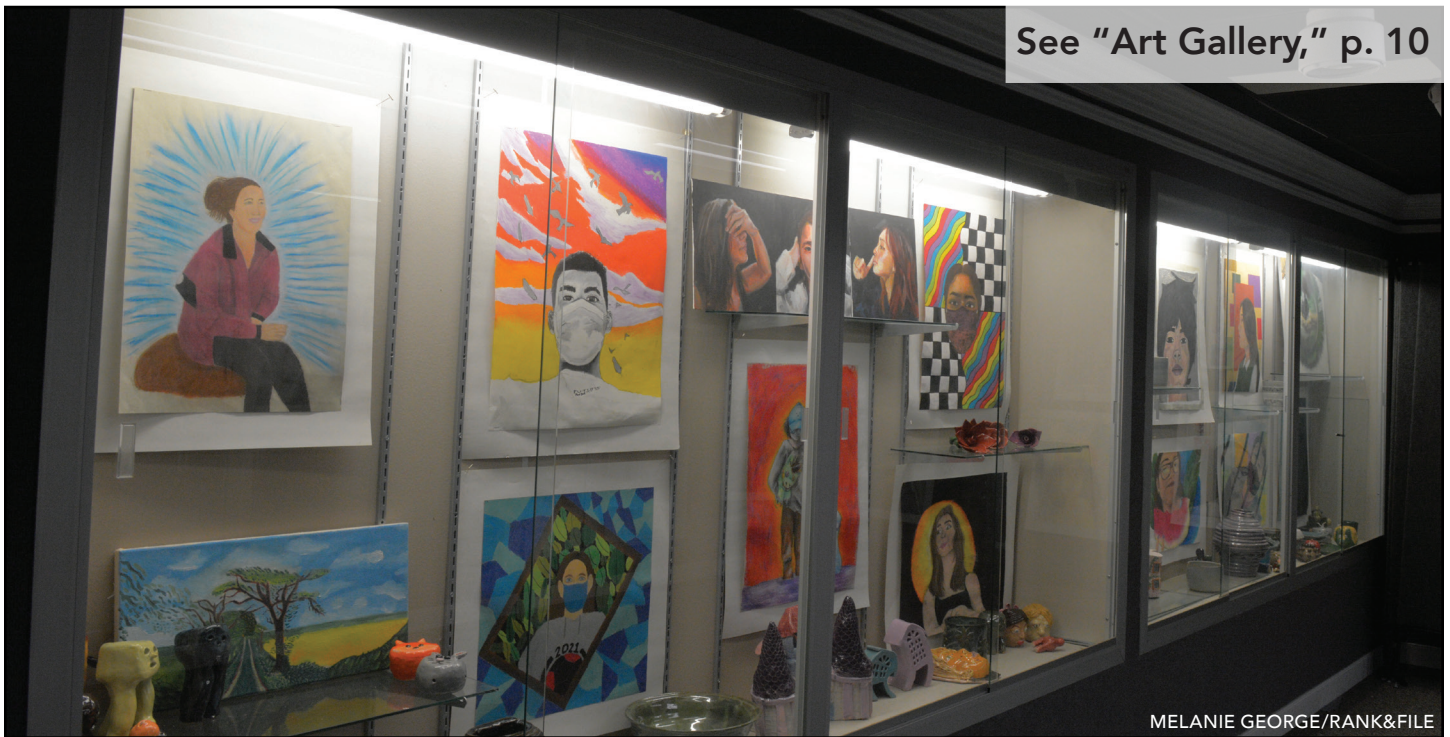
December 2021
Volume 59, Issue 4



Page 7

Rustic Love combats food insecurities

*Juniors Lucas and Lia Davila
build a nonprofit spreading
hearts across Vienna.*



rank&file

volume 59 issue 4

contact:

email
info@
gcmnews.net

phone
(703) 714-5511

editor-in-chief
theo schmidt

online editor
matt savage

social media manager
aitana wells

stories editors
melanie george
rhea newnaha

George C. Marshall HS
7731 Leesburg Pike,
Falls Church, VA 22043

staff writers
reyna berry
will blackburn
josie hamilton
marie kah
eleanor mcaden
emma mobley
rebecca paz
ben pyatt
kirtana sathishkumar
justin sun
rishi vanka

adviser
daniel reinish

Rank&File is a public forum for students of George C. Marshall High School. The unsigned staff editorials reflect the opinions of the Editorial Board, which consists of the editor-in-chief, stories editors, online editor and social media manager. Columns are the opinions of the writers and do not necessarily reflect the whole newspaper. Rank&File makes a Fair-Use claim when printing photographs and illustrations that staff members do not produce. Rank&File does not accept letters that are libelous, obscene or disruptive to the learning process. Rank&File reserves the right to edit any letter for length or style and/or to eliminate inappropriate statements. Businesses and organizations that wish to advertise in Rank&File can call (703) 714-5511 or email advertising@gcmnews.net.

Rank&File is a member of the National Scholastic Press Association, the Columbia Scholastic Press Association and the Virginia High School League.

follow rank&file



@gcmranknfile



@gcmranknfile



@GCMranknfile



rank&file Podcast

table of contents

4 Saturday school continues aiding students despite volunteer shortages for some subjects

Clubs work to transition back to in-person gatherings

5 Kathy Veoni's 12-year-long run in Student Activities Office comes to a close with Hall of Fame induction

6 Opinion: Open TOK to all

7 Rustic Love combats food insecurities in Vienna

Yoga elective helps students manage mental health

8 Dumpster Diving: A deeper look at school sustainability

10 Newly reopened A-Hall art gallery highlights self-portraits, self reflection

11 Religious Observance Policy: Alleged violations of new FCPS no-work policy frustrates students across faiths

Editorial: Covid testing policy is insufficient

12 Differences in teaching techniques concern students

13 Kalb details journey from the minor leagues to Marshall

14 Lone underclassman sticks alongside teammates

Field trips to make a comeback

15 Graduate returns as new head wrestling coach

Letter from the Editor

One of the themes I have observed in the coverage of other publications across our county, and rightfully so, is the spotlight that mental health has taken. Early December can be a time of stress for high school students, especially after a year and a half of virtual instruction. In the three-week period between Thanksgiving and Winter Break, assessments rack up while students have to go from periods of relaxation to total focus and back to relaxation again.

Fortunately, a return to school means we have more resources open to us again. Saturday school is available to students once more, Learn

is open at least once a week for actual face-to-face interactions with teachers, counselors are available in their offices and students are able to study together. As difficulties start to mount towards the end of the year, we should not take our academic aids for granted. The return to in-person learning may have taken away some of the comfort that came with virtual learning, but we all have resources in place to help us.

Theo Schmidt
Editor in Chief
Rank&File

Saturday school continues aiding students despite volunteer shortages for some subjects

by ben pyatt and aitana wells

The Saturday school program requires volunteers like English teacher Margaret Hemmingson, who has been supervising it since 2019, to keep it afloat.

The program was implemented to help students who are struggling or need a quiet space to do their work on the weekends.

"There were quite a few [students] right as the quarter was ending, and I think that's typical, which is why they try to have more Saturday schools toward the end of the quarter," Hemmingson said. "That's when students are always trying to make things up and get their last-minute grades."

One or two teachers attend Saturday school for each department. This can lead to teachers needing to supervise students taking classes within their department but do not teach.

"If it's a remediation or giving the test, I can do that super easily," social studies teacher Alexandra Riddell said. "If it's the content, I'm not an expert in some of those subjects, so it's a

little more difficult."

Junior Sebastian Vasquez attended Saturday school sessions on Oct. 23 and Nov. 20.

Though Vasquez said he finds the lack of teachers as volunteers a disadvantage currently, he still plans on continuing to attend Saturday schools throughout the remainder of the year.

"I think in the past, there were more teachers that were willing to come in," Hemmingson said. "But there are fewer this year. I think part of that is that we're all kind of worn out still."

She also said the pandemic has led to a decrease in teachers' ability to attend the help sessions.

"We're still in the middle of a pandemic, and I think that people are more willing to spend their Saturday mornings at home, taking care of their families,"

Hemmingson said. "I think that might be part of why it's more understaffed now."

The next Saturday school is scheduled to take place on Dec. 11.



GRAPHIC BY JOSIE HAMILTON

Clubs work to transition back to in-person gatherings

by will blackburn

Clubs and after-school activities are one of the many ways students are able to form a bond with each other and develop school spirit.

In the aftermath of virtual learning, clubs have started scheduling in-person meetings again, with mixed results.

"This year, I would say it is pretty similar to our past years," clubs and activities director Laura Campbell said.

"Last year you couldn't meet in person, but I do think this year we have a lot more participation."

Multiple clubs were introduced during distance learning to try and engage students to interact with each other. The Foreign Affairs Club was one such club which struggled during the shift back in person.

"I think the start of this year was just really hectic and chaotic and new for everybody," Foreign Affairs Club sponsor and English teacher Tim Ghazzawi said. "We just haven't had a time to meet and solidify what this club could be."

Ghazzawi noticed that due to COVID-19, other clubs also had a hard time transitioning back in person.

"There was just low participation across the board last year," Ghazzawi said. "So a lot of clubs just lost their momentum. Then this year, it feels really busy all the time. All students are a little bit overwhelmed and just trying to get caught up with regular school stuff, let alone all the extracurricular activities they have going on."

Ghazzawi also said participating in

extracurriculars was harder for seniors due to new things they have to focus on.

The Red Cross Club, in the process of their own virtual-to-in person transition, is sponsored by history teacher Tyler Bagi. Bagi said scheduling conflicts make club planning difficult, but students' unified interests mean the club isn't over for good.

"We sent out some Google Forms as to what people were interested in, and a lot of the responses were things like humanitarian law and letter writing for different human rights campaigns and things like that," Bagi said. "So we've seen a lot of interest in some really key areas that the Red Cross focuses on."

Despite the rocky transition back in person, Bagi said his hope for clubs' futures have not yet dwindled.

"I'm not entirely sure what the club community was like prior to online learning, but compared to online learning, it is definitely looking better," Bagi said.

As in-person club meetings start to return, sponsors said they are expecting to get clubs started again.



GRAPHIC BY AITANA WELLS

Kathy Veoni's 12-year-long run in Student Activities Office comes to a close with Hall of Fame induction

by emma mobley and rishi vanka

After getting her start at Marshall in 1999, administrative assistant Kathy Veoni will leave in late December.

Originally, Veoni worked in the Defense Intelligence Agency. After 15 years of government work, she sought to be closer to family. Prior to the Activities Office, Veoni worked at Marshall's front office, the Academy and McLean's Activities Office.

"[McLean] was a wonderful experience," Veoni said. "When I left there, they [created] a scholarship in my name. The athletic department gives it to the hardest working athlete of the year, and they get a \$1,000 scholarship."

Veoni said moving back to Marshall during a district change was thrilling and renewed her enthusiasm for Marshall athletics.

"When my kids were here, it was kind of like [the school] never won anything in sports," Veoni said. "Then we changed over to the National District, and then it was like we won everything. So I went from winning three state championships to all those district wins. It was so exciting to be part of that."

Athletic trainer Eric Mathis said he appreciates the teamwork and support he gets from Veoni to get Marshall Athletics ready for its seasons, from helping with events to helping everyone in the office.



COURTESY OF DL ACTION SPORTS

Principal Jeffrey Litz and Director of Student Activities Joe Swarm hand Kathy Veoni her Hall of Fame plaque ahead of her induction on Sept. 17.

"She and I work together pretty much every single day," Mathis said. "She has been doing this longer than I have. She directs me on doing things that I haven't done before and she does a lot of things for everybody else except for herself."

Veoni has been recognized for her work during Marshall's renovation, including the trophy cases and the boosters which lighten up the athletic hall.

"Before renovation, if you've seen the pictures of what it looked like before, it was terrible; the trophy cases were dark and gloomy," Veoni said. "During renovation, they didn't mirror [the

trophy cases]. The lobby became my vision and then a couple other things that maybe I'll pass down that will kind of pop it up a little bit."

Even after the trophies were put up, Veoni's work with the lobby was not over. One of her biggest accomplishments includes creating the Hall of Fame video display, which gave her the chance to connect with many new people.

"I got to do a lot of cool things like meet and talk to the people who used to go here that played professional football and baseball," Veoni said. "It was helpful that I did the Hall of Fame also, because I did meet a lot of the older athletes that were here, so it was a fun and interesting journey. Some of the people that left here did amazing things, so [it was] very cool to connect with them and still hear the pride they have in Marshall."

On Sept. 17, Veoni was inducted into the Marshall Athletics Hall of Fame, an experience which, over two months later, still moves her.

"I'm going to tear up because it was an honor," Veoni said. "There's a lot of people that can relate that I don't feel [worthy] because it's supposed to be for athletics."

Veoni plans to stay involved on the booster board to continue the Hall of Fame and intends to travel in her new down time.



COURTESY OF DL ACTION SPORTS

Kathy Veoni and her family pose with her Hall of Fame plaque on Sept. 17.

Opinion: Open TOK to All

by kirtana sathishkumar

Solely because I am not pursuing the IB Diploma, the exclusive Theory of Knowledge (TOK) class is closed off to me.

TOK should be made available to all juniors and seniors, regardless of what diploma program they chose.

Despite the shortage of teachers who can lead the class, opening up TOK to every student would not exacerbate the situation.

Taking TOK would entail giving up an elective option or staying after school multiple times a week, a large commitment for non-IB students.

Only students who are interested in TOK would put in that much time and effort into a class that's optional and accepting such motivated students would only enrich classes.

Even if there are many interested non-IB Diploma students, a quota system could be created, limiting the number of students attending the class. Such students could meet certain requirements to take the class.

Some students will get rejected, but it would be better than the current system. This way, at least some interested students could take the class rather than no one being able to.

After all, Marshall allows students to take IB classes, regardless of their diploma status. I, and many other students, take as many IB SL and HL courses as IB Diploma students because even if we're not doing the IB Diploma, we still want to challenge ourselves.

Experience a different kind of healthcare... personalized for you and your family

Concierge primary care for children, teens and adults



JC Stanford, MD
Concierge Internal Medicine
& Pediatrics



"My joy is in taking care of the entire family - watching children grow and develop from birth into adulthood and helping parents care for their own health."

At Dr. Julia Stanford's membership medicine practice you'll benefit from individualized care and attention, and:

- Longer, unhurried visits
- Same day appointments
- Dr. Stanford's personal cell phone for direct communication after hours
- Weekend or evening appointments for urgent issues
- Guidance with specialist care
- Home visits if appropriate
- Convenient location next to Inova Fairfax Hospital

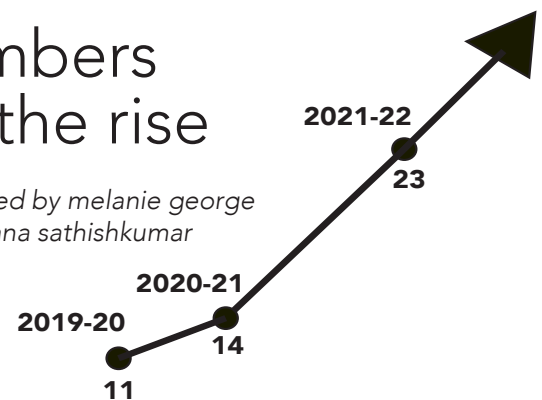
Family discounts available when more than one family member joins the practice.

Now accepting new patients

Call for a complimentary 'meet and greet' at 703-682-8261

Table Talk with Coach Alex: Gymnastics numbers on the rise

• compiled by melanie george and kirtana sathishkumar



In their first meet of the season, the gymnastics team fielded their largest roster in over three years. Head coach Alex Mostoller shared her thoughts regarding the ongoing season.

• Compared to last year, how many people tried out this year?

We had 23 girls tryout this year, which is a big jump from last year. I did not make cuts this year, so we have 23 girls on the team.

• How are you, as a coach, supporting the larger number of students?

My assistant coach and I work with all of the girls on the team to give assignments or help with different skills. There is a big range of ability levels, so we try to give each girl a routine or skill they can work on to get better.

• How are you feeling about what's in store for this season?

The first meet of the season went really well. We still have a lot of room to grow, and I am excited to see how the season plays out. I think we will continue to be successful as a team and place well at our meets as a team and individually.



Rustic Love combats food insecurity in Vienna

by rebecca paz

As some students spent the dog days of a pandemic summer sitting at home, juniors Lia and Lucas Davila built an organization to fight food insecurity.

Their creation, Rustic Love, raises money for food insecure families and restaurants in the area. What makes Rustic Love unique is the iconic heart signs, which are intended to fight donor fatigue.

"Donor fatigue is a real thing, where you just keep donating and donating and donating," Davila said. "But

when you get something actually physical in return, especially something that's made by local high schoolers, it's super cool. It was just like an added bonus."

To keep a connection with the donors, the Davilas said they were inspired to create and distribute heart signs. They said soon after, the signs spread throughout the community faster than expected.

"It 100% exploded more than any of us ever thought," Lia said. "We started with 12 signs, and now have made over 3,000 signs, and we've raised over \$160,000."

Lucas agreed.

"When you see a lot of kids helping to raise money for food insecure families and local restaurants, it brings warmth and it just makes everyone really happy," Lucas said. "Of course, why wouldn't you want to help out? I think that's why it expanded really quickly."

In addition to their heart signs, Rustic Love now sells more heart-themed merchandise. Their main goal is to expand and raise money for the food insecurity in the community.

"The community has really brought attention to

issues that need to be addressed," Lucas said.

In addition to the families and restaurants it serves, Rustic Love has had an impact on the co-founders themselves.

"It's just been incredibly heartwarming, seeing the positive effects that we've been able to create on our community," Lia said. "Seeing all the people that we've been able to help, and to actually see the result of the work we've done is really cool."

The Davilas plan to grow Rustic Love in the future, building a stronger community against food insecurity.

Yoga elective helps students manage mental health

by reyna berry, theo schmidt and aitana wells

Breathe. Move. These are the steps to a good yoga practice, according to yoga teacher Kelsey Steele.

Steele's class is new to in-person learning because it ran online last year, and students say they are enjoying it.

"It's a good way to learn about your body and how it works," junior Sophia Reskusic said. "It's a stress reliever."

Steele said she teaches a short lesson at the beginning of each class, like in November when they explored gratitude. This month, the yoga students will focus on understanding stress.

"Students can gain a lot of [stress] management with practicing [yoga],"

Steele said. "The different moves and postures you're doing can help to just change the dynamic of how you sit in stressful moments."

Despite being a newer class, students have confidence in Steele's skill.

"[Steele] has been doing yoga forever," Reskusic said. "So she knows what she's doing."

Steele was introduced to yoga as a young adult, and said she quickly fell in love.

"It just made me feel better about myself," she said. "I started it as a form of exercise, but really, tackling or working on something in a yoga pose is something that you can sometimes get frustrated with, but then walk away from and come back to it later. There's a lot

of individual life lessons you learn when you do something every single day."

Steele is familiar with many forms of yoga, and said she varies it when she can.

"Yoga is not just like one cut-and-dry form, [there are] lots of different styles," Steele said. "I try to switch it up based on what [the students] might need that day, or what time of the quarter it might be."

Besides teaching them the benefits of yoga, the biggest lesson Steele imparts on her students is that anyone can do yoga.

"The first thing people will say is, 'Oh, I can't do that, I'm not flexible,' or whatever and that's not true," she said. "If you are paying attention to your breath and moving, or even just sitting, then you're doing yoga."

Dumpster Diving: A Deeper Look at School Sustainability

In light of the COP26 Climate Conference in Glasgow, Rank&File explored the steps taken to promote sustainability at Marshall.

• compiled by *eleanor mcaden* and *kirtana sathishkumar*

RECYCLING

COVID-19 disrupted decades of in school recycling and caused a higher demand for plastics.

Pre-pandemic, members of the student organization Earth Force took care of recycling, and current members are trying to revive the process.

Ordinarily, once a week, members would take recyclables to the recycling dumpster behind the school, Earth Force sponsor and science teacher Andrew Litterst said.

"This year, being the first time we've had an

opportunity to do this in basically two years, we are dragging our feet a little bit," Litterst said. "But the Earth Force president and myself are starting to figure out some of the logistics behind this."

Litterst said confusion over uncertain recycling guidelines leads to plastics being treated as trash.

"What we can and can't recycle, especially here in Fairfax County, changes every other year," Litterst said. "If too many non-recyclable materials end up in a recycling bin, unfortunately, the

whole thing ends up just being thrown out."

Litterst said Fairfax County incinerates its waste, but other areas dispose of it in landfills.

"About 90% of trash [in Fairfax County] gets burned and heat from that incineration is used to make electricity," Litterst said. "In places that do use landfills, a lot of [plastic] can get blown into the environment or into the ocean and lead to other far-reaching environmental problems."

Litterst said Marshall is a green-certified school, but

more could be done. Plans include a county wide initiative to establish solar panels on school rooftops by 2050.

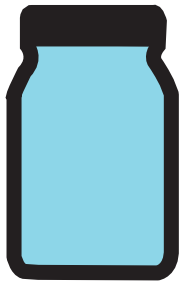
"We are making steps to become greener every year," Litterst said. "But as a county, we've still got some work to improve on."

Fact: The International Solid Waste Association estimates a 250% to 300% increase in single-use plastics in the United States from pre-pandemic years.



ART BY MARINA JOSIPOVIĆ

DON'T RECYCLE IN SCHOOL BINS:



Glass



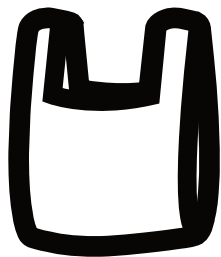
Shredded Paper



Clothing



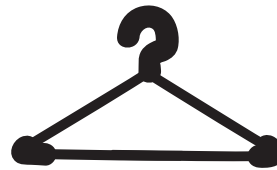
Foam/Plastic Food Containers



Plastic Bags



Medical Waste



Hangers



Batteries

CAFETERIA

Cafeteria waste is nothing new, but with the recent FCPS no-cost meal policy, some students are wondering if food and packaging waste may be increasing.

The county began providing students with free meals this year, but students still need to select three food items to qualify for a reimbursable meal.

"The no-cost [meal policy] is a change for our program, and as a result, the number of students that are participating has significantly increased," FCPS Food Services nutritionist Amanda Schlink said.

More food inevitably means more trash, a trend custodian Darrell General confirmed.

"Kids are getting more lunches, ... accumulating a lot

more waste," General said.

While trash is a necessary result of running a cafeteria, students like senior Krishna Girish Kumar wonder if food itself is being wasted.

"A couple of weeks ago, I went up to the line and asked if I could take a fork, and the person at the counter pointed at the line," Girish Kumar said.

Because he had been asked to purchase a meal for a fork in previous years, Girish Kumar said he assumed he had to get more food in this instance too.

He also said he worries about the impact of distributing food to students when they don't plan to eat it.

"Food waste is becoming a really big concern to the environment right now,



KIRTANA SATHISHKUMAR/RANK&FILE

After each lunch block, custodians take the trash from the cafeteria to the dumpster outside, where it's compacted.

and schools shouldn't be promoting that," Girish Kumar said. "I feel like just for a fork, getting a whole meal is a little bit absurd."

Another question is packaging waste, as COVID concerns led to more items being individually

packaged.

Schlink said each food vendor has their own packaging policy, so schools are not in control of it.

She also said there is no data connecting food waste to the new free lunch program at this time.

Newly reopened A-Hall art gallery highlights self-portraits, self reflection

• compiled by melanie george

After being closed for the last year and a half, the art gallery in A hall is once again home to new artwork from students in all art classes.

Art teacher Nicole Walter said the art gallery was used as a storage room during the pandemic.

"Many people did not even realize that we have an art gallery," Walter said.

Now, the art gallery is full of art, including a display of self-portraits from Studio Art 1 with the theme of exploring identity.

"I try to share a broad range of approaches to artmaking

with the students, so that they can begin to define what kind of artist they want to be," Walter said.

Walter said she is thankful the art gallery is back in session.

"It empowers students to express ideas that matter to them and share that with a broader audience," she said.

Walter said the gallery also affects the student artists themselves.

"I think it also gives them a sense of pride, seeing their successful artworks on display," Walter said. "I hope it also inspires others to express themselves creatively."



• Freshman Caroline Gleditsch described her piece.

"The side on the left represents my mind. The side on the right is just my outward self. The left side is more this imaginative kind of different version of myself. This piece is all about self-reflection."

• Why do you think self-reflection is important?

"If you don't know yourself, then you can't put your best foot forward. If I didn't know I was creative, I wouldn't be able to express my creative side."

• What message do you want to portray?

"I want people to see that this is all about just looking at yourself for a second, not in an egotistical way, but more of a [thoughtful way]."

• How has having art in the art gallery affected you?

"It feels nice to have it up. I don't really display my work very often, but I was really proud of this piece."



• Freshman Elise Connelly described her piece.

"At times people don't want to see what's on the inside. That was my idea with the frame. It's looking in on something."

• What message are you sending to viewers?

"Sometimes it's hard to find yourself again and get back into things. Just having that mindset, and knowing who you are, can definitely help with that."

• What do you feel making art?

"When I'm doing art, I just let the creative juices flow ... it really helps me just feel and not really think about all the stress."

• How do you feel about having your work in the art gallery?

"I feel proud that my artwork is in it, [but] it makes me a bit nervous, I've never really had my artwork on show before."



• Junior Kylie Nguyen described her piece.

"I just wanted to express how I am feeling, kind of like this drowning feeling. I put these little creatures sitting next to me to illustrate sadness, like drowning in emotions."

What do you want viewers to get out of it?

"[I want them] to empathize and admire the artwork."

What inspires you to make art like this?

"Sometimes it's just out of boredom, but sometimes it's when I'm feeling something."

Religious Observance Policy: Alleged violations of new FCPS no-work policy frustrate students across faiths

by reyna berry and marie kah

Miss school or miss an important religious holiday —this is a predicament students like freshman Rachel Ackerman are faced with every year.

To increase religious inclusivity, FCPS implemented religious observance days, requiring teachers to not teach any new material, assign new work or have any testing on certain holidays. However, some students believe they have not achieved this goal.

Ackerman mentioned a packet she received in one of her classes on an observance day.

"Technically they're not allowed to assign 'new' work, but it was the [information] you need to know for the next unit that we hadn't learned, so I was kind of annoyed."

Junior Rhea Patel said she has also received work on observance days. She cited a test as an example.

"The test I wasn't that mad about," Patel said, "but working on [internal assessments] and stuff on a religious

"The test I wasn't that mad about. But working on [internal assessments] and stuff on a religious observance day is draining."

- junior Rhea Patel

observance day is draining."

This makes missing any observance day hard, despite the goal of the initiative. Additionally, students may feel uncomfortable bringing the issue up with their teachers, which Ackerman said she understands.

"I feel like if I were to talk

about it, then my teachers would be like, 'But we're actually trying,'" she said. "I get that they're trying but, I don't know."

The Jewish Community Relations Council (JCRC) of Greater Washington has been

advocating for school closures on the two holidays, as well as Diwali and Eid. On March 18, the FCPS County School Board voted to deny these requests.

"As Shabbat nears, we want to take a moment to reflect on last night's deeply disappointing vote," the JCRC responded in a statement the

next day. "[The decision] was a slap in the face to Fairfax County's Jewish, Muslim, Hindu, and Sikh communities."

Ackerman's temple, Rodef Shalom, sent out an email standing beside the JCRC.

"We join with our interfaith partners in disappointment," Rabbi Amy Schwartzman and other leaders wrote on March 19. "We will continue to work with FCPS on behalf of our students and families to make progress on these issues."

Though Ackerman understands the struggle of teachers with the new schedule, she said she is still frustrated by FCPS's handling of the situation.

"I think we should just have the days off," she said. "Two days a year? We get a lot of time off for Christmas and a lot of time for Easter—why do we not get two days off?"

Editorial: COVID testing policy is insufficient

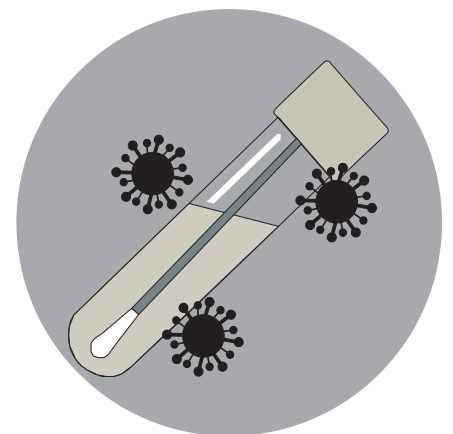
We're over 600 days into the COVID-19 pandemic, but Fairfax County Public Schools is still lagging behind for coronavirus testing.

FCPS recently announced new COVID-19 testing procedures, including optional opt-in parental consent forms that must be signed for any student to be tested as a plan to test 10% of all unvaccinated students weekly. But according to a Freedom of Information Act response posted on Twitter by the Fairfax County Parents Association, a watchdog group founded in the wake of FCPS distance learning, only 124 families across the county had opted in as of Nov. 17.

FCPS could follow the lead of schools in Maryland's Montgomery County and

initiate a "test to stay" policy, allowing students exposed to COVID to avoid quarantining by submitting to daily negative rapid tests. Montgomery County has continued to be a leader in student vaccination and testing, and their numbers show it.

The school system should also require weekly testing of unvaccinated students, just like it requires weekly testing of unvaccinated teachers and athletes. The decision would be in tune with the policies many colleges and universities have put in place as well. Weekly testing of all unvaccinated students would be a far better barometer of the transmission rate in the county than a mere 10% of the unvaccinated population.



GRAPHIC BY JOSIE HAMILTON

Differences in teaching techniques concern students

by josie hamilton and rishi vanka

While some students feel that consistency among teachers would better their education, teachers argue that their independence is the very thing that helps students to succeed.

IB Analysis and Approaches (A&A) SL 1 teachers assign the same tests, but quizzes may vary because each teacher has the freedom to make their own questions.

"[IB students] should be able to handle any question as long as it's testing the same concepts," A&A teacher Abeer El-Baz said.

She said although students may think quizzes are especially difficult, it may just be the novelty of the information.

El-Baz said neither she nor A&A teacher Mr. Altschuler "put something that is extremely hard on the quiz, we don't do that."

Sophomore and A&A student Claire Anderson said she feels content with

both classes.

"You can understand a topic from a different perspective as someone who has a different teacher. But the courses are consistent between different teachers," Anderson said.

She understands the importance for teachers to provide the same resources and assignments.

"I think it's really important," Anderson continued. "If one teacher provides different resources, then that class could either have an advantage or disadvantage."

Sophomore Chloe Kim agreed with Anderson.

"As a student it's really annoying when teachers teach you different things because I've been on both sides of the spectrum where I have the better teacher, and I see my friend struggling, and I've also been on the side where I have the harder teacher and I'm struggling," Kim said. "It's just frustrating all around."

IB History of the Americas (HOA) teacher, Kevin Curtin, said he believes

teachers cannot teach in the exact same manner.

"It's not possible without severely restricting teacher autonomy," Curtin said.

Similar to A&A, IB HOA teachers give different assignments, but ultimately have the same tests at the end of the unit.

"As educators, we know what the end target is," Curtin said. "We have the freedom within each unit to get our students to the same point."

Junior and HOA student Rhea Patel believes classes should operate the same way.

"I think it's pretty important," she said, "[That] content knowledge is kind of the same throughout the whole class."

However, sophomore and A&A student Kian Mesforush understands the teachers' perspectives.

"I think they should all be equal, but teaching styles differ," he said. "So obviously, one teacher might push you harder than another one. And that's just kind of how it works out."



RISHI VANKA/RANK&FILE

Math teacher Abeer El-Baz assists junior Jordan Minella as he prepares for a quiz in IB Analysis & Approaches SL 2.

Kalb details journey from minor leagues to Marshall

by justin sun

Every teacher has their roots, whether it be within the field they teach or not. For math teacher Aaron Kalb, his field was a baseball diamond.

After a stint playing minor league baseball, Kalb coached at Raritan Valley Community College in New Jersey.

"I actually went into coaching originally. I was coaching college baseball," Kalb said. "When I had my first daughter, I decided to switch my career because college baseball wasn't paying the bills."

While coaching baseball, Kalb took the first steps to becoming a teacher.

"Initially, while I was coaching, the first place that I taught at was a place called Bonnie Brae School, which was a mental health facility," he said. "[It had] a lot of kids that were struggling,

and didn't have a lot of family support."

After teaching at Bonnie Brae, Kalb continued his teaching career at Oklahoma Panhandle State University.

"I taught some classes: college algebra and biostatistics type classes," Kalb said. "That's when I actually started teaching high school [and] when my daughter was born."

As well as being a teacher, Kalb has many responsibilities at home too.

"When I come home, any opportunity that I would have, [since] I have kids, to get work done kind of just immediately stops," Kalb said, referring to his responsibilities caring for his children. "It's hard to balance the work and life aspect of it as well, when you do have young kids at home."

Kalb said teachers have had to adjust what they teach to address gaps in students' memories caused by virtual learning.



WILL BLACKBURN/RANK&FILE

Mr. Kalb helps senior and IB Applications and Interpretations SL 2 student Noor Samimi during Learn on Dec. 2.

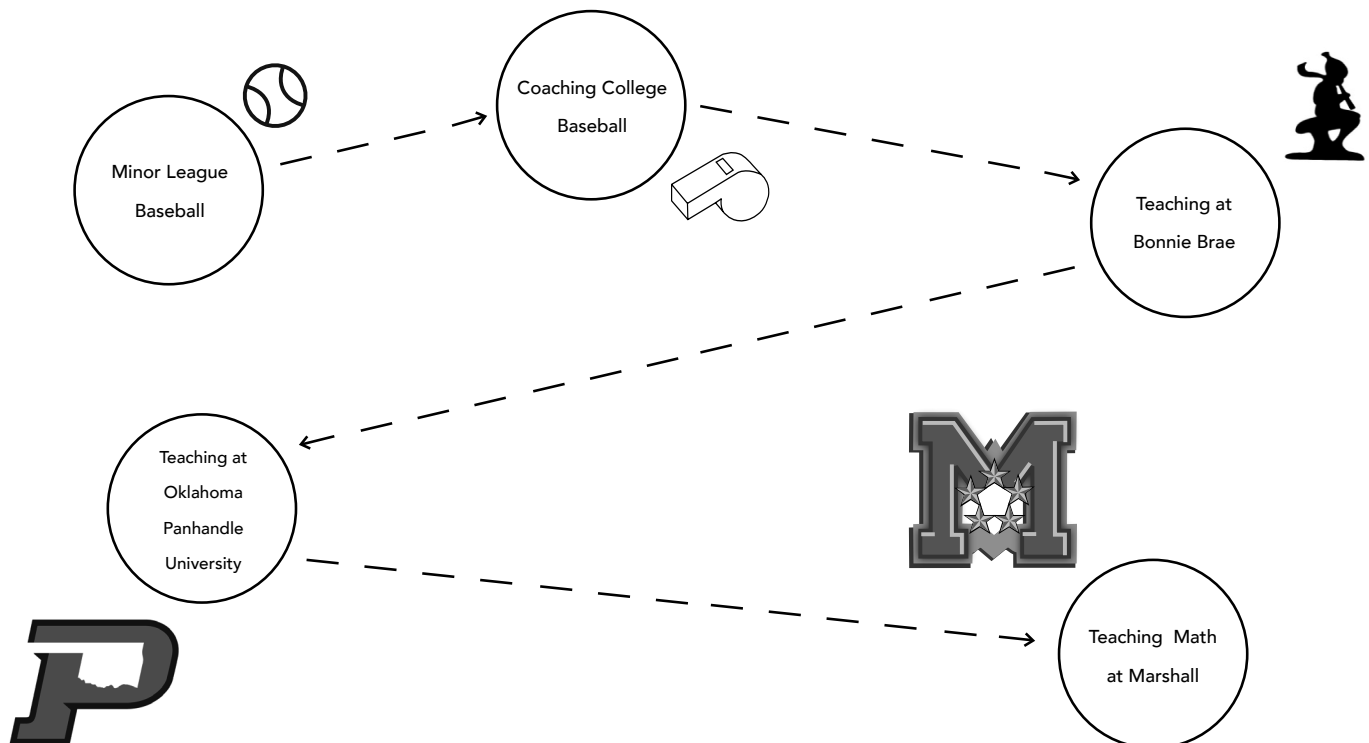
"The hardest part about being a teacher is there's not enough time in the day to get everything done," Kalb said.

While students rarely see the work done behind the scenes, being a teacher is more than giving lectures in front of students. For many, it requires planning and time management in order to ensure a productive day with

students learning to the best of their ability.

But Kalb said the methods he uses to aid his students differ from that of some other teachers.

"I don't consider myself disciplinary at all," Kalb said. "I find that [people] need to learn and make their own mistakes, and that's how I learned."



"He's a great player and honestly a



“College, D1, D2, D3,” Penn said.
“That’s the goal.”

"[Students] make memories with their friends that last forever," Bond said. "Some of my fondest memories of being in high school orchestra [were] the music trips."

14

Graduate returns as new head wrestling coach

Previous assistant and alumnus Daniel Nguyen seeks to reach the top of his former district

by marie kah

Daniel Nguyen returns to his alma mater, this time as head wrestling coach in hopes of claiming a district win and helping his players off the mat.

Nguyen takes over the role as head coach after previously holding the role of assistant coach.

"I've always been eager to be head coach one day, so I saw the position open up, and then I went for it and applied," Nguyen said. "It's definitely a big difference from being an assistant. There's a lot more on the administrative side than I knew about, but I just didn't realize how much goes behind the scenes."

Coming into the new season, Nguyen has given both himself and his athletes new goals this year.

"In the first week, I made sure [the wrestlers] had a goal sheet," Nguyen said. "They had to find three wrestling goals and then also a life goal. My goal is to make wrestlers be a better person before they come into the room. I really want them to live life to their



MARIE KAH/ COLUMBIAN

Coach Daniel Nguyen helps wrestlers practice for their upcoming district meet.

fullest potential and learn what wrestling teaches you."

As a wrestler at Marshall, Nguyen competed in the Liberty District. As the school returns to the district, Nguyen is excited about the move and hopes that it brings the team a title.

"One of my own personal goals is to win the district," Nguyen said. "When

I was a wrestler here I was also in the Liberty District, so going back I'm pretty excited to see some of those schools that are in [the Liberty District]."

Nguyen said heading into a new district has not discouraged the team from attaining a title, and he hopes he makes not only the team better but the individuals in it as well.

GCM Student Media would like to thank all of our patrons whose contributions have helped make the printing of this magazine possible.

one-star patrons

Chris Poteat
Philip Condron
Ellen C. Savage
Amy Lu
Grady Dillon
Shirley Alexander
Kylie Henigan
Shannon Schumer
Pyatt-Openshaw Family
W. Wade Devinney
Hannah Levitan

two-star patrons

Deepti Newnaha
Kendis McAden
Scott & Martha George

three-star patrons

Allison & Simon Hamilton
Teri & Doug Vickery

four-star patrons

Maureen Berry
Will Shin

five-star patrons

Emily Schmidt
Jim & Lisa Reinish

Rank&File depends financially on our patrons and subscribers. For more information about our magazine and receiving it through the mail, visit: www.gcmnews.net/subscribe

BUY YOUR YEARBOOK NOW

don't wait

pick up form outside D211

OR

www.yearbookordercenter.com
(order number: 4039)