

THE JAMS JOURNAL

JOHN ADAMS MIDDLE SCHOOL
NOVEMBER 2022

VOLUME 5 : ISSUE 1



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New JAMS Admin Team Makes Its Move

JAMS starts a new school year with a new principal, a new assistant principal, and a new name

By CHARLIE COHEN

Ms. Aguilar is officially the new JAMS assistant principal, along with the immense amount of responsibility that comes with it. It's safe to assume that she has come prepared.

Before JAMS, she worked in a variety of positions at the Lennox School District including roles as a teacher, principal, and assistant principal.

Ms. Aguilar joins Ms. Chacon, principal, and Dr. J (formerly known as Dr. Eure), assistant principal, to positively lead the teachers and students at JAMS. She enjoys meeting the students and said, "It's a very different environment than where I was working before; I enjoy getting to know the different personalities, culture, and environment."

Currently, Ms. Aguilar is cultivating a plan on what she seeks out to achieve and accomplish this year, and she is ob-

serving the community and environment on which she hopes to improve. "When I arrive somewhere new, I like to observe the people and culture around me, and see how exactly the general population functions and acts."

Enforcing safety and school rules are important and essential to Ms. Aguilar, but she also knows that over-enforcing it can lead to the opposite result. She understands and respects the students' perspectives like the dress code, cell phone policy, bullying, discipline, and conflict. But she also wants students to feel that their opinions matter and their voices are

heard.

With so much change and uncertainty these past three years, Ms. Aguilar is perfect for the job, bringing a sense of stability with an open mind and heart.



**New assistant principal
Ms. Farnoosh Aguilar**

Principal's Message



**New JAMS Principal
Ms. Martha Chacon**

By ISABELLA HILLIER

The 2022 to 2023 school year is the start of a new chapter for JAMS. More importantly, JAMS has a new principal Ms. Chacon, previously an assistant principal.

Ms. Chacon wants to create a strong JAMS community and said, "I want to make sure we are creating opportunities for success for all students, both academically and emotionally. For teachers, my goal is to work on collective teacher efficacy."

With her new role, she explained that her focus is to change the idea that middle school can be a rough place. She said, "I want students to know that middle school can be a kind, connected and compassionate place, but I also want to allow kids and adults to be who they are without judgement."

Even though middle school can be a rough place for many students Ms. Chacon's goal is to create a place where students can fully express themselves. She said, "I love JAMS. Coming to JAMS six years ago was the best decision I ever made. I love the community, the teachers, and the kids."

Ms. Chacon has effortlessly proven that she will do well in her new role as principal. She cares for the well-being of not only the students, but everyone else who will have an impact on them.

Hello, my name is Dr. J

By JAKE BROMELL

One of JAMS's assistant principals this year changed his name from Dr. Eure to Dr. J.

It's an easy name change since Joseph is his middle name. But it led to many students wondering the change.

In the mid 70s to 80s, an extraordinary basketball player for the Philadelphia 76ers, Julius Erving, was a popular name in the sport. His nickname - Dr. J. It was confirmed this was our assistant principal's inspiration for changing his name. Dr. J was also an avid basketball player. He might not take to the court much these days, but he still has a love for the sport and its inspiring players.



Dr. J leaps through the air, preparing for a slam dunk just like famous basketball player Julius Irving (aka Dr. J) Photo: Jake Bromell

HIT THE ROAD JACK

A fun look at this year's upcoming field trips and the work that makes them possible

By CHARLIE COHEN

With numerous field trips under its belt, JAMS is doing its best to continue the streak by getting kids back on the road. Multiple teachers have already contributed to this achievement and even more are planning trips that are just around the corner. So as COVID restrictions start to wind down, field trips begin to pile up. Because of this, students are starting to ask what exactly the school has planned for this upcoming demand.

During the pandemic, JAMS students have missed various trips, including Astro Camp, Catalina, Yosemite, and more! Due to distance learning, the school has had to put everything online, from back-to-school night to digital learning, along with virtual field trips it seems like the pandemic has destroyed the supply of field trips and the number of kids that can go on them. However, JAMS is still trying as best as it can to make sure kids can still get the thrill of a school field trip.

School field trips are a vital part of the school experience, seeing as almost every school-oriented movie has them (prom included), without these necessities students won't get to experience history first-handedly and won't get the chance to explore the community and area in which they live. Our city has its history, and we must explore how the place we live came to be. "I would rather take five local field trips in my city than one field trip to any amusement park," said 8th-grader Andrew Walzer.

The new JAMS principal, Ms. Chacon, has to manually approve each teacher's field trip requests months in advance. Making sure each one of them is budget-friendly is no easy task, and due to the rising bus prices, each student will have to donate more money to make these field trips happen. So this brings up the question, "are school

trips worth the money?" Sixty-six percent of the student body have high expectations for this year's trips, and along with 71% of JAMS saying they would increase the number of field trips, it seems like the JAMS community is looking forward to them, "I'm excited about getting to participate in my 8th-grade field trips, and I hope that this year is full of the excitement I'm expecting," said 8th-grader,

Lucas Larez. This year JAMS is expecting to include 12+ field trips to its curriculum, so it's justified to say that JAMS is back in action and starting the field trip machine once again.

The anticipation of this year's field trips is high, and students are expecting to be indulged in the experiences that they will provide, so the school comes prepared, making sure each student has wonderful care, and that the field trips that they go on are full of wonder and joy, along with necessities like learning, which is not a ploy.



Sixth graders enjoying their time on the Catalina overnight science magnet trip. Photos: Andrew Allen



Oh, the Places JAMS Will Go!

By CHARLIE COHEN

Making a yearbook is hard enough, but having to find a cover that appeals to students is in another league. Still, thanks to the JAMS community and their artwork, the yearbook just got itself another creative cover for the 2022/23 school year. "Oh, The Places JAMS Will Go!" was this year's theme which is a clever nod to the Dr. Seuss book "Oh, The Places You'll Go!"

This year's winner was Emily Feldman, a 7th-grader, with runner-ups Enrique Johnson (8th-grade) and Solis Perez-Armendariz (8th-grade). Emily's cover includes symbols and monuments from all over the world, from the American Bald Eagle to the Great Pyramids of Egypt. Forever immortalized, the cover will symbolize the achievements and memories shared in the school year.



Winner, Emily Feldman's yearbook cover.



Runner-up, Enrique Johnson



Runner-up, Solis Perez-Armendariz

New Age of the Dress Code

Updated rules for student attire on campus

By OPHELIA HARVEY

Every year the dress code changes and this year it has moved forward in a good direction. The new and improved dress code has been changed to not discriminate against gender and different body types. But is it enough?

Layla Dworkin seems to think that it is not enough but a step in the right direction. As she shares her journey in changing the dress code, she stated, "I changed the dress code to permit the girls to show bra straps because it's not their fault that they have a necessity that they have to wear." By keeping in mind the needs of teen girls, she helped change the dress code in a necessary way.

This year, the dress code is different from previous years - but

how? For example, it has changed to permit shorts to be shorter in length especially during warmer climates. It's also permitting girls to have shorter crop-tops. Layla stated,

"I have never met a guy that has been dress coded."

Angelina W., 8th-grade

ed, "Crop-tops are a fashion statement and no matter what happens, girls want to wear that style." Are crop-tops inappropriate or are people just being sexist?

When the dress code is discussed, the same question is asked. "Is the dress code sexist?" However, in light of the recent changes the question is, "Is the dress code still sexist?" Eighth grader Angelina Watson said, "I have never met a guy that has been dress coded. However, I have too many female friends that have been dress coded that I can't even count."

This year is a new chapter of the dress code being more inclusive than before and it will change more and more over the years, but for at least this year it's the most recent change to the JAMS dress code.



Eighth grade students at JAMS unite to be heard. Photo: Ophelia Harvey

Steps for Change

Layla Dworkins used different methods to support her argument to change the dress code.

PETITION - By making a petition, Layla showed how many students were on board with changing the policy.

INTERVIEWS - She interviewed many students on campus (mostly males) showing that it is not only females that have opinions on the dress code.

COMMUNICATION - By making her ideas known, she was able to voice all of her concerns and persuaded the decision makers, to updated the JAMS dress code. Her argument lead to the change of the school dress code; administrators listened to the students.



New ASB Officers

By OPHELIA HARVEY

Meet the new ASB officers for the 2022-2023 school year.



Theo Carlson and Benny Hernandez
Co-Presidents

Andy Sparks

Vice President



D'Anna Benford

Secretary



Kerulos Ramis

Treasurer

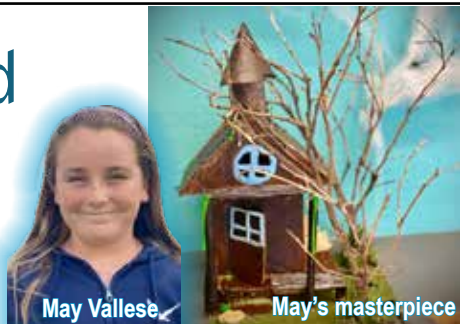


Yaritza Perez

Historian

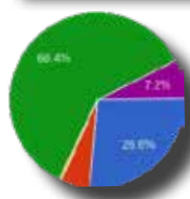


Haunted House Contest Winner



Sixth grader, **May Vallese**, got to work as soon as she was made aware of the annual Haunted House contest and her winning entry took her four days to make. May said, "The most difficult part of making the house was getting the branches to stay up!" she continued, "It feels amazing to win!" Congratulations, May!

Thanksgiving Survey Results

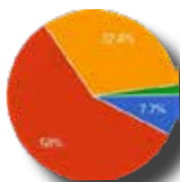


What is the main dish served at home?

Turkey 60%

What are you most thankful for?

Family 58%



What is your favorite dessert to eat on Thanksgiving?

Pumpkin Pie 38%

"Do you think people should be able to celebrate Christmas early?"

"No, I feel like people forget about Thanksgiving. Honestly, Christmas is overrated."

-Anna C., 7th-grade



"Yes, even though I wouldn't, other people should do what they want."

-Ella B., 6th-grade



"No, because it's a waste of time and energy."

-Leo, 6th-grade



Let's Celebrate!



Gifts, joy, family, and friends makes people want to celebrate holidays a little earlier.

By ZARIA BOWSER

People celebrate holidays early - whether it's to prepare, wash away the previous holidays, or simply because they can. Others celebrate at the last minute because they feel it's better or wastes less time. But is it too early to celebrate a holiday like Christmas a few months ahead?

Sixty percent of JAMS students only celebrate in December, it is often argued that celebrating Christmas early is a bad idea. This is because it can lead to stress or possibly conflict with family and friends.

"Holidays are times of joy, love, and getting to spend time with people."

- Johanna M., 7th grade

Sixth-grader Maya M.H

seems to think differently by stating, "People should be able to celebrate Christmas whenever they want because its fun." Seventh grader Alexa Ramos. said "Christmas is a fun holiday where people get to reunite with each other. Honestly, it would be really fun to celebrate early." An early Christmas can lessen stress which can lead to a more festive spirit. Putting up decorations early can also give a home a celebratory atmosphere.

On the contrary, some think celebrating the holiday early focuses more on shopping and preparing rather than spending time with family. For example, by celebrating in October there's nothing to look forward to - no excitement once December comes around. It can also be interpreted as not

respecting the holiday itself by mixing it with the other holidays. Traditions are filled with beliefs and customs that get passed through generations.

Believe it or not, all of the holidays celebrated are traditions like Christmas, so it can be viewed as disrespectful to celebrate early (even if it's not intended to). In a recent JAMS survey, 60% of students only celebrate Christmas in the month of December and 58%

of students start buying gifts weeks before the holiday.

According to STUMP associates, an informational website on traditions and

laws, the regular time to start celebrating Christmas used to be the day after Thanksgiving. Seventh grader Ramona Bruno said that back in September she saw a section of a store dedicated to Christmas mugs. There's a high chance if you checked the stores in October or even September, there was something Christmas-related even if it wasn't in plain view. Seventh grader Johana M. perfectly summed up everyone's thoughts by saying "Holidays are a time of joy, love, and getting to spend time with people." Some find celebrating holidays early annoying or silly. Others find it exciting or joyful. Through all the arguments and conflict, holidays will still be filled with gifts, family and joy. So what's the big deal if people start a little earlier?

Away For The Day!

The Cell Phone Policy and Its Effects on the JAMS Student Body

“Keeep that phone away!” JAMS’ Cell Phone policy requires kids to keep their phones in their bags. Some students at JAMS, however, dislike this strict policy. Phones aren’t allowed during class, but shouldn’t they be allowed during lunch, nutrition, and passing periods?

“We hope that kids will learn to use their cell phones responsibly, and monitor their time on it, and ultimately learn. Part of education is to teach kids how to act or behave in the real world—we’re teaching them social norms.” said Ms. Chacon, JAMS principal. She’s hoping that students will learn to limit their time on social media and be respectful and focused in social situations.

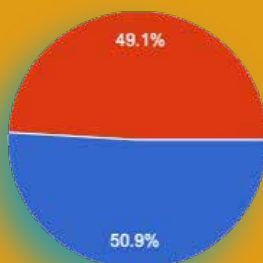
On the flip side, 8th-grader Natalie Peterson said, “I think that if given the opportunity, kids can be productive on their phones—it’s a form of technology that they use more often.” She’s never broken the Cell Phone Policy, but she thinks students at JAMS should be given more chances after getting their phones taken away. An anonymous 7th-grader thinks that the consequences are over the top, and that cell phones can be used productively by students at school.

If teachers and staff think the policy works well, why are students so opposed to it? Based on an article from Newport Academy, “Studies have shown that both the phone ringing and the alert of a new text cause the brain to release dopamine.” Dopamine is a neurotransmitter in your brain and it allows a person to feel pleasure, satisfaction, or motivation. Cell phones have an addicting effect on everyone, not just teenagers, and they’re made to do that.

Some kids, though, use their phones to take pictures, contact friends and family, and most just listen to music. According to John Hopkins, music can improve sleep schedules, anxiety, mood, and alertness—it can even reduce problems like blood pressure, memory, and pain. Phones

By DEVYN HAMILTON CHEAH

can be very helpful, but if a student is caught listening to music, their headphones or AirPods are taken away. Music (usually via phone) can seriously improve mental health, especially at school, where many kids feel stressed or upset.



51%

Students at JAMS say that the policy is too harsh.

“Part of education is to teach kids how to act or behave in the real world—we’re teaching them social norms.”

Ms. Chacon, JAMS principal

70%
Students say they’d only use their phones when necessary.



People say that strict parents make sneaky kids, and this seems to ring true, even at school. Many kids take their phones out anyway. They want to check the time, check in on their friends, or, if they’re listening to music, skip a song or two. Students wouldn’t sneak their phones out if there was communication instead of strict boundaries. So does the policy help or hurt?

Parts of a phone can help important things like mental health, and they aren’t a part of the problem, but cell phones as a whole are banned anyway. Staff say that they can’t control exactly what students do on their phones, so how would they be able to specify who to reprimand and who not to? GoGuardian isn’t an option for this situation, and students can easily lie about what they’re doing on their devices. Their best idea was to ban phones in general.

Some kids argue with this. “What about family emergencies?” Ms. Check, one of JAMS’s school counselors, says that kids have to learn to go through the proper channels if they want to talk to their parents. It’s the same way with life. She’s trying to explain that the problem with texting parents isn’t that kids are on their phones, it’s that they’re taking shortcuts, and soon won’t be able to do that without bigger consequences. For now, the consequences aren’t as important.

Still, students at JAMS dislike the penalties for getting caught with a phone. Fifty-one percent of students think that the consequences of getting a phone taken away are too harsh. Andrew Walzer-Martinez even said, “What I dislike about the policy is that the punishments are really harsh. You have to have a student conference for just the first offense.”

“Away for the Day” is a thoroughly examined and carefully selected rule at JAMS, and admin uses research and experiments to base these rules. The rules are unfair to many, but it will most likely stay the same for a while. Students should still continue to bring attention to their observations and ideas about it, and hopefully, admin will listen. For now, students of JAMS will have to wait for the more relaxed Cell Phone Policy at SAMOHI.



Sixth-graders at lunch use what they’ve got to phone their friends.

Photo: Devyn H. Cheah

Choice is important, and electives reflect the needs and wants of students.

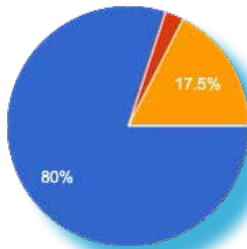
By EITAN PUCHALT

Choir, band, orchestra, art, engineering, journalism, yearbook, ASB, and AVID are the electives offered at school. But students at JAMS want more! Eighty percent of JAMS students believe that JAMS should have more electives to choose from. Sixth-grader Micah Blume said, "I think JAMS should have more electives because it will give students more opportunities and options." Electives like home economics, computer programming, drama, and more

can be found in other middle schools. But what if there were more electives here at JAMS and if there were, what would they be?

Data shows that JAMS students strongly want more electives to be offered at JAMS. According to counselor Ms. Cowgill, "In order to have another elective, you will need a teacher with an interest in a subject, and then they can pitch their idea to the principal. But we still have a budget so there are limits to what we can have," she said.

Having more options for electives could help students have a better idea of how their future might look, decide what they like and what they don't and give them skills they could use in the real world. That's worth the investment.



Eighty percent of students think JAMS should have more elective options.

Home Economics

Home economics (Home Ec for short) is a class where students learn life skills such as cooking, sewing, wellness, and finance. This class can be very helpful to students because it can teach them crucial skills that they will need in the future. Not only that, but JAMS students like the idea of having this class. Seventh grader Alexis Segura said, "I think home economics would be a very useful class to prepare us for the future when we no longer depend on other people to care for us." Mr. Miranda's elective in 8th grade was home economics and he remembered it well. "I remembered making green sweatpants. My mom and I went to the fabric store to buy the material but I made the pattern and sewed it in class," he said. "I was very proud of them."

40%

of JAMS students would choose Home Economics if it was available.

In a student survey, students chose their top three electives not offered at JAMS and these were the results.



Photo: Eitan Puchalt



Shop-Class 28%

Shop class is where students learn how to work with metal, wood, and building materials. This class could teach students basic mechanical skills and carpentry skills that they might need in the future. In the past, more schools had shop as a class compared to today.

Computer Sciences 14%

In this class, students could learn about computer programming and the hardware and software of a computer. According to Southern New Hampshire University, "Computer science combines the principles of engineering, mathematics, and science to study and develop computers, networks, hardware, software, databases, and much more." Technology is a crucial part of today's society and it would be useful to children if they knew more about computers at a young age.

Drama 10%

The JAMS theater program performs a different musical every year. However, the theater program only practices after school. Some students might have something planned and wouldn't be able to attend some practices. But those students will not have those problems if drama was an elective. This class could include many things such as improv games and various plays during the year, performing in front of the JAMS community.

Dance 8%

Whether it is an elective or an extra-curricular activity, most schools in America have a dance class in some shape or form. At SAMOHI, dance class is offered instead of P.E. for Juniors and Seniors. At JAMS, there is a week of dance during 6th grade PE, but some JAMS students think that's not enough.

More Foreign Languages

If a JAMS student is not in an immersion program, the only language they can learn at JAMS is Spanish, but even that is only available in 8th grade. In other schools around the country, middle schools have classes that teach languages such as French, Japanese, Mandarin, Arabic, etc. SAMOHI offers Spanish, Latin, French, Japanese, and Mandarin. In many non-English-speaking countries, students begin learning English as early as kindergarten. Eighth-grader Ruby Hanish said, "There should be more languages so other people can speak foreigners in their native language." The language that JAMS students would most want to have is French, with Japanese being a close second.



What's for lunch? Emiko T.A., Zoe C., Ella B., Connor A., Savannah B., Eleanor H., and Angelica T. savor the last few minutes before the bell rings. Photo: Zaria Bowser



Class of 2023. Eighth graders display close camaraderie during a break from classes. Photo: Mr. Miranda



The future is so bright, Kaylee R. and Paulina S. have to wear shades. Photo: Karah Alcala



Real talk, Mikhail A. inspires his fellow classmates with positive energy and open-mindset. Photo: Charlie Cohen



Real twinsies, Malia and Jolee D., share laughs, food, and smiles on the quad. Photo: Rohan Shah



Discovering science, a student peeks in a microscope for her lab work. Photo: Ophelia Harvey



Sneak peek, Nasir S. selects an Uno card while Jazz S. glances at his opponent's hand. Photo: Mr. Miranda



Creating art, Pirada T. rolls out her clay to make sculptures in art class.

Photo: Genesis Buezo



Teamwork! AVID students Seth P, Nicholas Y, Sam H., Jorge H., and Adrian G. make a meal. Photo: Ms. Murphy



Photo-ready, Bella Y. and Leona W. practice their smiles before their school photo.

Photo: Jake Bromell



Fresh faces, Sasha O., Brookyn M., and Annika N. participate in an ASB face-painting activity. Photo: Isabella Hillier



Picture perfect, George T. makes last minute hair adjustments before the click of the camera. Photo: Mr. Miranda



High notes, Ms. Blanchard and her students begin class with some vocal warm-ups.

Photo: Calliope Kirschbaum



Cozy cozy, Wade B. and Josh W. utilize new, comfortable seating furniture as they complete their assignments. Photo: Laurel Cohn



Making a masterpiece, Odetta L. and Chase H. get creative with glue and glitter during an ASB activity. Photo: Isabella Hillier

Middle School Message

Teachers and their past experiences in middle school, plus some helpful advice.

By ANDREW ALLEN

"I was bullied in seventh grade," said Mrs. Hale. "I even left John Adams Junior High because of it."

Believe it or not, the teachers were kids once, and like us, some of them have had some interesting things happen to them.

What would kids these days do in these positions? Now, most would want to say 'tell an adult,' but realistically that's not the case. Social studies and AVID teacher Mrs. Hale admitted that she was pretty stubborn, and if someone told her to take her own advice, she wasn't quite sure she would listen to them. Or technically herself.

She was bullied in 7th grade, and left JAMS because of it. "I wish I would have confided in the adults at school," said Mrs. Hale. "I think they would have helped the situation and I could have stayed at John Adams."

Mr. Saling had a similar experience. when he was in middle school, he was bullied by a few kids. It didn't affect his life as much, but he still wished he had told someone. This may seem like it's not that important, but Ms. Blanchard remembered sitting in the far, far back of geometry class, where she couldn't see. Though it's a small thing, there is still a lesson here: Don't just let things go, or be shy and not tell anyone, the worst they could say is no.

Not only that, but the advisor of the JAMS Journal, Mr. Miranda was teased in middle school. He remembers that the 'popular' kids used to tell him it wasn't cool to carry a backpack. They would walk around holding their books and papers in folders, and laugh at those so called 'nerds' who carried backpacks.

Now, these aren't the only



Ms. Hale



Mr. Saling



Ms. Blanchard

"The bravest thing you can do is to be your authentic self."

- Ms. Duff,
Humanities teacher

Ms. Duff in
6th grade



Ms. Duff

teachers who've had some questionable experiences. Humanities teacher Ms. Duff has had an out of this world experience. In 6th grade, Ms. Duff's friend was hosting an alien themed party. It may not seem that bad, but it certainly was one student's worst nightmare. Ms. Duff put on a crazy costume. It had white shoes, an antenna sticking up from her head, and a shirt drowned in sequins. She went to town with her silver lipstick, and headed out for a party. Talk about a DIY costume! (Costumes, pg. 13) She was the only one dressed up. It embarrassed her so much she went home drowning in tears.

Most kids said that if they were being bullied, they would simply just try to ignore it, or they wouldn't quite know what to do. But it was close between that and telling an adult. Students admitted they'd be embarrassed if they went to a party in that costume, just that they might not leave right away. About 38% said they'd own it, but they are still far outnumbered.

Some of the teachers also gave some helpful advice for the students of this generation. "Be true to yourself," said Ms. Hale. "Trust and listen to adults around you. We are here to help."

"Words have meaning and they are difficult to take back once they are said," said Mr. Miranda. "What you say to others can have positive or negative effects on them that you'll probably never know."

Sometimes middle school can be pure chaos, but Ms. Duff puts it into perspective. "The bravest thing you can do is to be your authentic self. It is very challenging in middle school, but if you are following your own passions and values, you will eventually surround yourself with people who love you for who you are."

In other words, the best person one can be is themselves.

AVID

By ANDREW ALLEN

AVID is off to a strong start with activities and experiences preparing them for the future, but having fun at the same time. This program is available to all students and is run by a combination of student tutors and teachers including Ms. Hale, Ms. Murphy, Ms. Schwartz, and Ms. Cowgill.

If you would like to join AVID or have questions, please contact Ms. Hale in room 86.

AVID students experience trips to places like UCLA, participate in Friday Fun Days, and listen to inspiring guest speakers.



Schools Around the World

By ISABELLA HILLIER

Education methods around the world are defined by the laws of each country, social status, and cultural beliefs. Some countries focus more on academics while others focus on morals and values. The United States has a variety of education systems, from private schools to public schools, religious schools or homeschooling. How does JAMS compare to schools worldwide?

"All schools are different and those differences should be expressed" says 8th grade Anna Helgoe. As Anna says, there are schools all around the world. There are so many schools that stand out. "All schools are different and those differences should be expressed" says 8th grader Anna Helgoe. As Anna says, there are schools all around the world and there are so many that stand out.

Asia

Asia is widely known for being exceptionally academic in many categories. Asia over all uses many methods of teaching that range from technology, to home life. China has used technology such as headbands and robots to help teach. According to the Edvocate, a robot named Keeko went to over 300 kindergarten classes to tell stories or give them problems and puzzles to solve. When China used headbands at school, there were 50 headbands donated by a company to a primary school. The headbands would be worn by the students at all times, tracking their brain frequency and translating it into a score for the teacher to see. The higher the score the more attention the student was paying attention in class, the lower the score the less attention a student was paying. Many parents rebelled against the headbands saying it was an "invasion of privacy". In central Asian countries such as Kyrgyzstan, there are much smaller schools. Eighth grader Aiko Duishekeeva attended a school in Kyrgyzstan, "My previous school was much smaller than JAMS, and it was called QSIB. I like my previous school because it was much smaller than JAMS, there were around 80 students so everybody knew each other." she said. This school has only 80 students, compared to the nearly a thousand students at JAMS.

Africa

Africa is one of the places in the world that strongly teaches about tradition. These traditions vary depending on the location, some areas teach more about agriculture or religion. Africa has lower funding than other countries. So the schools there are usually multi-grade classes, and lack resources. Some of these resources are electricity, teacher shortage, and availability of textbooks. Education for girls in Africa is limited. While many kids in Africa will never attend primary school or middle school, those numbers are decreasing. The classic way to teach in Africa is visually, schools will perform plays of tall tales or myths. Unlike other countries, the majority of Africa teaches about agriculture.

Europe

Europe is known for having a unique teaching system. In Finland, their education system is known for being adaptive and not having standardized tests until the age of 16. This is supposed to help make school a fun learning environment, so students are supposed to look forward to learning. In Scandinavia, students don't have to start taking mandatory tests either. The teaching method here involves lots of hands-on activities that involve nature, and lots of flexibility when it comes to a learning environment. Children will start primary school at the age of seven. Students will embark on a journey of imaginative play. Scandinavians believe that school shouldn't be something that is merely endured but school should be looked forward to.

U.S.A.

In the United States learning can be different in each state, mainly because of funding. Anastasia Pham, a 7th grader, used to attend a school in Virginia stated, "I remember we got to decide our rewards for good behavior (with teacher approval) instead of teachers offering us ones that weren't enticing to us. The school was very adamant about sharing the children's social development with the parents and kept records of it instead of grade performance. The food was healthy and the kids could serve themselves the amount they needed. JAMS has been moving towards that with the new salad bar, but it's not always there every day." she said. At the school the consequences, and ways of developing independence, adapted to the student. When the school allows for children to choose their own reward for good behavior, it helps students become more excited to behave better.

Even though each school is different, they all care about their students in different ways. Some of those ways may be academic, and some focus on their well being. JAMS does both, and is truly a kind, connected and compassionate community.



"I went to school in Honduras, I liked that it taught two languages, a language called Grefnath."
Jade M. 6th



"My previous school was in Paris, France, the school had a courtyard with a garden. There was much vegetation there."
Gus R., 7th



"During my childhood I went to school in eastern Africa. I liked that the primary and secondary school were combined."
Ariella D., 6th

Costume Contest Winners

Scariest

Alisa Fox as a scary white costume with brain baby
Lennon Furano as Annie
Chris Brooks as Plague Doctor

Funny/Other

Esteban Olivares as a Flip Flop
Isabella Sanesi as Stranger Things Robin/Sailor
Jack Linder as a Breaking Bad character

Groups

Ceral Bowls
Minions
M&M's
Scooby Doo (JAMS Staff)



Scary Schemes

Popular Halloween Festivities with JAMS Students

By GENESIS BUEZO

Halloween is a fun holiday that is celebrated on October 31 every year that many look forward to. The holiday started out as the ancient Celtic Festival of Samhain, and over time it has evolved into a day of fun activities. People have exciting plans and expectations for the spooky month, from going trick-or-treating to selecting a spine-chilling costume. While Halloween is only one day of terror, there are endless activities to do, from day and into the late night.

"My favorite part of Halloween is going trick-or-treating and doing 'ding dong ditch,' said Nathan Rodriguez, 7th grader. Streets come alive when Halloween arrives. Decorations are hung, parties with friends and family are in full swing, trick-or-treaters suit up in their costumes and some sit down to watch a spooky movie as the sun sets. When the moon rises, people put on their costumes and get ready to bang on doors for candy.

Trick-or-Treating is a popular activity that most students partake in every year. Ninety one percent of students at JAMS enjoy this activity for a variety of reasons like collecting candy, hanging out with friends and/or family, and showing off their costume for the night. Horror has

always been a big factor when it comes to Halloween, so horror movies aren't anything new to the sinister holiday.

On the 31st of October one can jump on the couch with a few tasty snacks to watch their favorite horror movie. Fifty-four percent of students at JAMS watch horror movies for Halloween, usually watching with friends and/or family. There are many popular horror movies, and here are JAMS student's favorites: IT, Friday the 13th, Scream, The Conjuring, and BeetleJuice.

Halloween activities continue on as parties and haunted houses today are still very popular. Thirty one percent of JAMS students attend Halloween parties, while 45% attend one every so often. Another thing to attend to on Halloween night are haunted houses, which have been around for quite awhile. Seventy percent of students at JAMS partake in haunted houses. Most of the time it is hard to find a good haunted house, but one can get a good thrill when they do. But people have their own taste in haunted houses and some can be easy to find for them.

There are many different activities people can partake in during Halloween. The holiday has plenty of remarkable and unique schemes that can create fond memories.



closet-Shop, Buy, or DIY

Halloween brings out creativity and ingenuity in students who want to make a statement

By KARAH ALCALA

Every Halloween, tons of people dress up in their spookiest attire and prepare to indulge in Halloween festivities. On Halloween Day, JAMS is filled with exciting festivities. The quad is decorated in beautiful colors, and there are fun activities for everyone. The unique costume colors add to the fun and almost every costume is different from another. “The thing I like about dressing up is the feeling you get. If you are a witch for Halloween, you can just imagine flying around at night on a broomstick and creating weird potions. Also, you can mess around with friends; making jokes with them about the costumes you’re wearing, making up random scenarios to act out with them, and just socializing in general!” said 7th-grader, Tiffany Collazo.

Halloween is one night a year where people can be whatever they want. Many students talk to their peers and carefully plan their costumes months before Halloween starts. Although people’s costumes are very different from one another, they can be categorized in three ways. These categories are store-bought, closet-shop, and DIY (do-it-yourself) costumes.

STORE-BOUGHT COSTUMES

A store-bought costume is when one buys everything for their costume from a store and does not alter any of it. Store-bought costumes are the most common type of costume, as 63% of JAMS students use this type of costume. Some perks of store-bought costumes are: quick and easy with no fuss, less work than other types of costumes, and it’s pre-made. Store-bought costumes have their downsides, though. Some store-bought costume material may be so cheap that they are itchy or uncomfortable to wear. Another downside is that specific store-bought costumes are sometimes hard to find, and aren’t as customizable as other types of costumes. Store-bought costumes ranging from \$20-\$50 but are hardly unique, and there is a possibility of accidentally matching with other people. Since store-bought costumes are made in bulk, there is always a possibility that someone else might

have that same costume, and one might end up being twinsies.

CLOSET-COSTUMES

Closet-costumes are when one gets clothes they already had, that they did not alter or change in any way, and use them for their costume. A few perks of closet-costumes are; quick to make, simplicity, low cost or no-cost at all, and the clothes are reusable. Some downsides of closet costumes are that they aren’t very customizable, and they can tend to look plain without the proper clothes for the costume. Considering that closet-costumes use clothes one already has, there is no spending for these costumes, so it doesn’t hurt the wallet.

DIY COSTUMES

The last category is DIY costumes. DIY costumes are any of the following; if one sews their costume, sewing or glueing things, or if one paints or makes objects/accessories for their costume. DIY costumes vary in price, and can range from having no cost to breaking the bank. Some perks of DIY costumes are that they are very customizable, they can be fun to make, look very nice if you make them correctly, and DIY-ing a costume makes it very unique. A few downsides of DIY costumes are that they can take awhile to make, if one has to buy materials it can cost a lot of money, and it is harder to be twinsies with people because it’s one-of-a-kind. Since DIY costumes are made by an individual they are customizable. Things can be changed during the design process, and because one is making the costume they have a lot of control over the result. “Building is such a struggle, and it is hard to get all the parts, but once it comes together it is so much fun. It is much more creative since it is different from traditional costumes!” Says 8th-grader, Oli Apolar.

On Halloween day, JAMS will be filled with the unique costumes of students and teachers. The one day of the year where people can express themselves freely and not be judged for what they’re wearing, whether it’s extravagant or plain, colorful or dull, there is no judgment - simply because it’s Halloween!

Closet-Shop

Jaxon G. and Jack L. show off their newly shaved heads and their similar costumes. Jack’s beard is real hair! Photo: Isabella Hillier



Store Bought

Thomas A. tries to prove he’s not the imposter. Photo: Mr. Miranda



D.I.Y.

Oli A. showing off the costume that took him nine months to make. Photo: Karah Alcala



Where's My Seat?

A look into the creation and decision-making behind classroom seating charts

By BILLIE SHULMAN

Have you ever been placed in a seat where you just couldn't focus? It might have been the people around you, your friends chatting in your ear, or even your teacher who just keeps talking about the good old days. How do teachers determine what the seating chart looks like?

What would happen if seating charts were eliminated in the classroom? Substitute teacher Mr. Mintz responded, "People would sit with friends and there would be no way to identify students or take role." Students agree because if one's seat was right next to their best friend in a classroom, would they talk to them? Remembering names is something all teachers struggle with at the beginning of the year and if there was no way of finding out who's who, the teachers would not be able to teach in an orderly environment.

Seating charts are a big part of learning environments; it helps teachers and students navigate their way around the

classroom. In a recent survey, many students liked the orderliness of a seating assignment and some students, like 7th grader Annika Newall, dislikes it and has been affected by a bad seat because of students distracting her. Many students at JAMS have friends in their classes that they talk to and that could be a bad or a good thing depending on their motivation. In a discussion between friends Valerie Soto and Leona Wong, they said that they feel working alone they get less work done but when they're paired up together, they still talk but are able to collaborate and do better on their work.

If students had free reign in the classroom, many think it would be awesome and nobody would be unhappy, but others know the reality. "Eliminating seating charts at JAMS would be chaotic, everybody would be on their phones and talking to friends and peers." said 7th-grader Mia Negrete. She knows that even if students did have free reign in the classroom some students would understand the risks.

Substitute to deal with chaos in the classroom like Mr. Mintz on his 14th year of teaching at

JAMS. He thinks that seating charts help with identifying and attendance but if there weren't seating charts in the classroom, students would sit with friends and not get any work done. "I haven't noticed one teacher that has not been prepared in my 14 years of teaching because of seating charts," Mr. Mintz explains, which proves that seating charts have always been vital for substitute teachers.

Seating charts have always been a struggle for teachers and not many find it easy to create them unless they have certain systems put in place so that they are able to achieve an orderly classroom with a perfect seating arrangement. Ms. Peterson, however, doesn't do that; she teaches SEAD, Language Arts & Social Studies at JAMS

and does not use a seating chart. She believes that flexible seating using triads, group work tables, and bean bags is the best way to organize her classroom.

Some teachers might disagree with this practice but it works and creates a calm area for students to focus and get their work done. Other teachers do things a little differently. Ninety-three percent of teachers at JAMS use a seating chart and 67% find it easy to do. Math teacher Mr. Mauck uses groups of four in his classroom. He stated, "I use a seating chart to avoid conflicts over seats. In past years when I didn't have a seating assignment, students would race to class to sit in the front or a preferred seat. It became unfair because the students with the closest previous class would always get to class first and have the first pick." In light of this, Mr. Mauck decided to assess students from the first day of school to create his seating charts for the year.

Seating charts may be a quaint idea to some students and even teachers, but it has been proven that they can be beneficial to both students and teachers by providing much needed structure to the classroom setting. But at the same time too rigid of a classroom setting can result in a teacher not paying enough attention to the specific needs of a given class which can result in a bad environment for learning.

New Faculty Face!



Señora Lanus

Florencia Lanus is a Spanish 1 and Spanish Immersion Literature teacher 7/8 at John Adams Middle School. She previously taught 1 and 2 Spanish at a Catholic school in Westwood called Saint Paul the Apostle for 10 years. She approaches her teaching by trying to expand Spanish students' vocabulary and language skills so that they can develop skills in writing, reading, listening, and speaking for comprehensional purposes. Senora Lanus teaches with projects and textbooks, she uses novels and asks students to create their own story project with film, acting, books, writing and create a multi-presentation.



Senora Lanus in room 88 teaching her Immersion students. Photo: Karah Alcala

JAMS students can react to seating charts in different ways but every class has different needs and adapting to those needs can provide students with a structured setting, classroom setting. But at the same time too rigid of a classroom setting can result in a teacher not paying enough attention to the specific needs of a given class which can result in a bad environment for learning. JAMS students can react to seating charts in different ways but every class has different needs and adapting to those needs can provide students with a structured setting.

Dia de los Muertos

Dia de los Muertos (Day of the Dead) is a time for remembrance and celebration.



Students gather at the cookie decorating station for a treat. Photo: Ms. Beeman



Students made paper flowers and painted skulls. Photos: Isabella Hillier and Ms. Beeman

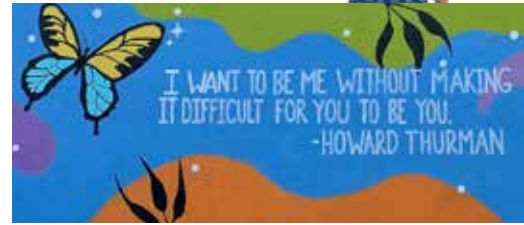


Helping hand, Katia C. instructs students on making paper flower for Dia de los Muertos. Photo: Laurel Cohn



Cookie art, Tsion T. gets into the spirit of Dia de los Muertos. Photo: Ms. Beeman

MURALS



By MATTHEW DONALDSON

According to Promote Your School, a wall art website, Murals help connect students and teachers and bring positive messages. One message in a mural on campus is “Why fit in, when you were born to stand out”. This message is meant to celebrate our differences and unique qualities. Some people who make murals like these have a goal. The goal is to show our differences with the power of art. They want to step it up a notch and make sure no one is teased for their beautiful differences that make the world a better place. Someone may eat different food, or have a different religion, and look different. But take a look at people and think about each and everyone’s differences. With murals, people can do all of these things. Murals can be anything from representational to beautiful. Colorful murals can make students/staff feel good or happy. It can even be satisfying.

The Bookmark

JAMS students recommend these book titles that can be found in the school library.

Check them out! - Matis Gelinis

Last Gamer Standing

by Katie Zhao

For 12-year-old Renya, gaming is her life and her only interest. She competes in a virtual reality battle-royale-type game, against humans and AI monsters but no one knows her true identity.



Kaitlyn Noshu
Grade 6

School for Good and Evil

by Soman Chainani

There's a legend that brings people to a school that's either good or evil. Sophie and Agatha hope to get in but their schools gets switched, and end up attending the exact opposite of what they had wished for.



Balen Hundessa-Wade
Grade 7

Heartstopper

by Alice Oseman

Two teenage boys are finding themselves in every aspect of their life such as love, friendship and managing high school. Small parts of the story add up to a big idea that speaks to all of us.

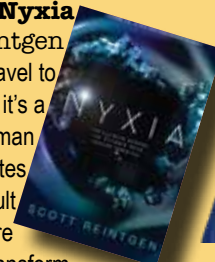


Taya Trikakis
Grade 8

Nyxia

by Scott Reintgen

Nine teens travel to a planet called Eden, it's a home for Earth-like human figures are called Adamites who are only hostile to adult humans. The teens are after an ore that can transform into anything at will.



Ms. Jarvis
Librarian

Face Painting



FACE PAINTING: Hunter G. helps beautify her classmate; Ruth W. waits patiently as she gets painted by Ruby T; Ansel B. demonstrates that face-painting is for boys too.

CELEBRITY DRESS UP: Lia D. channels Audrey Hepburn.

WACKY HAT DAY: Giana A. and Graciela B. show their school spirit; Athena B. dons her elephant hat for the day; Esteban O. gets creative with his fire hat; Irene L. shows off her decorated cowboy hat; Delailah C. and Valerie S. wear matching Spiderman knit caps.



Celebrity Dress Up



Wacky Hat Day



Catching ON Campus

HOBBIES HERE, HOBBIES THERE, HOBBIES EVERYWHERE

After school, a student sits at their desk and starts painting. As they do this they can release the stress of the day and enjoy working on a relaxing activity. This is only one of the countless hobbies where students can find pleasure and JAMS students take part in this pursuit. A majority of students love their hobbies, whether it's before or after school, or on the weekends.

Seventh grader Carly Smith stated, "I like having a hobby because it gives me something to do that is productive and fun!" In fact, students around the school enjoy doing and having a hobby because taking part in one can be good mentally and physically. It can have lots of benefits for the mind because it's a great way to unwind and free oneself from boredom. A hobby requiring movement or being in a sport can be great for your body or physical fitness. In a school-wide survey, 92% of students have a hobby and 74% said that they participate in theirs for three or more hours a week. The survey also shows that

By AUBRIELLE PARKER

34% of students participate in sports, 13% of students are into gaming, and 16% of students make arts & crafts, and many other hobbies.

Students who participate in their hobbies say that it positively affects their mental health. Research shows that hobbies can help cope with depression and anxiety. Pro-psychologist from Psychology Today, Mihaly Csikszentmihalyi, said that having one can promote flow activities. If one has ever lost oneself in an activity, like a sport or a game, or any sort of challenging or absorbing activity, that's a flow activity. Hobbies like these can help one calm down and even help one's brain master new skills. Hobbies can be hard to manage during the day, but having one is very important to one's health. Sixty-four percent of students who took part in the survey said that they love their hobby, and 29% said that they liked theirs a lot. Completing a hobby for even 30 minutes a day can help one relax and de-

stress daily.

If one is without a hobby then they should consider getting one. If a student has ever enjoyed taking part in a certain activity, then maybe they should consider making that their hobby. If one has a hobby that they really like but is not sure how to participate in it, here are some suggestions: join a club or try an elective that relates to one's interest, talk to others who have a similar hobby, and see what they do, or do some research on it.

Meeting new, like-minded people can be a result of having a hobby. Studies show that having one can help with social interactions. Sharing a hobby with someone can help facilitate new friendships with others. Meeting new people who can relate to your interests may create a new meaningful relationship. From gaming, cooking, and arts & crafts, these hobbies can help students in many ways. From an expert's opinion to a student's opinion, research suggests that if you don't have a hobby now you should go and get one sooner or later.



"My hobbie helps me with my teamwork skills."
Emico M., 6th grade



"Having a hobbie makes you a well rounded person, it also makes you less boring."
Ms. Cowgill, 7th-grade counselor



"I think that hobbies can help your mind and your body on a daily basis."
Hazel K., 7th grade



Band students practice a song in the new JAMS Performing Arts Center. Photo: Laurel Cohn



During practice, Dakota O.H. keeps proper pacing with his percussion. Photo: Laurel Cohn

JAMS Music Program



Eli H.M. plays the trumpet during band practice. Photo: Laurel Cohn



The band practices a song with Ms. Woo. Photo: Billie Shulman

WORTH THE INVESTMENT

Funding visual and performing arts to ensure accessibility for all

By JAKE BROMELL

Throughout history, art was something that was typically only for the elite. Those who had access to it had wealth and power. Those who had wealth would commission talented artists to create a masterpiece or simply inflate their ego with a self-portrait. However, art was not accessible to the “have-nots” since survival was at the forefront of their minds. In more modern times, people are trying to make art more accessible to anyone and everyone because it is known to have a positive effect on our minds. At JAMS, students have access to many forms; visual arts, musical theater, instrumental music and choral music.

On Mondays, one can find the Public School ARTS (P.S. Arts) organization setting up stations for students to sit down and draw, paint, and be creative. - all of it is

completely free to JAMS students.

Ms. Joyce, JAMS art teacher, has a strong opinion that the arts influence other important strengths. For example, practicing painting can improve hand-eye coordination as well as expanding one’s creativity. The new Executive Director of the Santa Monica Education Foundation, Mikko Sperber, stated that, “Researchers have linked arts education to improving math and reading skills. Students involved with the arts in school also have lower drop-out rates. Participating in the arts is also linked to emotional well-being. So there are a lot of benefits to an arts education outside of learning/practicing that art form.”

The Ed Foundation works tirelessly to raise money for all public schools in the Santa Monica area. Since the year 1982, their donors have

funneled more than \$23 million into arts and academia, supporting thousands of students. It also funds PS Arts on an elementary school level.

The Santa Monica Education Foundation funds all kinds of activities at our very own John Adams Middle School. The Education Foundation works off donations from individuals, foundations and companies. Funding for school departments reach: The music coaches in the band and orchestra classes, and the JAMS Theater Company (the after-school program that’s been around since 2010); materials and supplies in Ms. Joyce’s art classes; and a hip hop teacher for 6th graders enrolled in PE.

In conclusion, visual and performing arts are extremely important to a successful school experience. It’s fantastic that the PS Arts program is encouraging students to learn arts as well as a fun way to get together with the community. The idea of art being accessible for all kids is something that wasn’t even thought of in the days of Da Vinci or Picasso. It is now a given that we have the option to study art in elementary, middle, and high school.

Funds have made their way to JAMS; for the music department, helpers called ‘music clinicians’ assist students as they play instruments and sing.

Photos: Ms. Woo



Sixth and seventh graders having fun with the art supplies brought by the P.S. ARTS program every Monday during lunch. Photos: Mr. Miranda

All About SU

By LAUREL COHN

Many people don't know that people from Iran are actually considered Asian. The Asian Student Union (or ASU) was created to make all the Asian students at JAMS feel included. ASU takes monthly field trips to places in LA to experience fun festivals and eat Asian food. As students explore these fun places, it's often discussed how Asian culture has affected areas of the city and people's lives. ASU is a great place to explore the Los Angeles neighborhood, connect with Asian culture, and other students.

"When I was in middle school and high school there was nothing like Asian

Student Union for me to join. Back in the 1990's there was a club for LatinX kids and there was also an African American Scholars club. So I thought, why not Asians!" Ms. Cowgill is the founder and president of ASU. She founded the Asian Student Union in 1997 and plans to keep this program going until 2028 when she retires. Mr. Sato has been the co-teacher since 2015.

The Asian Student Union was created to make all the Asian students at JAMS feel included and to get to know other Asian students at the school. Mr. Sato stated, "I don't remember any ASU type programs when I was in middle or high school. This

is one of the big reasons for my involvement in the Asian Student Union." Learning about one's cultural heritage, Asian or not, is essential.

essential.

ASU has monthly field trips to all of the Asian parts of LA such as Sawtelle, UCLA, Chinatown, and Little Tokyo. They also have monthly meetings to play games, talk about Asian culture, and inform everyone about the upcoming field trips.



The Asian Student Union members pose for a picture before heading off on their first field trip of the year! Photo: Wendy Jaffa

Did You Know?

Many people don't realize that the Middle East is considered part of Asia. Asia is the largest continent in the world and so many people don't know just how many countries are part of it. Asia is not just the largest continent in the world, it also houses 60% of the world's population.

Are you Asian? You may not think you are but the following 52 countries are considered part of Asia: Afghanistan, Armenia, Azerbaijan, Bahrain, Bangladesh, Bhutan, Brunei, Cambodia, China, Georgia, Hong Kong, India, Indonesia, Iran, Iraq, Israel, Japan, Jordan, Kazakh-

stan, Kuwait, Kyrgyzstan, Laos, Lebanon, Malaysia, Maldives, Mongolia, Myanmar, Nepal, North Korea, Oman, Pakistan, Philippines, Qatar, Russia, Saudi Arabia, Singapore, South Korea, Sri Lanka, State of Palestine, Syria, Taiwan, Tajikistan, Thailand, Timor-Leste, Turkey, Turkmenistan, United Arab Emirates, Uzbekistan, Vietnam, and Yemen.



Above is a full map with all of the countries in Asia and their placements.

Eighth grader Kaeli Horwitz said, "I think it is so beyond important that people learn about cultural heritage, not just their own, but others to gain a different perspective of identity and maybe assist them as well."

In a few words, the JAMS Asian Student Union is a great way to learn about Asian culture and see how it has influenced different aspects of LA and people's lives.



Malia D. and Leah E. kick their feet up after climbing on top of the UCLA mascot.

Photo: Ms. Cowgill



Mr. Sato fixes his glasses while looking at some flowers at the Hashimoto Nursery.

Photo: Lily McGrath



8th grader Zoey J. grabs some lunch at Marugame Udon on the ASU field trip to Sawtelle. Photo: Lily McGrath

Join Asian Student Union!
More information can be found in Google Classroom.
Code is jnbpvwb.



ANCIENT and MODERN SCHOOL



A comparison through time.

By RHYS CONDON

Schools are an important part of society, and it has been for thousands of years. Schools were also a part of life since the early days of civilization, all the way back to ancient Mesopotamia! Of course, school was very different from the school students know today, and it's not just about mud-brick walls and stone sandwiches.

What was school like in Ancient Civilizations?

School as people know it today are very different from school thousands of years ago. Ancient Egypt had a similar school system to today. For one, only rich boys could go to school. The curriculum was also not that different from today. It had math, astronomy, geometry, reading, writing, geography, and other subjects similar to those. The strange part is the age range for school. Normally, students started at the age of seven, the age modern day students would be in 2nd grade. And most students left the formal education program at the age of 14, the time modern day students would be freshmen in high school. These students usually went on to be carpenters, scribes, or government officials. Two of which make stone tablets, can you guess which?

What was the quality like in these ancient schools?

The quality of schoolwork can affect school greatly. Back in the day, students would learn off of stone tablets written by

scribes that previously attended school, which is very different from the paper and real tablets and computers students use today. Older students in Egypt were permitted papyrus, which was an early substitution of paper. The teachers were mostly priests, which influenced some of the work with religion.

What is school like today?

Modern Day School is very familiar to people today. And it's very different than writing on stone and having the teacher be stone and the students be stone and even the oxygen being stone, but

one thing is similar, The curriculum. It comprises of math, science, language arts, and history. But the unique part of modern day school is the optional subjects, robotics, journalism, engineering, art, music, and several others. It allows students to explore what they are interested in to the fullest. The quality of today's school is very nice in most places. School is at a very high standard in the modern world

Conclusion

In conclusion, both modern and ancient school are effective for what they tried to accomplish in the time period. Both are quality schools that should be looked on as an example on how a simple idea can become something great.

Historical Figure

Anna May Wong



Anna May Wong bats her lashes in a publicity shoot for "Daughter of the Dragon" in 1931.

By LAUREL COHN

As part of the American Women's Quarter Program, which is going to put out a few new coins each year from 2022 to 2025, Anna May Wong will be the first Asian-American on U.S. currency.

Anna May Wong was born in 1905 to the parents of immigrants. Her father owned a shop as a laundryman on Figueroa Street. Growing up around that time the movie industry was growing in Los Angeles and many productions were shot there. "I would worm my way through the crowd and get as close to the cameras as I dared. I'd stare and stare at these glamorous individuals, directors, cameramen, assistants and actors in greasepaint, who had come down into our section of town to make movies," said Wong in the book, 'Perpetually Cool: The Many Lives of Anna May Wong' by Anthony Chan.

Wong was considered one of the prettiest women in Hollywood, but could not play romantic leads due to the laws restricting biracial kissing onscreen. Due to all these restrictions Wong was turned down for many leads which lead her to pursue her acting career in Europe and New York. Anna May Wong was awarded a star on the Hollywood Walk of Fame in 1960, a year before her death. Over 50 years later in 2019, Lucy Lui earned a spot next to the famed actress, being the second Asian American women to have a star on the Hollywood Walk of Fame. In her speech, she thanked Wong for trailblazing the path for her and many other actors.

STUDENTS BEFORE SUNRISE

By **ROHAN SHAH**

The stereotypical middle schooler usually has a simple morning routine: get out of bed, get dressed, eat breakfast, and make their way to school. Today, more and more kids are waking up early and trying new things in the morning.

Middle schoolers have so much on their plate during and after school so doing things before school can be very convenient. The most obvious example of this is the JAMS Surf Team. They voluntarily get up at 6:00 before school to practice surfing, and to get exercise. They do this routinely which truly shows the tenacity and motivation of these kids. Also, many kids go straight to school from the beach, with the ability to change in the parking lot.

It's most surprising the number of Middle school students who get up before 6:00 AM. It is also surprising the number of middle school students who use their time effectively to do their morning rituals. The 52% of JAMS students who do have a morning routine do many different activities. Many students practice their instruments before school. This is due to DPGs or "Daily Practice Goals." Band and Orchestra students complete these every day, which is most convenient in the morning. Another example is music conversion. These students sign up to play different music because they want to play their instrument, or just to have something to do in the morning. They don't get any credit or different rewards for signing up, but they do it because they have the motivation. This is one of the many examples of students tak-



7th-grader George Traill changes his fit after completing his morning routine - surfing.

Photo: Rohan Shah

ing their hobbies to the next level.

In a recent survey, while 48% of respondents reported that they have no morning routine, the other 52% engage in a wide variety of activities in the morning. They range from biking and running, surfing, mindfulness, soccer, and walking dogs, to videogames, social media, cubing, and acting/singing. Seventh grader Ruth Worku bikes and runs in the morning. She reports, "I sometimes bike in the morning and I usually run twice a week in the morning. I like running a lot because my health and mood get better and it motivates me to get ready for the day."

Ruth wakes up at 6:00 and gets exercise to better her mind and body. She gives advice to people trying to start a morning routine. "I recommend walking and relaxing in the morning so you can en-

An awakening on the morning rituals of JAMS students

joy yourself and have positive energy later on so people can see a good effect around you."

Students say that they notice a big change in their attitude and overall vibe throughout their day. Seventh grader George Traill explains, "Surfing makes me happy in the morning and ready for the day. It makes me feel like I can do anything!" Many students have to scramble their way to school after doing their morning routine which is a big part of managing time. Sawyer Wells, a 7th-grader, describes why he is late to school. "Sometimes I forget to set an alarm and I am a late riser. If I play soccer or surf in the morning, I usually make a smoothie for breakfast because it is the easiest. If I do my morning exercise I start getting ready for school at 7:15."

JAMS students are diverse in their interests which shows through the wide variety of morning routines. People do their routines for exercise, fun, self-care, self-benefit, and social interaction. They do this and they have different ways to do what they love and what they think will better themselves.

Morning routines are a way to exercise one's mind and body. It would be done before school to take advantage of morning time and to awaken one's body. Some are for fun, and some are for a source of exercise. Students are not only creating good habits but are also bettering themselves by doing it. Though motivation differs, over half of JAMS students are on the move doing their morning routines before breakfast is on the table.



--MILE RUN-- LEADER BOARD --NOVEMBER--

6th grade

- 1. Surafel Degefu 6:35**
2. Matteo Davila 6:36
3. Seth Boyd 6:59

7th grade

- 1. Gus Shreiber 6:35**
2. Stone Parker 6:39
3. Nicolas Orozco 6:55

8th grade

- 1. Nicholas Youssef 5:29**
2. Addy Fiore 6:11
3. Dylan Barba 6:46

Everybody has fears. Some are afraid of heights, some are afraid of snakes. According to a JAMS survey, 67% of students agree that the most common fear is spiders. Each person has a fear regardless of what they say and we all are scared of something - that is why we sleep with both feet under the covers at night so nothing bites us.

"Fears are just a normal thing everyone has, but sometimes they suck. If you're scared of spiders and you see one that would suck because then you would freeze," said 7th-grader Izzy Batinkoff. Having a fear doesn't mean that you are a scaredy-cat, it just means something in the world makes you freeze up. That doesn't necessarily mean you have a panic attack, but it does if the fear is extreme.

The most popular fear with JAMS students is public speaking at 47%. It's a common fear even with adults, but needs to be addressed since speaking in front of people is part of the school experience. "The only way to be confident with public speaking and not be afraid is to do it often and practice, practice, practice your speech. For some, it comes naturally, for others, they have to work a lot harder at it," said Mr. Miranda, 7th-grade English teacher.

When dealing with fears we all



Many students' biggest fear is public speaking but Martin R. seems comfortable in front of his peers. Photo: Mr. Miranda



responsive to whatever they're afraid of, people just stand there like a statue and don't do anything, completely paralyzed.

Seventh grader Ryan Crawford said

"It really depends how you act in situations with your fear, if you're completely paralyzed with fear that's not good". I agree with that because if you freeze up then you can't get out of that situation. You're no help to anyone until you unfreeze, which won't happen until you overcome your fear. Another way someone deals with their fear is talking through the situation.

According to Smithsonian Magazine, "As a threat stimulus, such as the sight of a predator, triggers a fear response in the amygdala, which activates areas involved in preparation for motor functions involved in fight or flight". So when a person sees a spider, the amygdala (located in the brain)

decides whether to fight, flight or freeze. How a person handles the situation is decided instantly inside their own brain.

Don't live life in fear. Be sure to keep

breathing and don't freeze up so a person can overcome their fear easier. Communicating to yourself in situations is ok because you are talking through how to get out of this. You can also think of a happy place, to remove the panic. Breathe and keep going is what you should believe to get through your fears.

JUST BREATHE

Fears and what we make them

By CALLIOPE KIRSCHBAUM

have different reactions. The reactions people have are fight, flight, or freeze. Fight means to deal with this fear, either squashing the spider or handling the situation. Flight means to run away or avoid the situation, by being non-confrontational or avoiding it. And freeze is where one is not

The JAMS Journal

VOLUME 5 : ISSUE 1



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Published by the students of
John Adams Middle School
2425 16th Street
Santa Monica, CA 90405



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Do you have news or ideas to share with The JAMS Journal staff? Email us at JAMSnews@smmk12.org or scan this QR code.



TIMELINE OF FASHION INSPIRED BY MUSIC

Music has always been a big part of fashion. After all, they share the same level of creativity. New music starts new trends in fashion, and if there are any new clothing trends in the market, better believe that popular music artists will be wearing it. Whether your favorite artist is Kanye, Frank Sinatra, or even KISS, all of them have one thing in common. They are all trendsetters. - Mateo Melis-Behrens

60s

One of the biggest fashion trends of the 1960s was the “mod”. This style was brought to life in America by the Beatles. Arguably one of the most popular rock bands ever. Mod being short for “modern” meant that colorful suits and patterned vests were in style. Soon after followed Mick Jagger, lead singer of the band Rolling Stones.

70s

One of the most popular clothes from the 1970s was “glam rock”. Shiny bright blazers with the same colored tight pants. The accessories were out of this world. Copious amounts of jewels and other bright material that made people shine. There is no doubt that the biggest influencer of this outgoing style was David Bowie. Starring in many fashion magazines, David really made this popular in the U.S.

80s

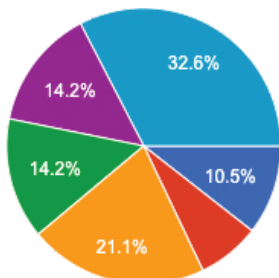
The 1980s are known for their colorful, mind bending clothes. Madonna was a big part of this era. Undoubtedly one of the most popular female singers of the 80s, Madonna took every opportunity out in public to make herself shine. With long dresses and many accessories such as necklaces and bracelets. In concert, Madonna usually wore fishnet pants and short tops.

90s

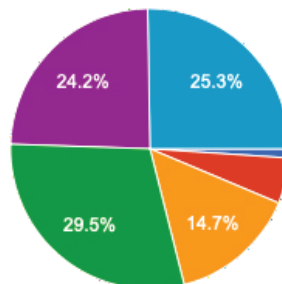
The 1990s was a big change in clothing, as there were many very different styles spread across the U.S.A. One of the biggest influencers in style just happens to be the most popular band of the 90s. Nirvana who made it popular. The style was referred to as “grunge” and clothing items included heavily ripped jeans, big flannels, and dirty shirts.

00s

This was a crazy era for fashion. The internet has just been invented. In 2007, he released a video on the internet titled “Crank That Soulja Boy” with a dance to go along with it. In the video Soulja Boy was seen wearing an 8XL shirt and Jean shorts or “Jorts” so big they were down to his ankles. Many rappers followed soon after such as 50 cent, Lil Durk, and Chief Keef.



Favorite
Music Era
2010s



Favorite
Fashion Era
1990s

KEY	
Dark Blue:	1960s
Red:	1970s
Orange:	1980s
Green:	1990s
Purple:	2000s
Light Blue:	2010s

STUDENT COMICS



Connected...No Matter What
by Cameron Dyckhoff



Kindness Goes A Long Way

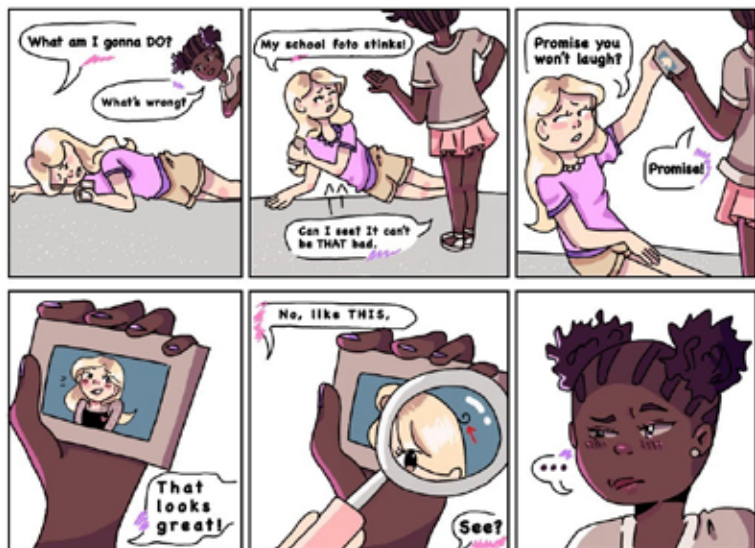


by Sunny Mason

TikTok: MySunnyKitty



School-Foto Freakout
by Graciela Buccioni



Underwater Affection
by Alisa Fox

