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The PLATINUM PREVIEW

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Mr. Chris Irvin Named "Teacher of the Year"

Mackenzie Cox '20
Copy Editor

Each year, one teacher is selected for the "Teacher of the Year" award by their colleagues to commemorate their hard work and discipline to their craft of teaching. This year, Chaparral High School's drama teacher, Mr. Chris Irvin, was named "Teacher of the Year."

Irvin started his time at Chaparral High School (CHS) as a student teacher, and after obtaining his teaching credentials for English, he became an English teacher on campus. Before taking the spotlight as CHS's drama teacher, Irvin had taught English 9, 10 and 12, as well as AVID, and the TV and Video class. Teaching has certainly been a passion for him, and throughout the years (having started in the 2002-03 school year), he has put his all into what he does. "I love what I do," Irvin stated. "One thing that I had noticed is that [being a teacher] was the first job where I wasn't watching the clock." Before having switched his major, Irvin was a theater major, a pursuit which had carried over from his time in high school doing theater. As he continued his journey as a teacher at CHS, he took on the task of directing the musicals. Before long, he was running the drama department and had become the drama teacher.

Peers and students alike see Irvin as deserving for this prestigious award. One of Irvin's colleagues and good friends, Mr. Tony Rossi, mentioned, "First and foremost, he cares. He cares about his students; he cares about doing his job well; and he cares that his students will leave his classes or his shows with something intrinsically valuable to carry with them in their lives." Irvin's attention to having his students retain valuable lessons reflects the time and effort he puts into his work and the passion he puts into not only teaching, but also into his students' learning opportunities. In addition, Mr. Chris Klair stated, "Mr. Irvin is the perfect candidate for 'Teacher of the Year' because he gives so much of his time, energy, and heart to every production. And the guidance that he provides to all of the actors clearly translates based on the professional quality of productions and how well CHS students perform at county and statewide competitions." Reminiscing over his time being one of Irvin's students, Senior and co-captain of the Improv team, Zachary Emmert, mentioned, "He has perfected his crafts,

and working with him is some of the best fun I've ever had. The man is a flipping super hero!" Irvin is always actively preparing his students

for once they leave the classroom and making sure they get the resources and materials they deserve.

With his immense passion to teach, dedication to getting more and better opportunities for his students, and his overall personality that undoubtedly keeps his peers entertained, Irvin is deserving of this year's "Teacher of the Year."



Credit: Chris Irvin

Mr. Irvin, Chaparral High School drama teacher, has recently been crowned "Teacher of the Year."

How Education will Work in the Time of Coronavirus

Annaliese Arnsten '20
Editor-in-Chief

Starting tomorrow, April 6, the Temecula Valley Unified School District will begin the transition to distance learning. After strong recommendations from authorities including the Center for Disease Control and Prevention and the World Health Organization that people should limit interactions to prevent the spread of COVID-19, schools across the nation have begun to halt all physical classes in favor of a less-transmittable method of education. Although the distance learning program is not mandatory and is designed to help grades and enrich understanding rather than become another source of stress, students are highly encouraged to remain active in their education.

When it comes to how most lessons will be conducted online, Assistant Principal Ms. Ingrid Taylor explained, "Most of our teachers are using Zoom or Google Hangouts. I think the lessons will vary by teacher and we are all in this together. We will all be learning this new format of teaching." For students who do not have access to devices at home for distance learning, Taylor stated, "The district office sent home a Google survey to collect the information from students that do not have a device. . . If a student has not yet requested a device and needs one, they will get a link on April 6 and be able to pick up the device on April 7."

Another primary concern for many students is how the current pandemic will affect Advanced Placement classes and exams, which will also be going digital later this spring. Mr. Larry Wells, AP English Literature teacher, explained, "[The College Board has] gotten rid of the multiple choice component, because that's a really hard thing to secure, and so rather than it being a three-hour test, it's now a forty-five minute test." Although the test will now be online, Wells claimed, "They have said that they do have high security. . . they feel pretty confident, and they're going to run it

through a plagiarism check." When asked how classes will continue to review exam material, Wells responded, "With the limited schedule that we're going to have. . . it kind of bodes well for them changing the exam so now we can have this kind of hyperfocus." As AP exam coordinator, Taylor also commented on the changes being made to this year's test format, saying that the College Board will only be "testing on the topics that would usually be covered up until mid-March."

Even still, Taylor recommends that students

"take advantage of the College Board resources," which include videos and practice tests, "and [their] teachers' online class time." Wells also emphasized the importance of the College Board's resources when it comes to preparing for the new online exam: "Everyone has their own style and their own way, so I think hearing it from different voices is a good thing." Overall, Taylor urges students to continue on their AP pathways, stating, "Although the College Board is offering no cancellation fee, I hope our students will see their classes through and take their exams [as it is] a wonderful opportunity to earn college credit."

Advanced Placement programs are not the only aspect of students' academic futures that are being altered in response to the pandemic. University of California recently announced that it will loosen admission requirements, including eliminating SAT test scores and increasing minimum grade policies, to help ease the pressure of students currently affected by the virus and the changes it has caused. These adjustments will also carry over for 2021 applicants, although in an official statement, the UC system has been careful to qualify that this change "is intended as an accommodation and not a permanent policy shift, and does not foreclose future Board policy actions with respect to the use of standardized tests in University admissions for fall 2022 applicants and beyond."

Although this is a very difficult time for students and their families around the world, the Temecula Valley Unified School District and the University of California are just two of the many education systems that are working to ease academic pressures. While it may not be an easy transition, the choice to turn to distance learning is for the benefit of students' and staff members' well-being. Taylor expressed, "We are all in this together and we will all be learning how to navigate this crazy journey. I think the best piece of advice is to be patient and open-minded. In many cases, our kids can figure out technology quicker than we can so we will be learning from our students as well."

Distance Learning Class Schedule

Block I: 8:30-9:30

Monday/Wednesday: Period 1
Tuesday/Thursday: Period 2

Block II: 9:45-10:45

Monday/Wednesday: Period 3
Tuesday/Thursday: Period 4

Block III: 11:00-12:00

Monday/Wednesday: Period 5
Tuesday/Thursday: Period 6

Block IV: 12:30-1:30

Monday/Wednesday: Period 0
Tuesday/Thursday: Period 7

Office Hours: 8:30-10:45

On Friday, teachers and counselors will be available during this time to answer questions students may have

PRINCIPAL'S MESSAGE



Mrs. Tina Miller

Pumas,

I want to express my sadness about not being able to finish off the year the way we were all expecting to. There are many traditions that we were all looking forward to celebrating together as a school community. There are no words that can change the feelings that we are all experiencing. Even though our current reality for the rest of this school year is different from our norm. Pumas are still determined to be there for each other.

We have experienced several changes due to the closure of our campus for the remainder of the year. All of these changes are sure to have caused anxiety and stress to our staff, students, and families. Canceling extra-curricular activities and moving to a distance learning model was a difficult decision for both TVUSD and each site, but I hope everyone understands the necessary precautions needed at this time. Extra-curricular activities were opportunities for our students to demonstrate their talents, achievements, and hard work, and in class instruction was always a special time dedicated to build relationships and connect face to face with one another.

Please continue to be sensitive to each other and those who have been impacted by these canceled events and changes, especially our Senior Class. The class of 2020 is an amazing group. They have been strong through all of this and even put their own feelings aside to be there to support our underclassmen. They have shown courage, strength, and PRIDE in many ways through this hardship.

During this unprecedented time, I am so grateful to be a part of this wonderful school community. Please stay safe in the coming weeks and take care of you and your family. Even though we will not be together on campus in the coming weeks, you all matter and will be missed. We are together in spirit and heart. Pumas will always remain together and be there for each other. Go Pumas!



A Letter to Seniors from the Co-Editors-in-Chief

Dear Class of 2020,

With the recent pandemic, not only has daily life been put on hold, but the well-deserved celebration of our academic achievement has been halted as well. After thirteen years of dedication to learning, we now find ourselves lacking the validation we have been anticipating.

Every twelfth-grader eagerly awaits the day they can attend their senior prom, make memories with friends, and walk across the stage at graduation to receive their diploma. This is no longer a possibility. The realization that we will never get to experience the senior year we have always longed for is crushing, and we are justified in this disappointment. Our senior class has worked just as hard as every senior class before us, and we deserve to commemorate

our achievements with the same fervor and pride.

Although we cannot do so in the traditional fashion, it is still important to recognize our accomplishments in our own personal ways.

We are fortunate to have experienced the majority of our senior year, including Senior Sunrise, College Kick-Off, Homecoming, and Class Distinction days.

We are also lucky to have fostered connections and as we go on to do incredible things, a piece of us will always be with our fellow pumas. This difficult time is truly a testament to the strength

class and celebrate with our friends in the manner that we have been excited for since elementary school. Until then, we should remain proud of what we have done, because no event could truly define the obstacles we have overcome, nor the determination we have displayed throughout our individual academic journeys.

“NO PANDEMIC COULD GET IN THE WAY OF THE FUTURE WE HAVE PAVED FOR OURSELVES.”

N o pandemic could get in the way of the future we have paved for ourselves, and as we go on to do incredible things, a piece of us will always be with our fellow pumas. This difficult time is truly a testament to the strength

of our character, empathy, resilience, and most of all, our Puma PRIDE. We must persevere as we continue to face the larger threat of the coronavirus, and be grateful for what we do have during these trying times. We may not have the senior year we had always dreamed of, but we have our health, and we have each other. More than anything, we have an entire future ahead of us, awaiting the skills we have garnered over the course of our academic careers.

Class of 2020, we have all exhibited the boundless nature of our ambition and continue to do so. May we maintain the same devotion to excellence that has carried all of us this far as we transition into distance learning.

Co-Editors in Chief,
Annaliese Arnsten '20
& Katie Flack '20



Credits Jackie Schmidt

Although we may never experience the senior year we had hoped for, we have been lucky to have events like Class Distinction.

Learning a Language Means New Opportunities

Emily Pham '21
A&E/Lifestyles Editor

Although students may not have the time or money to travel, one can still experience different cultures through alternative methods such as learning a new language. Whether one is applying for a new job or expanding their knowledge, learning a foreign language can open the door to many opportunities.

The first step is to choose one of the many languages that one would like to be fluent in. With a variety of courses that are offered to students, from regular to Advanced Placement (AP), students have the opportunity to learn a second language in a short amount of time. Courses that are offered on campus include French, Spanish, German, and American Sign Language (ASL). If a student wishes to learn a language that is not offered on campus, they should turn to language learning apps such as Duolingo and Babbel. Duolingo, one of the popular study apps, helps students build their vocabulary and develop proper grammar with daily lessons. In addition, Babbel is an interactive app that has hundreds of lessons which take students through translations and variations of each word. Both of these apps can help students learn a little bit a day anywhere and anytime. Although taking on a new language may be overwhelming and time-consuming, it has many benefits to it. Senior Nicole Martinez, who is fluent in Spanish, stated, “Many times, the pronunciation of words was difficult since many people could not understand what I was trying to say. . . as well as going back and forth between English and Spanish, [but] I keep practicing. Learning a second

language can be very beneficial. . . no matter which one.” After taking two years of Spanish and passing the AP Spanish exam, Martinez was qualified to receive the Seal of Biliteracy, which is an award in recognition of students who completed the required language classes by graduation.

Learning a foreign language gives students opportunities to engage with the world in a quick and meaningful way. While learning new words and phrases from different places, they are exposed to the traditions, religions, arts, and history of the people associated with the language. Senior Tinna Liu, a fluent speaker in Mandarin, explained, “You can get exposed to a new culture and it is interesting to observe how people who speak different languages think differently sometimes.” Not only does learning a foreign language connect students to other cultures, it also helps them travel in a less stressful way without a language barrier as they are able to easily navigate and connect with the place and people. With that being said, the number of cognitive benefits of learning languages are undeniable. Those

who speak more than one language have improved memory, critical-thinking skills, ability to multitask, and boosted creativity. Students who are bilingual or multilingual are also able to switch from different tasks with the new environment.

As students learn a new language and culture, they have new opportunities which can help them with their writing and grammar skills. Learning a language may require lots of effort and time, yet one has to put their mind into it and set a goal. It is recommended for students to practice the language consistently to build their vocabulary and grammar skills. For those who are interested in learning a second language, they can start by looking at the courses that are offered on campus or online.



Credits Emily Pham

Nicole Martinez achieved the Seal of Biliteracy for Spanish.

Talented Senior Boys Compete for Mr. Puma, Vegas Munson Wins Title



Credit: Vikki Thongrattana

Senior Vegas Munson celebrates being crowned this year's Mr. Puma.

Vikki Thongrattana '20
Copy Editor

One of the most anticipated and exciting senior events—Mr. Puma—returned yet again on March 6. During this event, twelve senior boys were able to showcase their talents in hopes of winning the title as Chaparral High School's Mr. Puma of 2020.

The students in charge of this event this year, Seniors Alyssa Hill and Savannah Schmidt, certainly had fun organizing this occasion. According to Hill, she loved her experience in planning Mr. Puma, sharing that she "always [looked] forward to it, and . . . was really happy [she] got to be a part of it this year." Schmidt shared the same sentiment, saying "[she was] really thankful [she] got a chance to work with Alyssa and connect with some of the seniors." The efforts of the Associated Student Body (ASB) committee working on Mr. Puma truly shined the

night Mr. Puma took place.

On the night of the event, there were a total of twelve participants: Seniors Julian Cabugas, Adrian Denila, Anish Gopalan, Jake Heeren, Troy Hernandez, Nathan Herrmann, Vance Johnson, Vinny Montesano, Jesse Moritz, Vegas Munson, Nilson Rodriguez, and Brandon Selway. Each participant had different reasons for joining the pageant. Gopalan explained, "I wanted to be in Mr. Puma just as a fun senior activity, and I wanted to show people out there to not be afraid to showcase your hobbies and interests." As for Montesano, he "ran for Mr. Puma this year because [he] wanted to look back and be able to say 'Wow, I did that,' and also so [he] would never have regrets in high school." Despite their reasons for joining, the contestants surely jumped on the opportunity to perform and represent Chaparral High School the best that they could.

Each contender began with their introductory video,

and exhibited their talents after it ended. There were a variety of skills: singing, dancing, weightlifting, and more. All contestants kept the crowd excited and entertained with their talents and humor, displaying their unique personalities. They also played trivia to display their knowledge, earning some laughs and cheers from the audience.

Though the main goal of Mr. Puma was to win the title itself, there were also other categories in which the boys could win. These categories were: Mr. Formal (best suit), Mr. Hollywood (best intro video), Mr. Travolta (best dancer), Mr. Talent (best talent), and Puma's Choice—whoever pumas believed was worthy of the title of "Mr. Puma." Once the audience and judges had voted, it was revealed that Johnson won Mr. Formal, Rodriguez won Mr. Hollywood, Moritz won Mr. Travolta, Cabugas won Mr. Talent, and Munson won Puma's Choice, and

ultimately, Mr. Puma as well.

All contestants had fun at the end of the event, regardless if they won anything or not. Cabugas described his experience, saying, "It was sublime. Truly amazing, a huge highlight for my high school career." Munson, the winner, was absolutely thrilled, "It was crazy to hear my name as the winner. There were so many talented people who performed, and I was honestly expecting to hear someone else's name, but my hard work paid off. . . it means a lot to know that [the] judges and audience enjoyed and voted for me, and showed how the school is truly accepting of everyone."

Mr. Puma was truly an exhilarating experience for those who participated. Not only did it allow the contestants to show their specialties, but it also allowed them to bond with the other participants. Each candidate encouraged upcoming senior boys to audition, as Mr. Puma was a truly fun event to help enrich their senior year.

New Student Council Officers Announced

Eugenia Hernandez '21
Staff Writer

The results of the student council and the Associated Student Body (ASB) elections have been announced and the new faces of next year's student council are proud of their accomplishment. The new student council members do not begin to take their roles until next year when the current student council will step down. The new student council and ASB members are as follows: the newly elected Sophomore Class President and Vice President are Neha D'Souza and Summer Rashidi, Junior Class Presidents are Christine Lau and Danielle Yap, and Senior Class Presidents are Angelica Dela Cruz and Nathaniel Marble. The new ASB President and Vice President are Juniors Jordan Burr and Avery Sumida, and Secretary and Treasurer are Junior Anastasia Nechay and Senior Reece Kirkpatrick. As the newly appointed student council members, they are sure to bring new ideas to the students on campus.

Being elected as part of the new student council came as a surprise for future Senior Class Vice President Nathaniel Marble and future Senior Class President Angelica Dela Cruz. Marble explained, "Me and Angelica [sic] were super surprised because the other people we were running against put up some good competition during

campaigning week." Marble goes on to say that although he is excited to get to know his senior class better through student council, he knows to expect some challenges. He understands that he will have to deal with juggling his AP classes, as well as applying for colleges, but he still remains optimistic and is thrilled to become more involved on campus.

The student council is an excellent way for students to be more involved on campus, and to play a role in the important decisions that are made. Marble expressed that he hopes to be able to see more clubs being showcased on campus. "Really, the only two I can think of that are super involved are peer leaders and ASB." Marble and his running mate Dela Cruz want to increase the inclusivity of all clubs here on campus and would like to see more clubs participate in events such as Mr. Puma and the end-of-the-year rallies. They also think that more polls and surveys need to be put in place to gain feedback from the senior class on events to be able to better their experience. The new student council members will be able to vote on big decisions involving school events, budget spending and organizing such events. Marble elaborated that the "Student Council helps make the decisions in terms of spending and money which is a pretty big deal on campus," and as President and Vice President of the senior class, Marbles and Dela Cruz will be in charge of all senior-related events, such as senior sunset and sunrise, graduation, designing senior t-shirts and coordinating any other senior activities throughout the year.



Credit: Kristy Baron

Juniors Nathaniel Marble and Angelica Dela Cruz look forward to stepping into their roles as leads for their Senior Class.



Mrs. Kristy Baron
Activities Director

Coronavirus Q & A with Mrs. Baron

During this difficult time, many students and families have questions. Mrs. Baron offered to answer some of the most common ones here.

Q: Are there plans to reschedule cancelled activities to a later date?

A: Due to the June 19 date, we have very little opportunity for any activities coming back.

Q: Will seniors have a substitute for graduation?

A: Admin and ASB are awaiting directive from the district on graduation. We are looking into what we are allowed to do (due to social distancing) to celebrate the Class of 2020.

Q: Will refunds be issued to those who previously paid for activities?

A: Yes. As of now, this is Grad Bash and Prom. If there were scheduled field trips that were paid for then this would apply as well.

Q: How will yearbook distribution be handled since school is closed?

A: We are currently looking at a scheduled pick-up in the gym utilizing the district precautions for social distancing similar to those for the chromebook check outs next week. More information for distribution will be made available as the date approaches. The optimistic hope is that books will be available for seniors beginning the final week of May and then underclassmen after that.

Q: Are students still expected to complete the community service requirement?

A: We will be seeking board approval to waive the community service requirement due to the inability for students to complete that requirement with social distancing. We will have more information next week after the school board meeting but for now we are not worried about the community service. Just focus on continuing social distancing and keeping you and your family healthy.

Q: Will we have to go back to school in the summer to finish the year?

A: With distance learning having been approved by the state, regular schooling will not carry into summer, and seniors will be able to graduate on time.



EMERALD PUMA NOMINEES



Photos Courtesy of Studio 94 *The following quotes are from nominating teachers who will remain anonymous



Katherine Phung

“Katherine is a quiet leader who makes a loud impact in everything she does. Katherine exhibits Puma PRIDE in so many respects and does so with grace and humility. . Her leadership and academic legacy is plentiful as she serves in several roles including Peer Leader officer, Yearbook co-

editor in chief and three-year SADD officer. She has invested hours of time working to not only make CHS a welcoming and supportive environment for her peers, but she also works tirelessly to document and capture the living history of CHS. Katherine is committed to her responsibilities, she holds herself to very high standards and while she does not need attention for her good works, she absolutely deserves it.”



Passion



Respect

Jadyn Johnson

“JJ is an asset to my class and to Chaparral. He is a respectful young man that is always on task, always willing to engage in class discussions, and always takes care of things that need to be done. I appreciate his positive attitude when it comes to academics and school, and his grades throughout

all four years of high school reflect the hard work and dedication expected of an Emerald Puma. His schedule and transcript show a clear pattern of JJ challenging himself through high level classes, and of his being involved with the campus through Yearbook and Basketball. He does not allow his extracurricular activities interfere with his studies, and is a good example of Puma PRIDE all the way around.”



Jacob Schmidt

“Jacob is a man of few words. He allows his actions and his character to do the talking for him. In the classroom, he gives 150% every day. On the basketball court, he gives 150%. In his extra-curriculars, Jacob gives 150%. . He selects his words carefully, and there is purpose and

meaning in what he says. He is sincere, kind, generous, even-tempered, and humble. . He is involved in Yearbook, SADD and ASB, not because they pad his resume and college application, but because they all give him a chance to give back to his community and to care for people. Jacob also has integrity. His ‘yes’ means ‘yes’ and his ‘no’ means ‘no’. . This kid takes responsibility for his own actions.”



Integrity



Determination

Jennifer Chaidez

“Jennifer is a natural leader. She has the respect of her peers because of the way she serves others. Students are continually encouraged by her and the way she actively listens. This is seen in her work throughout campus with Peer Leaders where she tutors and

mentors students from all backgrounds and struggles. This dedication to excellence is only possible because of her maturity and character. This is in addition to being honest, responsible and incredibly determined. . She understands and accepts the work that it takes to achieve her goals. She truly enjoys learning and looks for the meaning in everything she does.”



Charlene Miciano

“The impact that Charlene has made at Chaparral is astronomical. She lives and breaths Puma PRIDE in her every day interactions, the activities she plans, and through her love of her classes.” “Charlene is one of the most well-rounded students I have ever worked with. She works her

heart out on everything. Charlene excels in every area at CHS.” “Academically she is one of the top in her class consistently displaying her excellence, but more so she continues to display determination and a desire to make CHS a better community through her leadership. She strives to be a positive role-model for her peers and garners the respect of every staff member she encounters.”



Excellence

TEACHERS' MESSAGES TO STUDENTS



AFTER HEARING THE RECENT NEWS OF SCHOOL CLOSURES, STAFF GOES TO SOCIAL MEDIA, TEXT MESSAGES, AND EMAILS TO EXPRESS THEIR SADNESS AND GRIEF TO THEIR STUDENTS.



Mr. Klair

"May you live in interesting times" sure feels like more of a curse than a blessing these days, and my heart goes out to students whose friends and families are experiencing the health and financial fallout of this remarkable event. Additionally, I am so sorry that we will not finish our school year together on campus. I'm reluctant to admit even to myself just how much I miss seeing everybody from my teaching friends, support staff, and students. As much as I love exploring the world of ideas and sharing art that inspires all of us, those pursuits are really no more than means to be together, to share, and to connect. Not being in the same space to share those conversations makes us all feel a little cheated. Fortunately, many of us will see each other soon through the "magic of the internet" in Google Hangouts and Zoom, and that will enable all of us to feel a little less isolated. No doubt just seeing and hearing each other will go a long way in the coming weeks. And I sincerely believe that as a community, we will be forever changed for the better by this experience. The care, and love, and bravery that we have seen from our healthcare providers and the kindness that we have seen throughout our communities has been so inspiring, and we will always remember the importance of caring for one another. On that note, all CHS students need to know that we're always just an email away. To graduating seniors: please come back and visit once campus is open. We're always here for you. And for those that will see me in a Google Hangout or Zoom streaming right into your homes, my accompanying photo should prepare you for my new shelter-in-place look. Be well and try not to be too critical of my new ZZ Top look—kids, that's worth a search and a listen.



Mr. Morel

To my AVID 11 and 12 students, I have truly been heart broken at the abrupt ending of what had been an amazing year. While I still have not processed this twilight zone we are facing right now, I have been reminded loud and clear of one thing...I love my job and I love my students. You bring so much life to me and watching each of you grow as individuals is an honor and privilege. It's amazing the things you miss when something is taken away like the constant reminder to get off your phone during class. I wouldn't mind saying that a couple more times if it meant we were in class together again. I know we will connect again soon using technology but more importantly, the day will come when we get to gather in person one more time. That thought keeps me smiling and hopeful. Stay safe.



Mrs. McNulty

My heart is heavy for all of the CHS families who have been affected by the pandemic, but mainly for the 2020 seniors. It is a great loss to miss out on the celebrations which signal the end of high school. I am hopeful though that we will all learn from this and take something positive from it. I am hopeful because the CHS kids that I know want to make this world a better place. Knowing you all gives me faith in a future that cares for each other and our planet. Stay safe!



Mrs. Anderson

To the Class of 2020:
You are a special class to me not only because my son is also a 2020(er), but we started CHS at the same time. It has been such a pleasure and honor to work with so many of you over the past four years. I have seen so many of you persevere through challenges and come into your own on the other side. Unfortunately, another challenge is presented to you at this time, but knowing this Class of 2020, you will meet this head on and focus on what exciting times are ahead for you this summer and beyond I wish you nothing but success for you all in the next chapter of your lives. We love you all and we will never forget the CHS Class of 2020!!



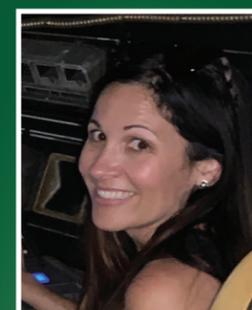
Mr. Clause

I hope this spring finds everyone safe and ready for a truly unique school experience! While our regular daily interactions are on hold, take this opportunity to take good care of yourself and focus on the positive. This is an excellent time to reset and develop new and beneficial habits.



Mr. Irvin

Teaching and learning is not something done in isolation. It's collaborative, it's interactive, it's personal. It's not an issue that we all can't adjust to this idea of distance learning. That can be done. The difficulty lies in missing the day to day interactions we all have with one another. That's what we are grieving. Being a teacher at this school has NEVER been something I turn off when the school day is over. It truly is a major part of my life and knowing that all of us will not be together is extremely painful. Students, please know we as a staff are grieving as much as you are. But also know we will continue to be here for you. You are not just our students. You are part of our lives.



Mrs. Baron

The news that I heard about not coming back truly broke my heart. I have been trying to stay as optimistic as possible, hoping that I will get to come back and help my ASB students put on amazing events to help our Class of 2020 finish their high school chapter in life. Now that we have to move to "Plan B, C, D, E, etc.", I hope that, with the help of ASB and my amazing crew of admin and teachers, we will find a way to celebrate you all, even if it isn't what has been envisioned for the ideal senior year. I truly believe that we cannot dwell on what is lost but only focus on what we can still make of the next two months and legacy we can still leave behind from this experience, and hope none of us will have to go through again. Serving as an Activities Director for you is an honor. I wake up each day thinking about what fun activities can be brought to CHS. Now my scenery has changed to a virtual landscape, a world that I am never in. Not that it is a scary thing, but not my norm! All I, or we can do, is roll with it! I miss you all and I hope I see you in some way soon. My "virtual" door is always open.



Mrs. Mey

Class of 2020... Your graduation year means "clear vision". Many of you sat in my office and shared your excitement for everything that comes with being a senior. As a counselor, I find the excitement contagious as you finally see your hard work rewarded. When I witness the part of your educational journey where you put your dreams into motion, my heart swells with pride. Having your high school career end this way is disappointing, and I grieve with you. Your last semester should be filled with joy, celebration and memories. I wish I could bring those to reality for you, but cannot. We have all learned a lesson in not taking things for granted. I wish I could wrap all of you in a reassuring hug to help you believe that it will be okay. Instead, I want you to know that all the emotions you are experiencing are justified. Whether you are in disbelief, feeling disappointed or angry, or just trying to make the best of the situation, please know there are so many more people in your support system that are hurting for you, also. Hang on tight to your hopes and dreams. When pandemic ends, we can look back on how we handled the disappointments and adversity, and hopefully feel even better prepared for whatever comes next in life. With time, we can look back and see clearly how this moment in time shaped us. After all, hindsight is always 2020.

TEACHERS' MESSAGES TO STUDENTS



Mrs. Fox

Dear Students,
My heart aches for you right now. School is so much more than the buildings, the homework, and the assessments: it's the special connections with teachers and staff, the extracurricular activities and events, and the amazing friendships made within the halls. I know this is so hard for you; trust me when I say that it's so hard for your teachers, too. While our year in the classrooms and the halls of our school has been cut short, I have no doubt that you are ready to tackle this challenge and overcome it. These are scary, uncertain times, but just try to focus on what you can control each day, and don't forget to breathe. We'll get through this together. We are here to support you through these next few months and to celebrate with you when it's all behind us. Can't wait to see you again!



Ms. Campo

I have much love for the Class of 2020! I have been working with these amazing young people for the past several years and it is breaking my heart that we are no longer at school. The next two months were to be a culmination and celebration of all their hard work. Now they simply wish they could walk the halls of CHS one last time with their friends and throw their caps in the air together in celebration. It has been such a joy to watch the incredible personal growth of our 2020 Pumas over the past four years and I look forward to seeing what great accomplishments they achieve as young adults. I CAN'T WAIT to celebrate with you at your graduation ceremony! No one will ever forget the Class of 2020!



Mr. Ruzzamenti

To my AVID students, the CHS AVID Family and the CHS PUMA Family:

The magnitude of cancelling traditional school is being processed differently by all of us. Those on the brink of graduation are likely far more upset than those beginning their high school experience. That's okay. All of you are missing something to varying degrees. Whatever you are feeling is okay as long as it doesn't derail your dreams.

To the seniors:

I am so sorry you are not going to experience everything that comes after four years of hard work. It's not fair. You don't deserve it. I wish I had words to make you feel better, but I don't... not sure there are any. As hard as it is to believe right now, this hardship will make you internally stronger. For now, it's okay to be sad. I'm sad, too.

To my AVID Family:

The beautiful thing about being a family is that absence doesn't break the bond that holds us all together. Despite what is going on around us, we will make the best of it. To quote one of my seniors, "Ruzz, when I get home, I look at all the work I have to do, cry, and then get it done." That attitude is the essence of strength—the ability to acknowledge your emotions and get the work done anyway. Turn your work in with tears on the pages, I don't care...just don't let circumstances derail your dreams.

See you all very soon online... be sure to mute your microphone when you log in, otherwise it's just super annoying and you all know how I feel about annoying... hahahahaha... no, seriously... mute your microphone... and comb your hair.



Mrs. Gandy

Our dear seniors,
We know nothing can take away the sting of what you've lost. Right now, we grieve together. We are heartbroken, as we have spent the last four years watching you grow. However, this is not the end of the road. Some of you will be heading off to college. Some of you will be heading off to serve our country. Some of you will be entering the workforce. All of you will be impacting the world. We are so proud of you and we will be right here to celebrate every accomplishment with you. Once a Puma, always a Puma!



Mr. Wells

Seniors,
I would like to take a moment to express my deepest sorrow for all that you have lost in the last quarter of your senior year. Many of the things that you and I expect to be part of the senior experience have been stolen from you by this global crisis. Clearly, many of these experiences which serve as a rite of passage for you, an accomplishment for your parents, a bonding moment for you and your friends as well as your teachers can never be replaced, but there are things that you can do to assuage the impact of this loss. I could go on and on (as most of you know having been a student in my classroom) about how devastating and heartbreaking this loss will be on you, but only if you allow it to be. My only advice to you is to take the time to reflect on this moment. Write down your thoughts, feelings, experiences, ideas, memories, dreams, and interests, anything that will foster inspiration in these trying times. This unique experience will leave an indelible mark because of the pain and loss, but with every loss comes an opportunity that is unexpected.

I selfishly will lose out on the opportunity to interact with the students that I look forward to seeing every day, although I may not always express it. My passion is to teach, engage, guide, and learn from my students as I get the opportunity to wake up every day and interact with people that have a profound effect on my own journey. I will take the time to express my thoughts, feelings, experiences, and memories of this unique year and hopefully share them with you when we cross paths in the future.



Mr. Slojkowski

Seniors,
I love you guys. You are smart, tough, talented, funny, resourceful and a vast majority of the time a joy to work with. This year did not end as any of us would have planned for or liked, but you will make the most of it and celebrate the good times because you are Pumas for life. I would wish all of you good luck in the future, but you don't need it. I am confident that you have what it takes to be successful. I look forward to hearing of your future endeavors.



Mrs. Schmidt

Dearest Pumas,
I'm beside myself thinking our school year will end with us sheltering in place. I miss seeing faces and welcoming my students at the door. I miss hearing about athletic contests, activities, college acceptances. I miss your positive energy and our Monday through Friday routine. And while this circumstance absolutely sucks, we can cry about it (which I have) and wallow in our grief for the loss of these last nine weeks, or we can figure out what to do to make these final nine weeks of 2019-2020 epic. The Class of 2020 was told you could do anything; now is the time to be pioneers and leave a legacy with ideas and products which unite us as a community even if we are staying at home. That is your challenge and a huge part of the history you will leave at Chaparral along with an amazing first twenty-seven weeks of the school year. Don't let these last nine weeks define your entire high school career. Do something great. Be someone great. Help someone create something great. I believe in your abilities. I believe in your dreams. I believe in all you can still accomplish to make this year end positively given this pandemic. I am thinking about you, I miss you all terribly, and I will see you very soon.



Dr. Hill

Dearest seniors,
I have told you a million times that I love my job, and the reason I love my job is you. Brokenhearted does not begin to describe how it feels to know I can't celebrate your milestones for the next two months. Let's do the Google Hangout thing, and get through this together. Stay home, wash your hands, and know that I miss ya much!



Mrs. Mueller

People might think that we teachers welcome this distance learning and the chance to teach in sweat pants with actual warm coffee nearby. Not true. Like most Americans, we are in shock at our workplace changes. While we are grateful that our jobs can be quickly transformed, we are grieving. At the high school, we embrace the excitement of seniors anticipating graduation. Their pride is the pride of the system from K-12. They, we, have lost that chance. We are grieving. Also, we enjoy using the art of personality navigation as we interact with the students: the class clown, the goal-setters, the romancers, the satirists, the survivors, the servants, the people-pleasers. Somebody has to like young kids, the adolescents, the teenagers. We grieve for them. We won't get that collective on-campus experience that cannot be explained. We cannot champion our champions. We cannot squeal with joy at our future academics' long-awaited dream college acceptances. We cannot celebrate the school musical. We didn't get the end of the year goodbyes. We are grieving for you, for your kids, for all of this. We will endure—all of us maturing and learning with each challenge.

Chaparral High School - The Platinum Press - April 5, 2020

The Misconceptions of Creative Career Paths

Siena Soffer '21
Copy Editor

A common stereotype that is expressed among students and parents alike is the idea that a creative career will not provide the pursuer a safe financial netting. This commonly leads people down an undesirable path that is solely driven by economic value—completely ignoring passion. Luckily for students here on campus who happen to be artists, there is hope for their future.

Much like any path, creative careers take hard work. Though many of these paths do not technically require formal education, skill and passion drive the ability to establish a stable income. Art Teacher and Former Professor Mr. James Taylor shared his experience with finding a career in the arts. "If you are a person who is willing to put in the hard hours to devote to your art career or career

that involves the arts, you'll do quite well," he explained, adding the fact that while it was not too difficult for him to find employment right out of formal education, many of these jobs at his immediate disposal were not necessarily "very lucrative." Nevertheless, it is possible to make a living on the many skills that an artist has and the many skills an artist can pick up on in art school. Unlike other types of formal education, art schools narrow down the focus of their end result, which is to yield well-rounded artists.

There are many benefits to attending formal education that is geared specifically towards visual arts. Taylor explained that with his skill, he was qualified for several different jobs that helped him support himself. This was all due to being enrolled in an art school in which he double majored in both painting and sculpture. "I came out with a lot of skills, too—which when times were

tough, I was able to support myself," he said, urging students to also consider attending art schools. Having a multitude of skills in the pursuit of an art career is therefore advised, and can make said career possible.

Uncertainty regarding visual arts as a career stems from many different things. "I think a lot of it is fear, I think a lot of it is uncertain times, a lot of it's economics," Taylor speculated, recalling his past experience with other people and their concerns. He commonly encountered students that were first generation Americans trying to establish a career. Ultimately, those pursuing an artistic career "ended up being more successful than their parents could have ever dreamed," which ties itself back to the idea of how hard work is necessary in any field—art being no different.

If there is anything else Taylor suggests younger artists do when trying to establish their career, it is to



Junior Tianna Cox sketches an original character in her AP Art and Design class.

keep a consistent schedule of making art. It "doesn't matter whether it's twenty minutes a day or two hours a day, or twenty four hours a day if you're that crazy," he concluded. At

the end of the day, any career choice is going to require hard work, and art is no exception, which is why a student who is passionate enough about the field will surely find success in it.

Netflix's Coming-of-Age Series, *I Am Not Okay With This*, an Immediate Hit

Yalena Aguirre '21
Distributional Manager

Netflix is on a roll, releasing new original content that captures the hearts of many of its viewers. The approach of including more realistic problems in teenage lives as they navigate their emotions and environment has caught the attention of many students on campus. On February 26 of this year, Netflix released their new hit comedy-drama series, *I Am Not Okay With This*, which teaches many valuable life lessons and accurately shows the struggles teenagers deal with on a daily basis.

I Am Not Okay With This follows High Schooler Sydney Novak as she navigates her life at school, connections with her family and discovering her sexuality, along with trying to deal with awakening superpowers along the way. The show includes some minor easter eggs of Stephen King's novel *Carrie*, which follows a young teenager navigating life with her telekinesis power.

Sophomore Marissa Villanueva began watching the series a few days after its debut, commenting on how the surprise inclusion of characters of her favorite television shows contributed so much to the storyline.

Throughout her time watching the show, Villanueva expressed her liking for it because the story "is a mix of *Stranger Things*, *End of the ****ing World*, and *It*," which contributes to why so many teenagers

were hooked on the series because of its similarity to previous hits.

The Netflix original has awarded itself with much praise from young audience members as they admire how relatable the characters are and their situations. The prominent theme of how a woman should behave throughout her life is heavily implied by Novak's religious mother, which challenges modern views of female independence. The themes of conformity reside immensely with teenagers in this day in age where differences are looked upon as out of the ordinary, and how they may feel the need to blend in with the crowd. In addition, themes of going through puberty and mental illness have captured the hearts of young audiences as they accurately display the struggles that it entails. With the added twist of Novak's growing telekinesis powers, as well as herself dealing with anxiety and depression after her late father's death from suicide, audiences were instantly attached to Novak and her journey. Villanueva remarked on

how the show thoroughly portrays how teenagers "feel like something has taken over them and there is no control" because of mental illness, much like how Novak's dad felt with his own telekinesis powers and the immense dread she felt after his passing. In regards to the feeling of being uncontrollable, Villanueva stated how the show also portrays how much "emotional baggage everyone has no matter how happy someone appears to be." This is a concept that the protagonist demonstrates on a daily basis with her mother nagging at her and how much her powers, along with her mixed emotions, complicate her life.

This coming-of-age story portrayed in *I Am Not Okay With This* has left an impact on teenagers, letting them know that they are not the only ones feeling small in this big world. Students on campus can resonate with Novak's story as it depicts realistic feelings of navigating through school and home life as well as discovering one's sexuality with an added twist of the supernatural.



The show follows a teenager, Sydney Novak, discovering both herself and her powers.

Mondragon Muses Many: Campus Psychologist's Hidden Talent as Violinist

Ashanti McClendon '20
Staff Writer

Facing centuries of musing artists and creators of music, violin has not been the most popular in the youth community. Beginning

in the early sixteenth century, and evolving to what it has become today, violinists have struggled to make a decent living, but the school psychologist, Dr. Jesus Mondragon, does not let that define him as a musician. His passion for the art is one he can not escape, and he continues to push boundaries as he has become

well known for his talent as a professional and thriving violinist in the California area.

Growing up in California as a Latino American, Mondragon was not presented with many opportunities in his youth. His family lacked financial stability, and his father had little experience or education in other occupations, so he took on a career as a musician. Since he did not make enough money on his own, he taught his children to play instruments at very young ages to gain more money for the family. As a child, Mondragon did not like to perform much. He stated, "We were always forced to travel and play for rich people, and they didn't care about the art like we did." His attitude toward music was contradicting, for he had great passion for the music itself, and found comfort in the community it created in his Latin heritage, yet shied away from it when he felt others did not appreciate it as much as his family did. He mentioned that he remembered being in elementary school and facing discrimination from teachers because of his family's class rank and occupations, and being too afraid to speak up about it, so he did so through the art of music.

Feeling underappreciated for his work, Mondragon had to find a way to make his music more unique and desired. Instead of playing traditional classic songs that he was familiar with for upper class civilians, Mondragon began to produce his own songs later in his adult years. One of his most popular songs, which he wrote and produced in his own self-directed video in 2018, "Como Fue Puerto Vallarta Que Me Enamore," which translates to "How is it That

I Fell in Love Puerto Vallarta," was inspired by the love he has for his culture. The video tells the story of Mondragon brainstorming his next masterpiece and finding the inspiration from the love story of a couple, how their love relates to the strong passion that he feels for his heritage. He said, "It's a bit cheesy, but I just loved it so much." Mondragon decided to stop pleasing society's standards and write music for himself, and those that appreciate his passion. He said, "When I retire in two years, I plan to get right back to making music and producing films. It's just what I was meant to do, and if you have a passion for something, why shouldn't you use it?" Mondragon has many videos on his website, diegomondragon.com, already, but anticipates many more in the years to come, with hopes to inspire others.

Although Mondragon is a school psychologist, and spends the majority of his time motivating his students in their career paths, he still finds time to commit to his passion for the arts. Because he has become so well known in his career, he is often invited to play with his band, Diego Mondragon Y Amigos, at events such as Old Town Temecula Community Theater, and other times, solo for other musicians, such as pianist, Sebastian Sidi. Although these events are enjoyable, nothing compares to the feeling he gets when he is in his own space creating his own music. He added, "I hope everyone finds their passion as I did, and gets to explore and share it with the world." His love for his work inspires musicians both on and off campus, and continues to evolve.



On top of his job as school psychologist, Mondragon travels to events all across California to play his violin.

Gallegos Appointed Vice President of California State Dance Curriculum

Jillian Flack '22
Staff Writer

Through her determination and hard work, the campus dance teacher, Ms. Alyssa Gallegos, was appointed as one of the Vice Presidents in charge of dance in the California Association of Health, Physical Education, Recreation and Dance (CAHPERD). This difficult responsibility means that she gets to finalize various changes in the California school curriculum for dance. Excited to take on this position, Gallegos is working her hardest to be a successful Vice President.

Gallegos was nominated for the role by one of her college professors and after taking a vote, the board decided that she was perfect for the high-level position. In her role, Gallegos oversees and represents all of the dance programs in the state. She has the responsibility of supervising changes being considered in the requirements in dance categories and she helps decide whether the change should be carried out.

While it is a difficult position to hold, Gallegos has proven she is worthy and can handle the role. Through being the Vice President, Gallegos wants to educate people of dance's high caliber. She explained, "Dance can sometimes be overlooked at [sic]. Some people might think, like, dance isn't a sport or dance isn't this and that, but I want to have a voice for dance and provide that support for all the dance teachers, not just here in Temecula, but over the whole state, be able to be that voice and that support in the dance industry." So far, she has clearly shown to her students and audiences that dance is not an easy feat and it requires strenuous effort along with dedication.

At the age of four, Gallegos fell in love with the art of dance. Throughout life's struggles, dance was always there to help her get by along with it assisting her in meeting new people that share one common interest: the love of dance. This is what she wants dance to do for her students as well. She shared, "I love the kids. I love touching people's

lives everyday and I hope that I stay here [on campus] until I retire." Especially with it being her first year as the dance teacher on campus, Gallegos has had to deal with the ups and downs of being the only one equipped to teach her students the beautiful art of dance. She has proved to be very successful through the difficulties she has faced, as shown through her students' impeccable dancing skills. Gallegos remarked, "It has been quite a ride. It's been amazing. I wouldn't change the struggles that we've dealt with because that's what makes us stronger as a program." The students involved in the dance programs on campus are pleased by what Gallegos has taught them this year and are looking forward to the future.

Throughout the position that she will hold for two years, Gallegos is excited for the changes she is going to help make in the dance community. With her passion for the art, she has shown that she can juggle her difficult role and her teaching job without faltering in either.



Ms. Alyssa Gallegos teaches at a CAHPERD conference as a part of her new role as Vice President of dance.

Getting Inked: Tattoos Give Students an Outlet to Express Themselves



Credit: Ashanti McClendon
Morgan Cunningham displays her new tattoo.

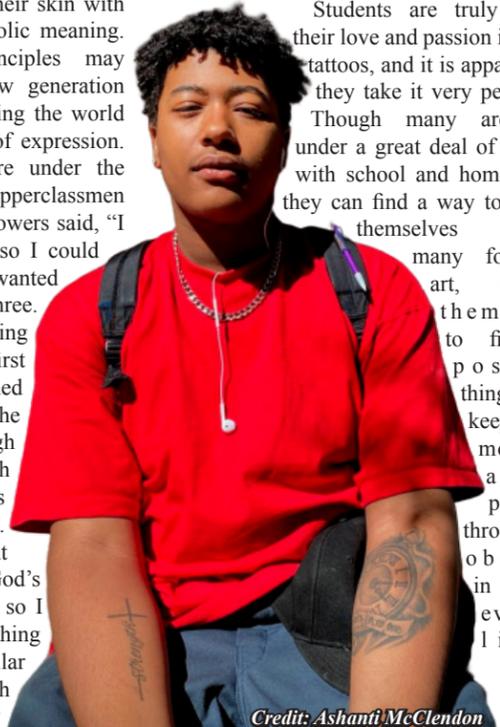
Ashanti McClendon '20
Staff Writer

With the youth evolving in individuality and creativity, some may argue that there is no better way to express oneself than through the usage of tattoos. Many students on campus have been inspired by family, friends, and even faith to ink their skin with a close connection to its symbolic meaning. While some traditional principles may disapprove of tattoos, this new generation is breaking standards and opening the world up to a new idea of an outlet of expression.

Though many students are under the age of eighteen, some of the upperclassmen are in great luck. Senior Elija Towers said, "I couldn't wait for my birthday so I could get tatted." Towers had always wanted many tattoos and currently has three. He remembers his mother having many and a year ago, he got his first tattoo with her, which contained an image of a cross with the words 'Strength' written through it. He said, "I got this one with my mom when our family was going through a lot of hard times. It reminds me that throughout everything I can trust that God's strength will be there with me, so I have to be strong through everything too." He also has other similar tattoos relating to his faith, such as his 'GWAV', which stands for "God is with you through your

highs and lows," which also reminds him of his strength throughout all the hardships his family faced involving his father's absence in his life at the time. It was crucial to him that he spent the most time with his available parent and turned to more positive things such as tattoos to express himself rather than allowing negative situations to control him.

Another student, newer to the art of tattoos, Junior Morgan Cunningham just got her very first tattoo on February 14. The date is very significant to her and is written in roman numerals down her forearm. It represents the day her grandfather passed away, which was the year before she was even born. She described him as a very well-respected man, and spoke of how he was always lifting his family up. She said, "Although I never met him, I've always felt a close connection to my grandad." The tattoo also features angel wings above the date which represents Cunningham's belief that "he is always watching over" her. Her family holds annual celebrations of his life, and since she was old enough this year, she decided to honor him by putting a reminder of the love and respect her family holds for him, and the idea that someday she will meet him, too, through her faith.



Credit: Ashanti McClendon
Senior Elija Towers expresses his faith through his tattoos.

Animating, Directing, Acting: Delving into the Movie-Making Pathways

Emma Carrero '21
Staff Writer

For many years, the ocean of cinematic films has captivated the hearts of millions through the power of storytelling with talented actors/actresses, directors, and animators. Since the golden age of film in the twentieth century, movies have changed, creating more opportunities for those with a passion for movie-making to display their form of innovations. With the school's variety of visual and performing arts (VAPA) classes, interested students can take an early start into the highly competitive field of movie-making.

One approach to the world of cinema is taking the animation pathway and focusing on visual arts like painting, sculpting, and drawing. Most animators work towards a bachelor's degree and polish up their portfolios with technical skills. Whether it be working for Disney or an

independent company, animators are highly suggested to have completed a range of classes from computer graphics to film. Luckily here on campus, opportunities like Advanced Placement (AP) Computer Science and Video Media Arts are available to get a head start in animation.

Video media arts is currently a career and technical education (CTE) pathway ready to educate students in the study video technology and help them direct their individual videotaped projects. The students take charge of their camera shots and edit solely by themselves, with a partner, or group. Although it only allows the pupils to experience the film industry in a safer environment, it gives an impression of what to expect in the real world occupation.

"I THINK IT WOULD BE COOL TO BE PUT IN CHARGE OF A LARGE SCALE PRODUCTION."

In truth, the movie-making atmosphere is surrounded by deadlines, impatient investors and producers resulting in a very stressful working life. Nonetheless, it is those hard-working and creative thinkers that let people elapse into countless stories packed with action, drama,

romance, humor, and horror. Junior Isaiah Cabanas said, "I want to become a director because I think it would be cool to be put in charge of a large scale production and decide what should make it in the movie." However, movies would not be complete or come to life without all of those involved.

If one does not dream of being an artist or does not desire to deal with cameras, then the next pathway is acting. Coincidentally, the drama department here at school is known for its array of lively and engaging members going on to win awards at competitions. After high school, one can go to a school with acting programs. There are many colleges with great acting programs, with the California Institute of Arts being ranked at the second-best for the career. Technically, there is no actual form of education needed to become an actor or actress, but it is highly recommended for someone interested in acting to complete a bachelor's degree in performing and theatre arts.

Now that some of the options have been laid out, it is helpful to know that there are definitely more career pathways than the three above. Behind the scenes, people work in different categories—varying



Credit: Emma Carrero
Junior Isaiah Cabanas looks for his next video shoot with aspirations to be a director. from makeup to special effects. For those interested in the CTE or drama pathways, the counselors are available for schedule adjustments.

Chaparral High School - The Platinum Press - April 5, 2020

Staying Healthy and Shopping Smart During the Outbreak of the Pandemic



Credit: Jillian Flack

The Albertson's on Winchester Road is only one of the many stores running out of products like toilet paper.

Jillian Flack '22
Staff Writer

Due to the outbreak of the 2019 novel coronavirus (COVID-19), widespread alarm has arisen, which has led to an excess of panic shopping. With the lack of goods at

many local stores, a myriad of families have been struggling to find the items they need for survival since some people have been overstocking in preparation of the virus.

Even though there is a lack of necessary supplies in many of the town's stores, most items can be found, even if only for a few minutes, when the stores get new shipments. Many have

found that shops have the most goods when they open at the beginning of the day, but this can be a difficult time to be shopping since everyone wants to get their hands on those key items, such as eggs, milk and toilet paper. Arriving at a store's opening is not recommended since there are large crowds and students should remember to distance themselves at least six feet away from others in order to halt the progression of COVID-19. If students decide to flock to the grocery stores for their openings, they should be prepared to deal with large crowds and possibly some shoving. Going later in the day can also be a great time to shop since there are less crowds and still possibly some new shipments coming in. Sophomore Cayla Munoz shared, "The best way is to maybe go when it's least busiest [sic]. I'd recommend going later on in the day. My parents have done it multiple times and they've managed to sometimes get what they needed or at least some essential items." When students see that an excess of rare items, such as paper towels, suddenly are for sale, they should remember not to take all of the products. Many families only need enough to last for a few weeks so people should remember to leave some goods there for everyone else. This will help those who are struggling to have enough to help their family survive to the next week. It is especially important for plenty of food to be available for everyone, so students should remember to only take what they need.

One of the most important things for people

to remember while out and about is to social distance and to take all necessary precautions in order not to fall ill. Hand sanitizer is helpful to carry around when people do not have access to a sink to wash their hands, but soap and water kill more germs. Munoz explained, "When buying goods, they [students] can [prevent illness by] go[ing] to aisles that aren't as busy and wait[ing] until the busier aisles clear up a little. They should also sanitize their hands after shopping and wash their hands when at home." Students can also protect themselves from sickness by wearing rubber gloves to touch anything they need while shopping and by wearing face masks. All types of masks are recommended for use as of now since they can help prevent people from falling ill, but the N95 mask should not be used. This type of mask is running out in hospitals and medical workers are in the greatest need for them while taking care of COVID-19 patients since they offer the most protection from the virus.

Even though the panic shopping is beginning to halt a bit, being sure to correctly shop can ensure that students are getting what they need while also saving items for others to buy if needed. What is more important than students knocking everything off of their shopping lists is making sure that they stay healthy and happy while in quarantine. With a little bit of social distancing and use of hand sanitizer, people can help the spread of COVID-19 to decrease dramatically.

Movies and Music to Stream in Quarantine

Emma Horwood '22
Staff Writer

While boredom may not be the most pressing issue during this unexpected national quarantine, to students who are missing out on their high school experiences for the greater good of the community's health, struggling with boredom is like salt in the wound. Luckily, entertainment is more accessible than ever. At any given moment, the average student has access to a seemingly infinite amount of content, the only dilemma being how to properly utilize this tool. Even in a global pandemic, new movies and music continue to reach their audiences.

Streaming services have adapted to meet their users' demands by upgrading their content and releasing new movies to help their viewers fill their newfound free time. One example of this is how Amazon Prime has made various movies that were scheduled to be shown in theaters digitally accessible to their customers. Subscribers now can rent the most recent films that they otherwise would have missed in theaters. One of these cinema leaks,

Onward, is the most recent Pixar creation that follows the journey of two elf brothers, Ian and Barley Lightfoot. Navigating their way through a thrilling fantasy realm, the two brothers are sent on a quest to find a magic gem that would bring their late father, who passed away when they were too young to remember him, back for a day. Netflix also continues to cater to their audience with hours and hours of content and more being released daily. One of their newest releases, *Tiger King*, is a seven episode documentary following the dark and suspicious life of a zoo owner, Joe Exotic. His obsession with tigers and lions led him down a dark path into the bizarre underworld of big cat breeding and even to murder. The true crime series has caught the attention of binge-watchers across the country, consistently taking the highest slots in Netflix's Top Ten List since its release. Even throughout the boredom of self-quarantine, there has never been a better time for film fanatics to create their own at-home movie or show experience.

Though many concerts and musical events are being cancelled due to the outbreak of the novel

coronavirus disease (COVID-19), artists have continued to release new material to their fans. Donald Glover, AKA Childish Gambino, released his new album, *3.15.20*, on March 22. A twelve track album, featuring a blank cover and songs named for their timecodes, was unceremoniously released to his enthusiastic admirers who can now binge his seventies-eighties style funk throughout self-quarantine. The Weeknd also dropped his fourth studio album, *After Hours*, on March 20. Sophomore Sophia Hernandez said, "Music is good for quarantine because when you're bored you can just listen to music and relax." Long awaited by fans, the somewhat chilling contemporary R&B style is perfect for an escape from society's current state of isolation.

It is no secret that the sudden outbreak of COVID-19 has left the community in a state of shock as citizens across the globe quarantine themselves in hopes of reducing the spread of this deadly virus. However, the new movies and music being released at this time allow the world to escape this stressful global situation and to enjoy entertainment with those at home instead.



Credit: CNN

Netflix's docu-series, *Tiger King*, has consistently been a hit with those in quarantine, reigning over the Top Ten List nearly each day.

District's Virtual Art Contest

Emma Carrero '21
Staff Writer

During quarantine season, students have found themselves in the midst of boredom while isolated in their homes. The practice of social distancing has made it difficult to enjoy the previously anticipated spring break plans with friends and family. Just when the days seem to be wasted on complete displeasure, the Riverside County Office of Education (RCOE) brought in a new visual and performing arts competition for students kindergarten to twelve grade to participate in.

The contest, Art Connects, will last for six weeks, with the first one already having ended on March 31 with an expression of change theme expressed with poetry. Each week will consist of a different theme and form of art. With that being said, this week is visual arts, centering around expressions of possibility. It will be accepting two-dimensional, three-dimensional, or photographic art up until this Tuesday, April 7. The contest's third week will lead to dance with expressions of kindness, and week four will be theater under the topic of expressions of persistence. Finally, week five will be media arts displaying expressions of connections and week six wraps it up with music for expressions of hope. After seven days of the final submission date for each topic, the winners will be announced. In total, there are three winners: first, second, and third place, along with an additional honorable mention. The overall top prize is a seventy-five dollar gift card, certificate of participation, and plaque. The runner up receives a fifty-dollar gift card and certificate. The third runner up is rewarded with a twenty-five dollar cash prize and is given a document of joining in the competition. There is an additional honorable mention who will only receive the involvement award. The entries must be submitted individually, meaning no group projects will be accepted and each contestant can only send in one for each week. In

other words, contestants can create a unique project for each week, instead of just choosing one to focus on.

In terms of judging, the RCOE has gathered a variety of professionals to critique the student works of art. The fellow masters of the arts will judge based on the



Week 2 (April 1-7)
Visual Arts

Week 3 (April 8-14)
Dance

Week 4 (April 15-21)
Theater

Week 5 (April 22-28)
Media Arts

Week 6 (April 29-May 5)
Music

connection to the theme, originality, creativity, artistic composition, and of course the impression it gives off. For camera submissions like a short film, the quality will be judged over the actual cost of production. A similar situation goes for photography as well, the photo will be judged based on artistic quality rather than the resolution. Additionally, the media arts and visual arts categories will have four judges instead of three like the rest of the weeks.

Taking this into consideration, one can take on the challenge of composing an individual art piece to pass the social distancing time. To make it even better, the hard work could be paid off with either one of the monetary prizes or simply with the satisfaction of filling up the time at home with the contest. More information about submissions and the judges can be found on the RCOE website or the flyer attached to the school's email regarding the contest.

New Perspectives: The Country of Israel in the Eyes of an American Jew

Emma Horwood '22
Staff Writer

This year, I had the privilege of being able to attend what was supposed to be an eighteen-week semester program in the Jewish states of Israel. As an American Jew, I had been educated about my culture from a young age through going to synagogue on the high holidays to spending my summers at a Reformed Jewish summer camp. One of the main values I, along with the rest of my peers, was taught is the importance of making a pilgrimage to Eretz Yisrael, the land of Israel. I was molded from a young age by rabbis, Jewish camp counselors, and people from Israel and developed an appreciation for my people's Jewish homeland which was only recently restored as a Jewish state in 1948 for the first time in 2000 years. My generation of Jews is one of the first to be able to make aliyah (meaning to ascend) to a land in which our ancestors dwelled thousands of years ago, a land that holds spiritual and historical significance to the Jewish people, also known as the children of Israel.

All of my life was building up to this opportunity. Hearing about it, experiencing the culture, and even learning the language, Hebrew, fostered a growing anticipation for the first time I would finally be able

to accept my birthright. When I was given an opportunity to spend the semester there, I took it. Spending over four months there would ensure that I would have the chance to not only see Israel from the perspective of a tourist, but to gain a deeper understanding of the culture and to eventually be able to feel at home.

After finally arriving, we immediately began to learn about the history of our people in the land, from the time of Abraham in 1750 BCE to modern-day affairs. The remarkable thing about this class was that we would not only sit through hours of lectures, but that we would go the next day to a location relevant to what we had learned. Israel, being barely the size of the state of New Jersey, holds mountains of ancient artifacts, miles of natural wonders, and bustling cities home to diverse populations. In the short time that I was there, I got a sample of all of these things. One of my favorite experiences from the class was in Jerusalem, learning about the time of King David and going to the Kotel, the remains of the temple, and touching the Western Wall. We also spent time learning about the conflicts that surround the state—the endless, morally ambiguous conflict Israel struggles with just to exist as a beacon of hope for Jews across the world. Before travelling to Israel, I had an almost blind faith in the nation. After throwing myself



Credit: Emma Horwood

Horwood in Caesarea, which was built by the Jewish King Herod in 10 BC after the former Jewish kingdom fell to the Roman Empire.

into education and gaining a deeper understanding, I know that to love Israel is to be highly critical of it, hoping for a better, peaceful future.

One of the main things I struggled with while being there was my Judaism. The reformed movement is the progressive perspective on Judaism that I grew up with. Unlike its strict cousin, Orthodox Judaism, which holds firm beliefs in rigid gender roles, reformed Judaism, for me, makes me feel free in how I express my religion. It allows me to wear a kippah and to read from the Torah, traditionally male practices that I would otherwise not be allowed to perform. Although Israel is home

to a diverse religious population, it is the only majority Jewish country in the world with seventy-four percent Jewish citizens, mostly orthodox, and the reformed movement in Israel is small and often stigmatized for its flexible policies and modern interpretation of Jewish laws. The experiences I had with the stricter sects ranged from mostly welcoming, as we could acknowledge that despite our differences we were connected by Judaism, to, on the rare occasion, unwelcome, as some believed that my unorthodox beliefs and appearances made me less Jewish. Seeing all Jews of different beliefs and practices come together in our

home showed me that to be Jewish is to question everything and therefore, there is no wrong way to be a Jew.

Eventually, due to the outbreak of the coronavirus, our trip was cut short after only seven of the eighteen weeks. I am thankful for the valuable experiences I had there and the deep connection I was able to make in the time I spent there. Though I was disappointed at not being able to see all of the land, and finish my education of our people's tragic, but resilient history in the heart of our nation, I know that leaving was not a goodbye. When I return to Israel, it will not be with the uncertainty I first came with, but with confidence and familiarity.

The Uncertainty of COVID-19: Students Practice Various Coping Methods



Credit: The Washington Post

Unfamiliar new routines caused by COVID-19, such as online learning, can cause students stress or anxiety.

Emily Pham '21
A&E/Lifestyles Editor

With the end of the school year right around the corner, students were ready to celebrate their last days and finish off strong while making the best out of it. However, classrooms will be empty as the novel coronavirus disease (COVID-19) continues to spread. In a matter of days, schools shifted from a system of education to online which works entirely at distance. Over time, students will begin to learn the ways to adapt to this new learning system as well as attempting to keep themselves healthy in a variety of ways during the pandemic, such as by finding ways to cope with stress.

As the mental effects of the COVID-19 pandemic are unfolding inside homes, students and teachers are learning to adapt and deal with the new social distancing and remote learning. As part of the online distance learning experience, students will participate in daily video conferencing sessions held by teachers on a day-to-day block schedule. As the pandemic changes the learning system, students continue to get by the fact that they will be missing goals such as commencements, prom, and planned tests. Senior Onora Hatchette explained, "I'm very devastated about the effects quarantine has on our events. Being a senior, I was looking forward to making the best of my last year with friends and activities." With that being

said, it has been difficult and stressful for some students during this disastrous outbreak. From cancelled plans to lack of socialization, students can feel hopelessness, anxiety and stress, as well as have diminished thinking. Being in this dark and difficult time can mentally affect one's thinking and lead to negative emotions which can worsen if left untreated. Junior Mohammad Sadegi stated, "Stress is something that only pertains in one's mind. People should remind themselves that everyone is going through the same thing, and that nothing outside of their own mind is real." While it can be difficult, speaking up about one's emotions can be an important step as it helps students express their thinking as they understand the actual risk to them and their loved ones which can make the outbreak somewhat less stressful and help them live their life in a healthy manner.

At unsettling times of the pandemic, students are constantly worrying about their health which can also cause high levels of stress. Despite being confined indoors during this time, there are a variety of ways one can partake in to protect their health and well-being. Aside from social distancing and washing one's hands with soap constantly, one can even partake in activities to support a healthy immune system as well as clear the stressed mind. Sadegi added, "Students are given the time to improve on their own skills outside of school. . .you can go outside and start your own garden which can strengthen your immune

system and reboot your mindful system. Take the time to clear the clutter of information caused by school and just relax." As students manage through healthy lifestyle choices, they can cope with stress and anxiety which builds a more effective immune system. On top of that, others have turned to other tactics to clear the mind during the outbreak. Hatchette commented, "I listen to music [during] this time because music is very therapeutic. Whether it be Beethoven Symphony or Lil Uzi Vert's songs, love and healing from music is universal." Overall, there are plenty of tactics that one can use to clear the mind during the struggling time.

With a constant fear and worry about one's own health and the health of their loved ones, it can stir up some strong emotions in students, which can be overwhelming. Thus, it is recommended for students to keep up with regular routines and self-care tactics to clear the mind and build a healthy immune system during the outbreak. If one's stress and anxiety becomes too difficult to deal with, he/she should seek professional help. For those who have any concerns or questions regarding the recent outbreak, it is recommended that they talk with their friends and families, which can reassure them during the unsettling time.



Elyce Mandich, MSW LCSW
PPSC, Clinical Social Worker

MANDICH'S MESSAGE OF THE MONTH

Self Esteem

We often hear a lot about having a healthy self-esteem, but I find that people question what that means. So take a minute to think about what that means to you. Essentially having a healthy self-esteem means having a strong sense of self-worth. This allows us to understand not just our strengths and positive attributes, but also have an understanding and acceptance of our weaknesses... key-word, ACCEPTANCE. When we have a healthy self-esteem, we recognize our value, despite some of our "downfalls." It is so important to have a healthy self-esteem because it has an impact on our mental health, the choices we make, our relationship with ourselves and others, and overall, our LIFE.

I am going to list out some positive things and I want you to circle or indicate which ones apply to you. If you are struggling to do that, I want you to think of somebody you know cares about you. Now, think about what that person might circle

when they think about you. Sometimes when we have trouble identifying good things about ourselves, it is helpful to think of what somebody else might say.

GOOD LISTENER, CARING, KIND, FUNNY, TRUSTWORTHY, HONEST, TALENTED, CREATIVE, RELIABLE, HARD-WORKING, SMART, PATIENT, A GOOD FRIEND, SINCERE, LOVING, BRAVE, RESILIENT, RESPONSIBLE

Now that you've done that, take a few minutes to give examples of each positive attribute that you circled. For example, if you circled that you are kind, what is an example of a time you were kind? Sometimes a little reminder of our strengths and finding the "evidence" to support that can help us to remember the good qualities we have. You are more than your grades, more than your failures, more than your achievements. No matter what strengths and weaknesses you have, you have value.

Pandemic Takes Sports, Not Spirits | Houston Breaks 100 Meter Dash Record

Mayson Kobell '21
Staff Writer

The recent coronavirus outbreak has taken a toll on many aspects of normal life. To avoid further spread of the potentially deadly illness, Temecula Valley Unified School District (TVUSD) has cancelled all spring sports. This situation is disappointing to many spring sport athletes as it has caused them to miss possibly the most enjoyable part of their school year and the various opportunities that come along with it. During their seasons, athletes enjoy competing with their friends, meeting new people, striving to beat records, and trying to prove themselves to college coaches.

Junior Mitchell Godfrey, a Track and Field Varsity Captain, expressed his sadness due to his inability to participate in track and field this year. Like many other student-athletes, he explained that he misses competing with his

teammates, being able to improve himself, and helping the freshmen through their first year. He emphasized his want to be a role model to the younger discus throwers, and like many others on his team, he is remaining optimistic that the season will be reinstated,

even if it is cut short. Now that it has been confirmed that the season will not resume, he stated this makes him more excited for next season because he knows he has to make it his best season yet. He and many others aspire to beat personal records and improve their game despite this setback.

Not everyone feels the same, though. Junior Elia Migao, a discus thrower on the Track and Field team, expressed that the cancellation of this season makes him feel more anxious for next year's season. Because his high school sports career has been shortened, he has less opportunities to execute the goals he is aiming to

achieve. Miago was aiming to make it to the California Interscholastic Federation (CIF) or to state championships, and while that opportunity is no longer a possibility this year, he is still working hard on his technique and footwork to ensure future success. Similarly, Track and Field Varsity Captain Junior Emily Schwank feels more pressure has been put on next year's season, as she wants to break her six-minute mile.

Schwank said the team and herself were looking forward to the Arcadia Invitational Track Meet—one of the biggest track meets in California, where they can individually qualify for larger competitions. This puts them in a better position to be watched by college coaches, but unfortunately, due to the coronavirus, this meet has also been cancelled until next year, leaving runners with less opportunities to be noticed by colleges. Much like with track, other sports teams have lost numerous opportunities to compete and demonstrate their skills to

college coaches. This is especially devastating for seniors, as for many of them, this is their last opportunity to compete in their sport and communicate with colleges, making potential chances at scholarships and such an impossibility.

Despite losing most of his last high school season after qualifying for state, CIF, and league finals, Track and Field Captain Senior

Deshaun Houston remains optimistic for his future in running, as he hopes to run in college and to eventually try out for the USA team. He said even though he cannot help the freshmen adapt as a present role model this year, he is excited to come back next year to cheer them on at their meets. Many athletes share this same point of view and look forward to the next time they can compete, whenever that may be. Although this is a devastating situation for most student-athletes involved in spring sports, they remain optimistic for the future and look forward to when they can get back to competing in the sports that they love.



Deshaun Houston, who is ranked first in the Southwestern League, stands alongside his record-breaking race time. Alexa Neal '22
Copy Editor

Throughout his time spent on Track and Field, Senior Deshaun Houston has accomplished many things, such as going to California Interscholastic Federation (CIF) and winning in his heats at internationals. Most recently, he broke the school record for the 100 meter dash, running it in 10.89 seconds. In addition to this, Houston is ranked first in the Southwestern League, fourth in the state, and sixty-third in the country for Track and Field.

Ever since his sophomore year, Houston knew that he wanted to set a new record for either the 100 or 200 meter race. Head Coach Mr. Martin Dinsbacher decided to help him achieve the record for the 100 meter as Houston displayed proficiency in being able to effectively start the race, and high maximum speed and velocity phase in the 100 as opposed to the 200. "I actually came into the season the first meet knowing that I was going to break the record, because I always believed in my athletic ability, and my coaches' training," he said. Houston went into the race confident that he would run a fast time, but he did not know that he would go on to hold the school record. He remembered finishing far ahead of his opponents, "[I was,] like, forty meters [ahead], and then I didn't even look at my time after the race," he stated. "I walked back to my stuff, and the whole crowd was in shock." It was not until his teammates had informed him of his time that Houston realized that he had broken the school record for the 100 meter dash.

Training to become faster for this specific event was no small feat. "In my opinion, I think the 100m is a hard race to train for because, not only is it the shortest race, it's one of the only few races, besides hurdles, that if you have a bad start, it's pretty difficult to make up for it and catch up to everyone," Houston explained. In order to prepare him for the 100 meter dash, Coach Dinsbacher had Houston do a series of short speed runs, making sure that he hit certain time marks. Houston reflected that this training was "fairly difficult" as he needed to "mentally prepare [himself] to practice to the best of [his] ability."

Having accomplished many things during his time on Track and Field, Houston was "devastated," he said, when he found out his final season on Track and Field was cancelled. "Me being a senior and all the goals I had set for myself this season, to see it crumble and not being able to pursue those goals kind of broke my heart," he explained. However, he is understanding of the situation as it is "a sad and unfortunate situation" and realizes that it is better "to be safe than sorry" because of the danger of this pandemic. Houston remains hopeful for the future though, as he still stays in shape by going on runs of his own to prepare for any future opportunities that he may receive.

While Houston may not be able to finish out his senior year on Track and Field, he certainly left his legacy on campus. Coach Dinsbacher stated that Houston's "growth from last year to this [year] has been awesome." In the future, he wishes to continue pursuing track and field, and is aiming to go to college for track.



*Photos Courtesy of Business Insider, ABCNews, Twitter and Los Angeles Times

Varsity Golfer Chance Mitchell Refuses to Let Heart Condition Define Him

Devin Hernandez '20
Staff Writer

From the moment he was born, Senior Chance Mitchell has met his adversity with the courage of a football player and grace of a basketball player despite the fact that a lifelong heart condition would keep him from being able to competitively play those sports in his life.

Starting at the age of three, Mitchell began playing golf, a non-contact sport that his father, Mr. Jonathan Mitchell, has coached for more than a decade on campus. It

was the perfect fit for Mitchell, who has played at the varsity level his entire Puma career and was the top returning golfer in the Southwestern League entering his senior season. This final semester of high school and the conclusion of the golf season mark the end of a journey for Mitchell. He has always been someone with a heart problem, but does not let his condition determine who he is. "It really has not shaped me a whole lot differently, I just go to doctor appointments more than other people. . . I am still alive. . . I'm here, enjoying it, I am alright," stated Mitchell. Alright, indeed.

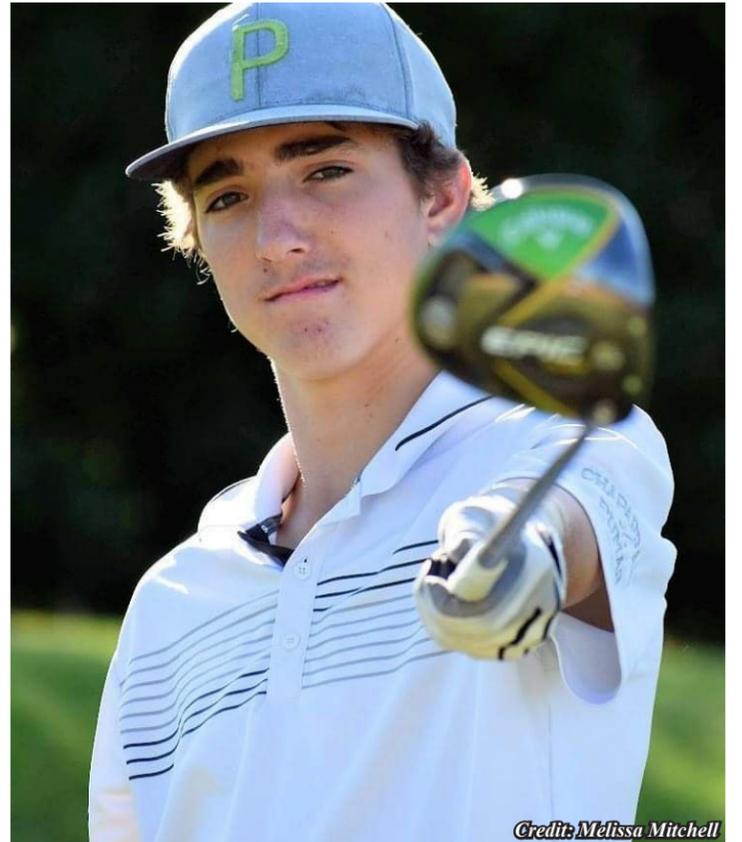
What was not always "alright" was the heart condition Mitchell was born with, Atrial Septal Defect (ASD). This condition is where there is a hole in the upper chambers of the heart, causing the heart to stop from time to time. Jonathan Mitchell explained that the doctor originally did not diagnose it as ASD for his son. "The doctor originally thought he was having breath holding spells. . . Then eventually, the doctor told us we needed to see a cardiologist," said Jonathan Mitchell. Something far more serious than an episode of breath holding spells is what has made Mitchell's heart stop beating altogether multiple times.

Technically, Mitchell has died on numerous occasions. "I have died four times, where my heart completely stopped. I don't remember them, but I do know the first three times, my parents had to do CPR on me, and the fourth time, I was airlifted to the San Diego Hospital," explained Mitchell. Unfortunately, the conflicts do not stop there. On top of Atrial Septal Defect, Mitchell also has heart blocks, where the heart pumps abnormal rhythms and the heart will beat too slowly, which is why Mitchell would often pass out as a child. Having those two conditions required Mitchell to get a pacemaker.

Rather than playing with Legos, Mitchell was given a set of plastic golf clubs at age three. At the age of six, he got his first set of real clubs and was hitting real balls in his backyard. "My dad was the golf coach and he gave me golf clubs and told me to start swinging. I was swinging and it was pretty good and my dad was like 'wow, so I think we found your sport,'" Mitchell shared. But it took some work to get him to where he is now.

Prior to the coronavirus outbreak, practices consisted of being at the Golf Club at Rancho California almost every day and being in the weight room before school started in the morning. At times, Mitchell found the repetitiveness of this routine to be annoying, but the continued practice has always paid off in the long run. "[I] constant[ly] practice. I'm at the course two to three hours every day. . . the repetitiveness gets annoying but after a couple months of that, you are like 'hey that's good' and keep practicing a little more," explained Mitchell. Gradually, over the last four years, practicing has resulted in low scores and high finishes.

As a freshman, Mitchell finished



Credit: Melissa Mitchell

Chance Mitchell spends his time playing golf, not letting any obstacles get in his way.

thirty-first out of thirty-four golfers at the Southwestern League (SWL) finals after averaging 94.2 for the season. As a sophomore, he jumped up to nineteenth out of thirty-three golfers at the same tournament and improved his stroke average to 82.9 for that season. His junior season saw his most significant improvement, coming in at third place out of thirty-two golfers at league finals and ending the season with a 78.3 league average, ranking him sixth and making him one of three Puma golfers to earn all-league honors.

One of the highlights of Mitchell's career so far was beating Great Oak High School in the last match of the 2018-2019 season to help the Pumas win the league title. Playing with his good friend and fellow co-captain, Jack Sunderland, who graduated last school year, the two played their final match together at the California Interscholastic Federation

(CIF) Southern Section Eastern Division Team Championship, where the Pumas finished seventh out of eighteen teams.

Unfortunately, due to the novel coronavirus (COVID-19), Mitchell's golf season has been cut short so his goal of winning league again will not be able to be fulfilled. However, despite this disappointment, throughout the future, Mitchell will continue to invest his time in this sport that he has long enjoyed.

Meanwhile, there is college on his mind. Mitchell has

committed to the University of Redlands, where he plans to continue playing golf collegiately. "I only ask two things of Chance, which is [sic] no excuses, AND ALWAYS HAVE A GOOD EFFORT. . . I THINK HE HAS BEEN A PRETTY GOOD ROLE MODEL FOR HIS TEAMMATES AROUND HIM AND KIDS AT SCHOOL."

JONATHAN MITCHELL and always have a good effort. . . I think he has been a pretty good role model for his teammates around him and kids at school," Jonathan Mitchell stated. In fact, one might say that Mitchell is the kid with a good heart.



Credit: Melissa Mitchell

Mitchell at the Valley Junior Golf Association Tournament, where he took first place.

The Temporary High is Not Worth It: Athletes Abstaining from Doing Drugs

Mason Dearie '23
Staff Writer

One of the biggest epidemics in the world right now is the use of drugs, alcohol, and steroids among high school students and athletes. In fact, drug usage has doubled in each grade over the past three years. These drug usages are very dangerous to the ordinary body, however, they can be much more detrimental to the body of an athlete.

Steroids, while commonly known as muscle and strength increasers, do much more harm to a user's body than good. Some negative side effects of steroids include abnormal cholesterol levels, higher chance of heart attacks, blood vessel disease, premature stopping of bone growth, liver damage, and acne. Using steroids can also cause extreme mood swings, personality changes, anxiety, frequent headaches, and much more. In terms of the face, someone using steroids would usually suffer from yellow straining in the eyes, the face becoming round and puffy, and acne

spread. Finally, blood poisoning, infectious diseases, and very tender and swollen skin can all come from injections. After the season ends, most athletes will stop using steroids, but even this can not save them from the side effects. Furthermore, Health Teacher Mr. John Rentar explained, "The withdrawal side effects would probably be loss of testosterone, especially for a male." All these symptoms piling up on one another can negatively affect an athlete's entire athletic career, especially high school athletes. Steroids are a very harmful drug that cause a great deal more damage to the human body in the long run than improved performance during the sports season.

Additionally, with the increase of vaping and smoking over the past decade, athletes are far more likely to be caught up in this drug scandal. Although many people believe vaping is just water vapor going in and out of their body, vaping leaves behind a number of chemicals such as acetaldehyde, acrolein, formaldehyde, amongst others. While the water vapor is going in and out of one's body, these aldehydes are left behind to cause damage.

For example, smoking can damage the lungs, making it difficult to get oxygen to the parts of the body that need it. Rentar elaborated, "The tobacco, or the TAC [taxotere, adriamycin, and cyclophosphamide], it can increase their heart rate. It could make them start off [the game], instead of sixty to eighty beats per minute, maybe start it off at 100 beats per minute, and then they start exercising and it's even going faster." This elevated heart rate can cause increased blood pressure. In accordance to the brain, the nicotine from smoking can stimulate adrenaline production and the "pleasure centers" in the brain. Furthermore, smoking can constrict blood vessels, depresses hunger, can irritate the mouth and throat membranes, can cause heart attacks, lung diseases, strokes, and death. Nicotine can produce carbon monoxide which decreases the amount of oxygen going to the heart. So, when playing a certain sport, not enough oxygen is circulating, causing a heart attack. For athletes, this can make any sport deadly. The increased heart rate can cause shortness of breath and lightheadedness. If limited air is being brought into the body, a

player could pass out from oxygen deprivation. Vaping and smoking are some of the most dangerous acts an athlete can take part in.

While not being the most popular drug, many students are still exposed to alcohol, and it is still very dangerous. Alcohol can greatly impact your brain and actions. Rentar explained, "Alcohol is a depressant. So, you're not hyping yourself up for the game. . . You'll also be going slower, you won't be able to concentrate." First of all, if one is drinking alcohol before a game, they will not be as excited for the game. Also, not being able to concentrate can be very dangerous in any sport as one can be physically hurt by not concentrating. Alcohol has some of the greatest effects on the drinker's brain and can detrimentally affect one's athletic performance.

Most contact sports have dangers to them and throwing drugs, alcohol, and steroids into the mix will result in a horrible outcome. While many of these may simply seem like something for a person to have a good time, their body will undergo many negativities from these substances. All students, especially athletes, should abstain from taking part in drugs, alcohol, and vapes.

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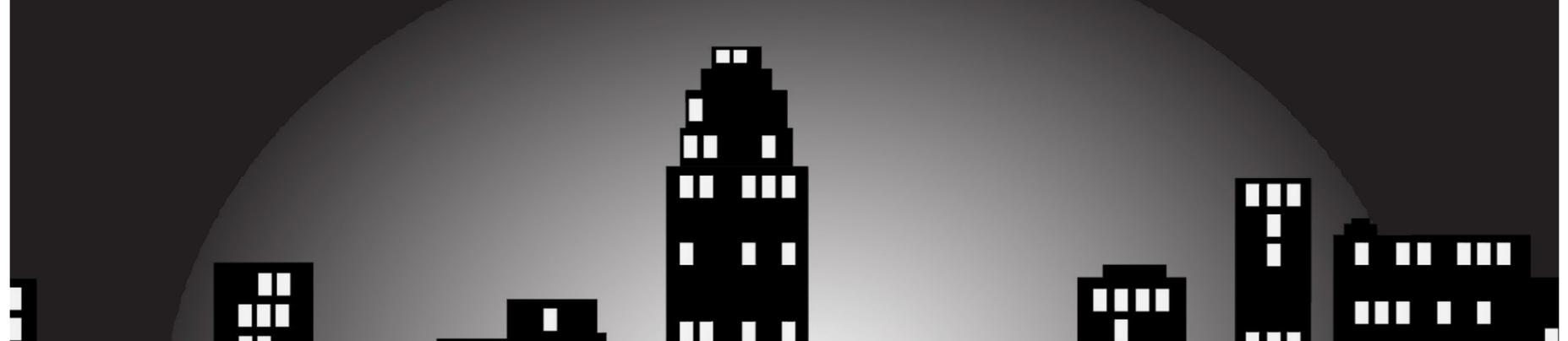
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