

THE JAMIS JOURNAL

JOHN ADAMS MIDDLE SCHOOL

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When the Math Isn't Mathing

JAMS students express dissatisfaction with the shift to a math-focused advisory period.

By EITAN PUCHALT

This year, students are now required to do math during advisory and nothing else. An overwhelming 96% of JAMS students think this is a bad idea for various reasons, such as not allowing them to complete other important assignments from the core subjects. "I really dislike it. It is showing that math is more important than other subjects, which is not true," said 7th grader Ella Meyer.

The reason behind this change is that math scores from the state test were significantly low last year. So the administration thought an appropriate response was to have more time to practice math skills during the advisory period. Students' reactions have been one-sided for the most part. One reason that the majority of students agree on is that it does not allow students to work on their homework from other classes. Students will have to work on other core subjects at home, which makes for less time on those assignments and this could lead to worse grades and/or more stress. "Some students like to have some chill time during advisory, or do their homework (from any subject) because they might not be able to do it after school," said 7th grader Jade Martinez.

In addition, some students make the point that completing math in advisory is not fair to the students who get pulled out of advisory. Zoey Markowitz, a 6th grader, stated, "I'm sure other kids could be experiencing lower grades because they get pulled

out of advisory for other things...Dreambox and other math programs should be completed in class."

On the other hand, around 23% of students think math in advisory is helping their math skills. Seventh grader Lorenzo Borgia states, "I believe only doing math in advisory is an excellent idea as the math teachers are more inclined to give homework, and also is a great way to focus on math and hopefully overall help improve test scores." JAMS math teacher, Ms. Ruvo also appreciates the extra practice on

math, stating, "I do believe that the students that are making good use of their advisory time are noticing an increase in their grades. The students that are just sitting there are noticing a decline. I believe that if all students used ad-

visory well, we would have no missing work in math, and I know that would increase math skills!"

"Math is important, but it shouldn't be the individual priority for students. Students should be able to focus on other subjects," says 8th grader Cameron Dyckhoff. Cameron petitioned to put math in advisory to an end, and as the survey showed, most students agreed. Students did offer various compromises, including working on math for 15 minutes in advisory, or working on math first before other homework. For the foreseeable future, it is not likely that advisory like it was last year will come back, but it remains to be seen whether the new policy will help students.

"If students are not allowed to work on anything else other than math, then it will cause students to fall behind in other subjects."

-Jade Martinez, 7th grade



"I think that any extra exposure to math and skills practice is going to benefit the kids."

- Ms. Alexopolous
Math teacher



"For some classes, students need advisory time to work on homework. Not having the ability to do that anymore can negatively affect their grades."

- Cameron Dyckhoff
8th-grade

Principal's Message



Ms. Chacon
JAMS Principal

"My focus includes reinforcing a sense of belonging among students."

Our JAMS principal, Ms. Chacon, shared her enthusiasm for the positive start to the school year, highlighting the emphasis on fostering a sense of belonging through Dragon Days, the first two days of school. She noted, "Both students and teachers have provided encouraging feedback, signaling a successful launch academically and socially."

To continue this positive momentum, she emphasized that teachers are actively engaged in implementing the site improvement plan, with a commitment to ensuring the diverse needs of all students are met. In her words, "It's essential that we continue to build on our successes and maintain a focus on both academic and social aspects of our school environment."

Looking ahead, Ms. Chacon outlined her specific goals, stating, "My focus includes reinforcing a sense of belonging among students by promoting kindness, connection, and compassion." She acknowledged the care exhibited by teachers for students but also expressed the need to "enhance collaboration among them to further improve the overall student experience."

Addressing a prominent challenge, she remarked, "Unkind language, particularly among middle school students, poses a significant concern. They may unintentionally use hurtful words, often derived from social media."

Ms. Chacon emphasized the importance of cultivating awareness about the impact of words, advocating for "a more compassionate and considerate communication culture among the students."

BEHIND THE ACTION

By LONDON CUNNINGHAM SNOOK

“Pow!” “Shueesh!” “Boom!” The crowd goes wild! The JAMS sports teams spring into action as middle schools within the SMMUSD offer sports this semester.

Ranging from football to volleyball, students and parents are excited about this new program. But people have some questions. For example, it’s a mystery to many why there is only a girl’s volleyball team, not a boy’s team. The roster for the football team consists mainly of eighth graders. And where did the funding come from?

Volleyball is the fourth most played sport in the world, yet JAMS has excluded over half of the school. Many people have wondered about the absence of a boy’s volleyball team or ideally a co-ed team. Jason Hurd -the sports director for the SMMUSD schools- said, “We offered girls volleyball because it’s what’s normally and traditionally offered in middle schools.” JAMS strives to be one of the most inclusive schools in the district, but why is it that when it comes to volleyball, we have to go back to what is traditional and basic?

According to the sports director Jason Hurd, about 20-25 years ago SMMUSD shut down the middle school sports program. “It has always been the plan to start it up again.” Starting it up again takes time, and the district wanted to

be able to produce a well-run program. The key to a well-run program is funding, the district’s hope was to start with them funding the program. Eventually, families and the community would donate to the Santa Monica Education Foundation. Students

still may ask why after 25 years the district would want to do sports again, the main reason JAMS started the sports program back up was to “make a better impact on the middle school day” -said Jason “give the full experience”.

At JAMS, flag football secured the top spot as the most popular sport among students who participated in tryouts. It was led that everyone had a fair shot at making one of the precious 13 spots on the team. But a school-wide rumor has said that the process favors the eighth-grade students. “The coaches will look and address the players through baseline training,” Jason said after being asked, “How did the coaches decide who was picked?” Comparing a sixth grader to an eighth grader can be difficult for many reasons. The schools are doing the best they can to make it equal for all grades, but some students think it still needs some work.

Our school is so fortunate to have the sports program back and running; it is great for all students to be able to experience sports, like Jason Hurd said, “Give the full experience”. For students who aren’t able to afford high-level

competitive teams, it gives them a sense of the competitive drive. Not only for the people in the program and on the team but for everyone else at JAMS, to be able to watch our school face their rivals - overall, it’s fun.



JAMS girls volleyball team takes charge in a 3-3 tie against the bulldogs.
Photo: London Cunningham-Snook

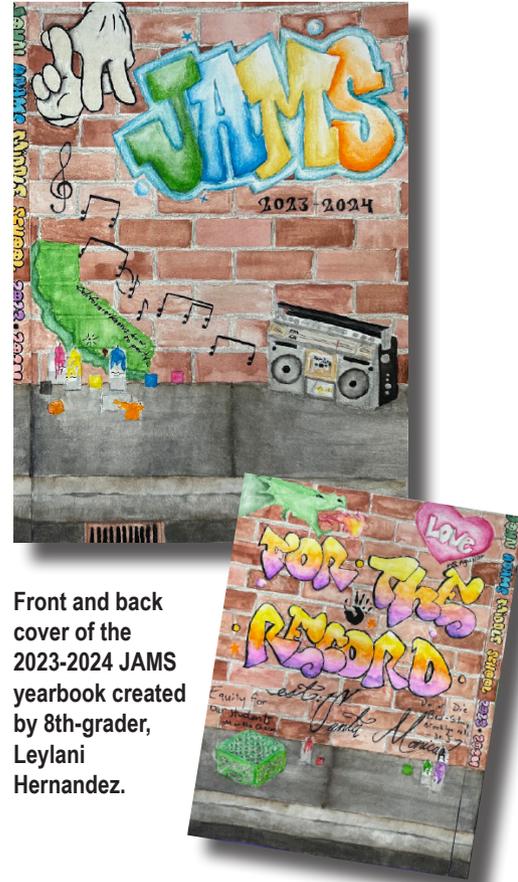


Running into action, students at JAMS try to beat their time on the cross country team. Photo: Benjamin Koven



Coach Miguel talks to the cross country team before they start practice.
Photo: Benjamin Koven

Yearbook Cover Contest



Front and back cover of the 2023-2024 JAMS yearbook created by 8th-grader, Leylani Hernandez.

To win yearbook cover contest it takes time, a bright idea, and a lot of skill. Leylani Hernandez understands this because she is this year’s cover contest winner! Leylani saw that a lot of competitors had the idea to do a record player. To stand out she needed something different, so she decided on a boom box, and was inspired by L.A. to do graffiti because it’s everywhere. After investing a total of five and a half days into the yearbook cover contest, Leylani’s dedication has yielded a truly worthwhile result. Her fondness for the vibrant palette she used and the subtle secrets embedded in her artwork adds an extra layer of intrigue to this remarkable artwork. As the chosen winner, Leylani’s creation will be prominently featured on the yearbook cover, ensuring that her impressive work of art will be admired by students for years to come.

HONORABLE MENTION

Rhay Paringit
Emily Feldman

New ASB Officers

Co-Presidents



Fidel de la Torre

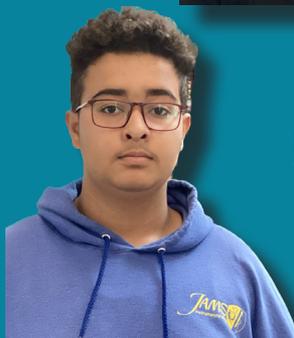


James Burtonduron

Charlotte Avedian
Secretary



Kerulos Ramis
Treasurer



Ryan Chapman
Historian



FUELING JAMS SPIRIT, ASB

This year's ASB team keeps JAMS Dragons' spirits high with new people and events.

By EDEN ALCALAY

When entering the John Adams Middle school gates every morning, students feel a sense of community - they feel kind, connected, and compassionate. But what contributes to that feeling? What provides a fun environment with events and activities? The answer is ASB (Associated Student Body). ASB is an elective focused on creating and being in charge of all the events that happen throughout the school year. Often students take advantage of these events, they don't realize how much effort and hard work ASB puts into setting up and creating them.

Every year new students get the opportunity to be a part of the ASB community, and this year a great group of students join the mix. Every person brings different things to the table.

When asked how they contribute to ASB, students explain a vast category of jobs. "Some jobs that I help with include updating the upcoming event board and sometimes help as a historian. Being a historian means that I help take pictures of the different activities we set up," said 7th grader Irene Lee. It takes a committed group and lots of work to make ASB events happen for the students all throughout the year, so assigning these roles is important to keep things organized. Seventh grader Brooklyn Bell stated, "My favorite part of ASB is that I get to plan events and make people happy."

As students have probably noticed, around school there are posters advertising different events. For example maybe the poster said something like, "CHIP WALK AT QUAD FRIDAY OCT. 5" Those are all set up by ASB.

School can sometimes feel tiring, and all students have those days where they need a break from constant work all six hours of the school day. Luckily that's where ASB comes in with activities that make days a little more fun. Some major events happening this year include activities during Halloween, Valentine's Day, Chinese New Year, and more. The organizer of ASB, Ms. Beeman states, "One of my favorite things about being in charge of



Ms. Beeman
ASB Advisor

ASB is watching my students grow their skills of planning and managing events. In the beginning of the school year we start off with smaller, easier events and as the year goes on we move up to bigger things."



Sixth and seventh graders get creative at the bracelet making table. Photo: Eden Alcalay

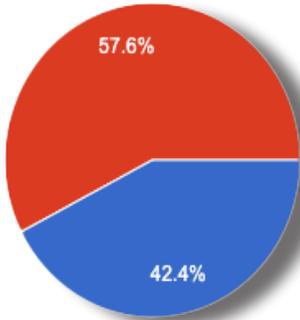


Students enter in the Chip Walk hoping to be the lucky winner. Photo: Eden Alcalay

So the question remains, what is ASB? ASB is the core of all the events and school fun at JAMS and without it school would not be the same. JAMS spirit is greatly owed to the pride and joy that ASB contributes. This year's ASB team will keep the JAMS dragons spirits high throughout the year. We are grateful for all the hard work that ASB puts into making our school a kind, connected and compassionate community.

The Struggle Against Times

The topic of late start or early release has been a subject of debate among returning students. The shifting preferences and reasons for these changes are explored.



58%
of students at JAMS dislike late start this year.

“As a new student just hearing about early release, I honestly think it sounds better than late start.”



Mariah Young
6th-grade



Archi Duenas
7th grade

“I’m not a big fan of 9:35 am start because I don’t like sleeping in, and I don’t have a lot to do in the morning.”

“I think early release is better than late start because I usually have more time after school to relax and have fun.”



Rossi Valentino Calanni
8th grade

Parent Perspective

Fifty-one percent of parents support later school times, according to Science Daily.

Parents who opposed the change were concerned that after school activities might be affected.

By FEVEN BELAY

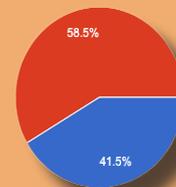
You wake up from a refreshing sleep, only to realize you’re late! You put on your clothes, brush your teeth, and rush out the door, but then you remember that it’s a late start. Instead of 8:30, it’s 9:35. These schedule times happen every Friday. But why do they happen?

About 60% of the JAMS community dislike the late start this year. Students complain about their schedules being jumbled, feeling groggy, confused, and feel as if they cannot focus on their homework and classwork. Studies show that you are more likely to have anxiety or depression from waking up late, as well. However, some students enjoy sleeping in late. “It honestly doesn’t affect my mind at all because I adjust pretty easily.” 7th grader, Dontae Mobley stated. In actuality, late start was here at this school first before early release. Early release was actually introduced two years ago, and before that it was always late start.

While this year’s mornings on Fridays start at 9:35am, last year’s schedule consisted of early release on Fridays. Over 80% of students prefer 2:00pm early release. Hanging out with friends, relaxing at home, going to Bob’s Market, etc. are the main reasons for this preference. “When I got out of school earlier, I felt like I had more time in the day to have fun with my friends,” Georgette Pacheco, 7th grade, said. While this schedule was great for students, you might be surprised to learn that teachers at JAMS had to stay later in the day at school every Friday,

sometimes even until 3:30pm.

But, why does JAMS have these special days on Friday in the first place? Well, teacher meetings happen on Friday’s. So, they have to decide whether it’s an early release (meetings in the early morning) or having a meeting in the afternoon. When these meetings take place, they also have an effect on some teachers. “I feel overwhelmed sometimes when we conclude the meetings. It affects my feelings a lot as well,” Ms. Hale stated.



Forty-two percent of students think Late Start has a positive effect on their learning.

However, research shows that irregular sleep patterns, as in 9:35am start, is bad for your brain. According to Bustle News, “Your brain will remember getting an extra hour of sleep. That might be a good thing if you’re

tired, but it can wreak havoc on your attempts to form a consistent schedule. Your brain may not be as sharp as usual, with a decrease in cognitive ability and in attention span.” This explains why some students feel quite tired during their first period. In an interview with Lorenzo Borgia, a 7th grader, also had an opinion on late start. “It encourages people to stay up later on a Thursday night. It also interrupts my schedule because I always have to make an exception on Friday,” he said.

Whether its early release or late start, these times will always be scheduled on a Friday. So, let’s enjoy these wacky schedule times while it’s here. Besides, at SAMOHI almost every day of the week is a different release day. But, that’s a different story for another time.

POWER SURGE OR PUBLIC MENACE

The detrimental effects of consuming energy drinks.

By LAUREL COHN

Thirty-four deaths nationwide have been connected to the use of energy drinks. With 22 of them being linked to 5-Hour Energy, 11 to Monster, and 1 to Rockstar. Energy drinks have been around since the '60s, but only recently have people started to realize the detrimental effects they have on health.

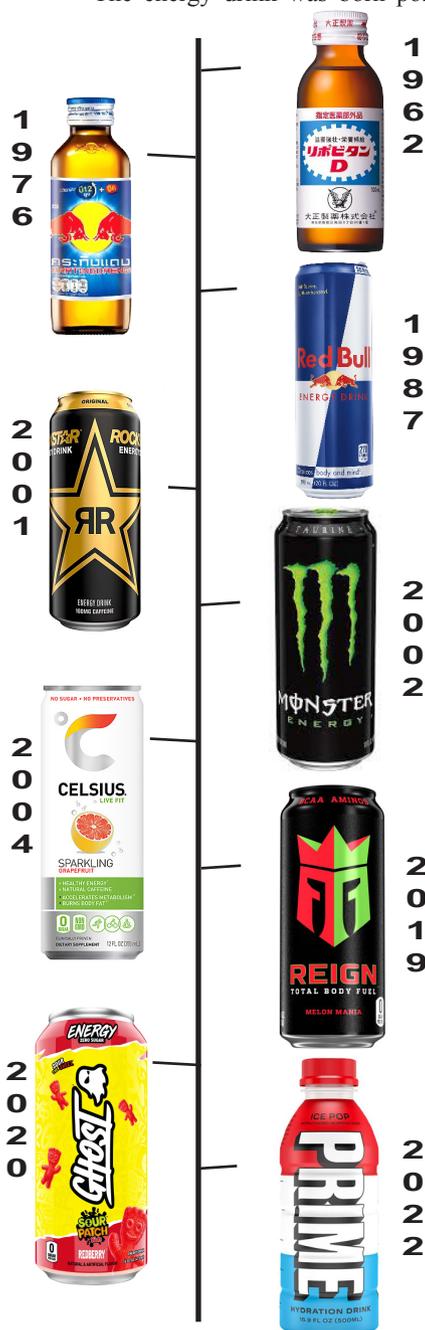
The energy drink was born post

World War II in 1962 when truck drivers and faculty workers in Japan needed a way to stay awake during long shifts. It was produced by Taisho pharmaceuticals and named Lipovitan D, an herbal “energizing tonic”. The drink contained an ingredient called taurine which would later become a key ingredient in Red Bull. While the label on Lipovitan D stated that people should not consume more than 100 mg of taurine per day, one bottle contained up to 3,000 mg of it. “What kids have mentioned to me is that after they have those drinks they are filled with more energy, but at the same time it’s not normal. I highly don’t recommend those kinds of drinks,” said Ms. Gutierrez the JAMS Mental Health Counselor.

While energy drinks may taste good and give consumers a buzz, the long term effects are really not worth it. According to the CDC some health effects that come with consuming energy drinks are heart complications such as an irregular heartbeat and heart failure, anxiety, insomnia, Type 2 diabetes and an increase in the risk of obesity. “They’re delicious, but when it comes to your mental health, energy drinks can really mess with your brain. Especially if you already have previous problems with anxiety,” explained 8th Grader Hazel Kawar. These drinks are fundamentally typical sodas with triple the amount of caffeine and have been rebranded to promise higher performance.

Marketing strategies are also a huge part of the energy drink market. Drinks such as Red Bull use marketing strategies with commercials of young people doing extreme sports such as BMX biking, snowboarding, and surfing. This associated the drink with that rush of adrenaline when doing these activities. PRIME was also accused of limiting the supply in stock to create a “rare” feeling around the drink. Consumers would collect the bottles and it became a symbol of social status.

Despite the fact that energy drinks have not gotten any better or healthier, they continue to grow in popularity. Sometimes you just need a little energy.



Fun activities to do in Santa Monica

(beyond just going to Handel's)

-Laurel Cohn



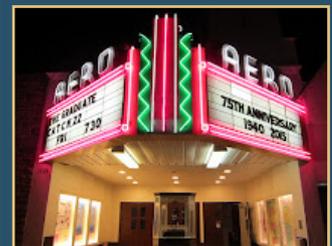
ICE on 5th St. and Arizona Ave.

ICE at Santa Monica has been around for many years. It's only \$22 for admission and skate rentals. Opened on November 1st, it's the perfect place to hang out during the winter.



Live comedy shows at The Crow in Bergamot Station.

The Crow located at Bergamot Station has live shows and do teen nights every first Friday of the month.



The Aero Theatre in Santa Monica, opened in 1940, is still going strong.

The Aero Theatre is a retro, single screen movie theatre that plays films old and new, such as *Planes, Trains and Automobiles* and *Teenage Mutant Ninja Turtles: Mutant Mayhem!*



Ms. Gabor facilitates the examination of a recently read short story alongside Jaleel S. and Kylah M. Photo: Feven Belay



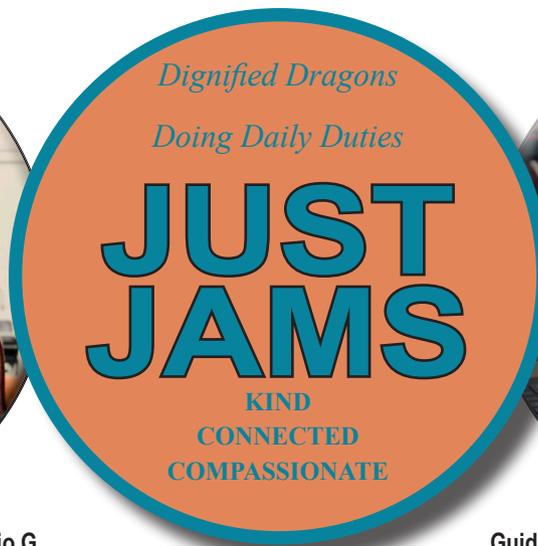
Fast footwork, Benito Q. and George T. engage in a spirited and vigorous soccer match during the lunch. Photo: Rohan Shah



Ms. Joyce provides guidance to a student in the art of clay sculpting for a creative project. Photo: Kahlan Roberts



Diligent practice leads to perfection as Jojo G. focuses attentively on refining her bass pitch. Photo: Rohan Shah



Guiding curiosity, Ms. Buccioni and Colton J., build bridges of understanding, turning lessons into lifelong connections. Photo: Rohan Shah



In a world of discovery, Emily S., Ben C., and Kalkidan T. synergize their scientific minds to conquer a challenging assignment. Photo: Mariam Beder



Ms. Beeman actively involves her 8th-grade students in honing their skills for crafting compelling arguments. Photo: Liza Hall

A Library Revival

By LIZA HALL

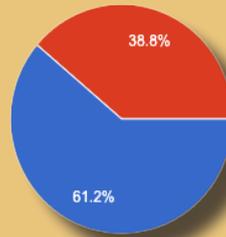
Libraries play a vital role in the lives of both students and educators; a school without one is simply unimaginable. Libraries and schools go hand in hand, it is a place for students to catch up on homework, read, or just socialize. That is one of the reasons why schools are always trying to have a library that every student can use. Now, people all over the world are trying to make more schools modern and have different tools for every student's learning, and that is exactly what JAMS is doing.

In schools around the world, libraries are very crucial in the lives of students and staff. Also, public libraries hold information for the whole community. About 55% of JAMS students use libraries outside of school. Whether it is a public library or a school library. A space for the community to read where everyone feels welcome is very important, and the librarian is a crucial part of making it work. Ms. McLaughlin is the new librarian and she has ideas to make this library even better than it already is, Ms. McLaughlin said, "A great library is a welcoming resource where readers can come "home" and individuals can connect," She also is doing a great job of making the temporary library feel welcoming and comfortable until the new library is done. She has out puzzles for students to work on during lunch and nutrition and she is even starting a 100 days of Reading Competition. "I think that books are simply welcoming on their own," Ms. McLaughlin stated, "But, I

understand that we need other things in our space that welcome people,"

Another important part of the new library is the remodel itself. Ms. Chacon stated, "There will be an outdoor patio for reading and small collaboration rooms and that the remodel of the library is part of the school master plan to renovate and modernize the school. The library is particularly important because it is a meeting space for staff as well as students and can play a key role in developing reading identity with students." The library is going to be very different and hopefully will lure more students into reading. 61.2% of JAMS students say that they will use the library more once it is renovated but, 67% of students say that they do not care that the library is getting remodeled at all. The question is why do so many students not care about the library? Is it because they do not like reading, school in general, or they just can not be bothered? "I just like E-books better," said Andrew W., an 8th grader.

Libraries and reading are a big part of any school, especially JAMS. It helps build community and it really represents the JAMS motto; kind connected and compassionate. Now that the library is going to be redone, the students of JAMS can have a new space with a more modern touch. Regardless of the chosen style, the library will remain an excellent destination for reading and socializing. All that's left is to patiently await its completion.



About sixty-one percent of students say they will use the library more once it's renovated.



Many books of all different genres are displayed and waiting for students to choose them.

Photo: Liza Hall



Ms. McLaughlin provides games for students to enjoy while immersed in a room full of stories. Photo: Liza Hall



Temporary library is open. Photo: Liza Hall

A rendering of the new library after the remodel. Photo: SMMUSD



FRESH FACULTY FACES

By EDEN ALCALAY



Ms. McLaughlin, librarian

Ms. McLaughlin got her masters at University of Massachusetts and joined John Adams this year. "I love meeting new students and having the opportunity to put together a fresh library. In my free time I spend time with my family and mountain bike," she said. Prior to JAMS, she was an English teacher at Lincoln Middle School.



Ms. Ruvolo, math teacher

Ms. Ruvolo joined JAMS last year and said, "I have the best students, my time here has been great and the students are just fantastic." Prior to JAMS, she was in the AVID program with the school district. She's taught in Venice Beach, Colorado, and Florida. In her free time she enjoys skiing and reading.

EMBRACING DIVERSITY: CELEBRATING INCLUSION AND REPRESENTATION AT JAMS

By KAITLYN NOSHO

Diversity, inclusion, and representation. Words we have heard, but what do they mean? What do they look like at JAMS? Diversity, in short, is variety. Think about how boring the world would be if everyone were identical. Thankfully, that is not the case. Everybody is unique and special. Everyone should strive to be inclusive of others. It could be simple things like hanging out and working on schoolwork with others despite their differences. Through those differences, there is representation of many cultures, races, and genders.

JAMS holds a special place in the hearts of students and staff. What should people think when they step foot in our school?

“I hope people think and feel welcomed when they come to JAMS. Our JAMS community is like a second family. We care about one another and strive to build connections, have compassion toward each other, and be kind to one another,” said Ms. Asiaban, 7th-grade counselor.

Students should have a goal to make everyone feel welcomed and included. Building a connected community is a necessary step in that process. Students meet others with similar interests, which can be the start of meaningful relationships.

Mr. Mauck, a math teacher, said, “I hope people think JAMS is a close community where people are kind, connected, and compassionate. A place where students can find new friends with similar interests, and discover interests and skills that will help them in the future.”

Of 262 students surveyed, 87% said that they found JAMS to be an inclusive space. What makes JAMS inclusive, though? Well, JAMS has many fun ASB-run events for everyone to participate in. There is always something cool happening. On the flip side, how can JAMS be improved?



Jenna H., Drew P., Julia C., and Jules B., sixth graders, enjoy some sunny fun during their nutrition break.

Photo: Kahlan Roberts

Reconsidering what these stereotypes do to people can mean a lot. Going against these stereotypes will help to break them.

ASB has been working to make our school the best it can be. Their ultimate goal is to grow JAMS positively. ASB puts together all of the fun events around the school. There are sports teams, music, trivia, video games, arts and crafts, and many more. ASB students design events that everyone can participate in without any cost. They have activities such as a Dodger Blue Day rather than a Dodger Gear Day.

Ms. Beeman-Solano, ASB teacher, said, “ASB is happy to amplify the voices of student groups on campus. We can help organized groups like Jazz Band, AVID, and QSA implement their vision for an event. We can also take suggestions from individual students or friend groups.”

In simple terms, diversity means variety or difference. Within the campus, there is a lot of representation of different cultures, ethnicities, etc. For example, there is a group called ASU, or Asian Student Union. This group is aimed at bringing people together and helping students to learn about different cultures. Embracing diversity as a strength allows students to see and value others for their unique qualities. JAMS is a very diverse school, and this club is like a small representation of a greater part of Los Angeles.

Diversity, inclusion, and representation are essential. There is so much within JAMS that shows it. Diversity brings people together and leads to discovering new perspectives. Inclusion helps to create a sense of belonging within a community. It helps people to feel welcomed, supported, and valued no matter their background. Representation can help people understand other cultures and people. All three of these words are closely related and essential for making JAMS the best it can be.

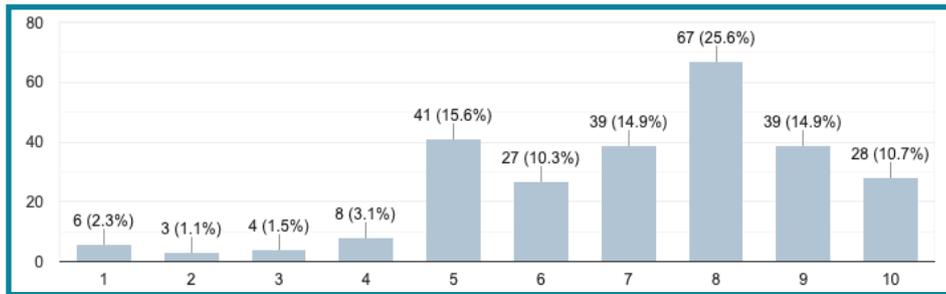


Chart illustrating student perspectives on the diversity of JAMS, rated on a scale from 1 to 10.

The majority of students have felt bad about themselves due to stereotypes. Specifically, 19% of the students surveyed had felt bad about their race due to stereotypes. Twenty three percent felt bad about their gender due to stereotypes.

What does inclusion look like? Inclusion means to have a group of different people with different backgrounds, races, and genders and treat everyone fairly. In other words, there is equality for everyone. Inclusion creates a sense of belonging and value for all. In classrooms, inclusion could be working with students with different learning styles.

How can students be more inclusive? In everyday life, there are surprisingly simple things that can make the campus more inclusive. For example, using the right pronouns or using inclusive language. Stereotypes cause people to see others in a certain way, often confining them in a box of what they should look like or be good at.

How Far Can A Shoe Go With No Foot In It?

The Prince Africa Track Foundation and how it aids children across Africa

By NOVA MORGAN

Last semester, John Adams Middle School held a shoe drive in association with the Prince Africa Track Foundation (PATF). The Prince Africa Track Foundation was founded by Prince Mumba who was born in Zambia, the youngest of 11 children. His discovery of a talent for running occurred when he was compelled to take it up as a disciplinary measure in school. He's loved it ever since. After retiring from competitive running, he has since devoted



Prince Mumba used his running talent to find opportunities for personal growth and success.

the remainder of his athletic career to coaching kids. From this, the Prince Africa Track Foundation was born. The mission is to "ignite a vibrant and lasting spirit of athleticism across Africa by providing access to athletic footwear and inspiring individuals to reach their full potential."

JAMS students Safiya Hart, Louisa Gubbins, and Blake Kipperman made it their mission to assist the Prince Africa Track Foundation, dedicating a significant amount of their time to ensure the success of the shoe drive, and according to Louisa, "We have 161 pairs of shoes at this point, and counting!"

Since the commencement of the school year, ASB has collaborated with the Prince Africa Track Foundation to organize a shoe drive at JAMS. "I have helped with the shoes since the beginning of the school year and was attending all the meetings to get it started," Safiya Hart said.

Their involvement was a means to collect shoes on a broader basis and from more people. With kids growing up quickly, they go through shoes much quicker than adults. Louisa said, "That's why we thought a school would be a great place to collect shoes."

The Prince Africa Track Foundation has also set up donation bins and shoe drives at other schools. "We also have placed a donation bin at Grant Elementary School and have been collecting shoes there as well. Our goal is to roll this out to all of the Santa Monica schools," Louisa said. The foundation is doing shoe drives all over SM-MUSD schools so children in Zambia get as many shoes as they can.



"I have spent quite a bit of time devoted to PATF. Safiya and Blake have as well. We have been meeting since last spring to work on all the details. We have spent at least 40 hours in terms of monthly and weekly meetings as well as collecting and organizing the shoes."
-Louisa Gubbins
7th grade

"I started running with Prince when I was 7 and he has always been a wonderful coach. When I was told about his idea I thought it was important and knew I had to help. Now, donations are strong and it makes me so happy that things are going so well."
-Safiya Hart
7th grade



"I spend about a hour and a half every week doing work for the organization, and as a career I could see myself doing fundraising or being active in a charity outside of my main occupation."
-Blake Kipperman
7th grade

HOW YOU CAN HELP

Contribute to the cause by donating shoes you no longer need to children in Africa who require them.
Locate the donation bins on campus.

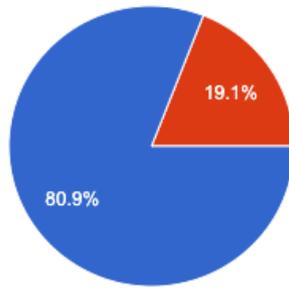


Scan this QR code for more information about the Prince Africa Track Foundation





Amaya B. and Alexander M. smile while holding hands. Photo: Mariam Beder



Eighty percent of students think dating is a big cause of rumors and 19% think it's not.



Mariah B. and Donovan A. spend time together on the field. Photo: Mariam Beder



DATING WHILE AGING



Heartwarming, brief and temporary young love but some may even be far worse than the fairytale one sees or dreams of.

By MARIAM BEDER

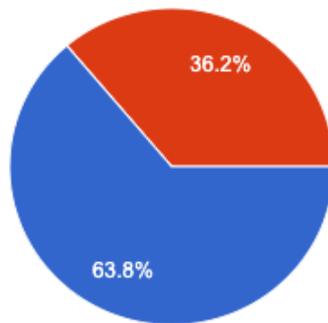
Middle school dating can be a roller coaster of emotions, from butterflies in your stomach to awkward moments in the hallways. Let's dive into the world of puppy love and explore the ups and downs of navigating relationships at this stage of life.

Middle school dating is all about those exciting moments of hope and nervous excitement. It's a time of first crushes, secret notes passed in class, and those unforgettable moments of stolen glances during lunch. But it's not all rainbows and butterflies. About 64% of students at JAMS think that peer pressure is very real when it comes to dating. Eighth grader Billie Shulman said, "Peer pressure is a very serious matter for many reasons." Peer pressure can make you do things that you are not comfortable doing. It can also lead to bad influence from your partner.

A negative thing about dating is that after the couple break up, it can cause drama and rumors. Later on it can make this person feel bad about themselves. This point can lead to other thoughts which aren't so positive. But on the bright side this person can make you feel confident and proud of who they are. If anyone is ever in a relationship, the person should always feel wanted. The partner is never supposed to make a person feel like you're in a toxic or unhealthy relationship. But at the same time, they should be careful

"It's okay to date but only when both sides are emotionally ready for it."

Victoria Caceres, 7th-grade



About 64% of JAMS students think peer pressure is real when it comes to dating while 36% of people disagree.

because this person can be gas lighting and making people think a certain way. When asked about middle school dating students had different opinions. Lawrence Garcia said, "No, it can affect a lot of friends and might cause a lot of negative drama but I think it's not that bad because it's nice to be loved by someone." Be sure to take advice from everyone and be certain that friends and family know about the relationship so it wouldn't be fake or un-

healthy. Many students are in relationships and hide it from their parents. Some parents don't really support dating at a young age.

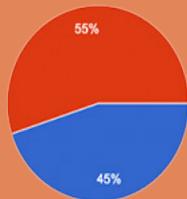
At school there are about 70% of people who think that dating is a big cause of drama, and 82% big cause of rumors. JAMS also thinks that dating is a very serious affect on how you do in school, the percentage was about 71% people who think that. However, students date anyway because they feel like they are going to get in trouble from their parents or they think they are doing the right thing. People also just get with people because they like the idea of someone being attracted to them. Later on in the relationship, they will realize that they like the idea of it, not that they are attracted to one another. Middle school dating is full of exciting moments and full of nervous moments. It's important to be aware of the likely negative side, such as peer pressure and the aftermath of breakups.

However, being in a relationship can also boost confidence and help improve the thoughts about themselves. Remember, when in a relationship they should always feel wanted and never settle for a toxic or unhealthy relationship. Stay cautious and trust your instincts. Middle school dating can be a roller coaster, but with the right mindset, it can also be a wild adventure for the middle school experience. But everyone should be ready for the years ahead because who knows what awaits for high school.



SPOOKY MATCHING SEASON

By ALEJANDRA CARRILLO



Fifty-five percent of students dressed up alone, while 45% dressed up to match with friends.

The thought of having that one costume everybody talks about, is a hope that most middle schoolers experience. Whether the costume is scary, cute, or even funny, kids want it to be memorable. So why not make it memorable with some friends? During Halloween on campus, students will find many matching costumes. They will see best friends matching, or a whole group theme, everyone enjoys it. Even if a kid doesn't dress up it's still fun to watch others go all out for one day of the year.

Dressing up with friends is fun and exciting, a student and their friend(s) go through the planning of how they can make the most of it. A survey that was taken shows that 89% of JAMS students like dressing up for Halloween, but only 45% of those students who like dressing up for Halloween are matching with someone. "I

think that dressing up with friends is better because it is cool to participate and have a cool experience with them", said 8th grader Billie Shulman. She is planning on dressing up alone for Halloween because of missed

communication with her friends. Seventh grader Victoria Hashimoto is dressing up with friends and said, "I think dressing up with friends is better because it adds more depth to the character/thing you want to dress up as, and it's just more fun! I feel like it makes more of an impact to dress up with friends! More to see, more to experience!" She is dressing up with friends because she wants to enjoy the experience of planning Halloween costumes with them and join the costume contest with her friends because she loves Halloween.

Halloween offers an enjoyable opportunity to celebrate with friends and others. Even for those who may not actively participate, the joy of witnessing friends and fellow students having fun adds to the festive spirit. Coordinating costumes adds an additional layer of enjoyment to this celebratory holiday.



Halloween Costume Contest Winners

FUNNY

-Onceler (Graciella Buccioni) with Lorax (Guilia Lemgruber)

-Charlie Brown with Snoopy doll (Leif R.)

SCARY

-Coraline (Maycee Luna)
 -Alice in Wonderland Zombie (Soliel McGene-Mitchell)
 -Slashy Girl in T-Shirt (Alena Cox)

CREATIVE

-Bob Ross (Francisco Villarruel)
 -Iron Man (David Carpio)
 -Apple Watch (Esteban Olivares)

STUDENT GROUPS

Scooby Doo (Layla Chavez and Valerie Avila)

STAFF

Addams Family
 Honorable mention:
 Winnie the Pooh

STAFF MIC DROP

Ursula (Ms. Peterson)



Dia de los Muertos is a beautiful tradition

observed by students and staff at JAMS.

By ALENA COX

Dia de Los Muertos, the Day of the Dead, though for JAMS students and staff, is the day of the fun! JAMS ASB held many fun and exciting activities. A significant number of individuals participate in the cultural festivities of Dia de Los Muertos. Those who partake in this celebration enjoy traditional foods and honor their deceased ancestors. Many people are also a part of the culture that celebrates Dia de Los Muertos, people who do celebrate this holiday eat traditional foods and celebrate their dead ancestors.

Participating in this tradition can be done through various means, one of which involves creating an altar. Altars serve as a beautiful representation of one's ancestors and departed loved ones. Alternatively, attending a Day of the Dead parade offers a spectacular opportunity to immerse oneself in the vibrant aspects of this celebration, witnessing the abundance of beautiful and colorful floral arrangements.

DAY OF THE FUN



An altar set up for Dia de los Muertos to celebrate the dead and welcome them back.

Photo: Alena Cox

The parades showcase lively displays of dancing, elaborate skull and skeleton costumes, and the enjoyment of traditional foods. Originating from the Aztecs in Mexico, Dia de Los Muertos is now celebrated in several countries, including Mexico, Spain, the Philippines, Brazil, and Guatemala.

Those countries celebrate this beautiful tradition and they have for hundreds to thousands of years, it's interesting how things have evolved. This tradition started by the Aztec's who had not just a couple of days but

an entire month dedicated to their dead loved ones. Eighth grader Yanesiy Ramirez stated, "I would like for more people to celebrate it because I don't think people acknowledge it enough". Those are very important words because this tradition is very overlooked although it's gorgeous. Dia de Los Muertos is a very overlooked tradition and it should be more acknowledged and celebrated.

In the end, JAMS makes this holiday special for everyone even if some students don't celebrate it. Everyone has fun and people who do and don't celebrate it enjoy the activities JAMS does. A handful of activities our school does is making paper flowers, doing cookie art, and doing skull painting on peoples hands/arms. Our school does this to get kids interested in this tradition. JAMS enjoys doing things for Dia de los Muertos and they won't stop because it's truly a beautiful tradition.



James. B our ASB president paints the face of Theo R.
 Photo: Ms. Beeman



JAMS students decorated the hallway for Dia de los Muertos.
 Photo: Ms. Beeman



Result of Dia de los Muertos face-painting on Elle G. and Gigi A. Photo: Laurel Cohn

the elective detective

By ROHAN SHAH

What happens behind the scenes with a wide array of electives at our John Adams Middle School? Most students don't know about the fun things unfamiliar electives offer. Whether it's the music program's concerts, the art and engineering program's showcases, or everyday fun, here is the electives snapshot.



ASB officers dance on the quad during Friday lunch. Photo: Ms. Beeman



The french horns blast away during a band rehearsal. Photo: Ms. Woo



Yearbook editor Luca H. keeps a watchful eye over his peers as they edit videos and photos. Photo: Ella Meyer

ASB

In ASB, kids take charge and run for positions such as president, vice president, treasurer, and so on. Kids use their persuasion skills to win an actual school-wide election. ASB is the driving force behind every exciting lunchtime event, be it Food Truck Day, Step it Up, or Halloween festivities. Every student shows leadership throughout the elective.

The JAMS Music Program

Our music program has started the year off with a bang as the Band and Orchestra get new musical pieces, practice scales, and do clapping, and counting. The choir kids sing and practice vocal sustain. The upcoming concerts in the near future leave students nervous but excited for this experience for first-time musicians.

Yearbook

Everyone dreads their yearbook photo, but is it all that bad? In yearbook, students learn how to take photos and videos while juggling many other necessary skills such as time management and online editing. The students in yearbook have many duties and are constantly around campus taking photos or in the classroom making layouts for various pages.

Engineering/Art

Students participate in making cardboard robots, Rube Goldberg machines, and learning to code. During the latter part of the year, students engage in art classes, encompassing various visual arts such as drawing, painting, crafting clay sculptures, and creating mandalas.

With so many options, how does one choose? If you don't know what to do, try new things, because one thing you might not think you'd like, might be your future career. To conclude, electives are an essential part of Middle School life, and finding things to bond over with friends, or just to have as a hobby, helps make you a well-rounded person.

Journalism

In journalism, students learn about how to manage a deadline and work efficiently. Kids take incredible photos and learn how to use InDesign and make layouts that will pop. Some students also learn Photoshop to make the JAMS Journal look more professional.

Immersion

Kids who decide to join the Immersion Program here at JAMS, get to learn English and social studies classes in Spanish. they not only learn Spanish but also speak it in a regular setting, making them more fluent.



A 7th grader in art makes a Halloween drawing during first period. Photo: Rohan Shah



Ms. Cruz helps a student read in Spanish, and kindly connects with her class. Photo: Rohan Shah



Editor Laurel "ice cream" Cohn directs a confused student during Journalism. Photo: Rohan Shah

Mirror Image

Do teachers make assumptions about students based on their sibling(s)?

By CALLIOPE KIRSCHBAUM

Siblings are a blessing yet a curse. It's a love-hate relationship from the minute they're born. Sometimes people can be similar to their siblings. Whether they have the same interest, look the same, or go to the same school. In some cases, people might assume they are alike just because they're related, which could mean that teachers make assumptions about a younger sibling based on their experiences with an older sibling.

In a student survey, 54% of students have an older sibling, and 33% have the same teachers as their sibling. Furthermore, 30% agree that teachers make assumptions based on the elder sibling. Based on that, individuals throughout 6th-8th grade who have an older sibling have had a

teacher make an assumption about them.

In some cases, the siblings may be too far apart in age for teachers to remember who they are. Eighth grader Juliet Golubitskiy said "I have some of the same teachers that my older brother Mathew had, but none of them seem to remember him because he is about 5 years older than me. So no, I have never had the problem of teachers making assumptions." She is stating a different point of view on this topic. Her teachers don't remember her brother because he is much older than her, and they

have a lot of students. Teachers might change their opinions once they get to know the younger sibling. "I have made assumptions about siblings but the assumptions are usually short-lived. Many times siblings are very different from each other and those differences

make themselves known quickly in a classroom." said science teacher Ms. Jurewicz. Since siblings are very different the assumptions that are made can and in this case be forgotten very quickly.

Having a sibling can sometimes be like having a mirror image. Looking alike is a big factor in why teachers might

assume they are the same. It might be annoying to look the same as someone else, but people have to realize that a sibling is someone who will be there for one's whole life. And whether they like it or not looking like them is a part of siblinghood.

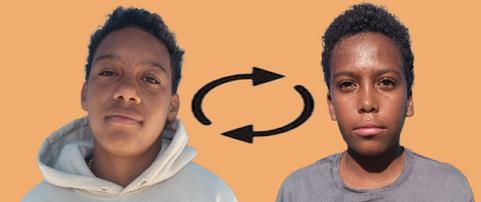
CURRENT SIBLINGS ON CAMPUS



Jolee and Malia Duppel



Charlotte and Eddie Avedian



Toussaint and Jazz Sheldon

"I have made assumptions about siblings but the assumptions are usually short-lived."

-Ms. Jurewicz, science teacher

The Bookmark

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

Check them out! - Calliope Kirschbaum

Mistakes Were Made

by Stephan Pastis

A funny illustrated detective story featuring Timmy Failure. Middle schoolers, who liked Diary of a Wimpy Kid, will appreciate more middle school humor. This is a good choice for students who are "out of shape" and want to get back into reading or just wants to laugh.

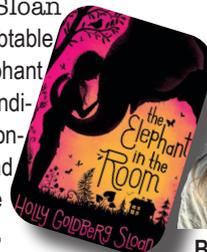


Gabriel Uloa
Grade 6

The Elephant in the Room

by Holly Goldberg Sloan

Centered around the undoubtable healing power of a retired elephant named Veda. It unites three individuals who, each, are disconnected from family, school, and life. Animal lovers, and those who may have felt separation, will enjoy this realistic, shorter novel.



Brynn Walker
Grade 7

All We Have Left

by Wendy Mills

Wendy Mills' realistic novel, revolving around the 911 tragedy in New York City, is an interwoven story told by two different narrators in two different time periods.

It exposes misunderstandings and prejudice but, in the end, are left with truth and hope.

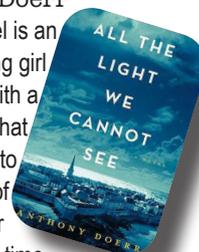


Adin Neshet
Grade 8

All the Light We Cannot See

by Anthony Doerr

The historically rich novel is an intense story of a young girl who has escaped Paris with a precious museum object that the Nazi regime wants to steal. It is a great example of a page-turner. Add to your knowledge of this historical time period, and be inspired by justice served in the end.



Ms. McLaughlin
Librarian

Bring it on Campus

Dragon Days

The initial days of the school year at JAMS were unlike any other. In this academic year, students were warmly welcomed with Dragon Days, a delightful two-day experience that emphasized kindness, unity, and compassion. These days featured a spirited volleyball match pitting students against teachers, an exuberant pep rally complete with hula hoop and dance competitions, and engaging activities on the quad. These initial days established the atmosphere for the rest of the year, fostering a strong sense of community among the students.



Step-It-Up

Step-It-Up! JAMS hosted an exhilarating Day of Fun extravaganza as a significant fundraiser right before Thanksgiving Break. This event generates funds for various student activities facilitated by ASB, encompassing holiday parties, festivals, cultural education, celebrations, crafts, sports competitions, 8th-grade Promotion, Museum of Tolerance visits, grade-level picnics, and more. Every student had the opportunity to engage in activities such as dodgeball, maze runs, hoops, human foosball, zorb balls, and dance to the beats spun by the DJ.



Social media-driven impulse purchases are costing Americans hundreds of dollars each year. Whether this is a negative or positive trend, let's explore how to ensure your social media habits don't strain your wallets.

The whole point of advertising is to get people to spend money. For decades companies have advertised to people through TV commercials, radio ads, print ads and billboards. So, what makes social media advertising any different? What's different about social media is it is connected to buying online in a way that other forms of advertising aren't. For example, if someone sees a billboard in their car they can't immediately purchase the advertised item but if they are scrolling social media and see something advertised they can just click a couple of buttons and have it delivered to their door the next day (or sometimes sooner!). In this way, advertising in social media allows people to be much more spontaneous with their money and that's not always a good thing.

Additionally, social media is filled with influencers who are paid by brands to promote their products. As their name suggests, influencers are people who influence or persuade their followers to do something or buy something. Sometimes influencers exaggerate how good a product or service is

ONLINE OBSTACLES

The downside of easy online purchases

By MATISSE FAWCETT



because every time someone buys what they are promoting, they make money. In these cases, people who buy overly hyped products that aren't as good as they are advertised may be disappointed in their purchase and regret that they were influenced in this way.

According to Bankrate.com, 68% of social media users have made an impulse purchase of a product they saw on social

media and 48% of those people say they regretted at least one of the purchases. Jacqueline Coco Daskivich, a 6th grade student at JAMS, is one of those people. Jacqueline explains how she bought the item because she thought it looked cool but when it arrived she completely regretted her decision. "It looked so cool but in reality it was really just a scam" said Jacqueline. So how can people make sure they don't make the same mistake? One tip is to wait before they buy it. Add it to their online cart, but don't buy it immediately. Wait a day or longer and then go back to the cart to see if they still want it. Another tip to make sure people don't waste their money on things they don't want or need is to read the ratings and reviews about a product they want to buy. This ensures it's good quality and worth the money based on what other people who have already purchased it experienced.

Buying something online because of a social media post or ad isn't necessarily bad, but if the buyer didn't really need it or they are unhappy with the quality of the product they bought they will regret it and could feel that it was a waste of their money. Instead of letting social media drain your bank account, use impulse control, patience and good decision making to make sure you feel good about what you buy online and that your purchases are worth it.

Kin's Coin Collection

By MATISSE FAWCETT

Kin Gomez is a 7th grader at JAMS with an interesting hobby. Over the past 5 months he has become an avid coin collector. He enjoys collecting coins because he likes understanding the history behind coins and he thinks it's a unique hobby. The rarest coin in his collection is a Morgan dollar from the year 1921. He sources most of his coins from a shop in Santa Monica.



Coin collecting stands as one of the most widely embraced hobbies globally, encompassing millions of coins from hundreds of countries. Some coins hold significant value, adding an exciting dimension to the world of coin collecting that Kin Gomez has enthusiastically embraced.



1921 Morgan Dollar

STAN WILSON CELEBRATES 45 YEARS WITH SMMUSD

By EDEN ALCALAY

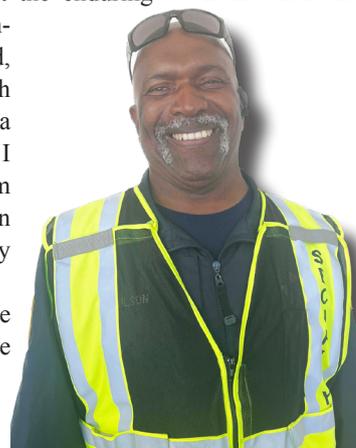
At JAMS, a select group of staff members embodies unparalleled loyalty to the district, and Stan Wilson stands prominently among them. This year marks a significant milestone as we commemorate his 45th year of dedicated service with SMMUSD.

When asked about the enduring motivation behind his commitment, Mr. Wilson shared, "Because I love working with kids. I grew up here in Santa Monica, and when I was 15, I joined my first baseball team here, so I've always been working with kids since my youth."

Mr. Wilson's tenure at JAMS spans an impressive

27 years, reflecting his deep-rooted connection to the school community. His impact, however, extends far beyond these halls, as he has also contributed to SAMO High for 14 years and various elementary schools in the district, including McKinley, Rogers, and Edison, accumulating a wealth of experience and influence. Notably, his journey with SMMUSD began with his graduation from SAMO High in 1978, further illustrating the enduring ties that bind him to the district.

Stan Wilson's daily contributions at JAMS are marked by his involvement in lunch lines and his overarching commitment to ensuring the safety and happiness of all students.



Stan Wilson
Campus Security

Home Away From Home

The Santa Monica Sister Cities Association is back at JAMS

By ANDREW ALLEN

After traveling out of your country for the first time, you arrive in the United States, get off the plane, and go stay with a family of complete strangers who don't even speak your language. This was the life of almost 15 kids who came to the U.S. from Japan this summer.

The Santa Monica Sister Cities Association works with such cities to spread culture, and give kids the trip of their lives.

This summer, kids from Kizugawa-City, Kyoto Japan, came to Santa Monica, some of them for the first time in the U.S., on a short trip who's memories would last a lifetime.

This summer marked the program's return after COVID. Prospective participants could register and have the chance to be selected as hosts for students who share their interests. During their trip, the Japanese students would explore various areas of Santa Monica and engage in a wide range of activities. Despite the fact that JAMS is no longer officially a part of the program, you can still participate, and SAMO is part of it, too. Surprisingly, only three percent of JAMS students have heard of the Santa Monica Sister Cities Association.



Japanese students give directions for a game at the welcome picnic at Clover Park. Photo: Mr. Miranda



After a long journey, the students from Kizugawa, Japan, celebrate their arrival to the United States.



Andrew Allen, Thomas Allen, and Taihei Makimura go on the ride of their lives at Pacific Park. Photo: Christina Allen

The Santa Monica Sister Cities Association is two-way, meaning that you also have the option to sign up to fly over to Japan, to explore their culture and have the opportunity to stay a weekend with a family on the other side of the world, like the SAMO students did. Kizugawa City is not the only city within the Sister Cities program. People can go to or host people from other cities as well.

I, personally, hosted Taihei Makimura over the summer, one of the students from Japan. Despite English not being his first language, with patience and determination, we were able to communicate, even if the conversations were mostly yes or no questions. It was a wonderful experience, and we did all sorts of activities. One thing that we did, which I seriously recommend, is going to the Santa Monica Pier to visit Pacific Park and the Playland Arcade.

If you are thinking about hosting or going to Japan, I recommend it. It was a tremendously wonderful experience. For more information, you can go to santamonicasistercity.org, and click on travel programs. Sign up and hop on the plane to Japan, because you're going to be soaring up to cloud nine.

Ask Andrew

-Andrew Allen

Q. How do I make friends with somebody in my class that I don't know?

- Mochi and NotThatSocial

A. Well, Mochi and co., the easiest way to make friends is by doing some sort of activity with them. While working on a group project, or some other group activity, people are forced to talk and often find they can have a lot in common. Maybe bring up something that you think they enjoy (like their favorite sport, or favorite television show). Once you start talking, it'll just keep going, and bada bing, bada boom, new friend. That's not always the case, though. I met my best friend when he spied on me in P.E.

Q. Do you have any advice for being more organized, or consistently getting into my daily routine?

- Potato Queen

A. Try to have designated spaces for everything, Potato Queen. For example, last year, I had different chrome-book window open for each period, and in it everything I might need. You can also set yourself reminders to get things done. What really matters, not only for organization, but also for consistently doing things, is the will to do it. You may remember you need to do something, but simply not have the will to do it. Or to put it simply, don't be a couch potato.

Q. What do I do if I want to combust and explode during Algebra? - Polysquad Canon

A. Property damage, Noun, Singular
1. Injury to real or personal property through another's negligence, willful destruction or by some act of nature.

Barbie is born. Ruth Handler observes her daughter play with flat 2D paper dolls for hours, which opens up a new world for Barbies.

Barbie is the #1 doll in the 60's, and Ken get introduced as Barbie's boyfriend. Mattel launches the first Barbie Dreamhouse, and first Black Doll, Christie.

Cowabunga! Barbie gets released with new California cultured outfits. Mattel starts a children foundation to making a difference for children.

Barbie introduces a new and diverse line of Barbie dolls. The quote: "You can be anything", makes an impact on little girls.



1950's



1960's



1970's



1980's

Barbie's Journey



1990's



2000's



2010's



2020's

President Barbie gets introduced! Women see the hope of becoming more independent as Barbie continues to grow, and soon gets introduced to the National hall of fame.

Things take a negative turn, as Mattel introduces young girls to the pregnant Barbie named Midge. Luckily this Barbie was removed and discontinued after later realizing the effects it had on children.

Mattel's Children Foundation partners with Barbie to create a Barbie named Ella, a doll with no hair, to help children experiencing cancer, or alopecia. Barbie also celebrates their 60th year anniversary.

In all of Barbie's glory, she starts to also collaborate with Jane Goodall and Eco-Leadership team CarbonNeutral® to make eco-friendly dolls.

By KAHLAN ROBERTS

The timeless fascination of the iconic Barbie doll has been rejuvenated with the recent release of the new Barbie movie, captivating audiences and reigniting the charm that has surrounded this beloved toy for decades. As attendees flocked to theaters wearing shades of pink, the movie screening became a vibrant sea of the color synonymous with Barbie. This cinematic celebration not only marks a significant milestone in the

doll's legacy but also emphasizes the cultural impact that Barbie has maintained since her creation. From generation to generation, children have embraced the imaginative world of Barbie, and her influence shows no sign of stopping. The legacy of Barbie, accompanied by her partner Ken, remains an enduring symbol of creativity, fashion, and the limitless possibilities of play.



Ella M. and Adi G. as Barbie



Fiona F. as Ken

Ken was released after a little bit of waiting. He was known to be Barbie's sidekick, or boyfriend. He could come in two different styles, blonde or brunette. He came dressed in red swim trunks and only cost \$3.50. As the two got comfortable together in their first ads, Barbie became known as a perfect "Teenage Fashion Doll".

Historical Figure

Zora Neale Hurston



By ARI OLSON

Zora Neale Hurston was an influential African-American writer. Zora was born on January 7, 1891 in Notasulga Alabama. At age 13 Zora's mother died and at age 16 she joined a traveling theatrical company and stayed in New York. Zora then got a scholarship to Barnard college and studied anthropology under Franz Boas. Zora then got her graduate at Columbia university.

At Columbia University, Zora Neale Hurston became affiliated with the Harlem Renaissance and delved into the study of African-American folklore. In 1934, she authored her inaugural work, "Jonah's Gourd Vine," receiving acclaim for its departure from stereotypical portrayals of African Americans as mere comedic figures and instead presenting them as complex beings with genuine emotions. Zora continued to contribute to literature by creating more works centered around African-American folklore, exploring themes such as voodoo and the narrative of Moses.

Zora Neale Hurston took on roles at North Carolina Central University and later at the Library of Congress. Her literary legacy culminated in her final book, "Dust Tracks on a Road," an autobiographical masterpiece.

In 1960, Zora passed away, leaving behind a lasting impact on literature. She is remembered for her groundbreaking approach of portraying African-Americans without perpetuating stereotypes and for addressing themes of segregation in her works.

GAMES OVER SCHOOL

The impact of online games in school and their influence on students.

By ARI OLSON

Game websites have adapted to schools over the years. In 1998 it was the Gameboy color, but now it's game websites on every Chromebook at JAMS. It's like a hydra - every time one gets blocked two more appear. Thirty-five percent of JAMS students play video game websites during school hours. This means that a pretty big portion of students play video games, but how does this affect ourselves and our school work?

Half of JAMS students think that games do not affect school work but in actuality playing video games can affect your grade because some people prioritize playing games to completing school assignments. Also, when playing video games during class, students can not fully listen to instructions and get lower grades. Twenty-seven percent of students have had their group project affected by one person not working and instead playing on a game site, this is not fair to people who want a good grade. Meanwhile, 20% of students would rather play video games than socialize. A lack of socializing and playing video games can result in many consequences, such as slowed attention spans and relying on games to socialize. This can also lead to a loss of friendships because

people want to hang out with friends but the other party just wants to play games.

The teachers and administrative staff have to block websites for these reasons, but sometimes games can be used as an incentive to do work. Educators may incorporate games such as Kahoot and Gimkit as study aids, or they may allow students to engage in gaming activities as a reward for completing their assignments. Diverse opinions exist

among both teachers and students regarding the use of gaming platforms in the educational context.

35%
of students play
video games during
school hours

"It would be best used with teachers discretion and when appropriate. Playing games is a great way to practice skills."

- Ms. Rulvollo,
math teacher

"Well, my thoughts are, yes, they do affect you. For example, let's say you are working on an assignment you dislike, you play some games on your computer instead of doing your work. 15 minutes before the period ends you realize

that you didn't do the assignment. You try to rush it but you keep messing up. Games during class could affect your grades." said 8th grader Dayami Yoque.



Gimkit is a study tool sometimes used by teachers. Games can range from a snowbrawl fight, tag, capture the flag, fishing, and more. Students need to answer questions to compete in the games.

While games can offer enjoyable moments, it becomes concerning when they dominate a student's life, hindering social interactions and academic progress. Recognizing the importance of diversifying hobbies is crucial; creating real-life memories with genuine connections often surpasses the satisfaction derived from any game.

BIRTHDAY BASH



Evolution of perspectives: How middle schoolers now approach birthday celebrations

Birthdays are the one holiday where all eyes are on you. Some people hate it and some people love it. There's lots of different ways to celebrate birthdays. But now that students are in middle school how do they celebrate their birthday? Is it the same or is it different?

The location, size and theme of birthday parties changes as people grow. For instance, Sixth grader Coco Daskivitch says, "I used to go to the park or not have them at all, now I am at my house with my friends for a sleepover". In contrast, Audrey Malaythong, 6th-grade, said, "I used to throw big parties but now I just go on vacations with my family."

Leif Reyna, 6th-grade, loved to have birthdays at the beach but now he feels as though his personality has changed and he likes to spend his birthday time go

By **DELFINA CORDERO**

...korting or playing video games at Dave and Busters. Sixth grader Morgan Bitterolf said, "I am not so social when it comes to inviting people to my birthday parties, but I am perfectly fine with just having my family."



Coco D. and Audrey A. celebrate their birthdays differently now they're in middle school.

Aubrey Aycox, 7th-grade and Londyn Plair, 8th-grade, both enjoy celebrating their birthdays like most JAMS students. Aubrey A. said, "I had "Sofia the First" theme when I was younger." Now she says the theme has changed because she is older and likes new things. Londyn P. used to have her birthday party at Chuck E Cheese, but now she prefers a small party with, "I don't

know, like a blue theme," she says.

Sixth grader Lucia Campbell has also changed the way she celebrates her birthday. She says that she used to have her birthday at big cool places, but now she just has it in more private areas like her house. She says about her themes, "Now, it's Minnie Mouse for my old birthday and extravagant relaxation night with a Disney binge."

"I am perfectly fine with just having my family."

**- Morgan Bitterolf
6th-grade**

Ultimately, birthdays are special occasions, occurring once a year and centering around one individual. Each person is unique in their own right, evident in the distinct ways they choose to mark their birthdays. Even for those who may not be fond of celebrating their own birthdays, the act of being remembered holds a special significance.

Why has your perspective on birthdays changed?



**Camryn Washington
6th-grade**

"My brain works differently now, I have to adapt to my new surroundings."



**Stefania Geguzis
6th-grade**

"I feel more comfortable with a small group of friends than a big group of people now."



**Teo Mann
6th-grade**

"I recognize the need to adapt to my environment as I mature."

I AM HOPEFUL BECAUSE...

Reflections Contest brings out hopeful students with art and literature.

The Reflections Contest at JAMS was an exciting opportunity for budding artists, musicians, dancers, writers, filmmakers, and photographers to showcase their talents.

This year's theme, "I AM HOPEFUL BECAUSE..." served as a powerful muse, encouraging participants to channel their creativity into expressions of optimism and resilience. Whether it's through vibrant visual art, emotive music composition, graceful dance choreography, compelling literature, cinematic storytelling, or

captivating photography, students had the chance to illuminate their perspectives on hope. The contest not only celebrates the diverse artistic talents within JAMS but also fosters a sense of community and inspiration as students contribute their unique visions to the collective tapestry of creativity.



An inspiring convergence of creativity and curiosity as students gather to witness the vibrant kaleidoscope of talent at the heart of the Reflections Contest.



JOIN THE CLUB

Unveiling the magic of school clubs

By BENJAMIN KOVEN

There is growing curiosity surrounding the clubs at JAMS this year, but one that is worth noting is the Change Makers Club. Founded by Ms. Rattan, the Change Makers Club is helping the school by picking up trash. The Thursday clubs are also a big part of JAMS with clubs ranging from a soccer club to a chess club. There will be 45 different clubs this year.

There are two different types of clubs here at JAMS. The first type of clubs are the clubs like the Change Makers Club that are not required and you can sign up whenever you want. The other type of clubs are the Thursday clubs. They are required but there are a variety of different choices. The Thursday clubs are growing more and more every year. Some stay the same, while others are forgotten and replaced by better and more fun clubs. The clubs mostly change depending on what teachers and students want to do. Some of the clubs



Ms. Rattan
Science teacher

that the school will have again from last year include a soccer club, a Dungeons and Dragons club, and an Art club. The Change Makers Club, which meets every Friday, distinguishes itself as a notable club. Ms. Rattan, along with a group of volunteers, dedicates their time to cleaning up the school by collecting litter. Ms. Rattan said, "I was inspired by some of my students last year. They had a lot of great ideas about things we could do here at JAMS, like composting, that will help the earth and protect it from climate change. I decided to start this club so that students that are interested in projects that will help the Earth will have a place to get together to try to make some positive changes in our community."

The Change Makers Club is working hard to develop projects to help the Earth, humans, and animals. Every student has the opportunity to generate their own project ideas. Ms. Rattan is available to assist students in their projects and provide support as needed. Ms. Rattan said "I decided to start this club so that students that are interested in projects that will help the Earth will have a place to get together to try to make some positive changes in our community. It's important to note that the projects are ultimately driven by the students' own ideas."

The clubs at JAMS are evolving, mirroring the changes in the world. Ms. Rattan acknowledges that anyone possesses the potential to effect change in the world. It doesn't always have to be grand gestures such as cleaning up the entire ocean or shutting down all factories. Often, it's the little actions that truly matter. Therefore, making a difference in the world often begins with taking small steps.



"Dude, I miss the dodgeball club."
-Chris B., 8th-grade



"I would probably like the cooking club."
-Hazel K., 8th-grade



"I would like a video games club."
-Luke W., 8th-grade



6th grade

1st. Michael P. 6:05

2nd. Mark T. 6:54

3rd. Estani O. 7:34



7th grade

1st. Surafel D. 6:46

2nd. Atom M. 7:01

3rd. Ella B. 7:27



8th grade

1st. Jeremy P. 5:54

2nd. Kirubele D. 6:11

3rd. Stone P. 6:15

HISTORY OF JEANS

By RHYS CONDON



Oldest known pair of jeans found in an 1857 shipwreck off the coast of North Carolina in 2014. They pre-date the first jeans Levi's manufactured in 1873.

Jeans have been a staple of clothing for decades, but how did this become? Denim jeans were invented in 1873 for the purpose of mining gold, today they are a major fashion staple and featured on several expensive fashion labels. They have exploded into popularity, and are expected to for several years to come.

Even though denim jeans were invented in the 1870s, they still weren't worn casually till Americans began wearing them in the 1940s. They began being worn by teenagers as a symbol of defiance against authority. Actors like James Dean popularized jeans, and suddenly they rocketed into popular culture. In the 1950s, blue jeans were seen as being 'cool' as people continued to wear them as a rebellious act against the status quo. In the 1960s, an insane trend emerged.

Actor James Dean popularized jeans.



In the 1960s, an insane trend emerged. Flared Jeans, or bell-bottoms became extremely popular and solidified jeans as a part of fashion as people became augmenting jeans in order to look better, which snowballed into the next trend, as they stayed relevant all through the 70s.

The 1980s saw an explosion in jean culture. Completely new and diverse types of denim jeans became popular, most notably being ripped jeans, skinny jeans, mom jeans, or acid-washed jeans. Another trend called "Denim on denim" emerged, where people began wearing denim vests and jackets alongside their jeans.

Denim jeans have changed exponentially since their creation in the 1870s. JAMS teacher Ms Hale said "The most recent change I've seen in jeans styling is over the pandemic, baggy jeans weren't in, and now they are." Which shows how fast jean popularities can change. From cowboys to teenagers, jeans have really come a long way. Jeans have affected the fashion of the 1900s exponentially, especially in the later years. It emerges today as one of the most prominent staples of an outfit. The world loves jeans, and it will stay in fashion for long after today.



The 1990s was an extremely different time for jeans. JAMS teacher Ms. Hale said "Acid wash, that was really big here." When regarding the JAMS community in the past. Baggy jeans became overwhelmingly popular as flared jeans also skyrocketed back into the mainstream. Skinny jeans fell out of style, as the desired look was a loose silhouette.

Y2K (Year 2000) styles quickly revolutionized the style of jeans as low-rise jeans became popularized by Britney Spears, as boot-cut jeans paralleled low-rise jeans but for men. The 2010s came, and skinny jeans are back in! Everyone wore skinny jeans - from high school students, to grandpas and grandmas. And as fast as skinny jeans came into fashion, they fell out.

2023. The modern day. Skinny jeans are out of fashion, while the 90s fashion of cargo and baggy jeans is roaring back. Many types of baggy jeans exist now, including the before dreaded, WW. When asked what type of jeans he likes to wear, 7th Grader Isaac Lynn said "Somewhere in between baggy and skinny." With fashion mimicking that of the late 90s, it seems impossible what to predict next.



SPOT THE DIFFERENCE!



1. Student on right is wearing watch / 2. Cat on the chair in top right background / 3. Extra yellow stripe on student on the left / 4. Student on the left background removed / 5. Student's hair in the back middle is a different color / 6. Student's glasses are tinted. / 7. Student on right with tongue out, t-shirt design removed.

MINI-SUDOKU

DIRECTIONS:

In each row and column, there can only be one of each number.

Identify the appropriate placement for each number.

	6	2	5	4	
2		5		6	1
5	4	3			2
	2		1	5	4
4		1	3		6
6	1			3	5

FIND THESE WORDS IN THE WORD SEARCH

LIBRARY
ENERGY DRINK
SIBLING
JAPAN
SOCIAL MEDIA
DIVERSITY
BIRTHDAY
COSTUME
DATING
BARBIE
DISMISSAL

DE LOS MUERTOS
JAMS
SPORTS
CHANGE MAKERS
ELECTIVE
SHOE
ASB
MATH
GAMES
JEANS

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ADVISOR: Mr. Miranda

WORD SEARCH

R	O	D	I	S	M	I	S	S	A	L	A	A	E
O	S	B	O	E	V	I	T	C	E	E	L	E	I
B	A	I	E	I	B	R	A	B	A	H	B	I	S
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Y	S	D	E	L	O	S	M	U	E	R	T	O	S
S	H	O	E	J	N	Y	R	A	R	B	I	L	B
A	C	H	A	N	G	E	M	A	K	E	R	S	T