



# EAGLE ERA

OCTOBER 2018 AMERICAN HIGH SCHOOL 36300 FREMONT BLVD FREMONT, CA 94536 VOL. 46 ISSUE #1

## RIISING TO THE TOP WITH NEW SAFETY PRECAUTIONS

*Student suggestions for a new and safe Spirit Week*

**Michelle Fong**  
Staff Writer

Spirit Week at American High School is one of the most highly regarded weeks at school. While the thrill of rushing through the rotunda to chant for your class and showing off impressive stunts may excite the audience, should some safety precautions be taken to ensure the safety of performers and other students?

The intricate sets, which give each class a spotlight, block the pathways leading to student lockers. Some lockers are hidden behind the sets and cause students to go out of their way to gain access to lockers. On top of that, morning ralliers

are also making their way around the rotunda screaming and chanting, creating a difficulty for students to walk through the dense crowd. This can be unsafe since students and ralliers are fighting and shoving through the same space.

Morning rally is not the only location

where space is extremely limited. During the lunch rally, bleachers are overcrowded with enthusiastic

students to support their fellow classmates, creating a restricted area for performers.

“Students who have their lockers around sets find it very difficult to get to their locker in the morning due to the large crowds pushing through,” said Claire Del Rosario (12). She suggests

an illuminated pathway to be specifically cut out for morning ralliers only. This way students who need to get to lockers will not get into each other’s way.

“It was really hard changing from one costume to another, I did not even get to fully put on my costume for my second dance,” said Krystal Huang (11).

Usually Spirit Week performers participate in more than just one dance. This requires them to undergo multiple costume changes throughout the entire performance. They might look

*“Rising to the Top with New Safety Precautions” continued on website*



*Arnav tumbles across the gym the floor showcasing his round-off backhand spring backflip during the Juniors’ Spirit Week rally as the audience cheers in awe when the skill is executed. “That trick is pretty easy for me, and I thought it would add to the performance and energy,” said Arnav Gupta (11).*

## Less Stress, More Success

**Annie Liu**  
Staff Writer

On the evening of Wednesday, September 26, students and parents from throughout the FUSD community gathered at the district office for a board meeting, where they discussed the number-one issue that students in the district are concerned about: shifting the calendar forward so that the school year starts earlier and first semester finals occur before winter break.

The discussion began with a presentation by SURFBoardE (Students United For the Representation to the Fremont Board of Education), a student group comprised of representatives from each of the high schools in Fremont that serves as a link between students and the school district. In the presentation,

SURFBoardE representatives discussed two proposals for moving the calendar: one plan is to complete the entire transition within one school year, whereas the second plan is to gradually transition over the course of three school years, shifting the start of the school year a little earlier each year. In addition to presenting the proposed plans, SURFBoardE representatives emphasized the importance of the school board considering the calendar shift during negotiations.

“When we asked [primary and secondary students], students chose winter break and the way that finals are positioned right now as the biggest issue,” SURFBoardE chairperson Pallas Chou (12) explained during the presentation. “Notably, this is [ranked as] a bigger issue than bathrooms and

dress code and school lunches, which speaks volumes in terms of how important this issue is.”

Shifting the school year to start earlier and moving finals to occur before winter break would allow students the chance to truly relax over the breaks, improve their attitude towards exams, and help them feel more confident and prepared to start the second semester. This is a stark contrast against the situation that students face with the current calendar.

“Last year, I was stressed over winter break, and I was really, really stressed weeks before finals, and my teachers decided to cram more information the week before finals,” recalled Chou. “There’s no break in between [finals and second semester]—I had to go straight into second semester and I was

really mentally burned out.”

A significant group that would gain an advantage through shifting the start of the school year ahead are the

large number of high school students who take AP courses throughout FUSD, as an earliesee “Less Stress, More Success” 7



*SURFBoardE representatives Pallas Chou and Zuhair Imaduddin address the school board during their presentation regarding the calendar shift. “By having the calendar moved forward, we hope that winter break will prove to be a more natural transition between first semester as well as second semester,” stated Chou (12).*



## EAGLE ERA

### Editors-in-Chief

Vyoma Raman  
Divya Prakash

### Newspaper Design Editor

Trinity Advincula-De Los Angeles

### Website/Online Design Editor

LeAnn Liu

### Staff Writers

Noah Fajardo

Rebecca

Beddingfield

Ashna Sharma

Michelle Lee

Annie Liu

Michelle Fong

Mina Qarizada

Sriram Dasarathy

Visit [eagleera.org](http://eagleera.org) for more articles. Letters to the Editors are encouraged and will be edited for length, grammar, and clarity. Please submit entries to [eagleeraeditors@gmail.com](mailto:eagleeraeditors@gmail.com). Note that not all letters will be published

### Michelle Lee Staff Writer

Meet Ms. Diaconis, a new assistant principal for American High school.

Whether she is attending the many meetings required of her job with fellow administrators or carrying out the necessary tasks to keep the school moving along, Ms. Diaconis plays an enormous role at American



For her job as an assistant principal, Ms. Diaconis takes into account the impact she can have on students in need of assistance. "As far as teaching at-risk youth, I remember if there were days that the students were having a bad day or would act up, it was emotionally draining on me because I cared, sometimes more about them than they did about themselves. But definitely the energy and the time that you put into helping these students... it's all worth it in the end," Ms. Diaconis recounted.

## Letter from the Editor

Dear Eagles,

Since late August, the twelve of us here at the Eagle Era have been hard at work to bring you our first issue. We've sharpened our photography skills, learned to draft and edit articles with a discerning eye, and kept our fingers on the pulse of American High School, always in search of a story.

And Eagles, you did not disappoint. From the welcoming of our largest-ever freshman class—730 strong!—to an injury at the Spirit Week night rally that became an unexpected show of strength, our diverse, growing school is thrumming with stories and life.

But journalism, as we are learning every day, is not only about eye-catching

statistics and stirring headlines. It's also understanding the patterns that characterize the routine hum of life at American, the sentiments that we hear echoed in the halls and in the cafeteria...on ordinary days.

One such pattern that we have been noticing, in interview after interview, is, honestly, how tired American is already. Just a month and a half into the school year, and summer seems a distant memory. Homework and tests are in full swing. I can affirm personally, that between challenging classes, the Sisyphean task of college applications, and learning on the job how to be an editor, a weary haze is settling upon me, one that appears to have settled equally upon

the halls of American High School.

It is for this reason that we, the staff of the Eagle Era, are taking a step our paper has never taken before: We unambiguously endorse the calendar shift proposed by SURFBoardE. As you will read in this issue, SURF has been lobbying the school board unrelentingly to change the FUSD calendar to start and end the year earlier, so that first semester ends in December. Our diligent efforts September through December would be rewarded with a real boon: winter vacation as a true break separating first and second semesters, without the stress of finals blotting an otherwise carefree time.

Most, if not all, of our

newspaper staff will not be at AHS long enough to see the fruits of SURF's efforts, but our endorsement stands nonetheless. We hope that this logical shift would enhance the morale of us Eagles throughout the school year, so that we can continue with full force all the academic and social pursuits that make us happy and strong, and so that we can continue creating the stories and memories that make our jobs at the Era as exciting as they are.

Have a wonderful year, Eagles, and enjoy our first issue!

Attentively,  
Divya Prakash  
Co-Editor-in-Chief

## The Start of Something New

Exploring the arrival of the new assistant principal and the new project that followed behind

High School starting from day one of the new school year—but what exactly does an assistant principal do for the school?

"The assistant principal wears many hats," Ms. Diaconis explained. "Primarily, they handle discipline. When students misbehave, I call them into my office and I usually try and reason with them first and find out what it was that happened, but I'll often times wind up

assigning some type of consequence."

As good things come in threes, Ms. Diaconis frequently works with the other two assistant principals of the school, Mr. Reibenschuh and Ms. Barrington, in order to ensure that what needs to be done gets done.

"I think she is enthusiastic," Mr. Reibenschuh shared on his opportunities with working together. "She's willing to learn, but the essential part is that she really cares for students at the school and wants to do the best for kids at this school."

Even with her busy schedule and the abundance of coordinating and navigating around the school, Ms. Diaconis is always willing to help the students of the school thrive. Rather than simply handing out penalties, she takes the time to walk the student down the path that is right for him or her and gives the student room to grow and succeed.

"My goal is to not just discipline, but to make a

teachable moment out of everything and inquire as to what happened, why did they make that choice, and what can we do differently next time, as opposed to just 'Okay, you have a detention.'"

While on the topic of assisting students in seeing the different pathways of their choices, Ms. Diaconis mentioned a project she is involved in with the assistant principals and principal called restorative justice.

"It's sort of like conflict resolution, as opposed to just suspending or just discipline. Usually it's infused with discipline, sometimes in [its place] or preventative [of]."

In order to become more familiar and more immersed in the project, she and the other assistant principals take part in training days.

"We are trying, not only as a school but as a community and as the public, to get people to think about their actions and how their choices may affect other people,"

Mr. Reibenschuh said. "And if they hurt somebody [through] their actions, we want to see if they understand how they've hurt them and how they can repay or restore that."

Although this idea may sound new, it has actually been carried out at other schools, with one being Ms. Diaconis's previous school.

"I have experience with that," Ms. Diaconis stated. "I used to do that at Robertson [High School], and so the staff here is just being trained on it and I have some experience in that. And so Mr. Musto definitely wants me to help sort of get that on board at American."

This important technique being learned by the administrators and teachers is sure to bring positive changes to American High School. But when will restorative justice be implemented? In response to this inquiry, Mr. Reibenschuh proudly replied:

"We've already started."



# A BURDEN OR A BENEFIT?

*An overview of the growing student population*

**Sriram Dasarathy**  
Staff Writer

Every day, hundreds try to walk past each other in the hallways. It can take as long as thirty seconds to step into a hallway without barging into someone. In the afternoons, loads of students wait for the bus, shoving each other so much that drivers constantly remind them to assemble peacefully. Until around two years ago, there was an open field of grass in front of the school. What happened to that beautiful field? The campus has become so large that passing periods are now six minutes long instead of five.

“Having a larger student population means that there are more courses that can be offered at American. That is a benefit, but there is also a negative aspect. The larger the number of courses that are offered, the tougher it is for students to decide which classes they would like to take,” said school principal Mr. Musto. “Another benefit that this gives us is that more staff members

can be hired.”

Every year, fifteen new staff members get hired at American. The increasing population has also led to many more great students.

Fremont has a growing population, which is the driving force behind this. Schools are an extremely important part of the community and the ones in this city are excellent institutions. They have motivated many parents to relocate to this attendance area so that their children could attend Thornton and American. Another factor that is adding to the overall population growth is the fact that technology companies (that are part of the so-called “Silicon Valley”) have been springing up in nearby cities.

There has been an increase in high achieving students attending American. The number of clubs and the number of students taking AP classes have also gone up. According to data from school employees, the AP participation rate at American High is 55 percent. In the last

four years, there has been a five percent increase (from 55 to 60 percent) in the proportion of seniors who apply to four year colleges.

Aside from academic trend changes, the new buildings were constructed.

Mr. Musto continued, “In 2014, there was a bond that was passed. It allowed us to build new buildings and if it was not approved, American would be so tight, that it would not even be funny.”

The bond was for \$650 million. One of its primary purposes was to convert junior high schools in Fremont into middle schools. Part of this bond was a technology upgrade, which will begin next summer. American has a very antiquated heating and cooling system compared to other high schools. There is a big chiller in the back of the school that controls the heating and cooling. Thanks to the bond being approved, more students will be able to attend American High.

“We have almost 2500 students at our school, and there

only four and a half counselors. We also have three assistant principals. As long as they keep on building houses in the North Fremont area, the number of students attending American will increase. There is a prediction that within the next three or four years, the student population will increase to 3100,” stated assistant principal Mr. Reibenschuh.

The stress levels for counselors are becoming higher. They proactively deliver their services to help students, and with more students, their jobs become more time consuming. The school district has to budget in

more counselors in order to lower the current student-to-counselor ratio. The American School Counselor Association recommends a student-to-counselor ratio of 250 students to every counselor.

If American High School were to continue growing at this rate, situations like student-to-counselor ratios and the number of students riding the bus will become more challenging for authorities to control. These, and the sparse hallways from American's past, are far from the reality.



## THE CLUB OF COLLEGE APPLICATIONS

*The emergence of sophomore club raises questions to their sincerity*

**Rebecca Beddingfield**  
Staff Writer

At the height of the teacher's protests in the spring, there was also a surge of action taken by many freshmen: turning in their applications for new clubs in the upcoming year. Many dismiss these clubs as being solely for college applications, while others assume best intentions.

All existing and new clubs need to turn in an application, or charter, for their club, which is paperwork that sets the blueprint for that club. Even when all this paperwork is filled out and turned in, the AHS Clubs Committee chooses select clubs to exist for the next year. Starting a club looks good on college applications; but not without a cost.

One so-called ‘sophomore club’ that was approved was Biochemistry Club. Their president, Sonali Bhattacharjee (10), said, “It's a struggle ... because I've never done any sort of major leadership role until

now; it's like being thrown in the deep end.” However, she has not been discouraged, stating “It's still worth it because I'm doing something I love.”

Mr. Fulton is the activities director at American, which lays clubs under his jurisdiction. Many clubs do not get approved by the committee, Fulton explains. “Usually the biggest part is, ‘Does [the club] meet a need? Is this something that already exists?’ And then also looking at what their plan is.”

Anchal Lamba (12) is the president of one of the most popular clubs at American; Interact Club. While she didn't start her own club, she became an officer for Interact her sophomore year.

Lamba explained how Interact became such a big part of her life: “The first meeting ... was so much different from all the other ones. Other ones were basic info, but [Interact] had videos and an activity to do and it was really all

about service.” The purpose and uniqueness of the club led her to become more involved throughout her four years of high school.

Advisors are also a big part of what makes a club a success. Mr. Carel, teacher and advisor for the Model UN Club, fills in a lot of needs such as a classroom, the need for advisors at events, and handling paperwork such as waivers. The Model UN Club is in its second year being advised by Mr. Carel. He often sites the student's dedication as the reason for the club's success, stating “I think that dedication comes from a deep interest in the topic and the students are very proactive and organized, and I think that's a big thing with any club.” While college applications are cited to be the driving force behind clubs, it is unlikely that colleges can make a student passionate and dedicated about a topic they have little to no interest in.

There are also clubs start-

ed by people who are in their junior or senior year of high school. The Psychology Club, founded by Alison Zhao (11), was approved by the committee along with Biochemistry Club.

Zhao says that starting her club as a junior was very helpful because of established relationships and knowledge about the club system, but she also encourages sophomores starting clubs, saying “I applaud [sophomores who start clubs] because that's really brave of them to try to extend the horizons.”

While the exact motives of sophomore clubs cannot be pinpointed, it is agreed that if there is no real interest in the club, it is hard for the club to be a success. Alison Zhao (11) remembers what her advisor told her, paraphrasing “I want this club to be about real passion, not just something that you put on your college apps and then when you graduate the club disbanded because it has run out of steam.” It seems American's population will keep waiting to see which clubs will pass the test of time.



# THE INSIDE SCOOP BEHIND SPIRIT WEEK

A Puzzling Question

**Sriram Dasarathy**  
Staff Writer

This month was a very interesting month because there was Spirit Week. All over the Rotunda, there were posters of Sonic, Wendy's, Johnny Rocket's, and In-N-Out- some of the most popular fast food joints.

Every year, the themes of the classes change for Spirit Week. It's part of the fun. But this year, the themes were all fast food joints. There is a mystery behind this. Is it because teenagers (not all, but a good number of them), love fast food, or is it because the class councils and Spirit Week organizers wanted to try out something different this year? Restaurants as themes may seem puzzling to many students; just like every broad group of people, they have their different thoughts, like always.

When asked about how

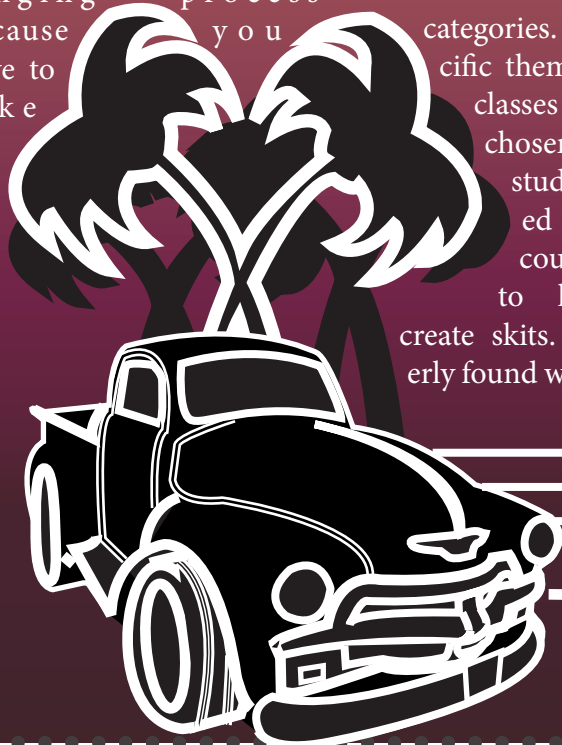
the process developed, student body president Ashley Liu (12) replied by saying that "We wanted to implement an overall theme that was unlike any of the themes of recent years. We wanted to maximize the opportunities for creativity. Choosing an overall theme is a challenging process because you have to take

into consideration many different aspects of Spirit Week." When coming up with a theme, members of student council tossed out random ideas- whatever came to their mind- and they took a vote. For restaurant themes to have been approved, they had to win the most votes out of all the categories. The specific themes that the classes had were chosen because students wanted ideas that could be used to help them create skits. They cleverly found ways to make

their performances flow. "When I found out that our theme was Wendy's many of my classmates and I were confused on how possible it was to incorporate a theme like that into our whole skit and dance performance," said performer Aarya Patil (10). Once the classes were figuring things out, many students realized that they had to be creative.

There was a specific reason why fast food joints were chosen as themes for this year. The students who brought up the idea wanted related themes for the classes (like what happens every year) and needed substance

that could be generated. Expect the unexpected to occur, and everything will eventually fall into place if the time and motivation permits it to do so.



**SONIC**  
**DRIVE IN**

## 3: Sophomores

## 4: Freshmen





# The Results

## 1: Seniors



## 2: Juniors



## Turning Bollywood Into Bolly·could

*How the juniors pulled together an exceptional Bollywood performance in just one week*

**Annie Liu**  
Staff Writer

This year, the juniors treated AHS to an impressive Bollywood dance as part of their Spirit Week performance that drew thunderous applause from the bleachers, but what might surprise many audience members is that the final dance was prepared in just one week's time.



The juniors perform their Bollywood dance during the Monday lunch rally. "We made it pretty simple. It was more of a simple dance for everyone than a complex dance," Ravi explained about the choreography. "It was more [about] unity—I think that's [how] class of 2020 really came in there." (PC: Yearbook staff)

Although the class of 2020 had been working hard on their Spirit Week performance throughout the summer, they ran into difficulties that led to the need for a new Bollywood choreography.

"We had trouble with coordinating the dances," explained one of the new choreographers, Rohit Ravi (11). "The old choreographers were really spirited and they did really good

things... but unfortunately, we had to make a new choreography."

Despite the limited time

frame, the new choreographers were able to successfully organize the dance. The secret? It was largely due to the choreographers' unfailing enthusiasm.

"We were really committed, and we just made sure we were really patient with everybody," said Tamanna Dilip (11), another one of the new choreographers. "We made sure that they were all having fun."

Their efforts to make the dancers feel comfortable have paid off. Preparing the dance was not only an enjoyable experience, but also a pivotal moment for some dancers.

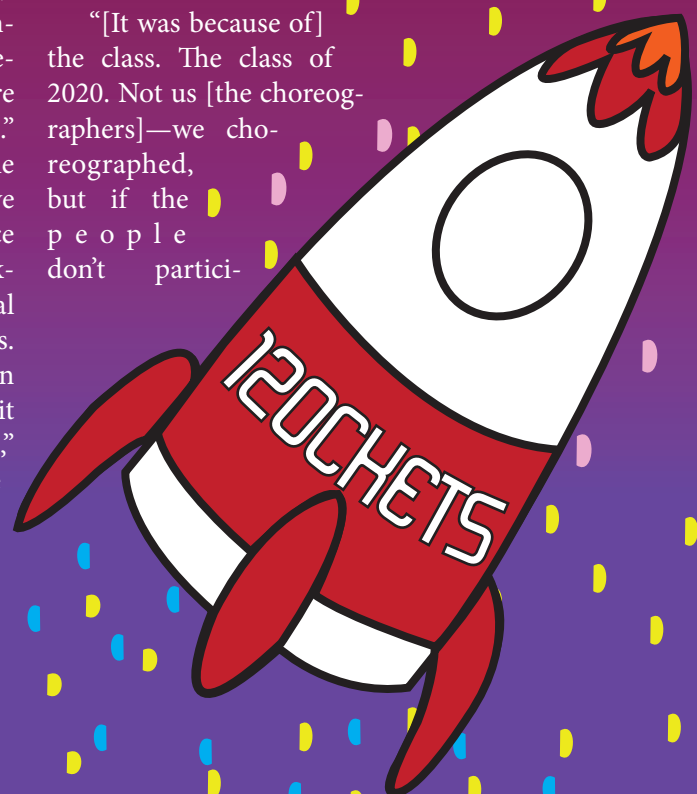
"I learned how to dance in front of an audience, and it helped me gain confidence," said Prisha Davda (11), one of the dancers. "It taught me how to just go up

there and enjoy yourself."

Most importantly, the challenge inspired a sense of unity among the juniors. When asked why the performance was so successful, Ravi emphasized that it was due to the collective efforts of the class.

"[It was because of] the class. The class of 2020. Not us [the choreographers]—we choreographed, but if the people don't partici-

pate, then it's not reciprocating," he explained. "When people come, then their support encourages us to do more."





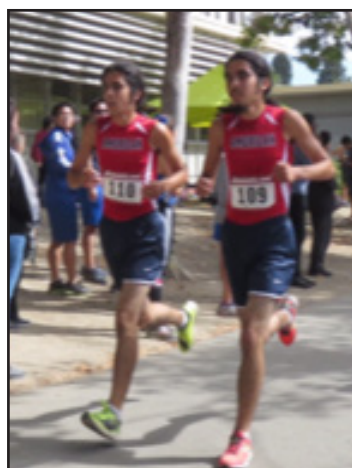


# SPORTS

## The Last Game

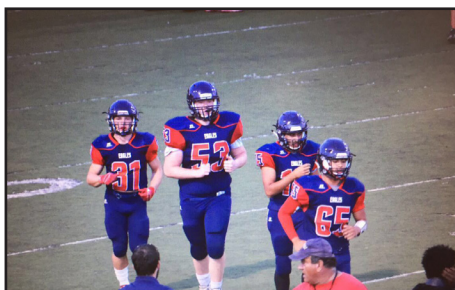
Seniors recall the moments of their time throughout their years of being in a sport

### JULIAN R. ALFONSO



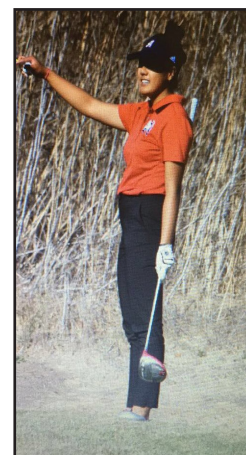
"While racing, I strained my right hamstring during the first 100 meters of a race and then I continued to run on it and eventually coming in first for our team in the end."

### HARRISON J. BERA



"Football has taught me to be not only a leader but a team member, and working together. Which is helping me overcome what I think is my max, I push past my limits to be my best and better..."

"I think the fact that you're alone is a challenge because a lot of other sports, like basketball you have a team and you have to work together as a team, but for golf, you're alone, just you by yourself and your playing with strangers. After 3 years of playing, I learned that your opponents are your friends..."



### SAMANTHA MATA

### SERENA H. CHANG

"When we get down on ourselves, it's really easy to fall behind in points"

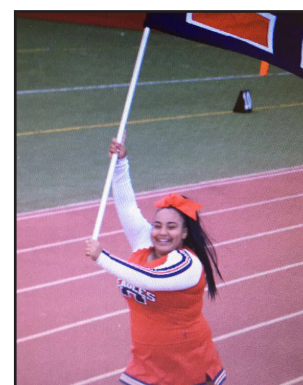


### LAUREN R. TAYLOR



"Our win against Washington Varsity girls we came out as a team and won as a team. We all contributed and could not have done it without each other."

"Every time we do a competition we always see the other teams cheering for us and we cheer for other teams."



### SKYE MERRICKS

Here in Fremont, all the Fremont high schools we always go down and cheer for each other."

## FRIDAY NIGHT LIGHTS

Spirit fills both the field and the sidelines in AHS's Homecoming game

### Michelle Fong Staff Writer

October 5, 2018 marked the long-awaited Homecoming football game. All the unity and energy over the course of Spirit Week spilled into Tak Fudenna Stadium for the most highly anticipated match of the season, against John F. Kennedy High School.

Despite suffering a loss of 7-24, the Eagles' pride for the sport was not hindered. Members of the football team do not take frequent losses as a defeat, but instead as a way to push for the team to improve.

"Kennedy was a beatable opponent, but there were some fluke plays that Kennedy took advantage of, but we gotta man up and go on to the next game," said varsity player Jackson Dang (11).

This motivation presented

in this team is an important aspect of the football program. Each member exhibits a positive spirit which brings together the team as a whole. The players believe in each and trust that there is a possibility to win. They keep a positive mindset as they engage in a game, and that is what makes a team succeed even they did not technically win. Losing the homecoming game is obviously difficult, but what matters more is each player's mindset to work harder in future games.

"[We] need to keep our heads up and ... get after the next one harder and faster than the last game," said Anthony Magnane (12).

Although football is a sport with highly dangerous injuries, injured members are still on the sidelines supporting and cheering on their fellow

teammates. The high spirit and devotion expressed are a way of encouragement even though they are not on the field.

"I love my team and coaches even when they are tough on me, but I do believe we can win more so that's why I like to stay on the sidelines. So I can support my team," stated player Jonathan Moriwaki (11), who was unable to play in the homecoming game due to a concussion.

Aside from spirit within the team, crowd and sideline involvement is also notable. For the duration of the homecoming game, large crowds filled the bleachers and the cheerleaders on the sidelines kept the spirit up.

"Football players always need the support of the crowd, you can really see a big difference when there's fans cheer-

ing versus when nobody is cheering," said American High School Varsity cheerleader Gabriella Santos (11), whose team maintained a level of crowd involvement with various cheers and chants to keep fans intrigued by the game.

School spirit is something that American High School does best, whether it be dur-

ing spirit week or on the football field during homecoming game. Spirit surrounds the players, injured teammates, and cheerleaders on the sideline.

"The true traits of an American Eagle is how spirited and how supportive we are for each other," said Gabriella Santos (11).



American High School versus John F. Kennedy High School during the Eagles' Homecoming game on October 5, 2018. Both opposing teams tackle for the football on the 40 yard line. "I'm in it to win it, in the sense of that we will fight till the clock stops to win that game, or stop the other team from scoring," said Jonathan Moriwaki (11).





# CAMPUS LIFE

## Keeping Up With Modern Times: The Evolution of Science Classes at American

*To match with the scientific advances, the science department goes through a schedule change.*

**Michelle Lee**

*Staff Writer*

This year at American High, rather than taking the familiar classes labelled as “Physics” and “Biology,” the freshmen are placed in corresponding classes called “Physics in the Universe” and “Living Earth” that have been established based on the new standards adopted by our science teachers.

These classes have been brought to the school because of the Next Generation Science Standards (NGSS). Instead of

simply putting the focus on one aspect of a scientific subject, NGSS strives to combine its many parts to cover a wider range and to introduce a variety of topics, with one example being the Physics in the Universe class.

“It concentrates on physics and some geology and some astronomy tied together to... help students see what’s going on in the natural world around them that uses the physical sciences,” explained Physics in the

Universe teacher Mr. Benn. “The first part of it is a little bit more on the geology part. The second part is more like a traditional physics class.”

It’s not just the subjects that are changing, though. The methods of conducting labs and gathering data have also evolved to get students to interact more when receiving their education.

“The students are learning how they have to themselves analyze a situation without the teacher giving them the answer,” described Living Earth teacher Mrs. Sharma. “They have to try to come up with the answer. The teacher’s there to support and kind of give them little nudges in the right direction.”

Not all of the teachers were able to experience a smooth transition from the previous way of initiating lessons to the new way, but they were able to figure out what worked best for students.

“If you want a student to

learn something on their own, you sort of have to give up a little bit of that authority as a teacher, and you have to give it to the students,” explained Mr. Benz, a Chemistry and Physics in the Universe teacher, as well as co-chairperson for the Science department. “Most teachers realized that in the end, when students take responsibility for their own learning, [they] remember things longer and [they] remember how to apply them better.”

Linking together the presence of different topics underneath a general subject and the slight alterations in lesson plans, there is an overall goal in mind for the science department.

“We’re hoping for three years of curriculum,” said Mr. Benn. “The idea is that hopefully students will see how these [subjects] are all connected and get an overall idea of how science works.”

Besides this plan for the fu-

ture, though, why now? What drove the district to add Living Earth and Physics in the Universe as subjects to take? One word: modernization.

“Our standards that we had for biology...were fifteen years old. And science progresses every day,” elucidated Mrs. Sharma. “If you want to stay current in science, if you have to have effective science teaching, you have to have the standards that apply to today’s society.”

Because Physics in the Universe and Living Earth are still seen as new classes, there is always the possibility of doubts circling around. However, when asked about her thoughts on being one of the first students to undergo such a process, Amani Shah, a freshman taking Living Earth this year, confidently replied:

“I kind of feel like guinea pigs because everything is new and they’re still trying things out and seeing what works... But it’s fun. It’s fine. The teachers know what they’re doing.”



## “Less Stress, More Success”

er start to the year would allow these students to enjoy a more effective learning experience.

“[With a shifted calendar] you have much more time to study for AP tests, because teachers have more time to finish their curriculum,” said Mythili Korimilli (12), who is currently an AP student. “Right now, AP tests are in the beginning of May, and we still have one and a half months after that, so that’s a waste of time for most AP classes.”

Not only does the calendar shift provide numerous advantages for high school students, it would positively affect the entire district if implemented, including the elementary school community. For many elementary school teachers, although their students do not face the issue of finals and AP exams, the calendar shift would also greatly benefit the way they teach their students by provid-

ing more time at the beginning of the year for teachers to get to know their students’ abilities. Currently, the elementary schools run on the trimester system, where the trimesters are unequally divided in length due to a short first trimester and long second trimester. By starting school earlier, achieving equally divided trimesters would be a possibility, and this would provide primary teachers with significant advantages.

“[With more time in the beginning of the year], I feel like I wouldn’t be in a position where I am having to necessarily try to assess [a student],” explained Mr. Murphy, a fifth-grade teacher at Warwick Elementary School. Specifically, he describes that more time would allow teachers to accurately judge students’ grasp on important skills. “I’d have more grades in writing. Writing is a higher level skill that takes a lit-

tle bit of time for a kid to learn the aspects of...and that’s something that I’d have more time to deal with. Instead of only having a couple of essays to grade, I’d have a better assessment of how well a child was picking up the knowledge of how to put together a five-paragraph essay.”

Despite the strong support for the calendar shift from throughout the district, the proposal still faces a lengthy process before it has the chance of being implemented. However, the efforts of the students and their families have been very successful so far. Following the SURFBoardE presentation on September 26, FUSD and FUDTA (Fremont Unified District Teachers Association) agreed to open up the calendar shift as an item for negotiation, with the predicted negotiation date being January 2019. A public hearing was held during

the board meeting on October 24 with the goal of creating an informed atmosphere for the involved parties before entering negotiations. At the public hearing, students, parents, and administrators from across the district further discussed the importance of the calendar shift.

“I want to be able to reach 100% of my students, and with a smaller amount of time at the beginning of the year, it really takes some difficulty to get to them,” Ms. Sorenson, a counselor at American High School, explained during the hearing about the process of working with seniors to complete their college applications. “[In addition], because our [current] semester ends at the end of January and there’s a deadline for mid-year reports, what happens is that students start getting hounded by colleges for transcripts. They keep hear-

ing that they’re going to get rescinded if they don’t have their grades in...and I think that causes an unnecessary stress with our students.”

As a result of the continuous efforts of the FUSD community, the calendar shift proposal faces bright prospects on the horizon. In the midst of the overwhelmingly positive response from the community and the success that such support has led to, one FUSD administrator wants to remind staff across the district about the importance of recognizing the students’ opinions.

“Why did we get into this job? It was to help kids,” said the administrator. “I’m in this job for what’s best for the kids, so you have to do what you have to do [to ensure the best for them].”



# What is your personal motto?

*American's new teachers reveal their darkest secrets to teaching*

"HOWEVER MUCH YOU PUT IN IS HOWEVER MUCH YOU GET OUT OF SOMETHING, SO WHEN YOU INVEST TIME AND EFFORT AND CARE AND PASSION, IT'S GOING TO COME BACK TO YOU TENFOLD, SO IF YOU WORK HARD, YOU'LL REAP THE BENEFITS." ~ **ROBERTS**



"Embrace the chaos."

~**Wong**



"My goal is for my students to finish my class as more critical thinkers, more enthusiastic readers, and more compassionate human beings." ~**Woo**



"...the concept of being gratified but never satisfied. It was something that was told to me by my freshman football coach...The moment you're satisfied is the moment you stop growing as a person, as a man, as an individual. So that's why we don't want to ever be satisfied, but we don't ever want to stop being grateful for what we've done either." ~**Andre-Blackmon**



"You can never stop learning. You're always a life-long learner. I'm always a student, I may be a teacher but in order to teach I must still be a student. I'm always learning." ~**Esparza**



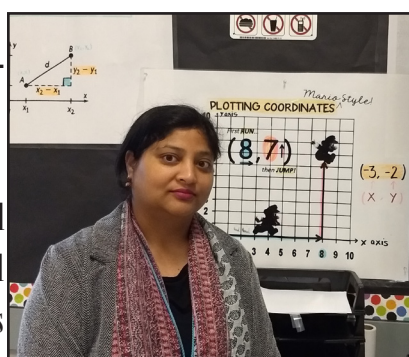
"Do what you love and love what you do. I love coming to work everyday and working with students and it makes me a overall happier person. I want everyone to live a happy life and to what they love to do so that their life can be really positive and happy." ~**Geralyn-Joy**



"You are forever a work in progress and forever a masterpiece at the same time." ~**Heather**



"Difficult roads lead to beautiful destinations. That's a philosophy applied everywhere in the field in education, your personal life. Not everyone's life is a bed of roses. You go through hard times, and those hard times are very good moments to learn something new, so you become stronger, so you are ready for the better. So, I feel that hard moments are a blessing which gives you a chance to improve or become stronger." ~**Amin**



"Kids do not learn from people they do not like. I want to be one of those teachers that's very supportive not only in class but also in their lives, I feel like that's really important...there's a lot of things that are going on in their lives and I want to be a support system, an advocate for them. Especially for any kid, no matter what grade it is." ~**Christensen**



"I encourage people to eat healthy diets and to be healthy individuals." ~**Arnold**



"Everyday is a different day. You teach kids first and then you teach the content after." ~**Greene**



"It's all about relatability." ~**Hunt**



"There's not necessarily always going to be an answer, there's never going to be one right answer, it just varies and depends on the situation or the project. I really like the idea of authenticity where it's something that's realistic you're going to be using in the future" ~**Ebanez**

