



THE COLUMN



www.whsad.org **WHSAD'S EXCLUSIVE NEWSPAPER VOL. 2 ISSUE**

Editor in Chief: Antonio Perez

A HEAD START Written by: Genavieve Ramirez

On Thursdays, from 2:40-4:30, I teach eighth graders how to use and understand the Architectural program, AutoCAD. I started working with these students because Mr. Codio had a lot of other projects to work on, and he trusted me with teaching these kids how to work on AutoCAD. At first I was nervous, but as time went on I got to know them and became more comfortable. Instead of starting with AutoCAD basics like we learn in freshman year, the students jumped right in to creating a floor plan. These kids are getting a head start before entering high school, and I believe that it's good that they're doing so. Getting a head start can help them understand the material they are working with better so they will be able to comprehend what their future teacher tells them. Some kids chose a beginner's floor plan while others decided to embark on a more challenging floor plan. I asked them what they think about AutoCAD, and, of course, they found it somewhat confusing since it was their first time, but they also think it's very interesting how many architects in the world get to use this program to create not just floor plans, but many other projects. Working with these kids is a great experience that I was able to grab and grow from.



FOOD JUSTICE EXPERIENCE Written by: Melina Jorge



On Tuesday, December 4th, 2018 I went to a workshop to learn about food justice. Once I got upstairs and met the presenters, I knew I would learn a lot. We dove right in by identifying how we felt about some of the information posted on the wall of a timeline of food culture in The United States. Fun fact: About 14% of African Americans owned farmland and in the present day less than 1% of African Americans own farmland. After the timeline we played a game; we were all given a character to play. Our characters either faced problems with accessing affordable and fresh food or had no problems at all. The purpose was to understand how some people are at a disadvantage when they don't have close farmers' markets or community gardens and how some people can be so fortunate and whether those fortunate people could empathize with the less well off. We then went into learning about corn monoculture and how it could potentially be bad for the environment. We also learned about the benefits of community gardens and what they provide and even how to

grow a garden in your own home! Lydia Jones expressed her experience as, "Informative and well organized". She also said that the others who attended "were very respectful and were open to our ideas and thoughts". Overall, it was very informative and made me want to learn more about gardens in my community and how to be more involved.

ART CLUB Written by: Mekhi Brown



Every Monday after school, a small group of students come together to participate in Art Club. Supervised by Ms. Moos and Mr. Geringer, the club meets in room 326. Each session is unique as the participants learn about new techniques and different forms of art such as self portraits, perspective drawings, and still lifes with oil pastels. The art club is a good way to improve one's artistic skills, a great way to express one's feelings and imagination, and good practice preparing a portfolio. Portfolio development is one of the more significant aspects of the club due to the fact that most art or architecture-based colleges require portfolios. As per Mr. Geringer's advice, along with a few other teachers, getting an early start on your college portfolio is one of the best things you can do to ensure your transition to college is as smooth as can be. Ms. Moos and Mr. Geringer really take their time to ensure that all participants feel good about their work which is why, in my opinion, we all have such a gratifying time each and every week. Everyone in the art club works together to help each other progress in our artwork. Out of all the amazing and fun work we do, my personal favorites have been the watercolor techniques that Mr. Geringer

taught us and the most recent being the oil pastel still life drawings. They were both great forms of art that allowed us to express ourselves with color. No one ever feels out of place nor is anyone ever judged when it comes to our work that we all put a lot of creativity and effort into. Finally, if you take an interest in sharing and appreciating your own and other's art, joining the art club will be one of the best decisions you have ever made.

LITTLE FREE LIBRARY

Written by: Johnathan Walker

On November 14, students worked on building free libraries in the community. WHSAD partnered with the organization "Little Free Library," which helps spread the love of reading books. Reading in general can help people communicate and spread their own ideas around the world. The WHSAD community decided to help out and get people working on the project.

A few students at WHSAD got the opportunity to help with the making of a library. Chamonte Greenfield, one of the individuals who worked on this project, said "I had a fun experience interacting with police officers and students from other schools to make something for others to enjoy. It's not everyday that you get the chance to work on a project like this. Working on a library showed us and others you can give back to the community. Allowing us also to become role models for other kids, teens or adults later down the road." The importance of giving back is the whole idea behind projects such as these. Helping out an organization like Little Free Library helps improve both people by having a chance to read and the WHSAD community by becoming the ideal role models for others to follow.



INCUBATOR

Written by: Errin Mickels & Jordan Gonzalez



Every Tuesday, a group of WHSAD students works together with mentors from firms and teachers to discover what they love and see if they can turn those passions into innovations. Our mentors in the Incubator program are actually entrepreneurs themselves. They've created their own products that many of them still continue to sell and use on a daily basis. An example of why I love this program is when we get to find what we like, make sketches, draw and cut out from foam, and present it to the class. The mentors give us positive feedback about our innovations and presentations in the following session. We also practice elevator pitches and ways to sell our products. The program connects us with extremely successful people and we get the chance to communicate with them and learn a lot, especially in terms of business and how to succeed. An example of this is when we met successful entrepreneur Jeff Staples from whom we received feedback. An important lesson that Jeff taught us was that, "If we do what we love, we will never work a day in our life." This was very inspiring for many of us in the program as it got us all motivated and gave us a positive way of looking at success. Our

inspiration and motivation rooted from Jeff heavily impacted our current inventions. Since we are working on our own purposeful inventions that can benefit society, we wanted to encapsulate what it was that Jeff was saying about work and life, and see how we could use our inventions in a way which got people motivated and yearning for success. We are focused on the future of today in the program, and this also influences our ideas and inventions heavily. We are working to see how our inventions can impact not just a single group of people but have strong international implications, implications which can not only drive society towards a cleaner and better future, but also, implications that have the impact that Jeff has had on us students. We believe that kids should without a doubt invest their time into this program. This program has the ability to offer so much, not only experience but also something much more: knowledge. Students get to learn from successful people and see how they can eventually find success in their own life, and also seeing what success means to you. More often than not people equate success with money, but that is not true. To be successful you do not need to have money, success is much more than just money, but it's about what's on the inside. If you're happy and content, and feel that you're at a point where you can just be grateful of all that you have achieved and done in your life so far, then you can call yourself successful. That is one of the valuable life long lessons that many students in the program have learned. This is why the Incubator is an amazing program, you get to learn lessons like this and also meet amazing people, and collaborate with your peers in new and exciting ways.

Q & A WITH E & A

Written by: Errin Mickels & Ariana Lowery

Q & A with E & A is an exclusive advice segment for the newspaper written by students, for students. Have any questions or concerns regarding school or your future? If yes, see juniors Ariana Lowery and Errin Mickels to submit your questions.

Q: "How can I make junior year less stressful?"

A: Junior year is a challenge. Depending on how you manage your time, junior year can vary from being completely stressful or a great, wholesome experience. For example, throughout our entire high school experience, we have been very involved in school programs and clubs. We have never found it difficult before to manage our social lives and our academics. Now that we are in junior year, we are taking multiple regents, the SAT, AP exams, and are enrolled in several AP classes. In the beginning of the year, the after-school activities that were before fun became a burden. This made us realize that we can't do everything we want and still achieve the goals we have set for ourselves in school. Therefore, we had to cut stuff out of our lives. Doing this completely lightened up our workload and made junior year more manageable. This goes to show that organizing your time, focusing on what makes you happy, and concentrating what you need to do goes a long way in achieving a less stressful year.

Q: "When will I ever use the information taught inside school, outside of school?"

A: The crazy part about school is that it gives all types of various information, but you never know when you may need to use it. It may seem useless, but depending on the field that you pursue, it can be helpful. Not many fields or jobs may require certain classes, but when you really think about it, you may need physics for understanding how things work. It could really help you if you're into astronomy and or construction. You might need history to understand current problems in the world that you see on the news or in social media. Also you may need architecture if you want to become an architect, understand technology better, or design what you like. We know the feeling of school being useless to the real world problems that we believe matter more. This can be true in some but, on the contrary, school helps us develop more understanding of the world around us.

STUDENT PROFILES

By: Maya Ortiz & Mayra Gomez

JUSTIN PAZMINO - CLASS OF 2019

Justin believes that he was recognized for being punctual due to his hard work. One thing that has helped him expand his learning was getting more involved in his academics. He takes visiting his teachers very seriously, and to him it's one of the main reasons why he is excelling in his classes. Another important factor that goes into more structured work is interacting with his peers. He gets added opinions on his work which helps him to see what he can better in his writings. If he doesn't meet the due date for his assignments, he takes advantage of our WHSAD Gmail accounts. He sends in the work as soon as he completes it. He also e-mails his teachers when he needs help with a certain topic. Justin feels his experience at WHSAD was a very comfortable one. With this being his last year, he cannot say anything bad about our school. He has seen himself grow as a person and watched his working skills expand in ways he never knew would occur.

His English teacher, Mr. Powers, says, "Punctual might as well be Justin's middle name. Being a professional student all his life, he has acquired what seems to be an inner alarm clock. He has an ability to be early for events (like class) and a consciousness for deadlines that he strives to meet."



BRANDON RODRIGUEZ - CLASS OF 2020



Brandon is hard working, and he always hands in all assignments the day they are due. His advice to students who are finding their school work to be difficult is to attend office hours. One thing that helped him become a more punctual person was having a set calendar so he can visually see the exact amount of time he has for each assignment. Brandon meets once a week with his teachers as it's his way to check on previous work if he needs to revise it or to have a good start with new work. He strongly believes WHSAD is widely diverse, which to him is what he likes most about our school. He also stated how there are a lot of opportunities to at WHSAD. With a group of diverse people there are many people with different opinions that can help better his work. His number one piece of advice to be punctual is to try your best to stay focused during any work days and to also take in to consideration helping others. Doing

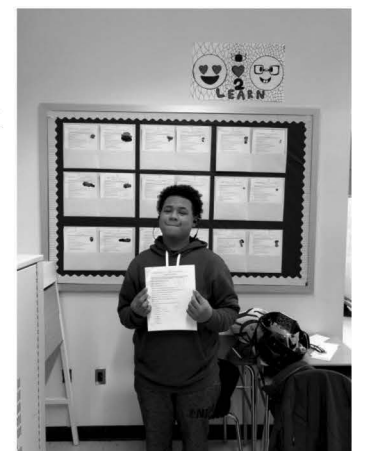
this allows you to see how others structure their work which can help better your own.

Brandon's English teacher, Mr. Rodriguez, says, "Brandon is the epitome of consistency. He keeps his complete focus on each and every task given to him in ELA. Since September, he has submitted every assignment early or on time. Not only has he submitted all of the assignments early or on time, the work has been, for the most part, exemplary."

GILVER BUENO - CLASS OF 2021

He feels like he deserves this award because he has always avoided being tardy with anything, especially his assignments in school. He has always kept an organized set time for any assignment given. When being stuck with timing, he advises that people remind themselves of certain times and dates. For someone struggling, he suggests that by being determined about school, you can find it easier to be better with whatever it is you're struggling with. He says that this school has allowed him to learn different ways to cope with being tardy because not only was being a transfer student hard on his academics but he was determined on not repeating the tardiness in a new school. He says his teachers are great with helping him when he is in need of any help.

Gilver's Algebra II teacher, Ms. McCollum, says, "Gilver is a focused and dependable pupil. He completes all assignments (both in and out of class) with precision. He is laser sharp and a remarkable peer tutor; I am so glad that he chose to transfer to WHSAD!"



ANTONIO ROPER - CLASS OF 2022



Antonio Roper strongly believes that if he is practicing being punctual now it will better him in the future. By being early to school, he will complete the needed work. By the time he gets a job, he will have developed a better understanding of time management. Antonio enjoys going to Ms. Newton, Ms. Sabic, and Ms. Spaziani when he feels he needs an extra push. Sometimes the work becomes overwhelming, so he needs to seek advice. Each of these teachers has encouraged him to do his best at all times. He would suggest going to speak to your teachers a few times during the marking period if you feel you are lacking in a certain area of your work. He likes that he can depend on some of his peers to edit his work. The transition from middle school to high school for him was very smooth. He enjoys the fact that he had to take a couple of days to adapt to his new school environment, and he says the new change has allowed him to learn

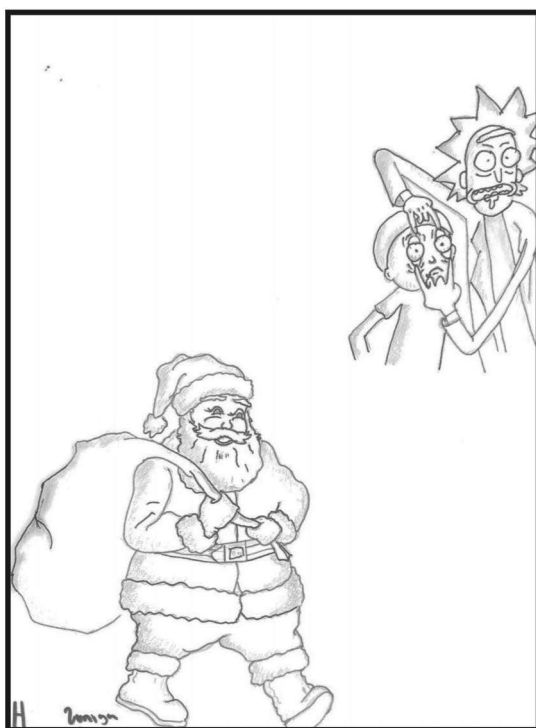
new things. Antonio Roper wants it to be known that "You should always come on time, study hard, make your best effort to have great attendance, and to speak up."

Antonio's Spanish teacher, Ms. Viscarra, says, "Antonio is always on time to class and ready to do his work. Antonio does not need to be told to take out his notebook or to start working on his 'do now.' He is ready and one step ahead and eager to learn."

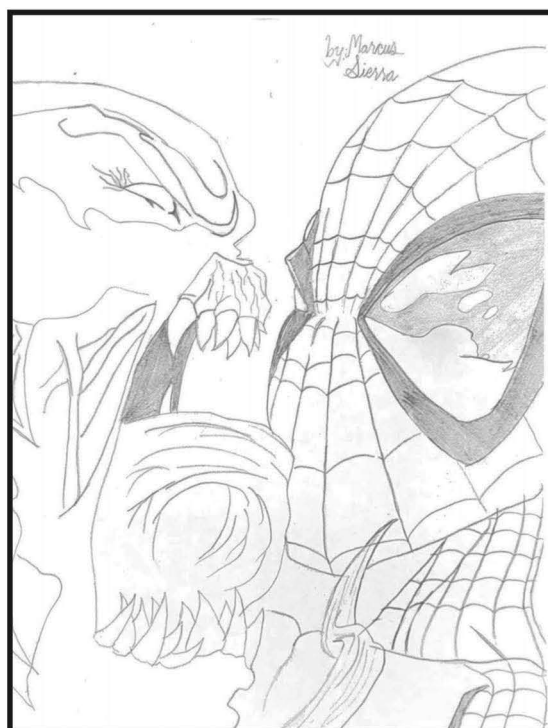
COMING SOON

- **JANUARY 7th-11th:** Interim Assessment
- **JANUARY 10th:** SLT & PTA Meeting
- **JANUARY 18th:** End of the 3rd Marking Period
- **JANUARY 21st-25th:** Regents Week
- **JANUARY 21st:** Dr. Martin Luther King Jr. Day
- **JANUARY 28th:** Chancellor's Day
- **JANUARY 29th:** Beginning of Spring Term & Distribution of Report Cards

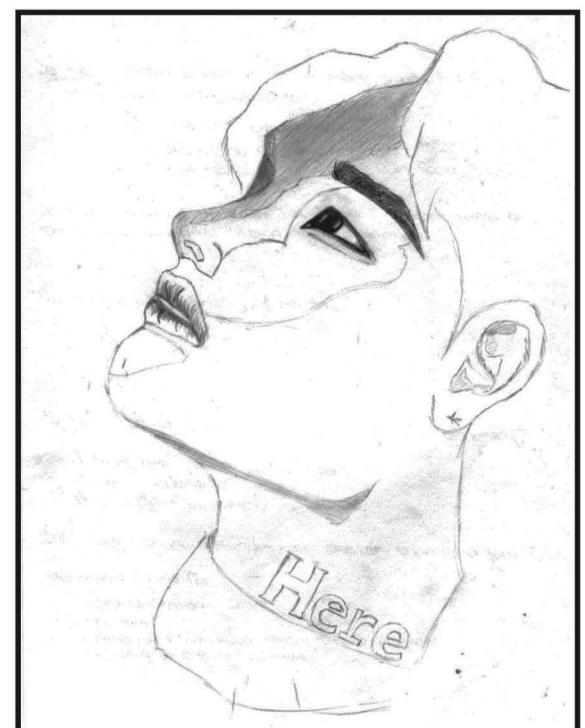
STUDENT SUBMISSIONS



HENRY ZUNIGA



MARCUS SIERRA



GENAVIEVE RAMIREZ

ATTENTION

The Column is searching for more talented student artists, who are interested in submitting their works of art for the newspaper. If you are interested in submitting art, poetry, short stories, and or even writing come to meet with the Newspaper Team on Wednesdays in Room 202 during 9th Period.