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**J.HOP
TIMES**

John Hopkins Middle School
St. Petersburg, Florida

pcsb.org/jhoptime

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a school issue?**
Student reporters
examine the causes.
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Folk Festival**
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Our condolences
JHMS art students
create banner to let
Stoneman Douglas
survivors know
we're thinking of
them. **BACK PAGE**

FAME JR.

JHMS Drama Department's musical is loved by audiences big and small. PAGE 3



JOAN BACH | JHT

Eighth grader Samantha Neely (on table) and others in the cast of *Fame Jr.* perform a matinee for visiting Pinellas County schools, including Melrose Elementary.

JHT staff

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The aim of the *J.Hop Times* is to fairly and honestly report the news, and to provide a forum for students, faculty and staff.

Here's how you can be heard

Write a column, letter or draw a cartoon (keep it clean, no profanity or name calling.) Spell and fact-check your work. We reserve the right to correct any factual or grammatical mistakes. Sign your work and bring it to our newsroom in Building 5-113.

Note: There is no guarantee your work will be published.

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NASA

Many believe Mars, where the Mars Rover has spent time, is the next best planet to send humans.

Colonizing Mars

Are we up for the challenge?

BY ANJA JOHNSON
J.Hop Times Staff Writer

Most humans still haven't truly wrapped their heads around the thought of how big space is and how space works, let alone understood all of it. We have ventured out to explore, from going to the moon, launching space probes and many more space explorations including sending astronauts to Mars.

Have we thought that maybe the way we are going about life on Earth will one day prove to be wrong? That's a scary thing. So far, there is the ozone layer weakening, global warming and pollution.

So we might want to find another planet, just in case Earth comes to the point where humans can't live on it at all. It will still give us an opportunity to be able to survive as a species.

Mars is the next best planet to send humans if Earth became uninhabitable. Mars, of course, is the planet next to Earth. The red planet has given us many clues to suggest that Mars once looked like our own home. These clues give us hope for the future — a better place for future generations.

We hope that having Mars as an option will keep us from going extinct. It's better to try to keep humans living than let them die off. We need to strive for our species.

Living on Mars would mean starting from scratch.

Everything would be different. Seasons would be different, and the weather patterns wouldn't be the same as Earth's. Living on Mars would most definitely be challenging and might be more than we asked for in finding a habitable planet.

But is it actually possible to survive on Mars? Could we actually work together to get there? Would it be like living on Earth?

If we went through with colonizing Mars, it would have to be different than what we have done on Earth. We would have to actually try to preserve our planet's good health. If we failed our Mother Earth, couldn't we fail Mars, too?

Science has not yet progressed enough for us to live on Mars. Science teacher Mrs. Packard, however, offers some perspective. "Think, astronomers use to just look at stars and the planets, and now we are sending probes. . . . So, I think it's possible."

So, it may not happen in a year, but one day we might actually live on a planet other than Earth. We're so close to the planet, and because humans have already landed a probe there, living on Mars might actually work.

If we could split up the population on Earth and put half on Mars, that would help ease the burden we place on Earth every day. Sending part of Earth's population to another planet could mean that we are advancing as humans.

It certainly would change life as we know it.

John Hopkins Middle
School Drama
Department puts on
a fun rendition
of *Fame Jr.*

musical delight

BY SARAH OLIVER AND JOAN BACH
J.Hop Times Staff Writers

People will remember the name *Fame Jr.* as the 2017-18 musical presented by the JHMS Drama Department performed by student actors on March 15-17.

The cast rehearsed for about two months before opening night.

"You always see a certain adrenaline and a light kick off by the time opening night comes," said faculty director Mrs. Hosey.

Fame Jr. tells the story of aspiring artists and their endeavors at a performing arts school in New York. The musical spans from the students' freshman to senior years in the 1980s.

J.Hop drama teachers said the rehearsal was nothing compared to the performances.

"Everybody gave 110 percent on stage," said assistant director Ms. Wills after the cast did their best to put the production together for opening night.

Most of the student actors got along very well during rehearsals after school. Students such as eighth-grader Ashton Williams really enjoyed working on the musical.

"The cast was really fun to work with because it's a bunch of different people and they all bring something

really different," said Williams.

Everyone who took part in the musical production would agree that *Fame Jr.* was a success. "The performance all in all was one of the best times we have ever done it," said JHMS student actor Savannah Nasworthy.

During performances, the audience was immersed in the production. There were standing ovations and flowers given to the cast and crew.

"I play an evil character. I walked on the stage and said 'hi' to another character and the audience started booing," said Nasworthy. "I think everyone did great!"

There were two matinees on March 15 and 16 for elementary school students, and the cast thought they were a great audience.

"I would say it is always easier with a group of younger students because their energy is always higher," said student actor Verity Rabin, seventh grade.

The characters included Carmen Diaz (Samantha Neely, eighth grade), Tyra Jackson (Sophie Bell, eighth grade), Nick Piazza (Adam Fuller, eighth grade), Schlomo Metzenbaum (Ashton Williams, eighth grade) and Iris Kelly (Marissa Baney, eighth grade and Autumn McNew, seventh grade).



Photos by SARAH OLIVER | JHT

From left: Darryelle Brailsford, seventh grade; Marissa Baney, eighth grade; Kelli Rice, sixth grade; Alexandra Neely, seventh grade; and Sophie Bell, eighth grade, in a scene from *Fame Jr.*



Marissa Baney, front left, and Sophie Bell, both eighth graders, interact while the cast sings.



Savannah Nasworthy, eighth grade, left, and Alexandra Neely, seventh grade, perform a duet.

JHMS trying to combat bullying



BY JAYCEE MORRISON, ZION BING,
KEYLA FRANKLIN AND ERIC MADSEN
J.Hop Times Staff Writers

Bullying has affected most students at least once in their lives. Either they are being bullied, or they are the bullies. Recently students around John Hopkins campus are noticing that more bullying is happening on campus. Although no one knows for sure why the bullying is happening, students have taken a guess.

“Other people are jealous, or they have something going on in their life,” says Mirgi-ann Belance, a JHMS eighth-grader. Belance believes experiencing some bullying is a normal part of growing up. “It has made me a stronger person,” she said.

Students also are becoming aware of the negative effects of bullying for students. Students become upset after being bullied repeatedly.

“(Bullying) has affected me emotionally and mentally,” says sixth-grader Sara Echols. “Someone else might be hurt, and they think it’s okay for them to put their weight on somebody else.”

Bullying can make students scared to tell adults, or even stick up for themselves. Some students

think the bully may retaliate; the student who is getting bullied might believe the bully will make the bullying worse if the student tells an adult.

Students have thought of different ways to stop bullying at John Hopkins. “I would make it so that all other kids can feel better about reporting it,” said Belance. “The school could deal with it before it becomes an even bigger problem,” she said.

Mrs. Wright is a JHMS seventh-grade guidance counselor who deals with the issue of bullying daily. “Sometimes students think a one-time conflict is considered bullying when it really needs a conflict resolution,” she said.

“I would encourage those students to come forward, because our goal is to keep them anonymous and address that matter in a way that (they) will not be identified as reporting it.”

The John Hopkins staff provides conflict resolution when they see bullying happening. However, some students are still not comfortable with this process.

“It’s hard to talk to someone that you are not close to,” said Belance.

Bullying can take different forms, both verbal and physical.

JHT Photo Illustration



LUIS CRUZ | JHT

Journalism teacher Landon Cassman resigned in March.

Goodbye Mr. Cassman, Hello Mr. Lindsay

JHMS journalism department gets a new teacher.

BY FRANK EADS AND LUIS CRUZ
J.Hop Times Staff Writer

On Friday, March 23, former journalism teacher Landon M. Cassman announced he was leaving John Hopkins Middle School. He started at JHMS in January 2017 as the multimedia journalism teacher.

He appeared very sad to leave. He told us about how much he loved teaching students at JHMS.

“The students at John Hopkins are all great kids, and I think you guys have a lot of potential to make great journalists,” he said.

Mr. Cassman who got married at the end December, talked of wanting to start a family. He said he wanted to find a new job in the journalism field.

A replacement for Mr. Cassman arrived just a couple of days after spring break. Ian Lindsay is now teaching multimedia journalism in room 5-113. Mr. Lindsay seemed very excited for the new position.

“I have already gotten to know

a lot of the students while substituting at JHop,” he said. “I’m very excited to be able to work with these kids for the rest of the year.”

Mr. Lindsay minored in journalism at Eckerd College and worked for the school’s newspaper *The Current* as the entertainment section editor.

“The goal I strive for is to get along with the students, and by that, I mean that we need an environment conducive for education.”

Also, he said he has a zero-tolerance policy for bad behavior. Mr. Lindsay said he uses seating charts if the whole class acts up. At the

time of writing, all classes except for his fifth period have seating charts already.

Anja Johnson, a student in fifth period journalism, had some things to say about the new teacher and Mr. Cassman.

“Mr. Cassman was kind of fun,” she said.

“Mr. Lindsay is kind of cool, but also unpredictable, since we don’t know too much about him.”

Mr. Lindsay plans on returning to the Multimedia Journalism Program again next fall for the 2018-19 school year.



After 37 years of teaching Mrs. Packard is retiring.

ANJA JOHNSON | JHT

Mrs. Packard decides to retire after 37 years

BY LLUVIA TROCHE ROSA
J.Hop Times Staff Writer

Retirement is the reason eighth grade and seventh grade-advanced JHMS science teacher Mrs. Packard is leaving JHMS.

"I have been teaching for over 37 years," said Mrs. Packard said. "Teaching and school is not what it used to be," she said.

Some fond memories of teaching? "The students. A lot of them didn't have a lot of confidence in themselves," she said. "Finding a way to teach them to believe in themselves was the most satisfying part."

"My favorite part is before we got to the point where we're really teaching for a test," Mrs. Packard said. "(The emphasis on testing) takes the fun out of what teaching used to be. We used to be able to have fun, but now it's just about performance on a test, how your school looks, how you as a teacher look."

Many students said they will miss her. "That's sad. Mrs. Packard is a cool teacher," said eighth-grader Ashton Williams..

"I'm kind of sad that Mrs. Packard is retiring because I don't want to have a random science teacher next year," said Grace Bruner, seventh grade. "I don't want to end up like Mr. Baker's class. I would like her to teach me next year." Mr. Baker's class was without a permanent teacher until March.

"Mrs. Packard is an amazing teacher who incorporates fun and learning," said seventh grader Damien Mesen.

Mrs. Packard also taught gym. She likes the outdoors. She likes to bird watch, garden and take pictures of wildlife. She says that's probably what she'll do after she leaves the classroom.

"I've always considered John Hopkins my home, because I've been here 37 years," she said.

Bring your phone to school? Think twice

BY ZION BING, ERIC MADSEN, JAYCEE MORRISON AND KEYLA FRANKLIN
J.Hop Times Staff Writers

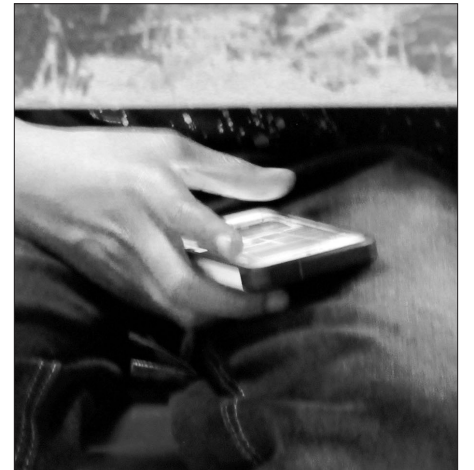
Many John Hopkins Middle School students own electronic devices and bring them everywhere they go, including school. Students risk losing or having their phones stolen at school when they bring them on campus, a rising concern for many students.

Some students at John Hopkins think that school is safe enough for them to bring their phones. JHMS seventh-grader Ja'qundric Young said phones are a necessity at school, even though school policy is the phones can't be out during school hours. "If there is an emergency, you should just (have) it all times," said Young.

Other students have mixed feelings about bringing phones to school. "Yes and no," said seventh grader Jakobe King. "Yes, if there's an emergency and you need to call whoever takes care of you, and no, because if your phone is loud during a lock-down you'll be the number one target."

D'jay Smart, a sixth grader, lost his phone this school year. Smart told his mom, Dr. Jackson and other administrators, and he said they did nothing. "Nope, zero percent," is how Smart describes the safety of having a phone at school.

Pinellas County Schools are not liable



JOAN BACH | JHT

J.Hop students complain of stolen electronic devices on campus.

for stolen or lost cell phones. According to the Student Code of Conduct, "School Board staff is not responsible for preventing theft, loss, damage, or vandalism to cellular telephones, ECDs, or other electronic devices brought onto its property, or left on school buses, including any electronic device confiscated due to inappropriate use."

The safest move to prevent a lost or stolen phone? Keep your phone stowed away or do not bring it to school at all.



Students skip near courtyard lockers.

JHT Staff

Why do they do it? Skippers share reasons they choose to skip class

BY ZAKHAR SENNIKOV
J.Hop Times Staff Writer

John Hopkins Middle School students are running around campus, dodging classes without getting their classwork done. Then when they fail, they try to get extra credit to get their grades up at the last minute. Meanwhile, their parents don't know why their kids are failing and have "no homework."

The J.Hop Times interviewed students who were skipping in an attempt to learn their reasons for refusing to go to classes. Students who agreed to talk on the condition they not be named, said they skip because they don't want to be in certain classes. They want to get out of work. They are "bored."

One student who said "I skipped about 96 times," said fifth period was the class the student avoided the most. "I skip all around campus."

Another student interviewed in the hallway during class time said skipping was fun. The student skips mostly fifth and sixth periods to avoid teachers the student doesn't like and classes that are boring. The skipping usually takes place in buildings 2 and 6. "I've skipped so many times I can't count."

Still another skipper said the reason for skipping was the class skipped hadn't had a permanent teacher for a long time.

John Hopkins has two hall monitors, Mr. Green and Mr. Williams, who patrol campus hallways and respond to reports

of skipping and other behavior issues. They counsel the students and either return them to class or send them to the ABC room, depending on the situation. Most skippers receive referrals that could result in in- or out-of-school suspensions.

Earlier this month, 30 skippers were rounded up one afternoon and required to participate with with Principal Jackson and social worker Ms. Gallman in "restorative circles," group discussions intended to resolve issues that may lead to skipping or other problems, and to prevent them from recurring.

Students Jamie Flournoy and Keiandre Harris contributed to this report.

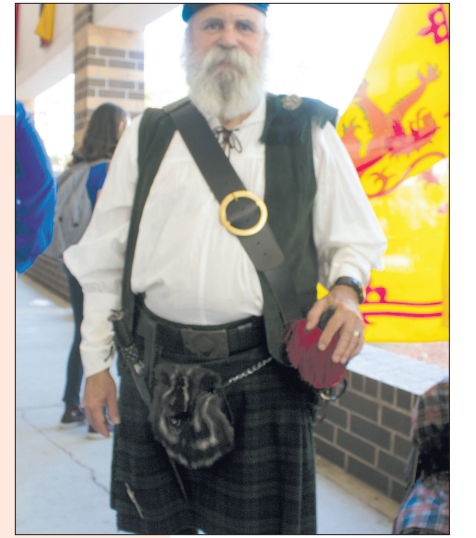
The International Folk Festival offers diverse experience at John Hopkins.

celebrating culture



Students learned about Cuba at the International Folk Festival.

The kilt modeled by a member of SPIFFS represents traditional Scottish attire.



BY JAMIE FLOURNOY AND ZAHKAR SENNIKOV

PHOTOS BY ZION BING
J.Hop Times

The International Folk Festival at John Hopkins Middle School provided an educational opportunity to enjoy the day during JHMS Spirit Week. The festival took place on Thursday, April 12 in the school courtyard. The event was a day of fun and learning about this world and new cultures. There were performances, games, face-painting and different cultural foods.



Eighth-grade clerk Ameta Bowers models African garb at the folk festival.

The festival exposed students to new perspectives and other countries' cultures, and also gave them a chance to be open-minded, which is one of the International Baccalaureate learner profile qualities. Hopkins is an IB Middle Years Program candidate school.

"It is a good experience for the kids here because many kids here don't know what exists beyond St. Petersburg, beyond surrounding streets and neighborhoods," said Mrs. Wright, JHMS seventh-grade guidance counselor. "This can be a great experience for young students to understand this world," she said. "This event hosted things like dancing and even a scavenger hunt. They had different foods and lots of fun."

Even though this was a fun event some kids still had suggestions for next year. Many students complained that the festival was crowded. Eighth-grade student Fletcher Marshall said the festivals the previous two years were better. "They separated the grade levels and it wasn't as hectic as this year," he said.

JHMS eighth-grader Madison Chartier

also said she didn't appreciate the large number of students in the courtyard. "This year we had the whole school out there," she said, "and there was a lot of people that didn't care to be there."

Chartier did say she had an okay time at the folk festival even with the crowd. "My favorite part would have to be the exotic dancers and the drummers," she said. "The music was great for our school because students got to hear how other countries sing and dance."

Some students were disappointed with this year's festival because they thought there was going to be more food.

"It was pretty crappy. They didn't have as much food as last year," said Skylar Askeew, eighth grade. "So basically, no one got to eat, which was disappointing to a lot of people."

JHop Student Keiandre Harris contributed to this report.

The St. Petersburg International Folk Fair Society shares information at John Hopkins.



A SPIFFS member displays authentic costumes and other examples of different cultures.



Venezuela is one of the countries exhibited at the International Folk Festival.



International Folk Festival features an island flair.

Spirit Week offers students a fun educational experience

BY KEYLA FRANKLIN, SARA THORNLEY, OCEAN CONNOR AND SAVANNAH SMITH
J.Hop Times Staff Writers

Many students dress to impress during Spirit Week at John Hopkins Middle School. Spirit Week is a JHMS school event where kids can express their personality and have fun. Many students couldn't contain their excitement for this year's Spirit Week, April 9-13, which included the International Folk Festival.

"It is fun because we get to express ourselves through the different days and with the different themes," said Alicia Simon, a seventh-grader at JHMS.

Spirit Week included Team Spirit Day, Beauty vs. Brains, Comic-Con Day, International Folk Festival and Squad Day.

Mrs. Packard, JHMS science teacher, had some positive thoughts on Spirit Week.

"I think it is a great opportunity for students and teachers to participate in something schoolwide and gives them a chance to get together with their friends and dress similarly to enjoy themselves."

Mrs. Packard says she loves thinking about dressing up for the themes she has something to easy to wear. She dressed up for Team Spirit Day as a fan for the Florida State Seminoles.

For eighth grader Juliette Vanneste, this year's Spirit Week was about positive opportunities.

"I think Spirit week is a good way for the school to come together, and to have a way that we can express ourselves to find joy in school," she said.

Vanneste had some other theme ideas, too. She wishes there were a Crazy Sock Day, Crazy Hair Day and Backwards Day.

Asha Whiting, an eighth-grader at John Hopkins had some mixed opinions about the annual Spirit Week.

"It's fun, we get to wear what we want to express ourselves."

She also said, however, that the school is "unorganized and can't plan stuff well."

Students, teachers and staff participated in Spirit Week this year, and look forward to it.

"Spirit Week was a great experience for me," said seventh grader Natalie Fanfan. "I can't wait to have it next year."

Mental health

*It's
important
to talk
about it*

BY LEZLEY HOFFMAN
J. Hop Times Staff Writer

Students at John Hopkins are speaking out about how mental health is one of the most important issues facing middle schoolers. The *J.Hop Times* explored the importance of mental health with students at the school. Many said they hope that speaking out on this issue will spark conversations with adults about the topic.

"I think adults usually get quiet about it whenever it's brought up, or some argue," said JHMS eighth-grader Isabelle Parker. She said talking with adults is essential for students dealing with depression, anxiety or other issues. "If you are not very happy with yourself, and you have bad mental health, then how are you going to get an education?"

Approximately one in five young people ages 13-18 experience a severe mental health disorder. That is 21 percent of the U.S. youth population. If students with mental disorders are not treated, the outcome could be deadly. More than 90 percent of children who die by suicide have a mental health disorder, making suicide the third leading cause of death people ages 10-14.

Mental health problems affect every aspect of life.

"If the child is not mentally equipped to deal with sociable pressures, especially as a teen, then he's going to have challenges with his education," JHMS language arts teacher Mr. Russ said. "With teens, there is a lot of peer pressure, there's a lot of groups (and) many feel like they need to be accepted by the group.

So that factors into them having a negative outlook on their life," he said.

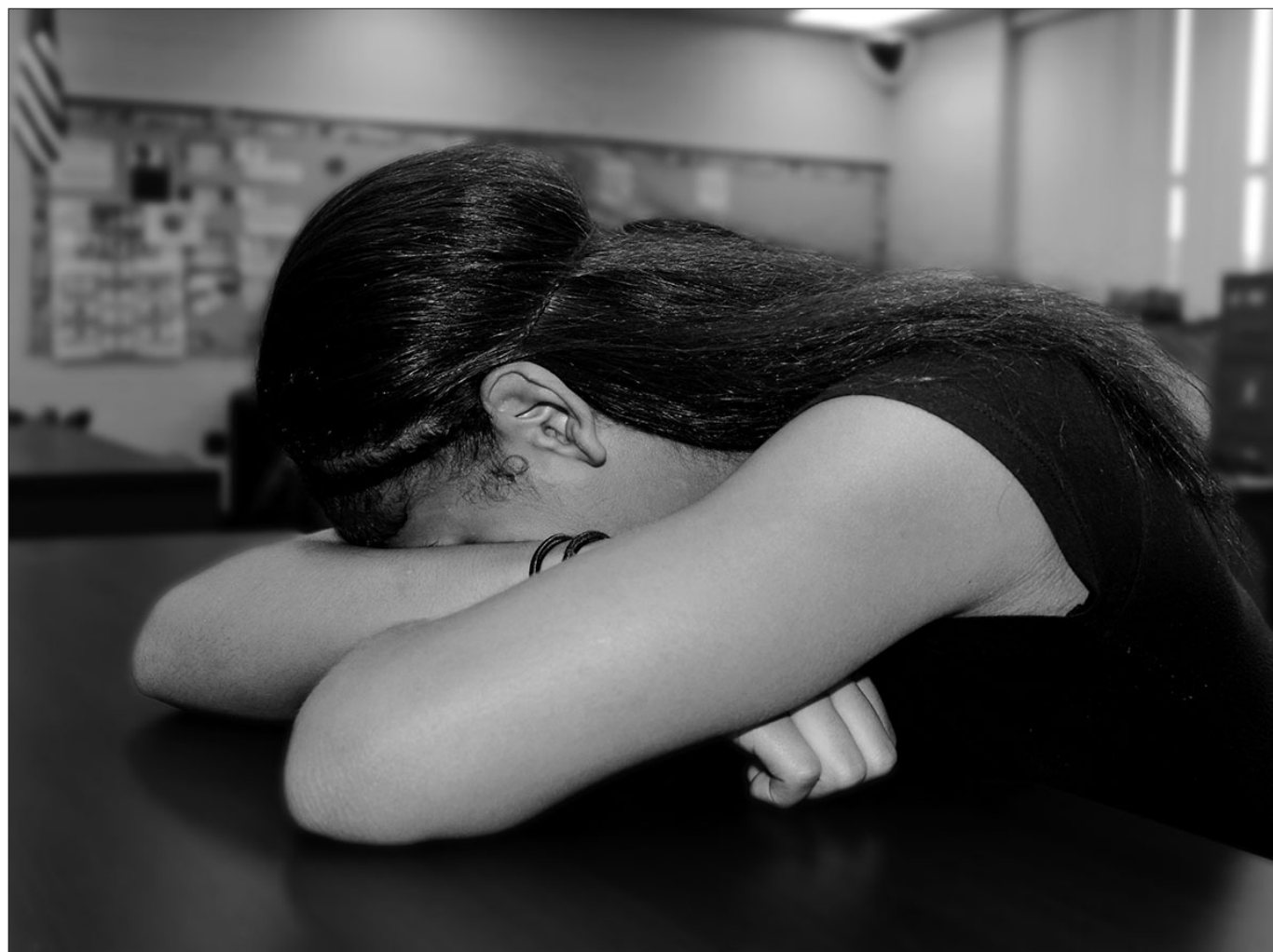
"Also, their parents may not have the resources to provide them with the latest fashion, that also affects them, that affects their self-esteem," Mr. Russ said. "They are still kids, they're still developing, they're not adults yet."

Society can help children who are suffering from mental illness, he said. "I think we have to come up with a new solution besides just

prescribing medication to the child, they have to come up with more creative ways to help the children."

John Hopkins administration tries to provide a healthy and safe learning environment for students both physically and mentally. Students are encouraged to speak with a guidance counselor if they believe their mental health is at risk. Students also can speak with Dr. Donna Powers, the JHMS School psychologist or Mrs. Jennifer Gallman, the JHMS social worker.

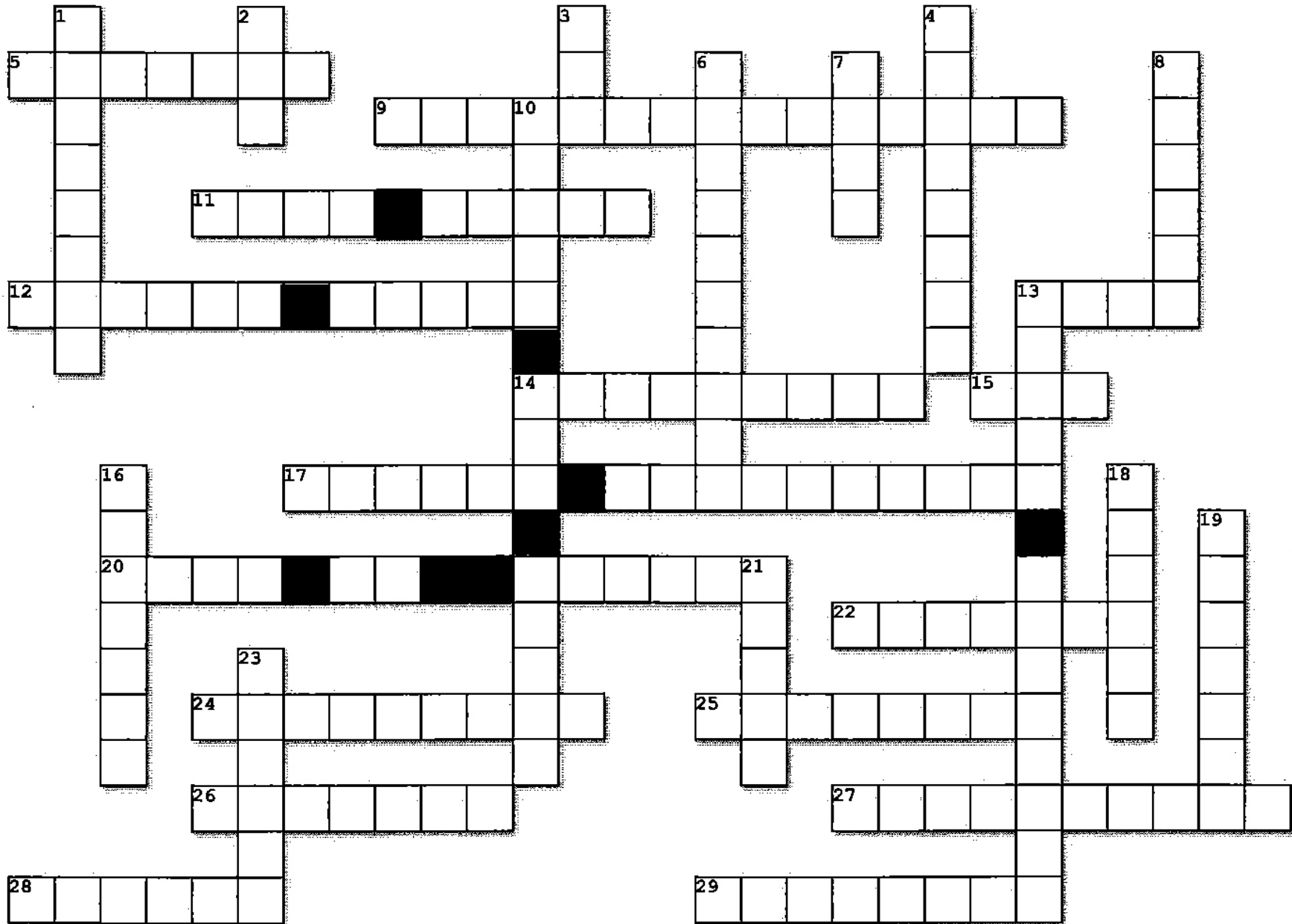
Statistics referred to in the article are reported by the National Alliance for Mental Illness. Students Jayden Mosley and Constantino Carter contributed to this report.



J.Hop students, like many middle schoolers, deal with stress and anxiety.

JOURNALISM & SUMMER = FUN

Answers on Page 11



Created with TheTeachersCorner.net [Crossword Puzzle Generator](http://TheTeachersCorner.net)

Across

5. Information about a photograph
9. Someone who uses a camera to cover a story
11. Name of your school newspaper
12. Forms of communication on many platforms
13. What reputable news is not
14. Airing a show on television or online
15. You may have one this summer
17. Your neighborhood's newspaper
20. You should use it when you frame a photo
22. To print your work, on paper or online
24. Asking questions of someone for a story
25. Tells what the story is about
26. The age we live in
27. A trait journalists should cultivate
28. You should have three of these for each story
29. Someone who covers a story

Down

1. Time away from school
2. The sixth W
3. First of the 5Ws
4. A refreshing summer activity
6. Form of journalism with video, photos and words
7. Something that is true
8. Names the author of a story
10. Your region's newspaper
13. Person who guides a broadcast
16. What journalists are
18. Journalist who delivers the news on screen
19. Your school is named for him
21. What you'll probably do some of this summer
23. Where you are when you use the Internet



Some students say they are in another world as they listen to music.

JHT Staff

WHY DO WE LISTEN TO MUSIC?

IT MAKES US FEEL GOOD

BY MEENA SNYDER
J.Hop Times Staff Writer

Go slip on some headphones and play some of your favorite songs. What happens? Your fingers and toes may start to tap. Or, you may even “bust a move” while belting out the lyrics. These are some of the ways enjoyable music affects you physically, but music can affect us emotionally as well. Music can play a role in things like a human’s mood and brain development.

Dopamine is the brain chemical that is responsible for making you feel happy and relaxed or have “feel-good states.” This chemical acts as a messenger between brain cells. Some scientists believe listening to music can actually increase your dopamine levels. The *J.Hop Times* set out to investigate this theory.

Eighth-grade student Aidan Stern said, “It all depends on the kind of music you’re listening to. It could put you in different emotional headspaces.”

Stern mentioned that certain types of music can help him focus or calm down and “decompress.”

A study published in Issue 7 of *Scientific Journals* showed that when participants listened to “happy” music their creativity increased. The study showed that participants came up with more creative solutions to problems and a greater number of ideas than others who listened to other types of music or no music at all.

“Certain types of music can make me feel different emotions,” said eighth-grader Sophie Bell. “So, if I listen to a really slow-tempo song then I’m probably more able to cry than (when I’m) listening to a faster song.”

Bell also mentioned that she likes how music can “take you somewhere and that it can help you escape reality.” One of Sophie’s favorite musical artists is the British singer Dodie Clark.

Other John Hopkins students such as eighth grader Savannah Nasworthy say that they like how music can take their mind off things. They sometimes use music to calm down when they’re feeling sad or anxious.

Savannah said that one of her favorite bands is The Killers. Her favorite song by them is *Mr. Brightside*, which she says she listens to about 80 times a day, at least.

Video Game Review

Watch Dogs 2



Watchdogs 2

Watch Dogs 2 lives up to the game world hype

BY NAJAE REID
J.Hop Times Staff Writer

Have you ever played a game that involved hacking, similar to Rock Star Games Grand Theft Auto series? Well, there is a game out there called Watch Dogs 2. This game is loaded with action and is definitely worth checking out!

Players control Marcus Holloway, a hacker who works with the hacking group DedSec who is trying to take down the city's advanced surveillance system known as ctOS.

There are multiple ways to complete missions. Each successful assignment increases the follower count of DedSec. Players can navigate the game's world on-foot or by the various vehicles featured in the game like cars, trucks, buses, cable cars, motorcycles, quad bikes and boats. The driving mechanic was overhauled and designed to be more accessible and players can shoot weapons while driving.

Marcus also has improved aerobic skills, and the ability to parkour around the city. Players can use different methods to approach the game's missions, choosing between the aggressive approach, in which they defeat enemies with guns made with a 3D printer

or Marcus' own melee weapon.

Marcus can hack into various electronic devices connected to the ctOS system with his in-game smartphone. For example, Marcus can modify the personal information of civilians to have them arrested, hack and manipulate every mobile phone featured in the game, disrupt traffic by hacking cars and traffic lights, hack into monitoring cameras and carry out "mass hacking," which hacks the electrical equipment of a large group of people.

You can also play multiplayer. In this mode, you can carry out hacking invasions, a one-versus-one competitive multiplayer mode. Hacking invasions were originally featured in the first game, where a player covertly joins another player's single-player session and steals virtual data from them. The invading player must stay hidden while stealing the data and escape once successful. The defending player must identify and kill the invading player.

Also, you can race in Watch Dogs 2 which is a mode added in an update. Up to four players compete in head-to-head races to reach the finish line with drones, ekarts, boats and bikes to race for either money or research points.

I highly recommend playing this game.

Crossword answers

ACROSS

- 5. Caption
- 9. Photojournalist
- 11. JHop Times
- 12. Social media
- 13. Fake
- 14. Broadcast
- 15. Job
- 17. Weekly Challenger
- 20. Rule of thirds
- 22. Publish
- 24. Interview
- 25. Headline
- 26. Digital
- 27. Skepticism
- 28. Source
- 29. Reporter

DOWN

- 1. Vacation
- 2. Wow
- 3. Who
- 4. Swimming
- 6. Multimedia
- 7. Fact
- 8. Byline
- 10. Tampa Bay Times
- 13. Floor director
- 16. Curious
- 18. Anchor
- 19. Hopkins
- 21. Sleep
- 23. Online



DAMIEN MESEN | JHT

J.Hop students create a memorial banner for the Stoneman Douglas High School shooting survivors.

bloom OF support

Art students show support for Stoneman Douglas school shooting victims.



DAMIEN MESEN | JHT

Art students Sarah McDonald and Elise Tuttle, both seventh graders, carefully arrange flowers on the banner that has been sent to Major Stoneman Douglas.

BY MEENA SNYDER
J.Hop Times Staff Writer

For the past few weeks on Mondays, JHMS art students devoted their time to creating a banner covered in flowers during art class. The art class sent the banner to the Parkland, Fla., shooting victims' friends and family to show their support.

The goal of the banner is to support Marjory Stoneman Douglas High School in Parkland, where a shooting on Feb. 14 caused the death of 17 students and staff members. John Hopkins' art program made the banner to encourage those affected by the shooting, to let them know that the students and staff of John Hopkins are here for them.

"(Making the banner) really showed that there's a lot more to this world than our small little town," said eighth grader Cyann Toro.

Toro explained that students who worked on the banner got to think about what happened at the Bro-

ward County high school. Students had some say in doing something good that would make others they don't even know feel cared about.

The banner was the idea of two sixth-grade students in Ms. Smith's sixth-grade art class. Students came to her because they saw other schools doing things to show their support online and they wanted to join.

Ms. Smith said that she's very happy that there are students at our school that care about other people that they don't even know, and who don't know them.

"I think people mirror each other, so if people are mean and nasty, sometimes other people become mean and nasty, but if people are positive and spread joy or some little bit of happiness, then I think that other people tend to reflect that as well," said Smith.

Ms. Smith included as advice for everyone: Always show people that you can be a positive person. Do positive things in your community and be the one to set that example.