

the **Warrior**

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Transgender Rights Left for States To Decide

by Dinah Aguilar '19

The Trump administration reversed a federal directive requiring public schools to allow students to use bathrooms and locker rooms that match their gender identities. The Obama administration ruling, issued last year, was protected under Title IX of the Education Amendments of 1972, which prohibits sex discrimination in educational programs, sports, and facilities receiving federal financial assistance.

The reversal is having immediate ramifications on current cases fighting for transgender students' rights. The American Civil Liberties Union (ACLU), on behalf of Gavin Grimm, a 17-year-old transgender student who was barred from using the boy's bathroom, recently sued the Gloucester County School Board in Virginia for changing their bathroom policy.

The Supreme Court was scheduled to hear the Grimm vs. Gloucester County case this month, but due to the

policy change, the Court sent the case back to the U.S. Court of Appeals. The 4th Circuit will now decide whether Title IX protects the rights of Grimm and other transgender students.

Following the decision, states can create their own bathroom policies. States like Texas and North Carolina, which have been in the news of late for discriminatory laws and proposals, will now be able to prohibit transgender students from accessing facilities or being recognized by their gender identity by the school system. Texas is looking to pass a bill that would require people to use the bathroom of the sex on their birth certificate.

Following the president's actions, the Montgomery County Board of Education President, Michael Durso, and Superintendent, Jack Smith, issued a letter clarifying that students "must be provided access to gender specific facilities (e.g. bathrooms, locker rooms, changing rooms) in alignment with their consistently asserted gender identity."

designed by Nicole Reich '17

What's Inside



Mr. Sherwood

Photo gallery captures total experience of the showcase.

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Rockville High

The Warrior staff weighs in on politicization of attack at RHS.

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March Madness

Recap of tournament and an analysis of the Final Four.

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Students' Grades Soar under New Grading System

by Danielle Tobb '17

An analysis of raw data of each student's Semester 1 grades from the 2016-17 school year showed that 55 percent of all letter grades earned were A's, an increase of 12 percent from the previous school year. The upward trend of the grading matrix helped enable 82 percent of students' grades to be an A or B. The percentage of students obtaining E's has remained constant over the past two school years at about 2 percent.

When the MCPS Board of Education unanimously voted in September 2015 to abandon the practice of administering semester final exams, it was unclear how the new grading matrix would impact student grades in the 2016-17 school year. Amidst this controversial decision, some teachers voiced concerns about possible grade inflation due to the upward trend of the replacement grading system. The uncertainty surrounding the new grading policy prompted *The Warrior* to investigate the distribution of midterm grades this year compared to previous years at Sherwood.

The 2-percent increase in A's from 2013-14 to the 2014-15 school year compared with the 12-percent jump in A's due to the new grading matrix indicates the existence of grade inflation.

Some teachers are troubled by the presence of grade inflation at Sherwood. Shelley Jackson, head of the English Department, said the new grading scale is "not in the best interest of students. I think it is detrimental to their futures [and] will certainly make Montgomery County students less prepared for the rigors of college."

The message being sent to students is also a primary concern among teachers. English teacher Beth Petralia is unsure if

	A	B	C	D	E	Average GPA
2013-14	40%	33%	19%	7%	1%	3.04
2014-15	42%	32%	18%	7%	1%	3.07
2015-16	43%	30%	18%	7%	2%	3.05
2016-17	55%	27%	12%	4%	2%	3.29

Table shows distribution of letter grades in addition to GPAs for the first semester at Sherwood.

getting an A as a midyear grade this year truly indicates a student's mastery of the material. The main problem is that "some students are being given A's without the experience of studying for a major test that covers multiple units," said Petralia.

On the MCPS Assessment Strategy webpage, the county responded to worries over the new grading calculation inflating grades shortly after the decision to eliminate semester exams, saying "By using the quality point average and equally weighting each marking period grade, the majority of MCPS semester grade calculations remain exactly the same as the previous grading table, resulting in limited changes."

Jordan Bennett, head of the Math Department, thinks there has not been a high degree of grade inflation. "When the county pulls data, the focus is more about the students earning a C or above versus those earning a D or below. When looking at the data through that lens, there has not been significant change," said Bennett.

While the number of failing grades has not changed, the data does show change among higher grades; in fact, there was a significant percentage jump in A's, according to the raw grade distribution. The average GPA for Semester 1 has crept up to a high of 3.29 this school year, while the GPA for Semester 1 grades hovered between 3.04 and 3.07 during the past three school years.

In addition, if the new grading matrix were applied to the Semester 1 grades of the 2015-16 school year, 54 percent of students would have been awarded A's; this is 11-percent more than the 43 percent of students who actually obtained A's that year when midterms were administered. The average GPA would have increased from 3.05 to 3.28.

Principal Bill Gregory said the administration constantly monitors the distribution of grades through the school year. This past semester, he was not surprised when grades were higher because midterms and finals tend to pull down students' grades.

news brief

current events

SMOB Election Approaches

by Alex Nnabue '18

Junior Matt Post is one of the final two candidates running for the county's Student Member of the Board (SMOB) position for the 2017-18 school year. The SMOB is an elected student who votes to make policies, oversees the Board of Education's legislative platform, and helps make administrative appointments. If elected, Post will be the first SMOB from Sherwood. The winner of the current campaign, between Post and Richard Montgomery's Alex Abrosimov will assume office after current SMOB Eric Guerci's term ends on June 30.

The nomination convention occurred on February 22 at Watkins Mill. SMOB candidates along with student delegates gathered to deliver speeches, answer questions, and give short closing statements. The student delegates voted in the primary election to narrow the selection from 13 to 7 candidates. In the primary, Post garnered 171 votes, followed by Abrosimov's 76 votes. The following preferential ballot selected the two candidates.

The student election takes place on April 26. Post is meeting the Montgomery County community by visiting middle and high schools, attending events, and stating his mission. He is an avid supporter of the student voice and strives to tackle relevant issues such as the achievement gap, open lunch, technology, and mental health.

Rockville High School Rape Sparks Discussion

by Lexi Matthews '18

Two suspects accused of raping a 14 year-old girl at Rockville High School on March 16 have stirred up national controversy.

A Montgomery County District Court document details the incident in which Henry Sanchez-Milan, 18, and Jose Montano, 17, allegedly pushed the freshman into a bathroom stall and took turns assaulting her. The victim notified staff soon after, MCPD officers arrived on the scene, and the suspects were charged with one count of first-degree rape and two counts of first-degree sex offense each.

Sanchez and Montano came to the United States from Central America a year ago and began school this fall at Rockville as freshmen. Superintendent Jack Smith explained in a news conference that it is common for students with no credits from outside the state to transfer, but that has not stopped criticism about the suspects' grade status across the Internet.

Critics have also expressed outrage over the fact that Sanchez was summoned to appear in immigration court in August to contest claims that he entered the country illegally. On March 20, Sean Spicer mentioned the case in a White House Press Briefing as "an example of why President Trump is pursuing tougher immigration policies," thrusting the incident into the national spotlight.

Superintendent Smith expressed his support for the victim in an online message, in which he also urged community members to refrain from "crossing the line with further racist, xenophobic calls and emails." The suspects are due in court on April 14.

School Calendar Finalized

by Frank Platko '18

The Montgomery County Board of Education recently finalized the new 2017-18 school calendar. The MCPS school year will now start on September 4, 2017 and conclude on June 14, 2018, finishing two days earlier than in years past.

There is currently one professional day at the end of each of the first three quarters. However, they will be moved to before the beginning of the school year, adding to the existing five days. The new eight-day professional day period is broken down into three sections; three days at the discretion of the principal, three days for "system-run professional development," and two days for planning and room preparation.

Not everyone is pleased with the changes. Science teacher Glenn Miller, a member of the board of directors for the Montgomery County Educators Association (MCEA), questioned why MCPS made the changes without consulting the system's educators.

"Take into account the major decisions made without teacher input already, and now add the calendar on top of it; this is really the breaking point for teachers," said Miller.

Additionally, a new plan was developed for weather-related emergency closings. Seven "make-up" days, two of which would occur at the beginning of spring break, have been put onto the calendar and the remaining five days added to the end of the school year.

Colleges Look at Students' Social Media

by Shawn Yaftali '17

Colleges and universities are very mindful of the backgrounds of students considered for acceptance, so they can build a flourishing campus community. With the widespread popularity of social networks like Facebook, Twitter, and Instagram, the notion that admission officers may look through an applicant's posts is not too far-fetched.

Recent data compiled by a Kaplan Test Prep survey, which referenced over 350 college admission officers across the country, states that 35 percent have visited students' social media pages during the admission process. That statistic is up 10 percent since Kaplan created this survey in 2008.

"To be clear, the large majority of admissions officers do not visit applicants' social media sites. However, a meaningful number do, as many note that social media can provide a more authentic and holistic view of

applicants beyond the polished applications," said Kaplan's executive director of research Yariv Alpher, in an interview with CNN.

Looking through a student's account can help colleges learn more about a student's creative interests, unusual or noteworthy awards, and acts of community service that one may fail to list on applications. Of the browsed profiles, Kaplan listed that around 47 percent had a positive impact on prospective students.

"One example was a student who took to Twitter to describe facilitating a panel on LGBTQ rights. It was not something the student had mentioned on her application. It shows diversity, it shows initiative, it shows leadership, and it stood out positively to an admissions officer," noted Alpher.

However, social media does not always impress an admissions officer. In Kaplan's survey, approximately 42 percent found posts that produced a negative impact for applicants. Hurtful,

controversial, or inappropriate comments are all red flags for colleges.

"While it's nice that colleges are trying to build the best atmosphere possible for the incoming freshman, I don't think it's a fair way to compare applicants. Anyone could create a fake account, which would be unfair for honest students. Also, if an admissions officer misinterprets one of your posts, you're screwed," said senior Ben Schipper.

Cases of false content being taken as fact does happen, but rarely. Many institutions do not research applicants online, either from receiving too many applications to review or the possibility of inconsistent treatment. But some students still change their searchable names or untag themselves from photos as a safety precaution.

"It was bad enough when we had to worry about multiple essays and test scores. Now, are we going to have to tweet in MLA format?" said junior Edwin Guevara.

Teens More Engaged in Political Discourse

by Christopher Sung '17

President Trump's election has sent shockwaves throughout our nation. On Capitol Hill, Republican member of Congress have become placed in precarious positions, trying to hold on to their control of the legislative branch of the government, while Democratic members of Congress have been forced to recover lost ground from the political Right. Even across America's "meatloaf lines"—the borders that separate red and blue counties—working families, who may have never followed politics closely, are becoming increasingly divided along conservative and liberal identities.

Such increase in political engagement among Americans following the election has become dubbed as the "Trump Effect." According to numerous news outlets, the Trump Effect has led to substantial percentage-increases in the number of Americans watching the news or participating in political affairs from previous years. Wanting to see whether the Trump Effect applied to students at Sherwood, *The Warrior* conducted a survey of four classrooms to understand students' levels of political engagement.

Out of 80 responses, 52 students indicated that they are more politically active due to the results of the 2016 presidential election. Additionally, when asked to indicate on a scale of one to five—one being politically apathetic and five being politically engaged—how politically active they felt, more than 76 percent of students responded with a three or higher.

While *The Warrior* did not test students' knowledge of current events in its survey, students self-reported how knowledgeable they felt about

Teacher Promotes Activism Among Her Students

by Josh Averbach '18

From MCPS walkouts to the Women's March and the endless stream of socially-conscious social media posts, young people, including high school students, have become active in the political process and become grassroots activists. AP environmental science teacher Laura Dinerman has embraced this trend, and encourages her students to speak up.

"I don't tell kids what to think. I tell them to take what they think, and use it to be an active participant in the political process," said Dinerman.

Dinerman's environmental curriculum goes hand-in-hand with environmental activism. She does not merely teach her students facts about the environment; rather, she encourages her students to do their part in helping the environment. For example, Dinerman takes her classes on field trips to the Chesapeake Bay, where they collect samples of the water,

take measurements to determine the water's quality and the health of the ecosystem, and publish their findings.

"The idea, when you come out of [AP] environmental, is that you will accomplish things to make the environment a better place," said Dinerman.

While the environment is the focus of her class and an issue that Dinerman feels particularly passionate about, her philosophy on activism can apply to any issue. Dinerman consistently encourages her students to make their voices heard on any topic they feel strongly about.

When discussing contentious issues, especially with those who hold opposing viewpoints, Dinerman does not encourage her students to focus on converting the other side to their way of thinking. Instead, she emphasizes trying to find a common ground. She also believes that activists should debate using hard statistics and irrefutable facts, instead of forming ideological arguments with vague generalizations.

political issues and where they received their news.

On a scale of one to five—one indicating that a student does not follow current events and five indicating that a student follows current events closely—*The Warrior* found that 89 percent of respondents marked a three or higher. In addition, on the question of where students receive their news, 84 percent of all respondents stated that they obtained their news from social media, while only 24 percent of all respondents said that they received

news from print publications.

Towards the end of our survey, *The Warrior* asked whether students approve of the Trump presidency. A majority of respondents indicated that they are worried for the future of the United States under Trump's administration. Senior Ana Cruz, a current member of Bernie Sanders' Our Revolution political action organization, stated in an interview that she felt uncertain about the future of the nation. "I'm worried that Trump is going to ignore many Americans," said Cruz.

Staff Remains Frustrated About Hallway Behavior

by Izzy Pilot '18

Early this school year, *The Warrior* reported on staff discontent over the number of students wandering the halls during class. Despite assurances that the problem had been contained, frustration remains, and administration is actively seeking new methods to keep students in the classroom and out of the hall.

"The week before the end of first semester, it seemed that behavior had gotten a lot worse," said social studies teacher Katherine Jaffe, who is one of two elected faculty representatives on the school's Instructional Leadership Team (ILT). ILT reached out to staff during the third quarter to hear their concerns; many teachers reported foul language, disregard for authority, and disruptive behavior among students in the halls. Staff recommended possible solutions to both hallway behavior and general insubordination, which were then sent to administration. The recommendations include universal hall passes, hall sweeps, and a greater adult presence in the halls between classes.

Spanish teacher Maria Peterson sees the flaws in the current approach. She points out more effective, organized methods being used by schools such as Quince Orchard. "Before leaving the classroom, students must put their phone in a designated bin so that they cannot communicate with friends and organize meetings in the halls," said Peterson. They also have different colored passes for each floor of the building so that students do not stray too far from their respective classroom. Whether Sherwood decides to mirror this approach or not, Peterson believes that she is speaking for all teachers when she says that

the school needs a concrete plan for keeping students in class.

Administration's first step in combatting insubordination is increasing their presence in the halls to encourage students to get to class. "We are making a more concerted effort to be visible to students," said Assistant School Administrator Sapna Chaudhry. While this approach has toned down the situation, it also comes with costs. "If we are out in the halls, then nothing gets done in our offices," said Chaudhry.

The next step being taken is an enforcement on hall passes. While nothing has been mandated, some resource teachers have reached out to their respective departments and requested that teachers issue passes any time a student leaves the room. "Teachers seem just as reluctant as students when it comes to passes, so they aren't enforcing them as strictly as I think administration would like," said senior Nick Huff. And Huff's observations are correct – in a random survey of seven teachers from seven different departments, only two admitted to regularly issuing bathroom passes. "It would be more effective if teachers promoted a 'pass culture' rather than administration just cracking down on everyone," said Huff.

Administration highlights the importance of working together as a school to solve this issue. "We are only five administrators and five security guards; only 10 people for over 1,900 students. It is the whole faculty that needs to take part in addressing this behavior. Teachers should be out and about in the hallway greeting and addressing students. We need everyone's help to make this a more disciplined, more effective learning institution," urged Chaudhry.

Land Mine Service Dog Visits Sherwood



Maya Koeppen '17

On April 28, the Warrior for Veterans Club, sponsored by Beth Shevitz, organized an assembly presented by the Marshall Legacy unit in the Ertzman. At this assembly, a mine-detecting canine was brought to demonstrate how dogs are used to locate land mines in war torn countries. Pictured right is the mine-detection dog, Dino, and presenter Per-ry Baltimore III.

Which Electives at Sherwood Have a Future?

by Alex Nnabue '18

Sherwood offers a wide range of electives to students. There are approximately 15 in core academic subjects along with a dozen AP offerings and 60 courses in physical education, fine arts, and technology. However, with the vast number of classes, an appearance on the registration card does not guarantee that every elective will meet the 20-25 threshold of students usually needed to offer a course.

English teacher Christiane Lock lost a full class of Literature as Film for next year, and believes "students, especially seniors, often have room in their schedules to take fun classes with a wide variety of interests." Electives, such as Film, are promoted by word of mouth as students often favor less demanding classes to maintain a reasonable schedule.

Generally, electives are initially offered on course cards by the request of passionate teachers after they consult with their resource teacher and administration. However, electives are ultimately

run on the basis of its popularity amongst students, which varies from year to year, putting less popular ones at risk. Next year, Comparative Religions, Accounting, Entrepreneurship and Business Management, Commercial Art, African-American History, and AP Human Geography will be cut, while others still remain in jeopardy.

Michelle Games currently teaches Comparative Religions, a semester elective that is being cut next year due to low enrollment. "I am disappointed because I got positive feedback about the class since students enjoy the class, learn a lot, and become educated and open to other religions," said Games, who hopes the elective can run the following year.

To make the decision on whether or not to have an elective class for the upcoming year, the counseling department gathers the preliminary numbers after the registration process is completed in February. The administration then analyzes the computer data and makes decisions based on the number of students signed up and

available teachers. Assistant Principal Karen Rose, the school's "master scheduler," strives to place approximately 90 percent of students in their desired schedule. "The computer program works for the students and tries to get the best schedule possible," said Rose. Students are informed of the decisions by counselors before summer break.

Related electives can run under one section, like Theater 1-2, Play Directing, and Advanced Acting, which are combined into one class. "It is hard to differentiate between the different skill levels but higher skilled students help beginners," said English teacher Christopher Goodrich, who teaches these courses.

Student interests continue to vary, causing the selection of electives to change each year. Decisions are solely based off of popularity and electives have no exams or standard curriculum, so administration and head of departments strive to monitor the instruction by observing and analyzing the grade distribution of the courses.

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The Fight for \$15 Hourly Minimum Wage Strengthens

by Jared Schwartz '18

The Maryland General Assembly is considering passing a bill that would raise the state minimum wage to \$15 per an hour. The bill, "Labor and Employment – Payment of Minimum Wage Required (Fight for Fifteen)," would set a road map to increase the minimum wage to \$15 per hour by 2022. This plan would raise the minimum wage to \$12 per hour on July 1, 2019 before being increased by one dollar per hour annually until 2022 for employers with 26 or more employees. For employers with under 26 employees, a year-delayed schedule would apply with the minimum wage being raised to \$11 in 2019. The bill is sponsored by Democrat Richard Madeleno. The bill is currently in the Senate where it was introduced.

Another bill regarding the minimum wage was recently withdrawn after an unfavorable report by the House of Delegates committee on economic matters. The bill, "Labor and Employment-Wages and Benefits-Pre-

emption of Local Authority," would have prohibited counties or municipalities from enacting any law that "regulates wages or benefits provided by an employer other than the county or municipality." The bill was sponsored by Democrat Dereck Davis.

The Montgomery County Council recently voted 5-4 to raise the hourly minimum wage to \$15 for most employees by 2020, but the bill was vetoed by County Executive Isiah Leggett. In a statement accompanying the veto, Leggett expressed his support for "the effort to move toward a \$15 per hour over an appropriate timeframe," but stated that he believed that "we should not reach \$15/hour for all employees until 2022," and that "small employers will be hit particularly hard, and thus should be exempted entirely from the increased minimum wage requirement." The council would require six votes to override the veto.

Maryland's current minimum wage is \$8.75 per hour, and is set to increase to \$9.25 per hour on July 1, 2017, and to \$10.10 per

These Tips Could Help Teens To Get A Job

by Mallory Carlson '19

When a lot of teenagers try to get a job, they automatically believe they will have to work somewhere they do not like. Teens begrudgingly apply to anywhere hiring, which often leads to further discouragement upon rejection or disappointment upon realization of their new responsibilities as an employee.

It doesn't have to be this way; Olney may not be a huge metropolis, but there is still a variety of businesses that offer opportunities for enjoyable employment. Even if a store is not advertising that they are hiring, it still could be worthwhile to introduce yourself as a potential employee to the owner or manager. Make a list of five local places you'd like to work and turn in a resume, in case they are hiring later. For those under 18, a work permit is required, but

it can be printed out online and is valid after being signed by the minor, a parent, and the employer.

Also, your application becomes more appealing to employers when they can see that your interests reflect the characteristics of the business, for example, if you like reading, you could try to get a job at the local library or bookstore. An owner may be looking for extra help over the summer; lots of stores are busier then because there are more people out and about. There are also many positions that could just last for the summer: camp counselor, life-guard, or full-day babysitting/nannyng. Some of these jobs could start before summer begins and end up being permanent, so now is the perfect time to start looking.

hour exactly one year later. Montgomery County's current minimum wage is \$10.75 per hour, and it will increase to \$11.50 on July 1.

Attempts to implement a \$15 per hour minimum wage are part of a national movement start-

ed by fast food workers called "The Fight for \$15," which aims to increase the minimum wage to \$15 per hour nationwide. The movement's website states that, "As underpaid workers we know what it's like to struggle to get by. We struggle even to pay our bills

and put food on the table for our families." Opponents of the \$15 hourly minimum wage argue that it would hurt businesses, forcing them to either relocate to an area with a lower minimum wage, or cause them to cut employees to make up for lost profits.

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Colleges Move towards Test Score-Optional Applications

Some colleges start to disregard standardized test scores in order to get a more "personal" feel for their applicants.

by Noah Rosendorf '17

Students have been stressing over college standardized tests for more than 80 years. Teens spend months, even years, preparing for these tests. However, an increasing number of colleges are now embracing "test-optional" or "test-flexible" policies.

Test-optional means that applicants decide whether or not they want to submit SAT or ACT scores based on if they feel that their test scores accurately reflect their potential. As opposed to test-optional schools, test-flexible schools require applicants to send in test scores, but they may permit different choices in place of the traditional SAT or ACT. Colleges may ask applicants to submit AP exam scores, IB exam scores, or SAT subject tests. These test choices are used to demonstrate content proficiency and college readiness. Students who choose not to submit SAT/ACT test scores will still be competing with those students who do submit scores.

A non-profit organization called Fair Test has the goal of ending the mishandling and use of standardized test scores. Many school officials and those at Fair Test have stated that there are issues with the tests, such as concerns about a correlation between test scores and socioeconomic status. However, some see value in the SAT or ACT beyond just their use in college admissions. "Standardized tests still serve some importance in helping students be more aware of the state of some of their basic academic levels. These tests can help stu-

dents pinpoint skill sets that need to be improved prior to going to college," said Carolyn Beins, a local SAT/ACT tutor.

The list of test-optional or flexible schools is growing rapidly. Test-optional schools in Maryland and Washington D.C. include St. John's College, Salisbury University, American University, and Catholic University. Virginia also has an increasing number of schools that do not require standardized tests, including George Mason University, Roanoke College and Old Dominion University. Some other well-known test-optional or flexible schools include Wake Forest University, Temple University, and Franklin and Marshall College.

One reason for the move away from SAT/ACT is the concern that the tests overemphasize scores, and there is a growing consensus that grades are a more accurate indicator of college success. "If you look at a student's performance over a larger span of time, I think that is a more accurate indicator of potential success at the collegiate level. What happens if you were feeling sick on SAT day? What if there was a family emergency the night before? These outside factors can inadvertently affect your score on test day. Does this score accurately reflect your ability? Not likely," said, Sherwood guidance counselor, William Sartori.

Students who do not feel confident about their scores may be in luck. With more schools having test-optional policies, students are able to showcase their "whole self," rather than focusing on standardized test results.

Proposed State Bill To Reduce Amount of Standardized Testing

by Megan Werden '17

An education bill received final approval in the Democratic-controlled State legislature on Tuesday. The bill, which passed each chamber with a veto-proof majority, now heads to the Governor Larry Hogan.

Eric Luedtke, a Maryland State delegate of Montgomery County, proposed the bill titled "Protect Our Schools Act" to set limits on how much of a school's state-assessed "quality" can be determined by test scores.

The federally mandated Every Student Succeeds Act (ESSA), currently under challenge by the Trump Administration, requires two categories of school quality indicators, which are academics and school quality factors. Academic factors are based on test scores and graduation rates. School-quality indicators are based off measures such as teacher quality, absence rates, and climate surveys.

The state bill's intention is that schools will focus more on other indicators beside test scores to judge schools. "The end result will likely be a decrease in emphasis on testing, which are currently the sole standard for school quality, as schools seek to

improve their performance on all measures," said Luedtke.

The Md. Senate amended the bill to say 65 percent of a school's "accountability rating" should be based on indicators such as standardized testing, student achievement, student growth and graduation, compared with 55 percent in the original version. Hogan has warned that the bill is "designed to hide the failures of school leaders and administrators."

The second part of the Protect Ours Schools Act prevents the state of Maryland from being able to come into a county school system, such as MCPS, and to use extreme solutions to improve a school such as a forced charter conversion (that leads to closure of the school) and distribution vouchers.

The proposed bill includes many provisions in order to prevent the privatization of public schools. Principals, teachers, and other staff members must be included when making decisions about improvement plans. The State Department of Education cannot require any district to use a special form of intervention, and therefore the school's local district has the first chance to make any decisions on how to make a school better.

Mental Health Training for Teachers Is Up for Debate

by Matthew Post '18

After facing opposition in 2016, a bill has reemerged in the state legislature that would require mental health recognition training for all Maryland school personnel. In its first committee hearing, 10 individuals, ranging from students to health professionals, spoke in favor of the legislation. No speaker testified in opposition.

Laury's Law, formally titled House Bill 0920, is named after the deceased daughter of Linda Diaz, who is now a vocal proponent of mental health awareness. The first version of the law was passed in 2015 and required all Maryland counselors to be trained in detecting mental health concerns in students. In 2016, sponsor Delegate David Fraser-Hidalgo unsuccessfully sought to expand that training to all school staff members.

"Last year my Board voted in opposition to this bill," remarked MCPS Legislative Aide Tricia Swanson at the hearing. "It was a rather difficult vote for them to make because they agreed so much with the intent of the legislation." Swanson noted that the Board's concerns stemmed from the bill's unfunded mandate and the precedent it would set in regards to local versus state control. Swanson went on to say that after seeing how strongly Montgomery County student groups supported the legislation, "there was a real desire from the Board to work

with the delegate to amend the bill to something we could support."

Those amendments put the funding burden on the governor instead of local counties, specifically who fits under "school personnel," and loosen specific guidelines for what the mental health training entails.

While such vagueness is intended to make the legislation palatable for school boards, Delegates Eric Ebersole and Anne Kaiser expressed concern at the lack of concrete standards, questioning if something as small as a 10-minute video could suffice under the legislation. Emphasizing the importance of local control in passing the bill, Fraser-Hidalgo conceded that "we crawl, we walk, we run, and this is the crawling part."

Many other delegates in the committee reacted positively to the legislation, including Delegate Eric Luedtke, who spoke of his own anxiety and of family members that have taken their lives. "This is a great concept and I believe in it," added Delegate Teresa Reilly.

Diaz, who was present at the hearing, is optimistic about the bill's chances of passing. "To lose my daughter to suicide is a life sentence of grief that I would never want another parent to witness or endure," she explained. "This bill can require the training needed for prevention and awareness, which is key to creating a better future for our kids."

Hogan Wants Charter Schools in MD

by Jonathan Chang '17

Governor Larry Hogan has recently pushed for more school choice. He plans to achieve this through increases in funding for private school scholarships and an expansion of charter schools, or publicly funded schools that are independently run.

Hogan plans to increase the private scholarship fund from \$5 million to \$10 million over the next three years. This would allow more families to opt for private school education for their children since these scholarships offset the cost of private school tuition for lower-income families.

Hogan has also proposed the Public Charter School Act of 2017, which would make charter schools easier to start and run in Maryland. Currently, charter schools must seek authorization

from the county school board where they intend to operate. Hogan's proposed act would create the Maryland Public Charter School Authority, an independent entity that would license charter schools. Furthermore, charter schools approved by this authority would be given "increased autonomy and ... be exempted from certain aspects of local laws," according to a press release from Hogan's office; yet, the administration has not offered specific details about the authority or what laws charter schools could be exempt from.

The proposed act would also create a new way to fund charter schools. With the current funding mechanism, local boards of education are in charge of disbursing the money for charter schools. The proposed legislation, however, would let the state give fund-

ing directly to charter schools.

This recent push has been met with backlash from Democratic state legislators and the Maryland teachers' union. Opponents of Hogan's proposal are concerned about the budget, as they fear that Hogan's proposal could cause cuts to public education in order to offset the costs that would benefit his proposal. Another concern is how much discretion Hogan's proposed legislation would cause. Critics note how the legislation could lead to abuse and fraud from these charter schools since they are exempt from some local laws and run by an independent entity.

Hogan's proposals comes at a time when many Republican governors, state legislators, and Secretary of Education Betsy DeVos are making a broad push for school choice.

Meredith Kahan's Gap Year in Review

by Lydia Velazquez '17

Recently, gap years – a year-long break from school spent to travel, work, or just better understand oneself – have become popular among American students. According to a survey by the American Gap Association conducted last spring, between 30,000 and 40,000 students go on a gap year annually. Furthermore, in 2016 there was a 22-percent increase from the previous year in students who took advantage of the opportunity. Among the thousands of students that took a gap year in 2016 was Sherwood alum Meredith Kahan.

Kahan, originally a member of the Class of 2017, decided in her sophomore year to do something more adventurous than follow the "four years of high school to four years of college" path, so she made plans to graduate early and take a gap year instead.

"I wasn't very happy with high school, I wasn't going to have many classes to take senior year and I really wanted to see the world," said Kahan. "I've always believed that people learn by doing, so I thought I should do something instead of sitting in a classroom."

To prepare for her gap year, Kahan worked with her counselor regarding the requirements to graduate early, including taking an English class over the summer. She then worked with a gap year planner to help her prepare and decide where she wanted to travel and what she wanted to do. Once decided on the international programs she wanted to participate in, primarily in cities in Western Europe, Kahan applied to them and ensured that she had the proper documentation for each country she'd visit. Kahan afforded her travels using savings as well as money earned from three jobs she worked the summer prior.

Since graduating last June, Kahan has traveled to England for a month, participating in a cooking class (in which she became a certified chef), Belgium for a few



Courtesy of Meredith Kahan

Meredith Kahan (right) and a friend pose during a cooking class in England.

weeks, Paris for a few days, and Florence for a month of language and art classes. She is currently in Dublin for a three-month internship at a daycare center, and travels around Ireland in her spare time.

"[Traveling has] made me much more knowledgeable about the world we live in," said Kahan. "It's helped me become more mature and independent."

Kahan has been living throughout Europe during a time of political anxiety as well as when a number of terrorist attacks have occurred in major cities and tourist destinations. While in England during the presidential election, many people would ask Kahan about her opinion on Trump and when in France post-election, Kahan saw lots of political art making fun of both Trump and Putin. But the political unrest she has witnessed isn't limited to critique over America's political state. While in Ireland, Kahan has been able to observe the fight against their 8th amendment, which takes away a woman's right to choose abortion, and has seen many protests and rallies

occurring in the streets.

"Traveling during this time makes me more nervous for the world's future than I perhaps should be however I also see many problems first hand now. Reading something in a newspaper is different than hearing someone's personal struggle first hand."

As her gap year slowly comes to its close, Kahan is preparing herself for school in the fall. In late 2016 she took a two-month break from traveling to rest and apply to college. Kahan was accepted to Kalamazoo University in Michigan, and to study, and potentially major in, chemistry while there.

"I think being out of the country for so long will make living away from home, while I'm at college, a breeze," said Kahan.

Her advice to anyone else that wants to take a gap year? "Don't do things 'for college,' do things that interest you and will make you feel like you're spending your time well," said Kahan. "Travel for yourself. Rely on people around you and know that everything's going to work out."

March 31, 2017

Seniors Prepare for Showcases in Art Show

by Maya Koeppen '17

Spring has sprung, and so has preparation for the art department's annual art show, which will take place on April 27. This show will be particularly special to third and fourth year art students, many of whom will participate in senior shows. Senior showcases present the cumulative work of students from across all art classes, including ceramics, photography, studio, and digital art.

Artists generally start by sketching out what they want their showcase space to look like. In order to solidify their spot in the show, artists were asked to submit this sketch to an art teacher by February 23.

From there, they were assigned spacing based on amount of work produced, years of art classes taken, and personal preference. Two-dimensional (2D) students are given anywhere from two to four panels of space, while three-dimensional (3D) students were assigned glass showcases.

Mixed-medium artists are also given the option of having both panels, and a stool or desk. Layout and spacing—important components of any show—can prove difficult for many students who have to be very selective when it comes to choosing what to include or not include in their



Maya Koeppen '17

Senior Karen White works on one of her many paintings that will be on display in the upcoming showcase.

display.

"I am most excited to have all my work together and in one place on display," said Adv. Photo student Julia Knipe.

Next, artists must pull together old work and make plans for new work. This includes dry mounting and mating old work in addition to creating new pieces as

necessary. The number of pieces in a show varies depending on the artist. Some artists choose to have a common theme threaded throughout their work, while others organize their work randomly.

"There isn't necessarily a theme in my work, it's more of just things that I enjoy that occur in the pieces," said Ceramics 2

student Karen White.

As the process comes to a close, students create name plates to go along with their display. Name plates are a big part of any show, as they usually highlight an underlying theme in the show and are unique to each artist.

Lastly, students prepare an artist statement to accompany

their work. The statement should speak to the work presented in the show as well as their progression as an artist throughout their high school career.

"The purpose of an artist statement is to clarify what your work means to you as an artist—what your main themes and inspirations are and what you are trying to say—and then to provide a pathway into your work for the viewer," said Studio Art teacher Michele Spangle.

Artists then await the evening of April 19, when they will put up their displays after school for their peers to see the following day. On the day of the show, students will sit with their displays to answer any questions about their artwork.

During this time, artists will also have the option of bringing their sketchbook to work on. A later show for the public will occur from 6 p.m. to 8 p.m., where there will be light refreshments as well as live music.

"I am so excited for the show," said Studio and Digital Art student Colleen Reich. "I've only been doing art for about two years and have never been able to show to such a large audience. I'm really hoping people enjoy my work and see how much fun I had doing them. Art is my passion and being able to show what I've created is such an honor."

Student Volunteers at Fire Station

by Danielle Tobb '17

The best things in life often come when least expect it. For senior Gabe Coxson, becoming a volunteer at the Sandy Spring Volunteer Fire Department (SSVFD) sprouted from a biking accident in eighth grade that left him with a broken hip.

"The station I volunteer at came and picked me up [after my accident], and I told them I would volunteer to give back. I followed through with it and now it's a passion more than anything," explained Coxson, who plans to become a career firefighter.

Since the summer before eleventh grade, Coxson has been taking classes such as Hazardous Materials (HAZMAT) Operations, Emergency Medical Training (EMT), and Firefighter 1 to gain the necessary skills to eventually provide patient care on the ambulance.

Coxson currently volunteers on Wednesdays from 5 p.m. to 7 a.m. at the station, where he and the crew get dispatched to medical emergencies.

He recalls one vivid memory in which, "it was dispatched as trouble breathing, so we were thinking it was someone who had an asthma attack. When we came around the bend, we saw a car on fire. There was smoke everywhere and a guy lying on the side of the road." Although the scene sounds hectic, Coxson explains that after going on these calls for a while, he has come to under-



Courtesy of Gabe Coxson

Senior Gabe Coxson at a SSVFD membership meeting in February.

stand that patient care is a priority first and foremost.

A typical day of volunteering entails making sure the gear on the fire engine is assembled correctly. Afterwards, Coxson tries to get some training in and run calls. The traumas he sees vary from week to week.

"Car accidents are the most interesting because they are very dynamic. If it's in an intersection, we need to move the fire engine in a different way to secure the scene," noted Coxson.

His main piece of advice to students considering volunteering at the fire department is to commit completely. "It takes a lot of time—you don't just wake up and become an EMT—it's hun-

dreds of hours of classes and hard work."

Coxson added that becoming involved at the fire station is helpful if an individual wants to go the pre-med route in college, as patient contact time is necessary. By becoming an EMT, a student gets just that. Coxson has additionally learned how to administer CPR, how to stay calm in a stressful environment, and how to think on his feet—all skills that are crucial to any profession in the medical field.

"The fire station has taught me time management and how to work with others. As someone who wants to be a firefighter when I'm older, it's a great learning experience," said Coxson.



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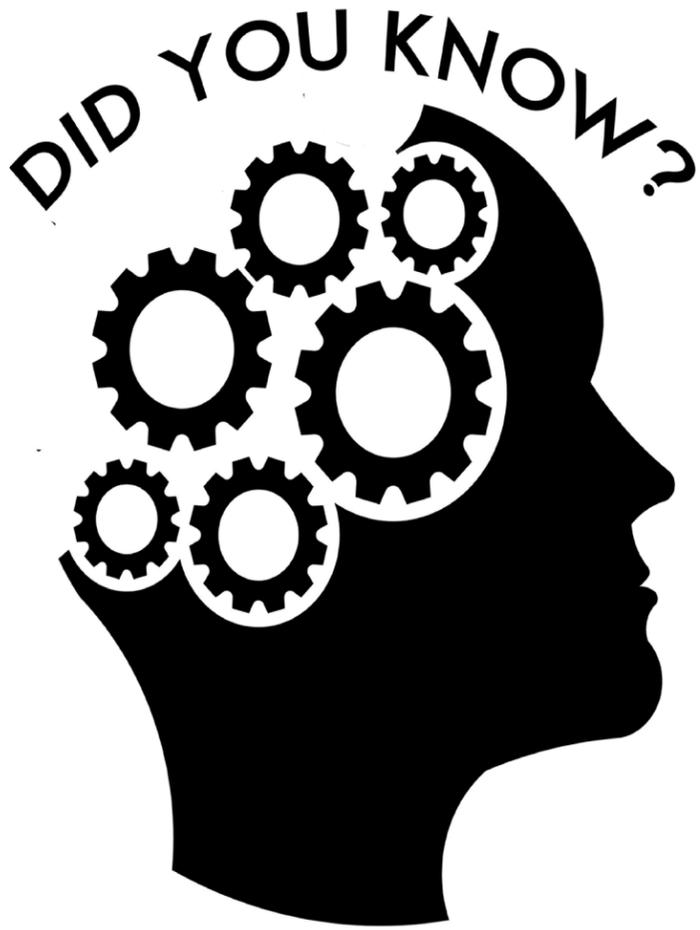
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Teens and Adults Make Decisions In Different Ways

by Jonathan Chang '17

There's now another difference between teenage and adult minds: decision-making. According to a recent study in the *Journal of Experimental Psychology*, teens and adults are vastly different in how they seek information to make a decision.

The study took 149 volunteers, ages 12-28, who were all asked to earn the highest possible score on a computer-simulated slot-machine game. Participants were given two slot machines with varying levels of information about each machine's previous outputs along with the number of chances they'd get to play, either one or six times.

When given only one chance to play, most of the participants chose the machine that seemed to give the best outputs based on the given data. This comes as no surprise; however, it is when the participants were given six chances that distinctions between the ages occurred.

When given more chances to play, the older participants, ages 18-28, were more likely than the younger participants to play the machine with the least information about it. Researchers reason that, while it may seem counter-intuitive, the older participants were trying to learn more about the slot machine they knew the least about, engaging in a process called "directed exploration," in which people search for spe-

cific information regarding a topic. Researchers believe that the adults placed more value on information, a long-term benefit, and were more likely to give up one of their chances to play, a short-term reward.

Teenagers, ages 12-18, used the slot machine they had the most information about no matter how many chances they had. Researchers reasoned that teenagers were relying on "random exploration," where they collect relevant information as they go through the process but don't actively seek it out. It's speculated that teens were less likely to give up their chance to play, a short term reward, in order to learn more information about the other slot machine.

This reflects a difference between adolescents and adults in the decision-making process. More specifically, what teens and adults value when making a decision.

The study shows that teens were less likely to consider long-term options, or weigh them equally to short-term benefits, while young adults were more likely to consider the long-term benefits of their decision, even at the cost of short-term rewards.

It should be noted that neither process used by the two age groups were better than the other, but it does reveal new insights into the differences between them. Researchers' work is not finished, however, as more investigation is needed to explore the reasons for this difference.

Seniors Urged To Take Final Year Seriously

A guide on how to construct a schedule that will prove students' sincerity about and dedication to academics during their senior year, when it is tempting to slack off.

by Leah Peloff '18

Many students look forward to their senior year as a time to cut down on a demanding junior year schedule. They picture an abundance of time to relax and have fun while maintaining a high GPA thanks to easier classes. On the other hand, some may argue that a senior's job is not over yet. Many colleges look for students to have a fairly rigorous senior year to show they are getting the most out of their high school education and continuing on an upward trajectory towards college-readiness.

These two contradictory ideas leave many questions about what prospective seniors should do to ensure they are not making any last-minute mistakes that could put admission to their top choice of school at stake.

Every year, the Sherwood counseling department attends a seminar at the University of

Maryland in which the admissions board highlights exactly what they are seeking from the next year's freshman class applicants. The counselors then pass this information onto incoming seniors.

One main concern is that "senioritis" will hit full-force and one's top college will request to see first quarter or semester grades, leaving a student at risk for being deferred. "We always warn seniors that there is a chance that colleges will look at your senior grades. I would say historically, for my seniors, maybe 20 percent [are requested to send theirs]," said counselor Erin Mckenna. "Those are your seniors who are right on the line of academic acceptance."

She explained that schools often request a senior's mid-year grades to help students, giving them one last chance to prove they are continuing to learn and improve and will do the same

once attending that university.

On top of AP and honors classes, "electives or an internship program that focuses on a student's interest in the future or their major in college are also important. Seniors should take classes that expand their knowledge in areas of interest," said Mckenna.

On a broader scale, many schools list their guides to constructing the perfect senior year schedule on their website. According to the Yale Undergraduate Admissions, "If you push yourself to excel all the way through your senior year and beyond, we take that to be a good sign that you will do the same at Yale. And that is the type of student we welcome."

Despite the strong urge to slack off senior year, many experienced advisors warn that this may not be in the best interest of students seeking college acceptance.

Junior Creates Own Clothing Line

by Colleen Yates '18

Junior Eric Matthis recently created his own clothing line called O~town, named in honor of Matthis' hometown of Olney. The entire operation takes place in his basement where he uses a computer to design his own logos and then prints them himself onto T-shirts, hats, and sweatshirts.

"Kanye's [West] YEEZY was pretty much my inspiration for the idea," said Matthis. "I like the feeling of having the ability to create something that I can wear and be able to see other people wearing." The inspiration for his logos comes from what Matthis sees and hears.

The hardest part of running the business is "finding something that hasn't been done before," explained Matthis, speaking of the unique logos he comes up with to display.

After checking to make sure the logos are the correct size, he imprints them on plain sweatshirts, shirts, and hats. Most of the attire comes in black and gray, with gold logos, but Matthis hopes to expand items and sell in more colors. After printing, he sells the finished clothes for \$25 for sweatshirts, \$10 for shirts, and \$7 for hats.

Publicity for the clothing line is small right now, but Matthis hopes to create a better market for the merchandise.

He plans to create a website sometime in the near future so that he can make the ordering process easier for his customers. For now, he takes orders by text, or in person. Customers usually receive their orders within a week.

O~town currently has about 50 regular customers, but Matthis expects the number to continue to increase as the brand becomes more visible. "Every time I meet



Chase Wilson '17

Junior Eric Matthis (bottom left) models O~town clothes with friends.

somebody new, I tell them all about O~town," said Matthis. In an attempt to show his clothing line to other students, he and his friends wear the clothes and advertise them to others regularly.

"I wear O~town because I want to support Eric and his business," said junior Kimberly Greulich, a long-time friend of Matthis. "I wear my sweatshirt a lot in order to advertise for him, but also because it's really comfortable."

Her sweatshirt is black and has a golden hand symbol on the front, which is the most common logo for sweatshirts.

Matthis often can be seen wearing his personal favorite which is a gray sweatshirt with "O~town" embroidered on the collar.

He started small, but has big hopes for his line and expects it to take off; first among Sherwood students, and then for many more people within the community.

Student Film Festival Returns To Sherwood for Fourth Year

by Isabella Pilot '18

The Sherwood Film Festival is returning for its fourth year on April 20 at 7:00 p.m. in the Ertzman Theater. This year's event will feature some significant changes designed to both encourage more students to compete and increase turnout as the festival gains recognition and anticipation.

"When we first started out, we had four categories; music videos, animation, narrative, and documentary. Over the years we've whittled that number down, and this will be our first year with only two categories; narrative and documentary," said Film as Literature teacher Christiane Lock, who heads the festival.

Additionally, films can last no longer than six minutes this year. While there was no time limit for last year's competition, this year's requirement challenges the participants to fit more content into a shorter video, providing a more pleasurable experience for the attendees.

However, many other components of the festival will remain the same, like the prizes offered to the winners.

Winners will still be awarded cash prizes; \$100 for first place, \$75 for second, and \$50 for third in both categories. Admission will remain free, and any MCPS student can submit a film,

allowing students from all over the county to embrace the art of filmmaking. Students from B-CC, Blair, Blake, Poolesville, and other high schools have entered in years past.

Many participants found their love for filmmaking through taking Lock's course.

"Mrs. Lock's film class taught my friends and me what a 'good movie' is. It also inspired us to make our own film and enter it in the festival," said senior Eric Braker, who won second place in the narrative category last year for his film "Running Wild With Bear Grylls."

Other returning prize winners include juniors Matt Post and John Caporaletti, who together won first and third place as well as an honorable mention for their documentaries last year. "[The Film Festival] provides a really fun environment full of people like us who enjoy making videos," said Caporaletti.

Films are first judged by a panel of Sherwood teachers and students in the Film Club, and the top films are sent to an outside panel; this year's panel is made up of a local artist, a local actor, and a music industry professional.

Then, the panel chooses the top three films in each category as well as various honorable mentions. Award-winning films will be presented at the festival.



The festival develops a new logo every year to promote the event.

In a time with such a large focus on science and technology, Sherwood's relentless passion for embracing the arts provides a beacon of hope for those students who desire a career outside of the "norm."

The Student Film Festival keeps this light shining not only throughout Sherwood, but for students throughout the county.

So whether it's to catch yourself on the big screen, support your classmates, or simply enjoy some quality videos, consider attending Sherwood's Fourth Annual Film Festival.

by Brynn Smith '19

Following the qualifying tournament in January, the Forensics team was thoroughly prepared for their quarterfinals, semifinals, and eventually the finals competition. Finishing behind Walter Johnson and Richard Montgomery, Sherwood claimed third place out of 21 other high schools throughout the county at the finals on February 10 and 11 at Blake.

Forensics is competitive storytelling. Participants choose to write their own material, in a persuasive or informative manner, or they can use a piece of pre-written literature that they found; the decision is up to every individual student. At a forensics competition, a participant reads his or her speech in front of a panel of judges. They are then scored on several factors, including characterization, eye contact, and physicality.

Every day at lunch, the team prepares for competition. "Rehearse. Rehearse. Rehearse. Read it out as many times as you can, get as comfortable as you can in front of an audience," advises English teacher and sponsor of the Forensics team, Christopher Goodrich.

"It's still scary every time because you have a million things running through your mind," said junior Evan Neufeld. "Am I better than everyone else in the room? Is the judge going to like it? Did I interpret it correctly? It's nerve-wracking."

The forensics team currently consists of 21 members, and between 10 and 20 compete in any given tournament. At the close of the season, Sherwood was placed third in the county overall, with four students competing in the finals competition. Only the top six in any given category go to county finals.

Categories include prose, poetry, dramatic interpretation, humorous interpretation, persuasive, and more. Seniors Moriah Heifetz and Catherine White placed in finals for poetry; Juniors Natalie Murray and sophomore Shay Johnson placed in finals for prose.

"Forensics encourages students to think about something they want to tell the world," said Goodrich. "I love the story telling part of it, I love that students delve so deeply into story telling, figuring out the different parts, the different levels of interpretation, and the focus on the creative side within and outside of the text."

While Goodrich and other members of the team provide feedback, the majority of the ideas come from the students, providing them with the platform to share their beliefs and ideas with hundreds around the county.

"My favorite part about forensics is the really funny and quirky community that's involved in it. No one is ever afraid to go in front of the room and be weird," said Catherine White, who is president of the club.

ESOL Students Anxious about Stricter Enforcement

Students have a personal perspective on the recent changes regarding the national immigration policies which affect the Sherwood community.

by Danielle Katz '18

Travel bans, Immigration and Customs Enforcement (ICE) policies, and deportations are topics plastered across national television and newspapers. Despite appearing far away and impersonal, their local effects can be found within the Sherwood community.

New policies surrounding immigration have struck fear and brought a sense of uncertainty to populations within the school, and these effects are magnified in the ESOL department.

ESOL resource teacher Laura Bernard-Sanchez has seen worry stir in her students since the presidential election, and the distress has only intensified.

"In every class, students express fear and trepidation," said Bernard-Sanchez. "The kids are already trying to feel confident enough to become friends with American kids, but it is discouraging when their first interaction is having 'build the wall!' yelled at them."

Concerns have echoed throughout the school, bouncing off dialogue, landing particularly in the ESOL department. After school, Bernard-Sanchez finishes up her work by answering e-mails, helping students with their work, and responding to questions from her students about

the new policies.

As she explains, students interject with anecdotes about how the immigration bans blocked people from their home countries coming into the country, and, as Bernard-Sanchez summed up, "it was clear these policies were not our friends." The students' stories are short in length, but immense in power. Their voices, however, are soft and anonymous, stemming from fear.

Some of the policies she referenced include President Trump's ban from six Muslim-majority countries (which is temporarily blocked by the courts) and Homeland Security's memos that grant ICE much more latitude in deporting undocumented immigrants.

According to multiple media reports, ICE agents have become increasingly aggressive with immigration policy enforcement. *The Los Angeles Times* has reported that ICE has raided workplaces and parents have been taken away from their families and deported right in front of their children's eyes.

MCPS has informed the schools that they should continue to "follow established procedures to ensure that our schools are safe places for all our students to learn, regardless of immigration status," as stated in a county

guidance report regarding immigration enforcement which was sent to principals on February 23.

ICE is not allowed to enter schools, as schools have served as a type of haven for students throughout American history, and school staff do not hold any obligation to report an undocumented student to ICE.

Sherwood will continue to serve as a sanctuary under many federal precedents, like *Plyler v. Doe*, which ensures that students will maintain access to education regardless of immigration status.

Bernard-Sanchez estimates that around 30 or 40 of the ESOL department's students are undocumented, and some of these students work full time or close to full time to pay back the exorbitant fees "coyotes" charged their families to get across the border, and other fees once they arrive.

The ESOL department has not received any official resources from the county to relay to students, but she and her department researched many different hand-outs from organizations like Gilchrist, Casa de Maryland, and Esperanza and distributed them to students.

Other resources immigrants were distributed include which rights to plead if stopped by police, especially their right to an attorney, found in "know your

KNOW YOUR RIGHTS!

If you are stopped by immigration or the police:

- ✓ Hand this card to the officer, and remain silent.
- ✓ The card explains that you are exercising your right to refuse to answer any questions until you have talked with a lawyer.

To: Immigration or Other Officer

Right now I am choosing to exercise my legal rights.

- I will remain silent, and I refuse to answer your questions.
- If I am detained, I have the right to contact an attorney immediately.
- I refuse to sign anything without advice from an attorney.

Thank you.

These wallet-sized resources for immigrants to hand to ICE/police are produced in multiple languages including Arabic, Spanish, and Somali.

rights" brochures. A few detailed guides sometimes include wallet-sized cards that immigrants, if stopped by a police officer, can pull out and read.

This situation for students under similar circumstances is difficult to understand, noted

Bernard-Sanchez, and it will take compassion and understanding to mend this distress. "If I could tell them [the American kids] one thing, it would be to put themselves in their shoes," said Bernard-Sanchez. "I would ask for compassion."

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Seniors Compete To Be Crowned 'Mr. Sherwood'

Every year, some of Sherwood's male seniors compete to be crowned "Mr. Sherwood." They prepare group dances, personal talent showcases, and practice their pageant skills for a month prior to the show. The event was organized by Katherine Jaffe and Catina Wist with help from senior Amanda Bergner, junior Danielle Glickman and SGA. The boys competed to win prom tickets and show off their school pride in their last few months at school.



Brian Welsh and Calvin Frias perform their parody "Soul in a Box," for the talent portion.



The contestants rehearse the dance number they performed at the beginning of the show.

"My favorite part of Mr. Sherwood was meeting and hanging out with 14 amazing dudes and having a blast." -Dan Davis (winner)



Dimitri Guynn and Adam Wasik get ready to go out on stage for the formal wear portion of the show.

"It was not as hard for me to learn the dances as some other people, but [the hardest part] was more of a confidence thing like with the swimsuits." -Peyton Fallas

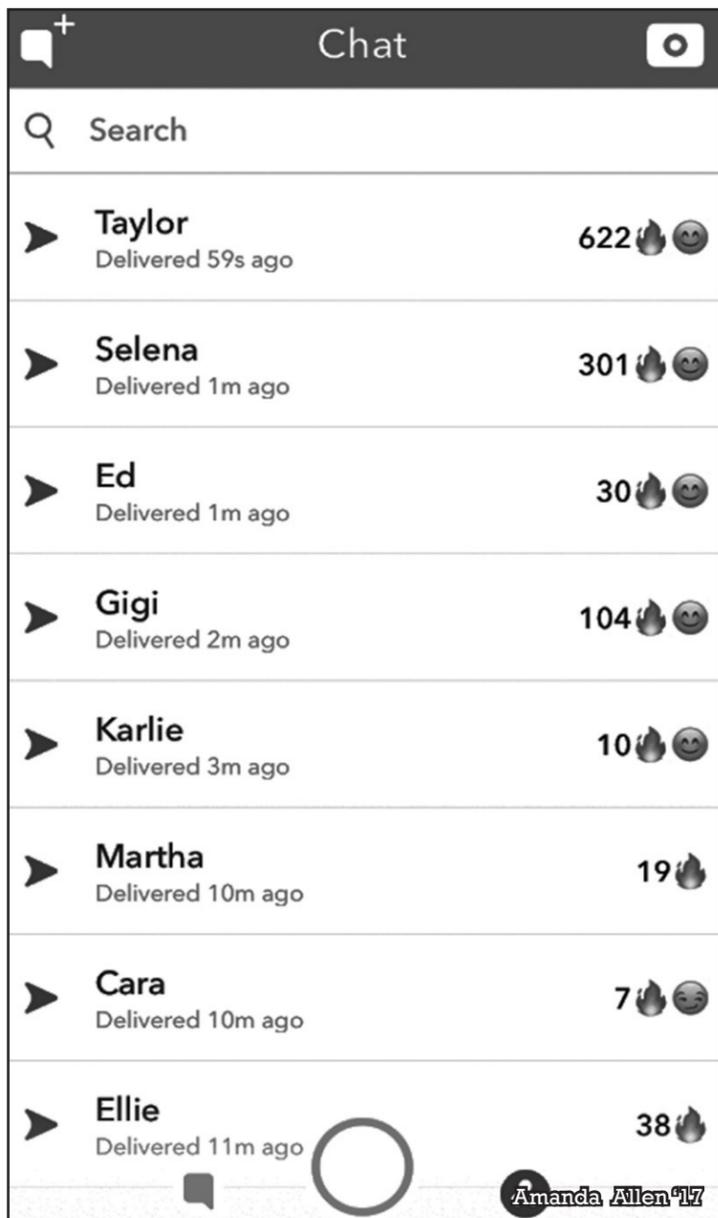


Dan Davis makes his acceptance speech after winning Mr. Sherwood.



(Left to right): Host Desiree Abrokwa, Frias (Mr. Juke Box), host Mickey Daniels, Anthony Jones (Mr. Chocolate Daddy), Jeremy Bloom (Mr. Dreidel), Jake Shaia (Mr. Minivan), Davis (Mr. Gibby), Matt Green (Mr. My Mom Isn't Your Teacher), David Kane (Mr. TBD), Renaldo Smith (Mr. Venom), Michael Bissel (Mr. Bissequick), Welsh (Mr. Gingerlake), Devon Musement (Mr. Ctrl. Alt. Delicious), Guynn (Mr. Mediterranean), Fallas (Mr. Caramel Latte), Wasik (Mr. Kind of a Big Deal), and Malcolm Nzuwah (Mr. Big Sexy) pose after the show.

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Teenagers Highly Value Their Snapchat Streaks

by Emma Shuster '18

"Hey, what's your Snapchat?" "AMOS" "Hey, let's start a snap streak!" These are all phrases that are commonly tossed around by teens today. Snapchat was created in 2011 to send pictures to one's friends daily. Although it was originally intended as a means of communication, Snapchat has very much transformed into what almost seems like a lifestyle.

Teenagers view a Snapchat streak as a main component of friendship. Friends Snapchat each other every day to maintain the fire emoji. Essentially, the more streaks the better. This can be viewed as a competition with people Snapchatting friends, friends of friends, or people they find attractive.

Essentially, the more people that someone Snapchats and has streaks with, the better. These streaks symbolize friendship, even with people one may not even know. Even though the person may have never even met the other Snapchatter, as long as they have the fire emoji on their screen, it is considered a friendship.

"I have a lot of Snapchat streaks. I Snapchat all of my friends and people with mutual friends, but not someone I've never necessarily met or heard of," said junior Deanna Maamen.

If one thinks about it, if two people have a 250-day Snapchat streak, then they would have been Snapchating for 36 weeks or 8.5 months straight. If a teenager is

in a situation in which they cannot Snapchat for a day or more, then they often tend to have a pre-planned way of keeping their streaks alive. Countless measures are taken to keep streaks, including sharing a password and/or setting an alarm.

"I always respond to my streaks in the morning, afternoon, and night; that way I know they won't disappear. If I can't use my phone, I have a friend keep my streaks," said junior Kelhan Bailey. Whenever the hourglass emoji appears on their screen, one bombards another with Snapchats and text messages to save the streak.

"Whenever I lose a streak, I find it really annoying because I wasted so much of my time keeping a streak, and it goes away so easily just because the person forgot to answer," said sophomore Madelyn Grant.

Even when at odds with a friend, it is common sense to maintain the streak with them. Instead of sending close-ups of your face or silly pictures with filters, people usually proceed by sending pictures of the ground or a blank screen. This is often viewed as a test of friendship.

As a whole, Snapchat streaks are seen as time-consuming in today's society. They can also be viewed as pointless or as another way for teenagers to make friends. However, when teenagers feel obligated to maintain their streaks every day and become upset if a streak breaks, there clearly lies an issue.

Teenagers Frequently Experience Toxic Friendships and Relationships

"Toxic means poisonous, damaging or deadly. A toxic relationship drains the life from you, damages your self-esteem, or kills your dreams. While this sounds deadly, toxic relationships can be subtle and do vast harm before we realize it."

-Susie Miller, *The Huffington Post*

by Alex Le '17

In life, one will meet a wide variety of friends. Most of these friends will be temporary, some will be permanent, and unfortunately, some will be toxic. While there is a universal agreement that toxic friendships are unhealthy, the difficulty lies in the process of cutting off these harmful relationships.

Often times, toxic friendships do not start harmfully; instead, they tend to develop over time. They usually begin as regular friendships do, over a laugh, a common interest, or a shared enemy. But as the friendship continues to grow and you begin entrusting them with your thoughts and secrets, you notice some alarming tendencies.

He/She begins to pressure you into making bad decisions, they tend to always flake when they are asked to hang out, and they begin to be judgmental of you when you do different activities from him/her. These are all signs of a toxic friendship.

The difficulty, however, lies in recognizing that your friend is blatantly bad for you and your

emotional health. No one wants to admit that they made a mistake in judgment by befriending the wrong person. As a result, many people will try to force the situation in order to try and make the relationship work in order to justify their own decision-making, but ultimately in the end everyone comes to the same conclusion: I have made a mistake and have to end this friendship.

When dealing with toxic friendships, it is vital to remember to prioritize yourself first. While friendships and relationships are important, your own happiness and emotional health is the most important factor when weighing and debating whether or not to end a friendship or not.

Many of today's teenagers deal with this issue on a daily basis. Here at Sherwood, many of the students deal with toxic friendships in a variety of ways. Senior Skylar Herman deals with bad friends in a non-confrontational way, confessing, "I slowly distance myself from the toxic friend and surround myself with people who genuinely care about me." This way, the friendship ends slowly which minimizes

drama and stress. But others confront their friend as soon as possible.

Said an anonymous senior, who did not want to have her and her ex-friend linked together, "I think it's only right to confront them, to tell them that things are ending. I need to make it clear that it's their fault and tell them their mistakes, so at least in the future they don't do the same thing over again." While this may cause conflict and unpredictable outcomes, this is the fastest way to conclude a friendship. While your ex-friend may not appreciate it at the time, by telling them why you're breaking things off, it gives them a definitive reason as to why the relationship is ending.

While there are a variety of ways to deal with a toxic friendship, the answer is quite obvious. Poisonous friendships have absolutely no place in your life. They are proven time and time again to be a detriment to your emotional and mental health and impede your overall happiness. Do what is best for you and end any of your toxic relationships that currently have a negative impact on your life.

Depression Strongly Impacts Teenagers, Especially Females

Teen girls are at a greater risk of depression than are teenage boys. Factors, such as school, family, and social media, all may play a part in this adolescent depression.

by Brynn Smith '19

Growing up is hard. Every teenager experiences puberty and the hardships that come with it. Everything from acne to a rise in standardized testing. A teenager's mind changes with his or her academic environments, amount of peer pressure, and presence online. All of these factors contribute to the steadily increasing rates of depression in adolescents, especially teenage girls.

Not only do anxiety and depression increase with academic pressure, but social media can take a toll on a teenager's mind as well. A study, recently published in the journal *Pediatrics*, concluded that teenage girls are usually more at risk for severe depression than boys are.

"In general, girls can be less secure; they struggle with body issues and when boys come into the picture, it can get complicated," explained Dr. Debra Schiffman, a counselor who works at Olney Therapy.

Adding to the struggle for girls is bullying on social media. According to researchers from *dosomething.org*, girls are about twice as likely as boys to be a victim of cyberbullying.

Girls' are especially sus-

ceptible to bullying of a sexual nature when online. Anything from asking for nude photos to body shaming can have a detrimental effect on a teenage girl's self-esteem. Before the Internet, a bully's influence was limited. The addition of social media to modern society has expanded the field of accessibility; now anyone, from anywhere can write an anonymous message that could effectively ruin someone's life, and in some cases, even end it.

Dr. Sameer Hinduja, who is a director of the Cyberbullying Research Center and the co-author of "Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying" and "Cyberbullying Prevention and Response: Expert Responses," explained that the Internet can play both positive and negative roles in the lives of teenage girls. He noted that aspects of the Internet can be hazardous to the teenage mind, but that it also may be the only bright spot in girls' lives at times. He believes that social media creates not only an outlet for expression, but also a chance for teenage girls to see that they are not alone, as others are going through the same thing.

Girls' lives are impacted by social media in multiple ways.

Cyberbullying affects about one third of females, and social media can also cause feelings of jealousy and inadequacy. According to a study published in *Science Advances*, jealousy can manifest in many forms when correlated with social media. When a teenage girl compares herself to an actress or a model, she immediately experiences feelings of envy and mediocrity. The study blames social media for causing a spike in these unwarranted feelings. "Social media can cause low self-esteem in teenage girls that can be tied to suicidal thoughts and actions," stated Dr. Hinduja.

Teens, especially girls, are constantly exposed to unjustified stereotypes from social media, American culture, and even political figures. Feelings of inadequacy, no matter how emotionally healthy the person, are often unavoidable. According to Schiffman, schools can and should provide greater education about depression, and support those who need help. Depressed teenagers often do not want support, or know where to turn. Schiffman urges both girls and boys to seek out the help that they need, and for schools to do a more thorough job of encouraging teenagers to do just that.

Can We All Work Together Despite Our Differences?

by Lexi Matthews '18

"The Future Is Female," reads a poster that junior Elana Tobb proudly displays in one of her Instagram photos. Her most recent retweets, between normal teenage ramblings on music and fashion, critique on President Trump's cabinet picks and condemn police brutality. With the growing polarization of American political sentiments nationwide, it is unsurprising that many disagree with Tobb's outspoken opinions. What is so surprising, however, is that many of these critics are actually some of Tobb's closest friends.

In the last 20 years, the percentage of 'moderate' voters has split in half, Pew Research finds. Increasingly contentious topics have driven these former middlemen to more consistently blue or red views. This obvious divide usually causes many people to worry if any sort of common ground between liberals and conservatives can ever be reached in the future, but today's youth have helped to challenge these multiple concerns.

"I tend to share the same beliefs with a majority of my friends, but I have a couple close friends with differing opinions, mainly regarding social issues. As long as what they say makes sense and is supported by actual facts, there is no problem," explained Tobb.

While she consistently finds it very upsetting when someone that she cares about targets a specific group of people based on something that they simply have no way of controlling, she generally tends to find solace in an honest discussion with them, which can eventually bring them closer together in the end, despite

their different opinions. "People shouldn't be afraid of sharing their [conflicting] views. It helps everyone see both sides of an issue and try to get on the same page," said Tobb.

On the opposite side of the aisle, current junior Mac Mckee tends to have some difficulty seeing eye-to-eye with most of Tobb's political claims, but ultimately agrees with her support of togetherness. "A lot of my political, religious, and social beliefs differ from my friends, but it doesn't really matter to me. I like to judge people on how good of a person they are, not who they voted for," said Mckee, an active member of Sherwood's Young Republicans Club. Some of Mckee's friends attended the exact same Women's March that Tobb had posted about on her Instagram. Some of Tobb's acquaintances cheered when Mckee called for stronger support for law enforcement at an October Sherwood Debate.

On top of many strictly political issues, some students tend to find it quite challenging to relate to their peers on multiple moral dilemmas. While the culture of partying and taking risks is definitely a given part of coming-of-age for some teenagers, others who prefer staying in on Friday nights can sometimes struggle to understand their peers, and vice-versa.

"My friends can act pretty wild sometimes. I've been Muslim my whole life, so I'm not really into doing all the stuff they're into for religious reasons. But we still get along really well," said junior Alhaji Turay. "All in all, we are all humans. Democrat, Republican, Christian, Islam, we shouldn't let ideas or affiliations come between that."

Just the Facts, Please

"During early adolescence in particular, teenagers are drawn to the immediate rewards of a potential choice and are less attentive to the possible risks. Second, teenagers in general are still learning to control their impulses, to think ahead, and to resist pressure from others"

-Laurence Steinberg, researcher at Temple University

The Facts About Peer Pressure

~About 67% of teen girls feel pressured to dress a certain way.

~By the time teenagers are 14 years old, 60% have tried alcohol.

~By 14 years old, roughly 20% of teenagers have had a cigarette.

~About 44% of the majority of teens are pressured to lie, steal, or cheat.

~ Roughly every day 2,500 teens chose to abuse some type of pain reliever for the first time because of pressure from their peers.

~About 50% of all teenagers feel pressured to have sex if they are in a relationship.

Encyclopedia.com, Teenhelp.com, Kidpointz.com, Brooklynmoffitt.wordpress.com, Headsup.scholastic.com, Teens.love-toknow.com, and Abusebites.com

Three Ways Adolescents Are Impacted By Peer Pressure

~Directly: Actually telling someone what to do.

~Indirectly: Groups participate in different activities that makes one feel pressured to do them.

~Individually: The pressure comes from you making yourself feel as if you are less than because you feel as if you do not fit in.

~<http://us.reachout.com/>

Key Phrases to Use When Pressured to Drink

~Simple one-liners: "It's just not for me; it's not what I want," "I don't drink," or "no thanks."

~Offering an alternative: "I'd rather have soda."

~Making an excuse: "I have a test to study for tomorrow."

~Giving a short explanation: "I really just don't like the taste."

~Or the simple, "I'm just not into that."

~www.madd.org/underage-drinking

Tips for Resisting and Preparing for the Demands of Peer Pressure

1. Know Yourself

Be aware of yourself and your actions, stick to your core values, and know what situations make you more susceptible to negative pressure.

2. Anticipate

Understand that different friend groups often tend to participate in different activities. If you know that certain groups are more attracted to activities that you are not into, then don't hang around those groups.

3. Avoid

If you either anticipate or even begin to see red flags within a certain friend group, make sure to stick to your core values, go with your gut, and don't put yourself in that situation.

4. Observe

Always be observant and aware of the many actions that your peers and friends take and determine whether or not you honestly support their actions.

5. Evaluate

Ask yourself, are you being asked to do something that is trivial? Or is this action something that is most likely to come with permanent consequences.

6. Communicate

If you are uncomfortable during any situation, just say "NO". Do not apologize for standing up for yourself. Also, if necessary, find an ally, or someone who feels the same as you do about the situation.

7. Walk away

Just walk away, make an excuse to leave. If you find yourself anticipating too much conflict in the future, maybe it is time to think about searching for new friends.

8. Get involved

Having different social outlets and groups of friends can give you options so that you do not have to rely on one friend group.

~www.faqs.org/health/

Compiled by Katherine Sperduto '19

Social Media Can Hurt Self-Image of Teen Girls

by Naomi Lawrence '17

In today's society, constant access to media has a tremendous influence on one's thoughts, ideas, and actions, and can even dictate how teen girls view themselves. It is not news that the immense pressure on teenage girls to look a certain way has been heightening for decades. In a society driven by multiple celebrities promoting themselves via social media platforms, it becomes very difficult to escape the overbearing image of the "ideal" female body—tall, white, and thin.

Ideals promoted by advertisers, celebrities, and other peers are internalized in teenagers' minds, which often result in body dissatisfaction, extreme dieting, and, potentially, eating disorders. Adolescence is filled with physical and hormonal changes causing great embarrassment, and social media promoting this image of ideal "perfection" can make self-esteem levels in teen girls plummet dramatically.

Celebrities posting about their "perfections" tend to go viral, resulting in many teen girls following suit. When 17-year-old celebrity Kylie Jenner admitted to getting lip injections, many fans were angry with her "altered" image. Jenner, however, is just one of thousands of teenagers who underwent cosmetic surgery. In 2014, a giant spike occurred resulting in nearly 64,000 teens having some type of operation done, and approximately the same number in subsequent years. Experts in the plastic surgery field connect the desire for cosmetic surgery to a lowered sense of self-esteem. The many images of celebrities endorsing multiple cosmetic surgeries plants the image into teens' minds that if they change how they look, potentially they, too, could achieve fame and wealth.

Others blame the rise of the "selfie" for the increase in surgeries, as the more teens take pictures of themselves, the more they feel the need to add filters and pho-

toshop. When those "solutions" don't do the trick anymore, teens take the step to be permanently photo-ready with the use of plastic surgery.

While reaching an image of perfection is desired by many teen girls across the country, some major fashion companies are trying to show an opposing perspective. Aerie, a sub-brand of American Eagle Outfitters, started ditching airbrushing models and the use of Photoshop in 2014. The #AerieREAL campaign culminated from a generation of strong millennial females whom the company felt might possibly benefit from seeing women stand up against the norm of size two models, airbrushed to "perfection." Since the campaign started, Aerie has received an overwhelmingly positive response from their audience, as sales have increased significantly and continue to do so. This company has made a reputation of spreading an idea of positive body image, an inspirational image for its patronage.



Maya Koeppen '17

A student views the altered appearance of Kylie Jenner's artificial lips.

For many years, teenage girls have felt and/or experienced the intense pressure to fit into the mold created and set by society to be tall and thin. While feeling the need to succumb to society will

most likely remain for some time, the efforts of companies like Aerie often tend to bring a sense of hope to teenage girls facing social pressures in today's very picky society.

A NOTE TO OUR READERS: It has come to our attention that an article published in this section of the last issue has caused some confusion. We would like to point out that this is the Humor section, as indicated by the bolded 32-point font at the top of this page, and contains “fake news” that is intended to evoke happiness. We apologize if our articles have offended or concerned you; our intent is to make you laugh, not worry.

Sherwood Travel Ban Draws Controversy

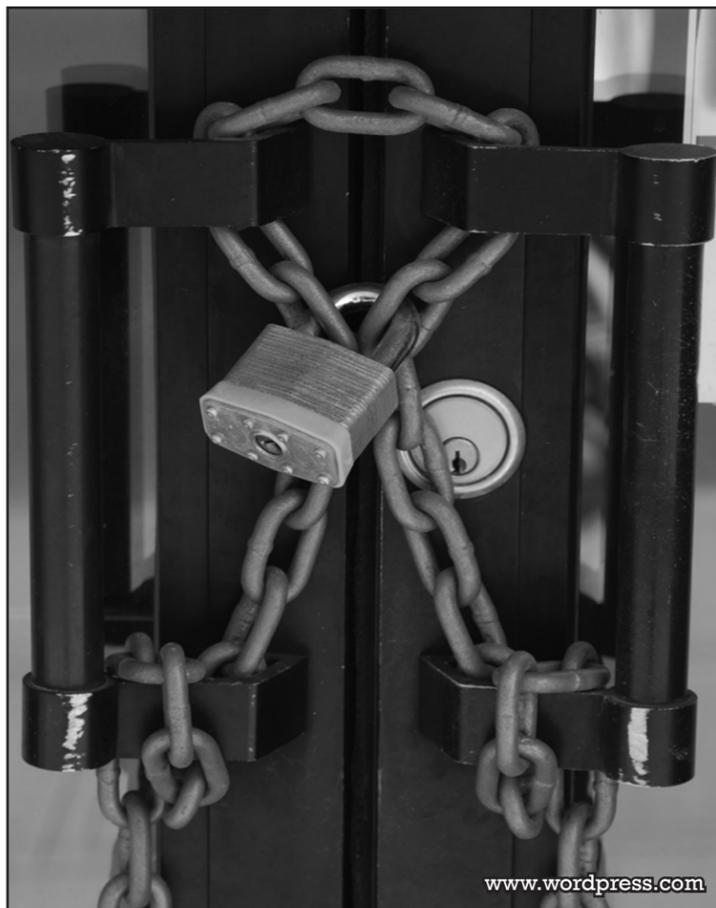
by Josh Averbach '18

In response to concerns about school security, Sherwood's administration has implemented a temporary “travel ban” on students from Blake, Quince Orchard, Walter Johnson, and Paint Branch from entering school premises for any reason. The administration has determined that unsavory elements within these schools may present a risk to Sherwood's security. This means that the barred schools' sports teams cannot play at Sherwood, and that their students cannot attend any school-sponsored events.

“Let me be clear. This is not a ‘student ban,’ as some of the politically correct fearmongers have labeled it. Nobody loves students more than us. It is a temporary measure, which will be removed once we can put in place extreme vetting, and figure out what the heck is going on over there!” said a member of the Instructional Leadership Team who has requested to remain anonymous because he is not authorized to speak on behalf of the school's higher-ups.

Many question the legality of the administration's move. Its critics argue that it conflicts with an MCPS rule barring one school from creating “openly hostile” policy towards students from other schools. In May, a tribunal composed of several education experts, including MCPS school board members, will hear arguments from the administration's lawyers and opponents. After careful deliberation, they will reach a decision on the ban's legitimacy.

“Openly hostile?! They say



Soon, all doors will include another set of locks attached. This is one of Administration's many ways to dissuade students from other schools.

our idea is openly hostile? Let me tell you something. This administration is the most friendly, least hostile group alive, maybe ever to live. I have people coming up to me all the time saying Sherwood is so friendly. Can you teach me how to be so un-hostile? This isn't me saying it, this is other people saying it to me. I'll see you in court!” said the source.

The ban's creators have also drawn criticism for their choice of what schools to include in the ban. According to MCPS data, students from those schools have not been involved in any inci-

dents with Sherwood students. In fact, the only similarity between the schools is that they all have a type of cat as their mascot.

“There isn't a shred of evidence of any of the banned schools posing a risk. I did, however, hear that several Sherwood students were involved in altercations with Blair kids after a football game. Come to think of it, I have heard rumors that some Sherwood teachers have financial ties to Blair. I wonder if that could have something to do with this,” said social studies teacher Scott Allen.

Letter to the Editor

submitted to Jared Schwartz '18

Dear Warrior Staff,

As a long-time reader of your esteemed newspaper, I am extremely concerned with your paper's stance on global warming. With the closing of the winter months, many people, including scientists, have expressed the false belief that global warming has somehow caused this winter to be unusually warm. In fact, they seem to believe that winter disappeared altogether. However, I have conducted an experiment and definitively disproved the existence of global warming.

In December, I tested the hypothesis that global warming ended winter, so I took a trip to Minnesota to see if it was warm enough to swim. However, when I tried to dive into a lake, I cracked my skull open on ice. Clearly, science lied to me. If global warming was real and winter did not exist, the lake would not frozen over. Despite their talk about the “scientific method,” scientist have blatantly ignored my empirical evidence that proves that winter did occur this year and that global warming does not exist. I'm still waiting for Neil Degrasse Tyson to pay for my hospital bills.

Apparently winter will start again in June in the Southern Hemisphere this year. That's right, the Southern Hemisphere will experience winter TWICE in one year. According to so-called “scientists,” we need to stop global warming or Antarctica will melt, killing all the penguins who live there. Last time I checked, Antarctica is in the Southern Hemisphere, and since the Southern Hemisphere will experience

two winters this year, it is ridiculous to argue that Antarctica could melt. If anything, we should worry about global cooling. If the Southern Hemisphere continues to have two winters a year, all the oceans there will freeze, and penguins will be unable to access fish, their main food source.

Donald Trump is correct that global warming is a hoax created by the Chinese, who have bribed scientists to spread their propaganda. The Chinese have perpetuated the myth of global warming to cover up the true threat to the survival of penguinkind: global cooling. Think about it: the national animal of China is the giant panda. Pandas are black and white. Penguins are black and white. Clearly, if penguins went extinct, China would have a monopoly on cute black and white animals. Thus, worldwide zoos would be forced to outsource the role of the cute black and white animals to Chinese pandas without any competition, eventually leading to China's global economic domination.

President Trump has done a great job resisting the lie of global warming. However, he has yet to fully address the dire ecological crisis of global cooling. America needs to lead the fight against Chinese propaganda. Therefore, I plead that you encourage your readers to throw out their refrigerators, keep their heating on at all times, start forest fires, and contact their local representatives to raise the temperature of the Earth. Together, we MUST stop China's plot for world domination.

Sincerely, Alex Jones

How to Prepare for Prom: A Her and His Checklist

- Try to remember the style you are going for that you planned out when you were practically 6 years old.
- Make a “dream prom” Pinterest board with hundreds of pins featuring dresses, accessories, and activities galore.
- Write out a multiple page list of everything you need to do for the perfect night.
- Research hair style and makeup looks extensively across the whole World Wide Web.
- Make hair and nail appointments at least two months in advance.
- Book a party bus to squeeze in dozens of people.
- Reserve a spot for pictures that has perfect scenery, preferably a high-class country club.
- Reach out to every guy you've known since kindergarten, and beg them to be your prom date.
- Get a dress that no one else has ever been spotted in. Basically, it must be custom made.
- Buy expensive and elegant jewelry that only matches your outfit for the one night; you don't need to wear it again.
- Find heels you can barely walk in; the higher the heel, the closer you will be to a great night.
- Hunt for a chunky purse to keep the hundreds of things you need throughout the night.
- Make sure someone actually asks you in the cutest and most original proposal ever seen.
- Ensure the boutonniere and corsage match perfectly.
- Help your date get a suit in the exact shade of your dress.
- Have multiple practice rounds for your hair and makeup.
- Keep on hitting the gym daily to fit into your dress.
- Wax off every visible hair on your body.
- Get a spray tan (the more orange, the better.)
- Get fake nails sharp enough to scratch out the competition.
- Cake on enough makeup to look like a clown; blending isn't necessary. The goal is to look like a completely different person.
- Convince your date to drive to the photo-shoot because no one can possibly drive in a floor length dress.
- Make sure there is an exclusive “after-prom” to attend, VIP only.
- Practice your go-to poses for the thousands of pictures that will be taken.
- Make a time schedule that must be followed religiously or everything will fall apart.
- Remember to have fun while worrying about all that can go wrong!!!

- Make a poster asking her to prom and include a joke that relates to who your date is.
- Ask around all of her friends so she can't say no.
- Go to a nearby store and find the cheapest tux to rent. If it matches your date's dress, it's a bonus.
- Save money and make a corsage using highway weeds and flowers from the neighbor's garden.
- Keep your wanna-be beard so you can look as old as possible.
- Borrow your dad's cheapest pair of black dress shoes.
- Get in shape by going to the gym for 15 minutes once a week.
- Make sure you find the best after-party that everyone can attend.
- Have fun while your date bosses you while she obsesses about the perfect night.

Compiled by Nicole Reich '17 and Connor Brady '17

March 31, 2017

Principal Gregory Slams *The Warrior*

by Frank Platko '18

After a series of print and online articles reporting on possible ties between Principal Bill Gregory and the administrations of rival schools Magruder and Blake, Gregory has continued to attack the media through a series of tweets.

“Do not believe the FAKE NEWS Warrior newspaper, Huck is a total lightweight. They’re the enemy of the students. Sad!” wrote Gregory.

This tweet, followed by several others, were tweeted around 3 a.m. Thursday, March 23. This is not the first time Gregory has fired off a tweetstorm early in the morning, and many people continue to question his social media habits.

However, his ongoing use comes as no surprise. Gregory frequently touts his number of followers, retweets, and likes as a measure of support.

“Look, I don’t like to tweet, ok? But I have to. I wish I didn’t, but I have to. *The Warrior* will continue to twist my words and lie to the students. It’s a witch hunt, ok?” said Gregory in a recent interview that he cut short after two questions.

While his number of followers may show a strong base of support, other students are increasingly demanding an investigation into reports that Gregory has a financial stake in Magruder’s successful drama program.

A group of 75-100 students recently organized a march from the Ertzman Theatre to the greenhouse in a show of discontent with the Principal and his administration. Outspoken junior, Josh Averbach, led the protest.

“We’ve been fighting the



Bill Gregory frequently complains that *The Warrior* prints FAKE NEWS, including unfair and inaccurate comparisons of him and famous leaders.

cold war with Magruder for over 60 years, and our principal wants to all of a sudden become cozy with them? These are our greatest adversaries. There’s clearly something fishy going on, but we’d know for sure if he would disclose his financials. We’re left with no choice but to think that Gregory is obviously hiding something.” said Averbach, who also is Copy & Content Editor for *The Warrior*.

Gregory took issue with Averbach leading the march on Twitter, attempting to refute the demonstration by claiming that the students were paid to participate by *The Warrior*.

“The leader of the march, dopey Josh Averbach, is an editor for *THE WARRIOR*. Talk about a

conflict of interest. Totally corrupt, students paid with Chipotle fundraiser money. WEAK!” Gregory tweeted.

However, he contradicted his earlier stance with another tweet about 30 minutes later that harbored a much different tone.

“Isn’t it great that students can express themselves here in MCPS? Isn’t it wonderful, isn’t it fantastic? A beautiful display of American democracy! Forgotten men and women no more!” tweeted Gregory.

Many of his statements and policies remain blurry and unclear. On the other hand, Gregory continues to make one thing very clear to his subjects; his rhetoric and behavior will never ever change.



Kayla Cohen '17

(From left) Social Studies teacher Christine McKeldin stands next to her BFF, junior Angelo Ruiz. The two have been best friends for three years.

Over the Years, Teacher and Student Have Become BFFs

by Natalie Murray '18

Junior Angelo Ruiz arrives at the fourth period class that he aides in. He runs over to his friend’s desk, says, “Hi Christine!” and hugs her tightly while jumping up and down excitedly. Afterwards, Ruiz walks to his desk and sits down, while his friend walks to the center of the room and says, “Alright class, time to get out your notebooks so we can take some notes.”

Ruiz and Christine McKeldin met in Ruiz’s freshman year, when he took on-level U.S. History. Though Ruiz quickly discovered that he should be in honors, he liked McKeldin so much that he stayed—a decision that would greatly benefit him. Not only did he finish the semester with a 100 percent, but he and McKeldin had become best friends.

“Christine is literally my best friend in the whole entire world,” gushes Ruiz. “She is always there for me, she’s my number one confidante, she’s super funny, and even though we disagree on pretty much everything, the arguments are what bring us closer.”

These sentiments are not one-sided. McKeldin also adores Ruiz, saying that “Angelo absolutely brightens up my day. He makes ordinary things seem so much more fun, and he brings me back to my high school days.”

Ruiz and McKeldin spend lots of time together. After Ruiz took U.S. History, he took AP Psych his sophomore year. Now, he spends at least three straight periods per day with McKeldin—he aids in her fourth and sixth period, and the two eat lunch to-

gether every day. In fact, Ruiz is even allowed in staff meetings.

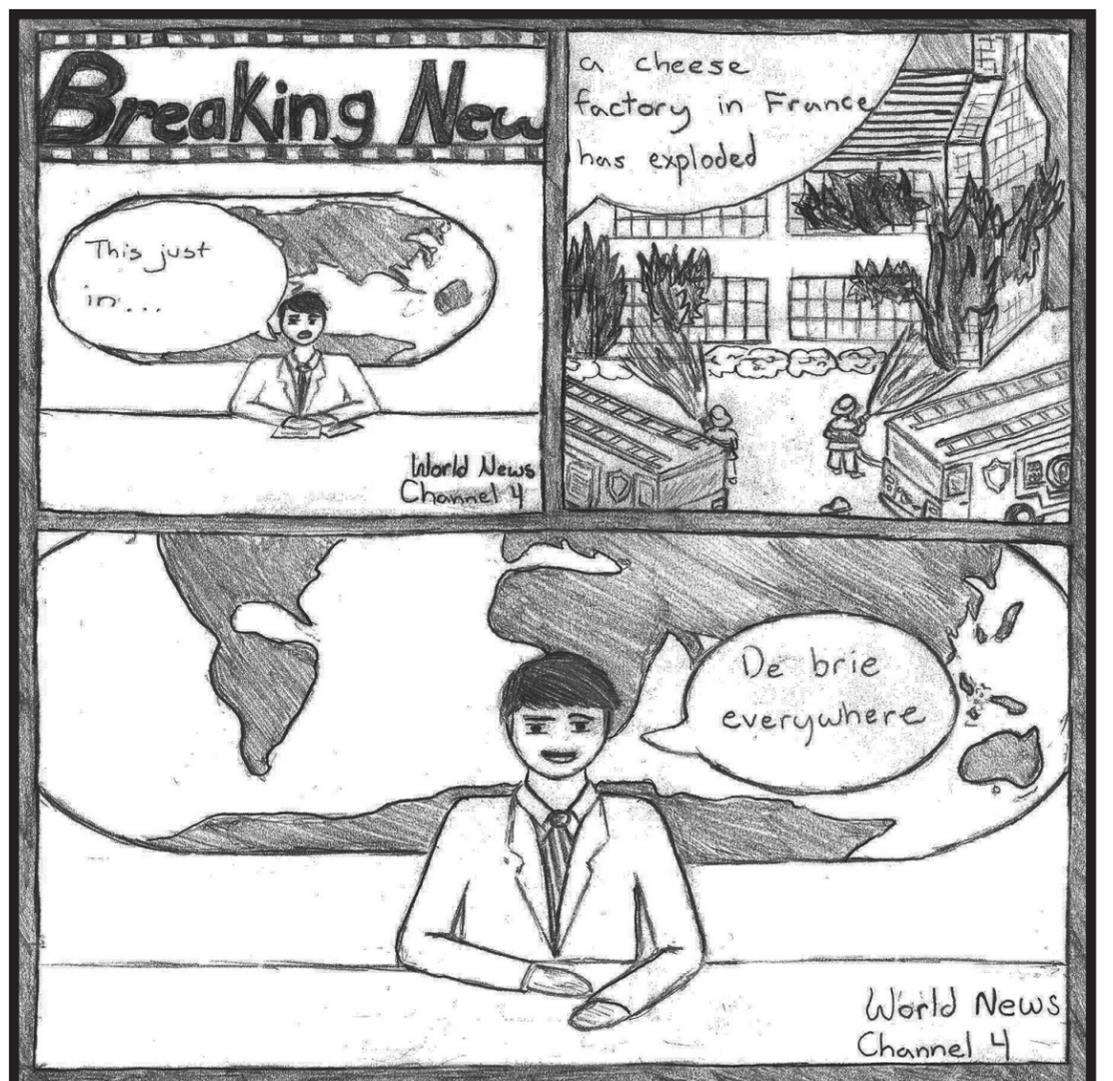
“I didn’t used to be allowed,” admits Ruiz. “But after the first two staff meetings, which Christine and I texted through the entire time, they decided it would a lot be better if I could just attend them.”

The staff meetings are not the first time that rules have been bent for the two besties. Ruiz frequently skips class to hang out with McKeldin, and other teachers have grown so used to it that they no longer mind.

“I know it’s not exactly ethical, but I used to skip classes with my friends in high school, and we always had a great time, and I didn’t want to deny Angelo the chance to have a great high school experience.” said McKeldin.

Although McKeldin does help Ruiz to have a fun high school experience—they even have combined finsta and Snapchat accounts where they document their mani-pedis, Panera lunches, shopping trips, movie nights, and beach vacations—McKeldin also ensures that Ruiz succeeds in his studies.

“Christine is the best study buddy! She doesn’t stop quizzing me until I know everything, and since she’s a teacher, she is super good at knowing which topics are going to be on the tests and quizzes.” Ruiz says cheerily. “Most people assume that I’m only friends with Christine because she can get me the answer keys to other teachers’ tests if I’m really struggling with something, but that’s just an added bonus. Christine and I are genuinely really close.”



by Kaitlyn Davis '18

Apple Explores Technology Options for New iPhone 8

by Lexi Paidas '17

Whether an intentional marketing ploy or not, Apple is famous in the tech world for the rumors that always surround its upcoming products. Apple's newest iPhone rumor is about the iPhone 8 and has been written about by multiple sources like Business Insider.

The iPhone 8, coming out in late 2017, apparently will have an edge-to-edge display of 5.8 inches. Due to this change, Apple is experimenting with different technology options. Apple is considering putting the touch ID function underneath of the screen. Seeing as the company was just granted a patent for ID technology to work through the screen, this seems like a probable change. However, the most likely and talked about

option would be to remove the home button and the touch ID access option, and to add in the first-ever iPhone 3D laser facial recognition.

Implementing 3D laser facial recognition would stop Apple customers' frustration as the touch ID capability does not work in wet settings and would allow users to access their phones when wearing gloves. If this new screen and potential facial recognition technology is implemented, it is predicted that it would increase production costs and end up driving up the price of the iPhone 8 by \$100.

Apple is predicted to announce the new features of the iPhone 8 as early as June 5 at the Apple Developers Worldwide Conference (WWDC 2017).

Trump's Trading Policies May Impact the Prices of iPhones

by Amanda Allen '17

Inevitably, with a new president comes economic changes. President Donald Trump vows to put a tax on imports from China, and American consumers could be impacted. Approximately \$29 billion worth of goods were imported from China in one month, according to NPR, and one of the main electronic imports is the iPhone along with other Apple products.

During Trump's election campaign, he foreshadowed the possibility of putting a 45-percent tariff on goods from China. This means that the government would then get 45 percent of the item's cost in taxes. With this, experts are concerned about the increase in prices of electronics. Although a 45-percent tariff is unlikely, according to Business Insider analyst Michael Gapen, he believes that the Trump administration could settle with 15 percent. If such is the case, the price of iPhones, now at \$749 for the 132 gigabytes, could

increase anywhere from \$50 to \$100 during the Trump administration. Customers may now think twice before they purchase the newest iPhone.

Due to this possibility, Apple has explored the idea of making iPhones in the United States instead of overseas. One of Apple's primary manufacturing partner, Foxconn, is looking for a way to create facilities in the United States for the production of iPhones. This is unlikely to happen, considering it would be very expensive to build these factories in the United States.

Bringing the production of iPhones to the United States would bring back factories. Trump supporters see this as an opportunity for more jobs, but realistically, this may have the opposite effect. These factories would have to be run by many foreign workers until enough U.S. workers are trained. iPhones are Apple's big money-maker, which is why Apple is exploring many possibilities to help keep the success of their company rolling through Trump's presidency.

iPhone Timeline

by Zach Weisenthal '19

The next generation of iPhones is scheduled to be released this fall or earlier. However, there are rumors that it will be titled "iPhone X," rather than the expected "iPhone 7s" or "iPhone 8." The iPhone recently turned ten years old and is expected to have a major redesign, including an all-glass frame and all-new display.

The iPhone has impacted the world dramatically. It has allowed for instant communication with loved ones, increased productivity levels, and a world full of information at one's fingertips. Consumers are eagerly awaiting Apple's latest innovation.

Apple Inc.

January 9, 2007

Steve Jobs announced Apple's iPhone, described as a three-in-one product: "a wide-screen iPod with touch controls, a mobile phone, and a breakthrough Internet communications device." Ten years later, Apple is celebrating the revolutionary product.



October 4, 2011

Apple's personal assistant Siri is released alongside the iPhone 4s. Knowing basic commands and packed with hundreds of clever jokes, Siri is a huge hit and makes tasks a breeze.



September 20, 2013

Apple releases an innovative way to unlock one's phone. Touch ID is later added to all Apple products and makes Apple Pay possible, a quick and secure way for one to pay with their device.



July 8, 2008

A new software is released, allowing iPhone users to download thousands of apps for entertainment, education, health, and productivity. Today, the App Store provides over 200,000 developers with income through paid apps and in-app purchases.



October 5, 2011

Consumers and tech-lovers everywhere mourn the loss of Apple's co-founder and CEO. Many are concerned that Apple will never be the same after the passing of the mastermind behind the company's groundbreaking products and innovative ideas.



June 8, 2015

Apple releases Apple Music, an updated way for listeners to stream and download music. Attempting to compete with Spotify and Soundcloud, Apple Music offers a 30-day trial and exclusive music that can be found only on Apple Music.



STAFF EDITORIAL

IN OUR OPINION

Are public schools required to educate all students?

When does community outrage cross the line?

What measures should schools take to protect students?

Keep Politics Out of Tragedy

The Rockville High School community was rattled in mid-March by the unthinkable; a 14-year old freshman was allegedly grabbed from a hallway and raped by two older students in a secluded bathroom. The incident easily can be described as too horrific for words. However, that hasn't stopped the deluge of public opinion on the matter from every corner of the country.

Once it was revealed that the perpetrators were two recent immigrants from Central America, buzz across Twitter and Facebook snowballed into condemnation of the act from the White House. After denouncing the act, it didn't take long for the Trump administration to capitalize on it. White House Press Secretary Sean Spicer stated, "I think part of the reason the president has made illegal immigration and crackdown such a big deal is because of tragedies like this." And just like that, suspicious ties to Russia and stymied efforts to repeal and replace Obamacare were put on the back burner.

With immigration once again taking center stage at a national press briefing, news outlets—and anyone with an online profile—followed suit,

scrambling to surmise the legal status and immigration intentions of the accused.

Rather than using this event as a springboard to put immigration reform, and building "the wall," at the center of the story, MCPS should focus on examining its policies to prevent such a travesty from occurring again. The school district is taking such steps, recently announcing that a comprehensive review of security at every high school in the county will be conducted. However, the notion that schools should change policy to ban illegals from receiving an education is not only unfair, it is against the law. The 1982 Supreme Court case Plyler v. Doe ruled that all states offer a free public education to students regardless of immigration status. Superintendent Jack Smith simply was keeping with U.S. Supreme Court precedent by allowing these students to receive an education regardless of their immigration status, yet countless people inside and outside of Montgomery County have threatened Smith and even his family after the incident.

Thousands of immigrants—whether legal or illegal—enter our country every year, often fleeing war, crime, and poverty in their native lands in search for a better life. The vast majority of

these people are law-abiding citizens who only want the best for themselves and their families. It is unfair to attack an entire population for the alleged actions of the two accused.

Controversy also has sparked over the ages of the accused perpetrators, who are 17- and 18-years old and have both been charged as adults. Large numbers of parents, many of whom do not even have children attending any MCPS school, have been decrying the policy of allowing students of these ages to enroll as freshman and sit in class with 14-year olds. MCPS policies that permit this are in full accordance with Maryland law.

Rape is, undeniably, a terrible tragedy that poisons our society. However, the answer to this awful event is not to continue adding hateful, xenophobic comments to the discussion. Such over-reactions further divide us when the community should be, instead, seeking meaningful solutions so this heinous act does not repeat itself. The Warrior agrees with Superintendent Jack Smith that the focus should be on educating students—those who have not reached the age of legal maturity—regardless of their background.

the Warrior

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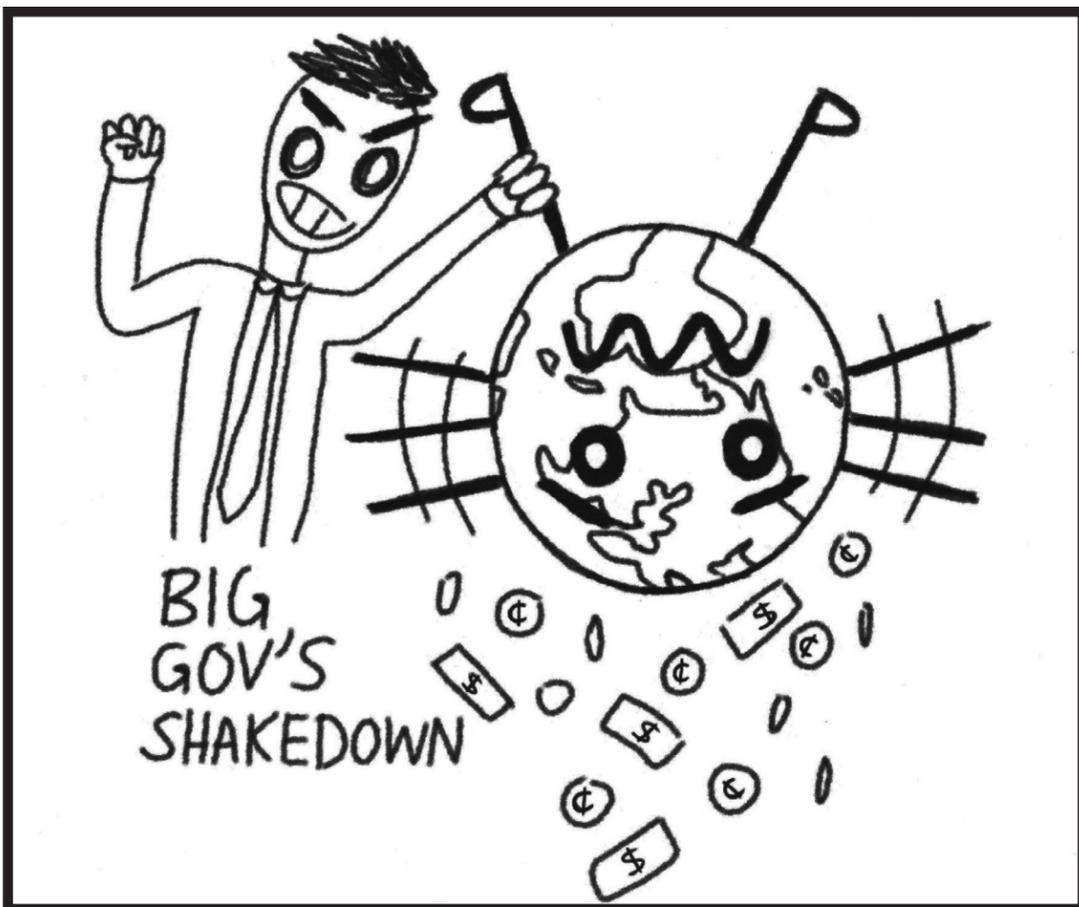
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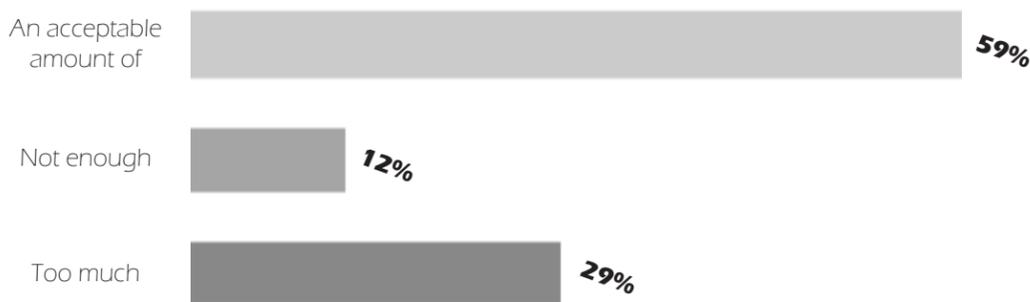
The Pulse

Sports Issues

March into April is a particularly busy time for sports fans. As The NCAA tournament draws to a close, the NBA and NHL enter their playoff seasons, and opening day for the MLB comes just around the corner. Whether you follow all of these leagues religiously or have never watched an entire game before, there is no doubting that sports play a monumental role in American culture. The Warrior surveyed 124 students from five 9-12 grade English classes about their opinions on the following athletic issues.

compiled by Lexi Matthews '18 and Colleen Yates '18

I believe there is _____ emphasis put on athletics at Sherwood.



I believe there is _____ emphasis put on athletics in the United States.



Do you believe every child should be involved in organized sports at least once in their youth?

- A. Yes **79%**
- B. No **19%**
- C. Unsure **2%**

Do you believe that college athletes deserve to be paid?

- A. Yes **36%**
- B. No **33%**
- C. Unsure **31%**

Should athletes use their fame and recognition to take stands on political and social issues?

- A. Yes **49%**
- B. No **27%**
- C. Unsure **24%**

Do female athletes get the proper amount of attention and money for their work?

- A. Yes **9%**
- B. No **75%**
- C. Unsure **16%**

Do professional athletes in general make too much in salary and sponsorship?

- A. Yes **35%**
- B. No **38%**
- C. Unsure **27%**

Being a Bystander Is Just as Bad as Being a Bully

by Lauren MacFadden '17

Most students will quickly say that they reject bullying in all of its forms. Yet bullying still occurs every day at Sherwood and many let it happen right in front of them. I am guilty of this because of something that happened earlier this year.

I was sitting in class when I heard a group of girls laughing. I looked up and saw that they were staring right at me. I looked down quickly. Was there something in my teeth? Was my hair messed up? They continued to laugh, and

I became more self-conscious. And then I looked behind me. I saw a student dancing to music from her headphones. The girls continued to laugh. I turned back to my desk, looked down and pretended nothing was wrong. I didn't speak up, and the bullying did not stop until the bell rang. I stayed silent even though I knew that if I had stood up for the student, the condescending laughing would have stopped. But I didn't. Bullying is an awful thing, and being a simple bystander is just as blameworthy.

If it is so easy to stand up

against bullies, why are there so many bystanders? It is most likely because no one wants to be the outlier; if a group of people believe in something, it is more likely that no one will object to it because they do not want to be different. There have been too many times when I have seen students laugh at others because of how they are dressed or other petty things, and I only looked on as an observer instead of stepping into the situation because of my own insecurities about not being with the majority.

This fear of being different

creates a much bigger problem than we realize. It leads to a pattern of indifference that can be seen throughout history. Elie Wiesel, Holocaust survivor and writer of "Night," discussed this indifference in his Nobel Prize acceptance speech, stating that, "action is the only remedy to indifference: the most insidious danger of all." This rings truer in everyday life than perhaps people realize.

Although historical events such as the Holocaust and the fight for civil rights and equal treatment for all are on a much

grander scale, bullying is still a relevant issue all around the world and at all ages. I regret my decision to be a bystander and that I allowed someone to be bullied. I allowed a pattern to be set. I allowed myself to not make a change.

Being indifferent is one of the worst decisions one can make, even though it is often times the easier option. I have learned from my experience that standing up for what is right is much more satisfying than taking the easy way out. Sometimes the more difficult road is worth it.

Enforcement of School Dress Code Reinforces The Idea That Not All Rules Are Created Equal

by Ayana Antoine '20

The school dress code designates appropriate attire for students, which is an important concept that is ineffectively being carried out. Many enforced rules are open to interpretation or simply not stated in our agenda books, and what's most troubling is many students feel unfairly targeted as to how the restrictive rules are currently enforced.

One problem is that the dress code disproportionately targets students of color and seemingly turns a blind eye to what other students are wearing. For example, white students can get away with wearing accessories like bandanas, but if black students wear it, they may get questioned for gang affiliation. Girls of color, who often have fuller figures, have experienced getting into more trouble about their clothing. Shorts are called "excessively revealing" when there is not the same negative connotation for other students in the same outfit. The dress code further allows for an environment for body shaming by allowing thinner students to wear something that curvier students would not be permitted to wear.

At the beginning of the school year, students were given a Rights and Responsibilities handbook that describes appropriate grooming and dress for students. Under the section entitled "Dress and Grooming," it is stated that "clothing may not cause a disruption to the educational environment." This raises the question what qualifies as distracting.



Senior Paris Holbrook models a crop top and short romper, typical spring clothing that may be subject to an MCPS dress code violation.

What is deemed 'appropriate' is a clear matter of opinion. Consider all the times when a student is wearing a hood. Some teachers swear it's against the rule, some don't say anything. The absurdity is there is no rule that explicitly states that wearing hoods is not permitted. This is why many students feel targeted; the rules are vague or non-existent, which leaves administrators, teachers, or any staff to arbitrarily decide what clothes to prohibit.

The way the dress code is currently being enforced often feels more like bullying from school administration and staff. The definition of bully according to Webster Dictionary is to "use

superior strength to intimidate, typically to force him or her to do what one wants." What's the difference between that and how school staff are 'enforcing' the dress code?

Although the dress code was created with the intentions of helping students stay on task and create a standard for appropriate clothes, the rules can have the opposite effect. The rules are so strict that at times it seems like the school would rather students have heat exhaustion than wear shorts. The school needs to revise the dress code in such a way that sets a fair and reasonable standard for all students regardless of race, sex, or size.

Hitler Comparisons Reopen Old Wounds

by Brandon Alter '17

The comparisons made of Donald Trump to Adolf Hitler need to stop. Not only are they unrealistic, to suggest that Trump can do in present day what Hitler did in the 1930s and 1940s, but more importantly, they reduce the historic significance of the Holocaust.

Last year, I went on March of The Living, a two-week trip to Poland and Israel. While in Poland, we visited some of the concentration camps, which were primarily a "holding place" for prisoners where some gassing would take place, along with the death camp, Treblinka, which if the prisoners were sent to, were killed immediately. On Holocaust Remembrance Day, thousands of people from around the world, both Jews and non-Jews, walked the three kilometers from Auschwitz to Birkenau, just as the prisoners did every day, in what was known as the "March of Death."

After going on this trip, I have never felt the same about the Holocaust. It became more than a "story from the past," it became my present-day narrative, and something I think about every day. On this trip, I witnessed a pile of ashes at a concentration camp called Majdanek. These ashes are less than a third of all the ashes from the dead at this camp itself. Whenever someone compares Trump to Hitler, those ashes are the first thing that comes to mind. It is impossible to get that image

out of my head.

I am not the only one who is dismayed by about the comparison. "Nobody should ever ever be compared to Hitler," Holocaust survivor Bob Geminder told me. He said that comparing Trump to Hitler diminishes the horrors that he lived through, adding "Hitler was evil, Trump is just a con man."

Yet, these horrific comparisons are being made. Keith Olberman, who hosts a web-show entitled "The Resistance with Keith Olberman," said that ICE raids, where immigration enforcement agents arrest undocumented immigrants, will create "camps with concentration." In the video released in mid-February on Twitter he added that those who resist would be "rounded up and killed—humanely." Casually implying that undocumented immigrants are like Jews and the many others exiled by the Nazis, shows he doesn't understand how the Gestapo manipulated the community.

While the Holocaust is unlikely to happen again, at least in the U.S., we need to focus on the steps that lead up to the Holocaust: the systematic out casting of Jews and other minority groups that were already seen as targets. We already see that with the Trump administration with travel bans and calls for a wall along the Mexican border. While these actions make it easy to compare Trump to Hitler, take a step back and think before you make the comparison.



Stop Makeup Shaming

by Leah Peloff '18

The number of times I have heard people say "she wears too much makeup, it's false advertisement," or "maybe she would be pretty if she wore some makeup" is absurd. Wear too much and people think you're fake, wear none at all and people judge you for not trying hard enough. Although I agree completely that everyone should feel confident in their own skin, someone deciding to apply a full coverage foundation, eyeshadow, and lipstick does not mean they wish to be someone they are not. For many, makeup is an art, a way to express oneself, or simply a little boost of their confidence. On the other hand, going completely bare-faced does not necessarily mean one disregards their personal appearance; what is so wrong with being content with oneself au naturel?

This issue is much larger than simply whether or not one applies makeup every morning. In our society, people are so quick to judge someone else's daily decisions, especially in regards to their outer appearance, but the real fact of the matter is that what someone else decides to do with their body is completely their choice and no one else's in the slightest. We, as a society, need to learn to accept this and stop shaming others for the little things that make them happy.

Read the Book

by Maya Koeppen '17

After spending 12 years in the public education system, I have learned quite a few things about myself and the world around me. But probably one of the most important would have to be: read the book. Be it an assigned novel in your English class or some supplementary reading for your AP class, whatever you do, just read it. I know I probably sound like every teacher you have ever had, but hear me out. While I can completely relate to the struggle of having to read pages upon pages of reading on an almost nightly basis, I have come to the conclusion that it is, in the end, definitely worth it.

And by worth it, I do not just mean grade-wise. If you are reading simply to get an A on the next quiz, then you are missing out. Reading should be about truly absorbing information and expanding the horizon of one's knowledge. You miss out on so much when you make the decision to not read and even worse, when you decide to Sparknote it instead. In the long run, you are only hurting yourself. In addition to this, your grade ends up suffering tremendously as well. So if you don't plan on doing the assigned reading for the class, save both yourself and your teacher the trouble and just don't bother taking the class to begin with.

End Senseless Bans

by Matt Post '18

On March 3rd, Watkins Mill's Je'Nan Hayes was barred from participating in her regional final basketball game. The reason? Her headscarf.

The main referee pulled Watkins Mill's coach aside ahead of the game and demanded a waiver allowing for Hayes' "decoration or headwear," something required by the National Federation of State High School Associations. When the coach tried to explain that Hayes had gone 24 games without such a note, the official forced Hayes to spend the game on the bench. And so she did, until the conclusion of the game after Watkins Mill had lost 51-36.

There is simply no reason to require an individual to submit themselves into state bureaucracy just to wear a religious garb. It's incredulous and reflective of a culture of paranoia and over-regulation when it comes to students. Such ludicrous policies and their breathless imposition are reflective of enforcement for the sake of enforcement. Students who have been dress coded for showing their precious shoulders, or scolded for daring to relieve themselves of urine without a pass can empathize with what Hayes went through: the feeling of being punished, not for doing something wrong, but stepping upon senseless rules crafted out of delusion instead of common sense.

PRO V. CON

COLLEGE ACCEPTANCE ANNOUNCEMENTS

Every year, many high school seniors post about their college acceptances and commitments to social media sites such as Twitter, Instagram, Facebook, and more. While some may see such posts as bragging, others see it as simply sharing one's success.

Students Should Remember to Keep a Level Head in Triumph

by Serena Mlawsky '17

While being accepted into college is exciting and well deserved, there is a fine line between being proud and being obnoxious when it comes to bragging. It's understandable that seniors want to share their positive news; however, is it necessary to share it at every single possible opportunity? At some point, the accomplishments of students as well as their sense of humility are undermined when they post acceptance letters on Snapchat, Instagram, Facebook, and Twitter, as well as share the news during classes and extracurricular activities. We get the point, you are going to college.

Surely earning a high GPA and SAT or ACT scores is a very impressive thing to do, but it does not correlate to intelligence. The students who brag may have earned 5's on the AP Lang exam and straight A's all four quarters, but failed the lessons on humility that were taught in kindergarten. To put this into more relatable terms, if someone was asked to prom by 10 other people, wouldn't it seem obnoxious if that person took pictures of all of their prospective dates and posted them on social media for everyone to see, especially when some students aren't attending

because they don't have anyone to go with?

Unfortunately, some students may not have cruised through high school. Problems at home could have detracted from students' focus on their grades. Some may have struggled socially or with learning disabilities, impeding their confidence and impacting their work ethic. Financial restrictions limit accessibility to tutoring, as well as applying to schools and affording college in general. Some students are wait-listed or deferred, prolonging the agony of uncertainty for months on end. Others are flat-out rejected.

Empathy is lost when one takes the effort to physically take pictures of the acceptance letters, post them on the Internet, then make yet another post about them, as well as verbally bragging to classmates. If students can go to such great lengths to make their pride so conspicuous, couldn't they make the effort to be a little more reserved and keep those who aren't as fortunate in mind? Of course accomplishments are something to be celebrated, but not everyone in the world needs to know; or frankly cares. The need for compassion and sensitivity are more important than the validation of others approving of one's college acceptances.



40

Percentage of students are accepted to a college but do not attend for financial reasons



38.8

Average number of hours spent applying to colleges by each student

It Is Okay for Students to Feel Proud of Hard-Earned Success

by Leah Peloff '18

Since the time we could walk, we have been trained to prepare for the "next step" in life. Pre-K got us ready for us for kindergarten, which prepared us for elementary school, then middle school, high school, and now, the culmination of our 13-year-long school careers, applying to college.

According to The New York Times, only about 66 percent of students nationwide attend college after graduating high school. In contrast, 80 percent of MCPS high school graduates enroll in college within 16 months of graduating. What does this mean for students? Tremendous competition.

Due to the abundance of people vying for spots at top universities, admittance to certain schools does not come free. No matter one's natural intelligence, hard work in high school is crucial for colleges to see on an application. It is completely valid to want to share the fruits of one's labor with friends and family, and social media tends to be the most efficient platform to accomplish this.

Inherently, the difference between people's post-high school plans will make some feel bad about themselves. Seeing oth-

ers get into prestigious, selective schools may upset someone who hasn't had such success; however, it is not the job of this person to hide his or her success in order to avoid slightly offending other students.

Although it may seem obnoxious to some when seeing the same people post about their admittance to college over and over again, students often do this because they have a different groups of people to communicate with on each social media site. For example, Facebook updates are mostly seen by family and close friends, while Instagram or Snapchat can be used for informing a larger platform of peers, schoolmates, or old childhood friends. It is not the student's fault if someone happens to be friends with them on all the different social media sites.

After posting countless overly enthusiastic personal updates, people are rightfully going to be annoyed; however, many people are too quick to be jealous and pass judgement without realizing that someone else's success does not in any way undermine their own. Following the golden rule, we need to realize that we would want people to be happy for our accomplishments, so we should try to be supportive of theirs as well.

School Should Allocate a Small Fund for Unrecognized Necessities

by Lucy Kuchma '18

With the emergence of Sherwood's new feminist club, EmpowHer, students have begun discussing things they notice in school and home life that might disadvantage young women. A couple of club members called attention to the fact that girls who frequently visit the nurse's office in need of feminine hygiene products are asked to pay a quarter. The students were slightly frustrated by the fact that the school could not have an emergency supply that they could access whenever they needed it.

Both Farquhar and Rosa Parks have regularly maintained a supply of pads and tampons for students to access for free. Sherwood students, consequently, expect those resources to be available to them free of charge. But, as assistant nurse Norma Arzate explains, "Money for the tampons and pads comes out of the nurse's office budget. To tell you the truth, there is just not enough." When girls come in re-



Lacking funding, the nurse pays for tampons out-of-pocket, sometimes requiring a 25-cent fee from students.

peatedly and take as much as they please, the collection runs out too quickly, and there is not sufficient funding to purchase more.

Of course, it is utterly impractical for the school to have to meet 100 percent of need for every girl regarding feminine hygiene products, especially when some students come in five or six days in a row each month in need

of one. There have been many times when the nurses have had to pay out-of-pocket for tampons and pads when they run out. They have been kind enough to provide for students, while reminding those students to be responsible about always carrying personal hygiene products in a backpack or purse.

Seeing as all of the funding

for school departments comes from one giant discretionary fund Sherwood receives annually, it should not be too much to ask that there is enough funding to purchase feminine hygiene products to stock the nurse's office. Additional money also can be directed towards things like buying snacks for students who are not fed enough at home. "It's

not like we can just go over to the cafeteria and get some food for these students. It just doesn't work that way," said head nurse Jennifer Jones. "So sometimes it is very tight, and we have to make tough decisions about how much of each necessity to buy."

Practically speaking, the nurse's office should not be forced to apportion funds that could go towards crackers and granola bars for pads and tampons, or be forced to buy them on their own. The school should allocate a greater sum of money to keep the room stocked for the school year in order to prevent these traumatic situations from happening to girls.

It is so unfortunate that the nurse's office must, due to budget tightness, decide between providing girls with necessary feminine hygiene products or purchasing snacks for students who don't quite get what they need at home. It would truly help the nurses, female teachers, and young women of Sherwood if the school took steps to supply these products.

'SNL' Ratings Soar as Satirical Influence Grows

by Meghan Kimberling '17

High school students are not likely to sit down and read a lengthy article on President Trump's foreign policy, but if a popular show can relay the information creatively and comedically, then they are likely to become more engaged. Seeing a serious topic transform into a comedic one helps them understand the current events and politics of the world.

NBC's "Saturday Night Live," popularly dubbed SNL, has occupied the screen for more than four decades, producing comedic sketches that poke fun at today's culture and global happenings. Within the past 18 months, however, SNL has enjoyed its highest ratings in more than 20 years. Many attribute the newfound popularity to the show's amusing coverage and satirical representation of the most recent election and the resulting Trump presidency.

Although the show attempts to add a twist of comedy to current events and relevant news, several figures depicted in the skits many have spoken out against the controversial and at times insulting portrayals. Every American president since Richard Nixon has been lampooned on the show; however, only Trump has lashed out publicly. President Trump, very active on Twitter, has expressed his disapproval of



Donald Trump is imitated by Alec Baldwin (top), and Hillary Clinton is satirized by Kate McKinnon (bottom).

the show and Alec Baldwin's portrayal of the president on multiple occasions, calling the show "really bad television" and "the worst of NBC."

There is much irony in Trump's bitterness as the current president himself has actually hosted the show twice, most recently in 2015, as a candidate for the Republican presidential nom-

ination.

Since being sworn in as the 45th president of the United States, Trump has not commented on any recent SNL skits; however, his administration has not quite escaped the show's spotlight. Melissa McCarthy portrayed Sean Spicer, Trump's often bumbling press secretary, in a recent SNL skit and her performance was ap-

plauded by many, excluding the man himself. Spicer responded to the skit by criticizing her portrayal and then criticizing Baldwin's portrayal of Trump as going from "funny to mean" in an interview with "Extra" on Super Bowl Sunday.

With news today coming in many different forms, SNL has adapted well to the changing

platforms since its debut in 1975. When viewers miss the live special on Saturday night, they can still watch clips and bonus videos on the SNL YouTube channel, which has almost four million subscribers. Unsurprisingly, the two most viewed videos on the channel are McCarthy's skit impersonating Spicer with 24 million views, and Baldwin (as Donald Trump) with Kate McKinnon (as Hillary Clinton) staged at the first presidential debate with 23 million views.

SNL's ability to adapt to changing times over the course of its 822 episodes has attracted a much younger crowd. The show's February 11 broadcast with host Baldwin as the host for a record-breaking 17th time received a Nielson rating [an audience composition measuring system] of 7.2 over the 18 to 49-year-old demographic. Although Trump claims that the show is "failing," NBC network reports that viewership is up a whopping 50 percent since last year.

Despite Trump's hesitations to applaud the award-winning show, SNL is still revolutionizing the practice of televised sketch comedy and has attracted the hard-to-reach demographic of Millennials and Generation Z. At least one story of success during the years of the Trump administration will be the indisputable flourishing of SNL – even if it is considered "fake news" by some.

90s TV Series Makes a Comeback in New Film

by Lauren MacFadden '17

The Power Rangers we all know and love, with their cheesy lines and vibrant uniforms, have completely transformed into modern teenagers in the film "Power Rangers." Set in a small town Angel Grove, five teens with little in common all coincidentally meet at a gold mine where they each find a colored stone. After this discovery, each of the teens begin to develop a set of powers including super strength, cat-like reflexes and the ability to run with inhuman speed. Wanting to understand more of the powers they have acquired, the group goes back to the mine to discover a spaceship, where they find a robot named Alpha who explains to them that they are the next generation of Power Rangers, destined to defeat an ex-Power Ranger named Rita, who wishes to take over the universe.

One of the most unique aspects of the film was the addition of more modern situations, something not done in the older Power Ranger series. In most PG-13 movies, the main characters are typically not presented as different from the status quo. However, the filmmakers proudly added an autistic Power Ranger along with a gay Ranger on top of an already diverse group. By implementing parts of society that are not typi-

cally portrayed in kid movies, the film presents different parts of society to younger audience members who may see the film.

Along with the implementation of aspects of modern society, the special effects have much improved since the television series, which produced fake explosions and professional wrestling-like fighting. Instead, the film conveys a more sophisticated style with realistic make-up on the villain figure and the ranger suits. The filmmakers also added more gadgets for the rangers, such as a dinosaur like robot the rangers get to have joy rides in and cause chaos.

What stayed the same were the cheesy lines and the lovable closeness of the team. One of the best aspects of the power rangers as a franchise is the bond between all the rangers. It's the team we all want to be on and love watching. Overall, the movie was a B+ because of its ability to keep the parts loyal Power Ranger fans love, and revamp the franchise to cooler weapons and more modern situations while maintaining the typical super hero adventure.

GRADE:
B+

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March 31, 2017

'Divide' Exceeds Expectations

by Amanda Allen '17

Ed Sheeran's highly anticipated album "Divide" was released at the top spot of the charts on March 3 and received four out of five stars from *Rolling Stone Magazine*. The success and praise are well deserved, because "Divide" could not be described in any other way than extraordinarily original.

The album traces Sheeran's experiences over the past year during his break from social media. He bought an iPad and only communicated through e-mail while on his travels. As a New Year's resolution, Sheeran cut himself off from using a cell phone and went completely off the grid to travel the world for new inspiration.

Judging by the success of his album, most critics would argue that he found the desired effect. Every song on the album is completely unique; he goes from singing and rapping with a club-music feel to heavy orchestra ballads, and in one song even hints at Irish folk. The leading number one single of the album, "Shape of You," released in January, is a good example of Sheeran stepping outside of his comfort zone. Sounding like modern catchy Caribbean pop song, "Shape of You" has African marimba percussions with lyrics describing a fun new romance, "We push and pull like a magnet do. Although my heart



Pop Artist Ed Sheeran poses with the cover of his number one album.

is falling too."

The release of "Shape of You" really helped draw attention back to the British singer and songwriter after being largely absent from the public since his Grammy win for song of the year, "Thinking Out Loud," in 2016.

On the opposite side of the pop spectrum, the second single, "Castle on the Hill," which currently sits third on the charts, provides nostalgia for Sheeran's hometown of Suffolk, England. The music video of the song features real students from his former high school. Also in the video is Sheeran's cottage, referred to as the castle. This anthemic pop-rock has a vintage feel for listeners who enjoy bands like U2.

To advance his sound even more, he includes ballads with rapping. Even though he claims that he is "not a rapper but a sing-

er with a flow" in the song "Take it Back" from his last album, "Multiply," he showcases his ability to spit out lyrics in songs like "Eraser" and "New Man."

Sheeran returns to his Irish roots in "Galway Girl," an alternative foot-tapping tune, which is about a fiddle-playing girl that he met in his time off. The dance-provoking melody describes the unforgettable girl who challenged him in many games such as darts and pool.

Sheeran provides a range of styles, making it possible for different audiences to enjoy "Divide." He showcases his unique style and challenges himself to move beyond typical love songs.

GRADE:

A-

Disney Film Brilliantly Recreates Fairy Tale

by Tate Harrop '17

A tale as old as time, yet not so old that it cannot be brought to life again. "Beauty and the Beast" has been beloved since the 1991 animated film was nominated for an Academy Award for Best Picture and helped jumpstart the "Disney Princess" era. The live-action version, released on March 17, brilliantly re-tells the classic with a sense of freshness and liveliness.

Starring Emma Watson and Dan Stevens in the title roles, the re-creation of the story's characters is done in an almost perfect way. Watson plays Belle and embodies the princesses' intelligence and strength. Watson as an actress inherently holds a sense of independence that other actresses may have not been able to portray. Stevens stars as the beast and eventually the handsome prince. His part is carefully acted through his voice and facial expressions as he shows the hatred in his heart that burns away as he falls in love with Belle.

The animation and the extraordinary costumes contribute greatly to the film's overall intensity and aesthetic. Old-fashioned outfits are displayed to convey the classical fairy tale feeling that the producers were obviously hoping to hold onto. As the tale is recreated, wonderful animations

are used to bring the entire castle to life. The animations of the new castle objects are done in a way that still keeps the original characteristics of the 1991 film. Fans of the original film won't feel betrayed by any radical changes.

Screenwriters Stephen Chbosky and Evan Spiliotopoulos retain the decades-old narrative while integrating new backstory material. True Disney fanatics may be skeptical of the subtle changes where viewers are given details about Belle's mother and a new introduction to some characters that were not in the 1991 film. However, these slight new additions only amplify the modern take on the fairy tale. It is obvious that keeping the cast and overall concept of the story as similar as possible to the original Disney film was an important objective for the directors.

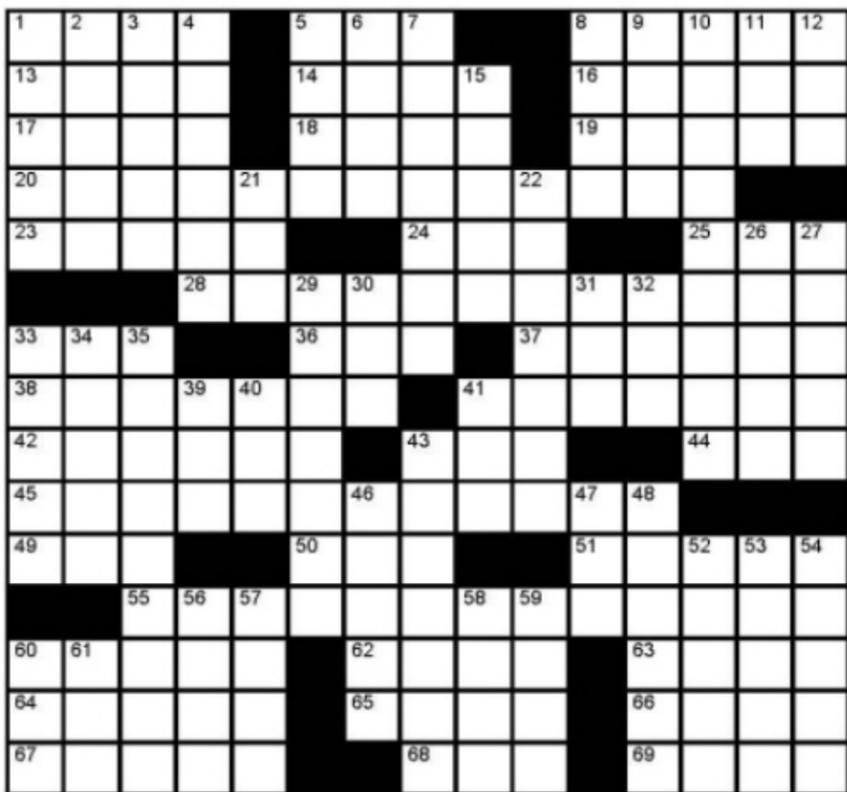
This new "Beauty and the Beast" is enticing for all ages as it features so many different aspects of romance and drama. It is not only a remake of a classic fairy tale, but it brings about new surprising characteristics that keeps audiences on the edge of their seat until the credit reel rolls.

GRADE:

A

Spring 'Fever'

by Josh Averbach '18
Lucy Kuchma '18
Lexi Matthews '18
Isabella Pilot '18



Across

- Represents patriotism
- Muscle grp. near the obliques
- Puts back together without glue
- "To read" in French
- Purple fruit
- Comes in green, black, and kalamata varieties
- Singular recordable compact disk
- A large number of
- Commissioner Goodell of the NFL
- Medieval European pandemic
- Large bone in the lower leg
- "Luke, ___ your father"
- Ingest
- Tick-inflicted illness
- Local Catholic high school for girls, briefly
- A flight that isn't dom.
- Often refers to Scandinavian countries
- Prominent Medicine Company
- Cowboy movie genre
- An obscure swimwear collection by Marta Ferri
- A nefarious deed or an important math term
- Alternate spelling of a Chinese philosophy
- Condition causing severe abdominal pain and need for removal surgery to prevent rupture
- Scooby's surname
- Registered medical assistant
- Grab suddenly
- Bacteria that causes sore throat
- To illegally or forcefully take one's authority
- Online handmade craft/jewelry store
- Points or shoots toward
- Liquid part of blood that is neither cell nor clotting factor
- Fashion designer Rose
- NASA Employment Benefits Association
- Varieties include oaks, elms, pines
- San Diego's top-rated newsman, played by Will
- Platter used to carry lunchroom food

Down

- Bluegrass musician Lester
- Popular tropical Asian fruit
- An Egyptian measuring unit
- Species smaller than a rabbit, bigger than a hamster
- Foot doctor club, briefly
- Rob Kardashian's girlfriend
- Orange soda brand
- River in Tuscany
- More than a little
- Barnyard slang for stupidly stubborn
- Adam's counterpart
- Often confused with "estar"
- George H.W., to George W.
- Put or set down
- Distinguished or renowned
- Town in Saudi Arabia
- Chinese mobile company that sounds like a type of music
- My mother, to a Spaniard
- Suffix used to form names of unsaturated hydrocarbons
- Message the Titanic sent
- ___zman theater
- ___ of sweat is dripping down your face!
- Male hippopotamus?
- Self-control
- Not a win or a loss
- Hotel or Lodge
- Motion-based video gaming system
- Disperse in random directions
- Drive one to do something
- Prefix before -tope or -metric
- The reciprocal of a cosine
- More frosty
- Dance workout phenomenon
- Long writing assignment
- Factual
- Most SHS students graduated from here if not FMS
- Capital of Norway
- Greenish-blue color
- unresolved sexual tension
- 12 down

For answers, please visit www.thewarrioronline.com/ beginning April 4.

Several Students Plan on Pursuing Their Passion for Music in College

by Lydia Velazquez '17

Choosing a major, and essentially a career, at 18 can be intimidating. This is particularly so in today's society given the emphasis put on Science, Technology, Engineering, and Math (STEM) careers and how they are considered much more useful than liberal arts or humanities-based careers. Such a culture and job market thus influences students to have to pick between passion and a stable paycheck when choosing their field of study.

It doesn't help that some states have given consideration to limiting funding for humanities and fine arts majors in public colleges, essentially making those fields more elite and unattainable for the average college student. Not to mention that there are colleges who have gone a step further and no longer offer humanities majors, like Eastern Nazarene College in Massachusetts which has eliminated their literature and theater majors. Such decisions have the capability of further discouraging students from such studies, even if they may be what they genuinely want to do.

Nonetheless, those who feel immensely strong about their passion and ideal career path still persevere. Just take for example a few Sherwood seniors who plan on pursuing music-based majors in the fall, immersing themselves in an industry that has always been considered one of the most risky and "cutthroat."

"Music has built me into the confident person I am. It keeps me engaged, busy, and happy," said Madeleine West, who will be studying business and music composition this fall at Towson University on a scholarship.

West is one of the students who plans on studying music and couldn't imagine any other career path for herself. West has been playing

guitar since age eight, cello since she was 12, and even works as a freelance DJ on the side while also working part time at Rocketeria. She aspires to have a career in which she can market her original work, possibly writing music for films, TV shows, and videogames.

Another member of the Class of 2017 who will be studying at Towson in the fall is Oliver Dyer, but he will be studying music education with an emphasis on jazz guitar. He attributes this decided field of study to not only his ambition for playing music and improving, but also to the Sherwood Music Department and the teachers who have inspired him to work harder.

"When I spend time learning about music, I feel accomplished and that what I learn has worth," said Dyer

Nick Huff, a senior who will be studying music business with an emphasis on music production, is traveling a bit farther to pursue his passion, as he will be attending Belmont University in Nashville. His decided major allows him to graduate with a bachelor of business administration and provides the flexibility to pursue a career in or out the music industry while still having insight on it.

"I didn't want to do a music performance major because of the competition, and I trusted myself to continue improving my musical abilities, so I decided to choose a less risky music major," said Huff. "To me, a music business major will allow me to be around music all the time, while also giving me a greater chance of employment."

Just these three examples of students aspiring to pursue their passion for music, despite the continual pressure of following a status quo, proves that the concept of "following your dreams" isn't dead and is in fact actually rather manageable.



Senior Madeleine West performs Queen's "Somebody to Love" at Rock 'n Roll.



Senior Oliver Dyer performs The Beatles' song, "I'm Happy Just to Dance with You."



Senior Nick Huff sings "Mr. Tambourine Man," originally recorded by Bob Dylan.

Sherwood's Take on The Final Four

HERE ARE THE RESULTS OF 58 STUDENTS SURVEYED BEFORE THE TOURNAMENT STARTED PREDICTING THE FINAL FOUR TEAMS AND THE WINNER.

UCLA:

58.6%

Arizona: Kansas:

51.7%

51.7%

Duke:

43%

Honorable Mentions:

VILLANOVA: 31%

NORTH CAROLINA: 25.8%

MARYLAND: 20.6%

LOUISVILLE: 20.6%

KENTUCKY 17%

Winner Prediction:

UCLA: 27.6%

DUKE: 22.4%

NORTH CAROLINA: 15.5%

ARIZONA: 10%

Compiled by Alex Le '17

MARCH MADNESS

Superlatives

THERE WERE NO MONUMENTAL **UPSETS** THROUGHOUT THE FIRST ROUND OF THIS YEAR'S NCAA TOURNAMENT LIKE THE ONES OVER THE PREVIOUS THREE YEARS. THE ONLY BIG SURPRISES IN THE FIRST ROUND WERE THREE 11 SEEDS BEATING 6 SEEDS. AS WELL AS ONE 5 SEED, MINNESOTA, BEING UPSET BY 12TH SEEDED MIDDLE TENNESSEE. ALTHOUGH THERE WASN'T A BIG FIRST ROUND UPSET, THE ROUND OF 32 WAS FULL OF THEM. MICHIGAN (7) UPSET LOUISVILLE (2). DUKE (2) WAS UPSET BY SOUTH CAROLINA (7). AND WISCONSIN (8) TOOK DOWN THE NO. 1 OVERALL SEED IN THE TOURNAMENT, VILLANOVA. THESE UPSETS ELIMINATED THREE OF THE FAVORITES TO WIN THE NATIONAL CHAMPIONSHIP AND BUSTED PLENTY OF PEOPLE'S BRACKETS.

-Malec Fahmy '20

WITH EIGHT SECONDS LEFT IN THE UNC VS. KENTUCKY GAME, KENTUCKY'S MALIK MONK SHOOTS A CONTESTED 3-POINTER TO TIE THE GAME. AS THE CROWD ERUPTED, UNC MOVED THE BALL DOWN THE COURT AND UNC WALK-ON, LUKE MAYE, MAKES A SHOT FROM JUST INSIDE THE 3-POINT ARC TO SEND UNC TO THE FINAL FOUR. DURING THE NCAA TOURNAMENT, MAYE HAS AVERAGED ABOUT SEVEN POINTS MORE THAN IN THE REGULAR SEASON. HE ALSO SECURED THE FIRST TRIPLE-DOUBLE (10 POINTS, 10 REBOUNDS, 10 ASSISTS) OF HIS CAREER AGAINST BUTLER. MAYE'S RISE TO GLORY MAKES HIM A WORTHY CANDIDATE FOR **BREAKOUT STAR** OF THIS YEAR'S TOURNAMENT.

-Brynn Smith '19

THE FIRST REAL **BUZZER BEATER** CAME IN THE ROUND OF THE SWEET 16 DURING THE CLOSING SECONDS OF OVERTIME OF THE WISCONSIN VS. FLORIDA GAME. AFTER FLORIDA BLEW A 12-POINT LEAD IN REGULATION, THE GATORS' CHRIS CHIOZZA CAME UP IN THE CLUTCH WITH A 3-POINTER TO KNOCK THE BADGERS OUT OF THE TOURNAMENT. IN ONE OF THE MOST FAMOUS VENUES IN AMERICA, MADISON SQUARE GARDEN, CHIOZZA STAYED CALM AND DELIVERED TO SEND THE GATORS TO THEIR FIRST ELITE EIGHT SINCE 2014.

-Fahmy

THE **BIGGEST COMEBACK** OF THIS YEAR'S TOURNAMENT WAS IN THE FIRST FOUR, USC VS. PROVIDENCE. THE USC TROJANS CAME BACK STRONG IN THE SECOND HALF TO OVERCOME A 17-POINT DEFICIT, MAKING IT THE SEVENTH BIGGEST COMEBACK IN MARCH MADNESS HISTORY. BENNIE BOATWRIGHT, A FORWARD FROM USC, HAD A CAREER-HIGH NIGHT, WITH 24 POINTS AND SEVEN REBOUNDS. USC THEN WENT ON TO BEAT SMU AND MAKE IT TO THE ROUND OF 32.

-Smith

PRZEMEK KARNOWSKI, GONZAGA'S 7 FOOT, 300-POUND CENTER FROM POLAND PROVIDES A **NIGHTMARE** FOR ALL OPPONENTS. THE FIFTH-YEAR SENIOR AVERAGES 12.3 POINTS AND 5.9 REBOUNDS THIS SEASON, AND TOWERS OVER THE REST OF THE NCAA'S ATHLETES. WITH A HOOK SHOT THAT WOULD MAKE KAREEM ABDUL-JABBAR PROUD, KARNOWSKI WILL MOST DEFINITELY HELP THE ZAGS IN THEIR BID FOR THEIR FIRST NATIONAL CHAMPIONSHIP.

-Fahmy

IN THE CLOSING MINUTES OF THE FIRST HALF OF THE XAVIER-GONZAGA ELITE EIGHT GAME, THE XAVIER MUSKETEERS RECEIVED SOME **LUCKY POINTS**. AFTER TREVON BLUEITT OF XAVIER MISSED A SHOT FROM THE PAINT, GONZAGA'S NIGEL WILLIAMS-GOSS FAILED TO SECURE THE REBOUND AND THE BALL BOUNCED UP AND INTO THE BASKET. XAVIER FORWARD RASHID GASTON WAS OFFICIALLY CREDITED WITH THE POINTS. GONZAGA STILL WENT ON TO WIN THE GAME COMFORTABLY, 83-59.

-Smith

Analysis of Final Four Teams

by Frank Platko '18

SOUTH CAROLINA

THE LATEST CINDERELLA STORY SHOCKED THE NATION BY UPSETTING NUMBER TWO, THREE, AND FOUR SEEDS IN THE EAST REGION BY BEATING DUKE, BAYLOR, AND FLORIDA. SENIOR GUARD SINDARIUS THORNWELL (27.0 PPG*) LEADS A GROUP THAT IS RANKED NUMBER TWO IN THE COUNTRY IN DEFENSIVE EFFICIENCY. DESPITE OFFENSIVE INCONSISTENCY THROUGHOUT THE YEAR, THEY'VE AVERAGED 82 POINTS PER GAME DURING THE TOURNAMENT RUN.



GONZAGA

AFTER A SERIES OF DISAPPOINTING TOURNAMENT SHOWINGS IN RECENT YEARS, THE ZAGS FINALLY REACHED THE FINAL FOUR WITH VICTORIES AGAINST NORTHWESTERN, WEST VIRGINIA, AND XAVIER. SIMILAR TO SOUTH CAROLINA, THEY PLAY GREAT DEFENSE (NO. ONE IN THE COUNTRY IN DEFENSIVE EFFICIENCY) TO BALANCE SHAKY OFFENSE. JUNIOR GUARD NIGEL WILLIAMS-GOSS (15.5 PPG) PACES THE TEAM IN SCORING, ASSISTS, AND STEALS.



OREGON

LED BY SOPHOMORE GUARD TYLER DORSEY (24.5 PPG), AKA "MR. MARCH," AND JUNIOR FORWARD DILLON BROOKS (16.5 PPG), THE DUCKS SECURED THEIR FIRST FINAL FOUR APPEARANCE SINCE 1938. THE EMERGENCE OF JUNIOR FORWARD JORDAN BELL, WHO'S AVERAGED 12.5 POINTS, 12.5 REBOUNDS, AND THREE BLOCKS PER GAME IN THE TOURNAMENT, HAS HELPED THE DUCKS DEFEAT TWO OF THE HOTTEST TEAMS IN THE NATION, KANSAS AND MICHIGAN.



NORTH CAROLINA

DESPITE SCARES AGAINST ARKANSAS AND KENTUCKY, ROY WILLIAMS HAS THE TAR HEELS BACK IN THE FINAL FOUR FOR THE 9TH TIME DURING HIS TENURE, AND IS THE ONLY COACH LEFT WITH FINAL FOUR EXPERIENCE. WITH THE ABILITY TO PLAY OUTSIDE WITH JUNIOR FORWARD JUSTIN JACKSON (19.2 PPG) AND INSIDE THROUGH KENNEDY MEEKS (11.2 PPG), THE TAR HEELS LOOK LIKELY TO AVENGE LAST YEAR'S LOSS IN THE NATIONAL CHAMPIONSHIP GAME.



PPG = Points per game; applies only to tournament games

Winning Streak Ends But Season Continues

by Jackie Vilaseca '19

Even the most amazing of feats must come to an end. After a mind-boggling 105 straight victories without a loss while also winning five consecutive 4A state titles, Sherwood's varsity softball team lost 9-5 to Northwest on March 25. The team rebounded three days later with 19-1 blow-out against Churchill. Perhaps the start of a new streak?

Coach Ashley Barber-Strunk acknowledged that the loss to Northwest initially was heart-breaking, but she said that it is important for the players to recognize that the result of one game doesn't define an entire season. "At the time [of the loss], I don't think there was anything to say to improve anyone's mood, but realizing that the record that was created by this program is nothing short of amazing," said Barber-Strunk.

"It was just disappointing because we beat ourselves and the other team didn't earn it," commented Senior Pitcher Amanda Berkley about their loss, "[but] I think we will become stronger as a whole team and plan to work even harder on our defense."

In the season opener on March 21, the Warriors shut out Quince Orchard 10-0. Two of the



Senior pitcher Amanda Berkley releases her riseball pitch as senior first baseman Buggy Hanrahan looks on.

team's 9 hits were homeruns by senior catcher Brittany Mathis and Berkley. The team picked up

a second shutout with 12-0 victory away at Springbrook on March 24, in a game in which the War-

riors defensively gave up only one hit.

"Every team always needs

work. No matter what the talent looks like," said Barber-Strunk. "There are so many challenges, but the expectation is always the same: for each girl to prepare and give 100 percent."

The Warriors will spend at least the early part of the season integrating seven freshmen who help replace the eight graduated seniors from last year's championship team. Both Mathis and Berkley have been on varsity for all four years of high school, so they will be able to rely on personal experience in mentoring the younger players in their first year on varsity softball.

Mathis said that a key to the team's amazing success over the past few years is the fact that the team clicks well on and off the field. "We all play a part in the team and not one person is more important than the other," she said

After playing Northwood yesterday, the schedule for the Warriors gets incredibly busy, as the team plays four games over the next week before Spring Break. The toughest game of the stretch looks to be at home against Blair on April 5 at 3:45. "That is our game to win. We just need to hit and have a strong defense," said Berkley on the upcoming rival game.

Boys' Tennis Is a Contender in Division 2

by Connor Brady '17 and Josh Averbach '18

Boys' varsity tennis got a late jump on the spring season because missed scrimmage opportunities due to the weather. Despite the slow start, the team may become a real force to win division 2. The team is currently 2-2, with a win against Seneca Valley and Northwood and losses to Wootton and Whitman.

Each match consists of seven smaller matches. The teams compete in seven matches (four singles and three doubles), and whichever team wins the majority of these courts wins the entire competition. Sherwood's number one and two singles players are seniors Matt Bent and Jeremy Bloom, respectively. Sophomores Chris Ryan and Yusuf Higazi occupy the third and fourth singles spots. At first doubles, Sherwood features senior John Kronlage and junior Robert Singer. At second doubles are juniors Josh Averbach and Matt Levine. Finally, the third doubles spot is a rotation; two of seniors David Golding and Farazz Meher and sophomore Nathan Lampshire will play depending on the match.

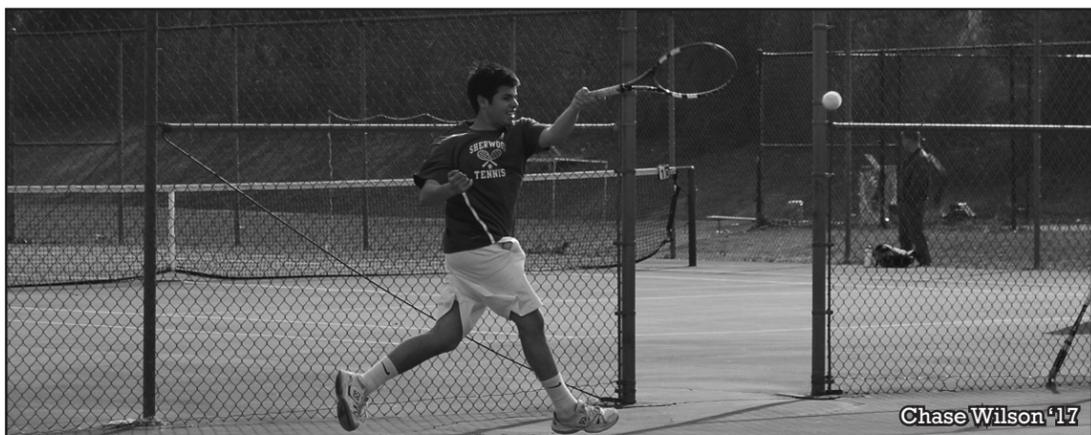
"This year we have the best depth I've seen in all my years as a player here at Sherwood," said senior Matt Bent. "There usually are a few really good players, but this year we have an entire team full of great players." There are more players on the roster than in the past few years. The team currently has a roster of 22 players.

According to Bent, the only

opponent Sherwood could lose to in the division without it being called an upset would be B-CC. They are the tennis powerhouse Sherwood has circled on their calendar as the only true threat standing in the way of a division 2 championship. This will occur April 29th at B-CC. There are a few division one teams that Sherwood may well lose to. The Warriors lost to Wootton 7-0 in the first match of the season on March 21, for example. However, these matches against non-divisional opponents will not affect Sherwood's quest for a division title. Following a loss, tennis cruised by Seneca Valley to a 7-0 on March 23.

Last year, boys' tennis went 6-4-1, a respectable record. Now, the players feel they can improve on their record and perhaps even go undefeated in the division. "This year we can improve our record and make a run for the division 2 championship," said senior Jeremy Bloom who is excited to play on the same team as his freshman brother, Eli. The players truly feel they have a special team this year that can win the division for the first time in many years.

In tennis, the school's team competes for their division. Instead of a traditional state championship tournament, individual players and doubles pairs compete in their own tournaments. There are separate tournaments for each singles and doubles spots. Players begin by playing in a county tournament, and, if they win, can advance to regionals then states.



(Top to bottom) Senior Jeremy Bloom hits a forehand. Senior captain Matt Bent serves the ball to his opponent.

March 31, 2017

Lacrosse Already Primed for Playoff Run

by Brandon Alter '17

The boys' lacrosse team this year will look to improve on last year's 9-6-0 record and a second-round playoff exit. The team has stated that their goal is to get to the regional finals in order for the season to be successful. The team is 1-1 as of Friday morning. Narrowly defeating St. John's Frederick 14-13 behind seven goals from senior Nick Gallagher, and losing on the road to Century 14-7. They opened up county play yesterday against Whitman and they will Springbrook on the road at noon on Saturday.

With the goal being the regional finals, the team will look towards their 17 seniors for leadership. "Our seniors are very important to the team and many of them are starters or key players" said coach Matthew Schneider. "We will rely heavily on their leadership and experience throughout the season." They will be without senior Connor Devers, who suffered an ACL injury in the fall. They will also be without captain and All American Matt Popeck for most if not all of the season. Popeck was tied for the team lead in ground balls with 92 last year. He was second in assists, 17, and he caused 31 turnovers. Popeck was selected to the all county and all division teams and was named a US Lacrosse All American.

The team is currently playing man-to-man defense, but hopes to switch into a pressure zone later on in the season. The



Seniors Nick Gallagher, Eric Braker, Derrick Perez, Clinton Bissel, and Jeremy Harrison contributed to the win against Saint John's Catholic Prep on March 21. The Warriors won the game by a close score of 14-13.

switch to zone may need to come sooner rather than later as the Warriors have allowed 13 and 14 goals, respectively, in first two game. They are allowing a lot of

back door passes and open men on the crease. "Once we realized they weren't trying to shoot, we stopped sliding. We stopped helping once a man got beat,"

said senior Kevin Russell. Goalie Clinton Bissel is the backbone of the team's defense. Bissel was not allowed to play against Century for failing to inform the

Athletic Director at least 24 hours in advance that he would be late to school because of a doctor's appointment. Long-stick middle senior Nick Pinto called it a "very big loss." He added that Bissel has "gotten really good the past few years, and I'm sure he could've stopped a few more of their goals."

Part of the struggles for Sherwood is they are taking a lot of penalties, a combined 15 in their two games so far. "We definitely need to cut down on penalties," said Schneider. "If a pattern emerges with repeat offenders we may have to consider alternatives. However, that is not a concern at this point."

On the offensive side, the Warriors run a combination of 3-1-2, with the three middies at the top of the box, an attacker in the middle, and two attackers on the wings, a 2-2-2, and a 1-4-1. It does seem to be working as they are averaging 14 goals a game on 33 shots. "We have a lot of threats [on offense] and we plan to run the best match ups each game," said Schneider of the team's current offensive production.

An important part of the Warriors offense is the transition game either after a turnover, or off of the faceoff. Faceoff specialists sophomore Tristan McKeenly and junior Justin Hong are winning 42 percent of the draws. The Warriors are also scoring a lot when they are not in a 6-on-6 scenario, whether that be a man-up or in transition.

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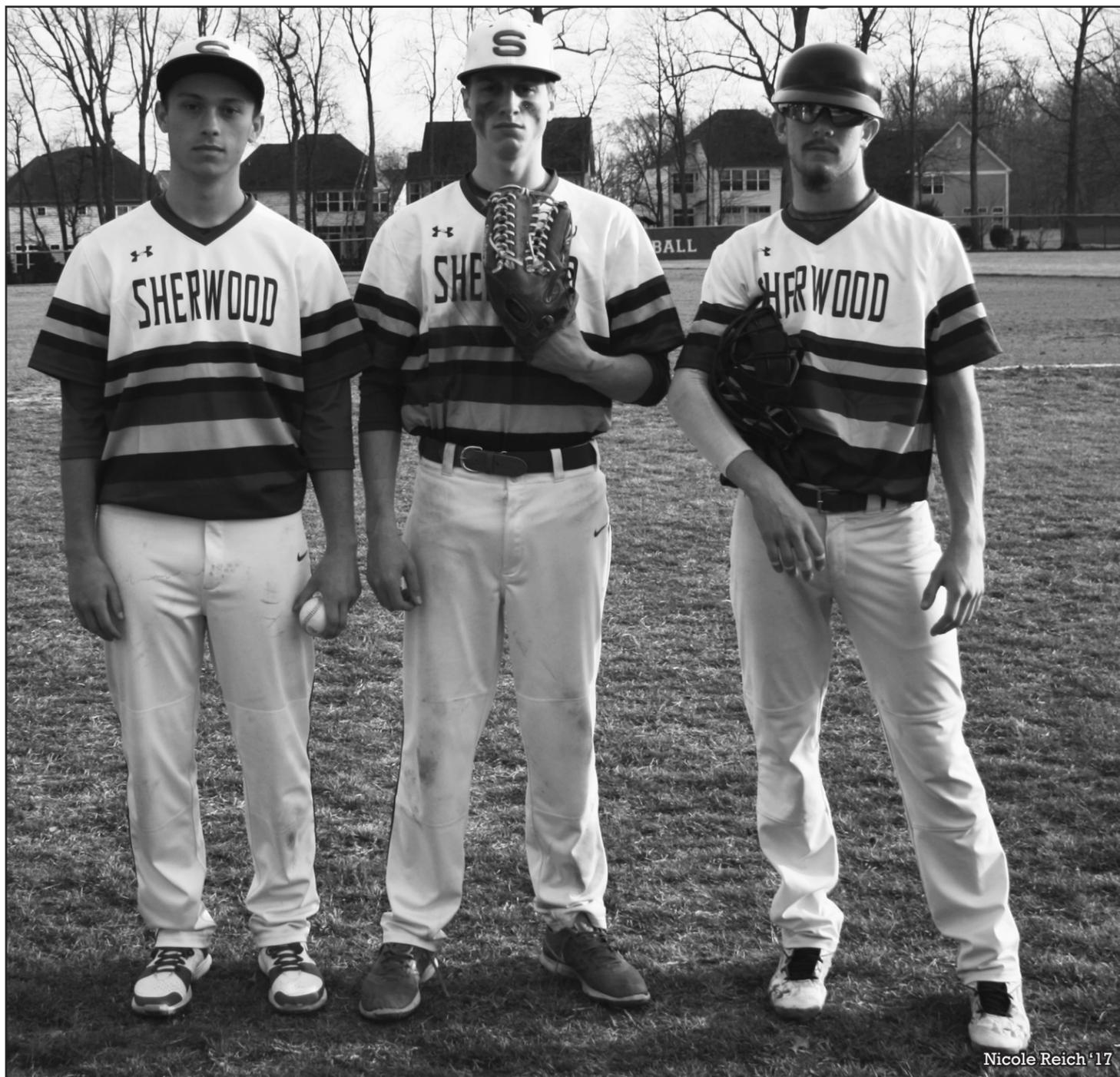
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Nicole Reich '17

(Left to Right) Pitcher Connor Brady, center fielder Matt Migliozi, and catcher Alec Goldberg will all be taking their game to CCBC.

High School Athletes Face Extra Pressure

High School Athletes Face Extra Pressure

by Emma Shuster '18

Approximately 45 million adolescents across the United States play sports on a select travel team. Kids spend their week nights shuffling to and from practices and games, all while trying to maintain family time, a social life, good grades, and periods of relaxation. Kids join club teams to have fun, make friends, and develop their skills in a particular sport, but the stress, contributes to some 70 percent of the participants quitting by the time they reach high school.

Over the past decade or so, youth sports, especially travel teams, have become increasingly more popular. Parents often sign their kids up or force them to try out for year-round travel teams with “top-notch” coaches, who promise to develop them into highly-skilled athletes. Prices vary depending on the sport with thousands of dollars annually spent on participation fees, equipment fees, travel expenses, and trainers. With the high monetary expenses and time commitment, young athletes feel pressured to “stick with it” even when they no longer find the activity enjoyable.

The pressures are intensified depending on where athletes live or attend high school. MCPS high schools regularly compete for state championships. At some high schools, 80 girls may try out for a spot on the varsity soccer team. At other schools, 30 boys will compete for a coveted spot on the 12-player roster for the basketball team. Many parents believe their child has to be on a certain travel team to increase their chances of making their high school team. As a result, young athletes walk away from the “rec” teams, that might actually allow them to have more fun and balanced lives.

If you think about it, how likely is it that a young teenager likes two-hour practices multiple times a week, or waking up early on the weekends to work with personal trainers, or staying in hotels to compete against random kids that they will never see again, or having to sacrifice their opportunity to try out other activities? You only get one chance to be a kid and to do all this to earn a spot on a high school team or a scholarship? Is it for the child or the parent? Who's the real loser?

Baseball Trio Takes Next Step

by Malec Fahmy '20

A typical high school athlete's senior year marks the bittersweet end to playing with teammates. However, three seniors on varsity baseball, by coincidence, all will take their talents to Community College of Baltimore County (CCBC), located in Catonsville, MD. Connor Brady, Matt Migliozi, and Alec Goldberg became friends during freshman year, and have since developed their game together.

“Both the CCBC coaching staff, Coach [Sean] Davis, and myself believe I can play Division I,” said Migliozi. “Now I get another chance to make that

dream a reality while playing for a fantastic baseball program before I transfer.”

At CCBC, each of the three players feel that they can take their game to another level. Goldberg plans to work as hard as he can during his two years at catcher while getting bigger, stronger, and quicker so that he can continue his baseball career. His main goal as a catcher is to be able to keep his pitcher calm and in the game, and also make sure everyone on the field is doing what they need to do.

“I chose CCBC because I am young for my grade and going the junior college route will let me grow as a person and as a player

and hopefully open more doors in the future,” said Goldberg.

After two strong years at CCBC, they all plan to scope out various Division I schools. Migliozi, who initially received offers from DI schools such as West Virginia, James Madison, and Central Connecticut, hopes to transfer to either James Madison, Eastern Carolina, or University of Central Florida.

“[On the mound,] I imagine I won't be in the rotation because there are a lot of good pitchers ... [Relieving] is most likely what I'm going to do,” said Brady, who plans to work on his speed. After CCBC, he hopes to be joining a top ten-team in the country in the

Florida Gators.

Now, in their last year at Sherwood, the three varsity players plan to rebound from a disappointing upset in last years' play-offs to Howard.

In addition to the three CCBC-bound players, the Warriors return with five additional seniors from last years' team and should be one of the strongest teams in the state.

“The goal this year is to win a state championship,” said Migliozi. “But we have to take it one game at a time and not get ahead of ourselves. It's our Senior Class' last shot, and we're going to give it everything we got, and leave it all on the field.”

Extracurricular Fee Removed for 2018

by Chase Wilson '17

For students and families struggling financially, the extracurricular activities (ECA) fee of \$32.50 may have stood as a barrier for them to participate in school sports. Montgomery County is in the process of waiving the fee to provide all students with the ability to play the sport of their choice without cost.

According to a study conducted in the 2014-15 school year by the National Federation of

State High School Associations, student participation in the athletics programs increased by almost 100,000 students in just three years from around 7,700,000 in 2012 to 7,800,000 in 2015. This year at Sherwood, 880 athletes have paid the extracurricular fee. The current ECA fee is \$32.50. If participation in sports continues to draw the same numbers of students, the removal of the fee would be a loss of close to \$28,600 per year.

Repealing the fee should re-

sult in an increase in athletic participation, which will also sharpen and strengthen the difficulty of competition within the county. While the premise of the change seems to have no negatives, the county must find room in the budget to afford to lose out on the thousands of dollars the ECA fee provides each school year.

When contacted about the change, Montgomery County Public Schools spokesperson Derek Turner stated that the change will not have any prob-

lems getting finalized, since its main goal is to offer the opportunity of participating in sports to all students. The removal has yet to be announced or circulated to Sherwood's school athletic director, Kathy Green.

In the 2017-18 academic year, the choice to pass up the ECA fee ideally will result in a favorable outcome; one that sees an increase in student participation, but does not impact the quality of our county's education system or athletic programs.

FROM THE SIDELINES

Spring Sports Gallery 2017



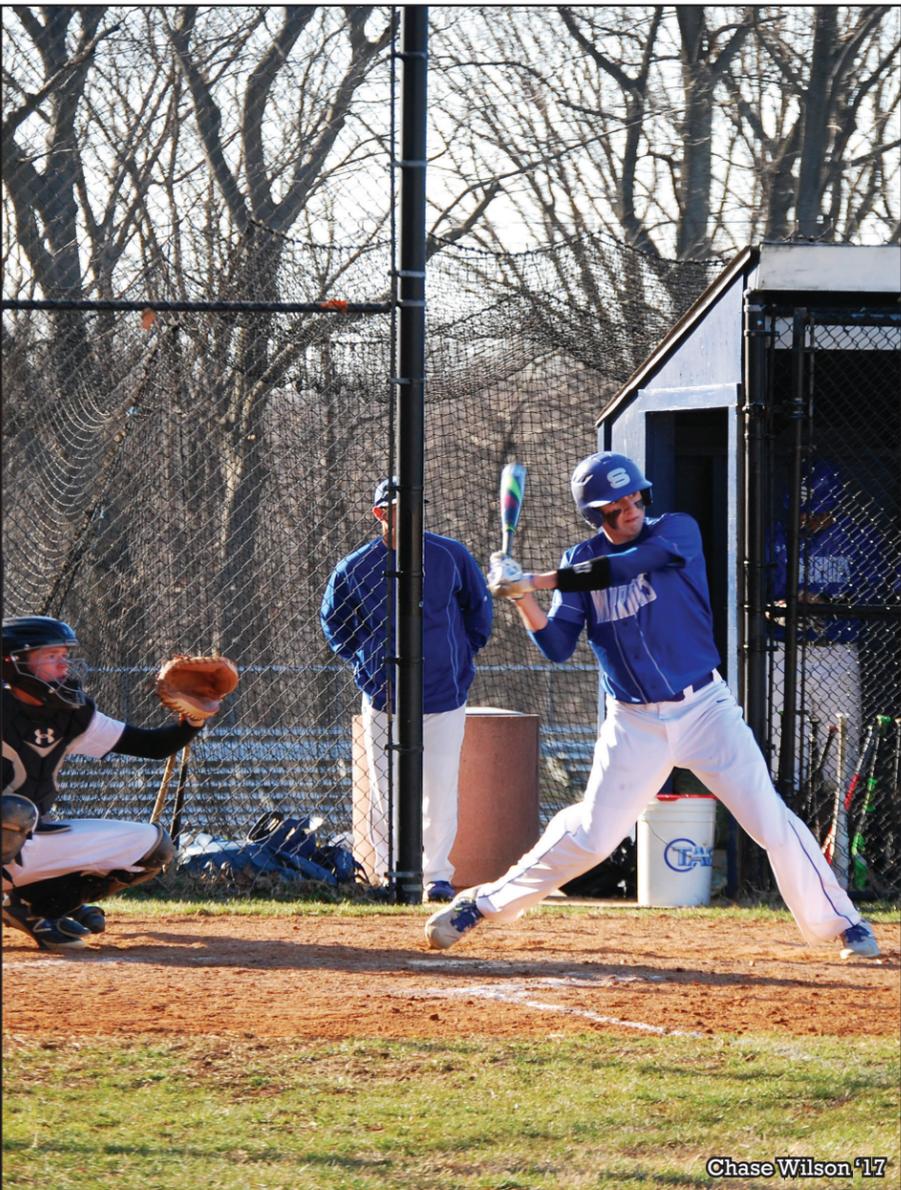
Chase Wilson '17

Junior Ryan McDonald and sophomore Jacob Grossman hurdle at their meet on March 22.



Kayla Cohen '17

Senior captain Sammy Sundell defends an attack from a Century player on March 23.



Chase Wilson '17

Senior Josh Seils swings at a pitch during the Springbrook game, which they won 24-0.



Kayla Cohen '17

Senior Adam Deutch goes up for a hit against Watkins Mill as senior Drew Garbrick covers.



Kayla Cohen '17

Sophomore Izzy Kimmel blocks Watkins Mill's tip. The Warriors won the game 3-1.



Maya Koeppen '17

Junior Julia O'Neill practices her back hip circle on the uneven bars to prepare for the team's first gymnastics meet against rival Walter Johnson on March 29 at 5:15.



Check out The Warriors Online for weekly news and sports coverage!

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