

THE JAMS JOURNAL

JOHN ADAMS MIDDLE SCHOOL

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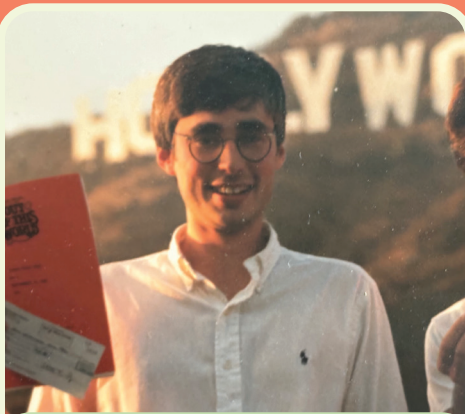
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Room to **GROW**

Celebrating exceptional progress in closing achievement gaps and outstanding student performance, JAMS joins the elite ranks of top California schools

By **KAHLAN ROBERTS**

JAMS is excited to share a recent milestone: the official recognition of receiving the California Distinguished School Award. This award indicates that we have been showing exceptional progress in closing achievement gaps, “and demonstrating excellent student performance. It is not just academic achievement that grants this reward, there is much more to it.

According to the California Department of Education states; “The California Distinguished Schools Program was established by the CDE in 1985 and recognizes schools that demonstrate exemplary achievements.” The California Distinguished Schools award is centered around two key categories: the schools who have closed the achievement gap, and those showcasing exceptional student performance. These include success in ELA, mathematics, and other subjects. Earning this title means a lot for JAMS, but mainly it shows that we have been demonstrating amazing progress with our current testing scores.

Earning this privileged award isn't common. Schools that receive this award are about 5-10% each year, meaning only 293 schools out of 9,000 others have earned it. Schools, however, don't keep this award forever; there's a two-year limit,

which complicates the process of earning it. Only middle and high schools are eligible for this award, making it quite remarkable that we made the list among just a few hundred schools.

Being selected as a California Distinguished School shows the progress we've achieved and ensures an environment where every student can thrive.

Ms. Chacon
Principal

“With the success at JAMS, we are moving the needle in a positive direction and making strides in closing the achievement gap,” said SMMUSD Superintendent, Dr. Antonio Shelton. More facts like this were stated at the PTA press conference with Ms. Chacon. She talked about how the work we do gives students as many chances to remove barriers and access quality education.

The meeting also explained that this award shows how our school thrives, and will continue to inspire students of their greatest potential.

Being a distinguished school is a great honor that the JAMS community should really appreciate. It's crucial to prioritize maintaining JAMS as a supportive and inclusive community, even if the Distinguished School Award doesn't specifically highlight school behavior. Having been given this award, the question is; will this award motivate students and staff to keep JAMS distinguished school worthy? In the future, one hopes JAMS preserves our well-deserved, positive reputation with room to grow.



JAMS students celebrating their award with a fun-filled day. Photo: Kahlán Roberts

Chat with Ms. Chacon



Ms. Chacon, JAMS Principal

Q: Are there going to be any changes to advisory?

A: “There is a potential that there are going to be changes to advisory next year. We will still continue to focus on math. The schedule might be two days of math, one day of clubs, and one day of other catch up work. But in terms of intervention during advisory, that will continue.”

Q: Are the school trips getting canceled next year? If so, why?

A: “In terms of the science magnet trips, I will not be canceling anything. What's happening right now is that our science teachers and our parent board are re-imagining what it looks like if we were to provide science enrichment to all kids, because we know not all kids get to go.”

Q: How often do you consider student opinions when making decisions?

A: “I always consider student voice, which is why everyone gets so many surveys from me. Especially from those that happened from our celebration on the 26th. I also enjoy meeting with kids to see what they have to say, and am even trying to recruit a student to the PTSA council.”



THAT'S SO FETCH!

JAMS/SMASH Theatre Company Shines with Stellar Performances and Behind-the-Scenes Brilliance in Chad Scheppner and Ms. Beeman-Solano's Captivating Production

By BENJI KOVEN

The recent production of Mean Girls the Musical by the JAMS/SMASH Theatre Company, the collaboration of talented students, under the direction of Chad Scheppner and producer Ms. Beeman-Solano, brought the beloved story to life on stage. This vibrant rendition of the modern classic showcased the exceptional skills and dedication of the school's theater community.

The actors delivered captivating performances that breathed life into the iconic characters of Mean Girls. From the cunning Regina George, to the relatable Cady Heron, each actor portrayed their role with authenticity and pride, guided by Chad's insightful direction. Their performances resonated with the audience, capturing the essence of high school drama and friendship. In the first song "A Cautionary Tale" in the second show, Lorenzo Borgia, Damian, lost his balance. He decided it was better to jump off the stage than to fall. In the end, it looked like it was planned the whole time. Thanks to his quick thinking, the audience barely noticed a thing.

Behind the scenes, the tech crew

Photos:
David Sirh, Kei
Rowan Young,
and Chris
Cavanaugh

The lead
performers
sing during
the musical.

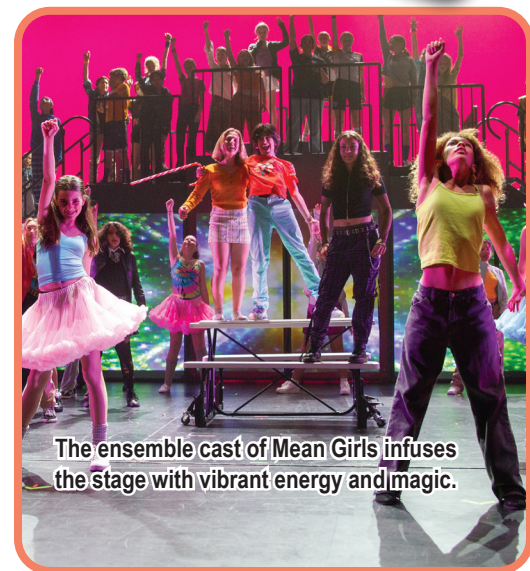


worked tirelessly to ensure a seamless production. From setting up intricate lighting schemes to managing sound cues and stage transitions, the tech team's precision and dedication elevated every scene, enhancing the overall theatrical experience.

Led by the amazing costume moms and volunteers, the costume team brought the fashion-forward world of Mean Girls to life. Each outfit was carefully crafted to reflect the personalities of the characters, adding depth and authenticity to the production. From iconic pink ensembles to bold fashion statements, the costumes enhanced the visual appeal of the show, contributing to its vibrant atmosphere.

"I'm so happy how the musical shaped up and I'm glad that I got to be a part of this amazing process," said Gus Schreiber who played Aaron in the first two shows. The production of the Mean Girls Musical was a resounding success that will be backed into the minds of the audience for years to come. This production not only entertained viewers but also highlighted the importance of teamwork, dedication, and artistic expression in the world of theater.

Scan the
QR code
for the
Mean Girls
Playbill.



Getting kids to listen to rules takes a lot of work, especially rules that students think don't affect anyone. The no-gum policy is a school rule and prevent students from sticking their stale gum on classroom furniture, floors, and hallways which causes an unsightly mess. Most students chew gum and don't think it affects anyone or the school. If anyone goes around the JAMS campus they will see chewed-up gum placed everywhere, on the floor, under desks/tables, chairs, and even ON the trash-can, not even in it. Even with countless reminders, students just don't seem to care. Is there a reason behind this? Does gum help students focus or are students just chewing gum to get on the JAMS staff's nerves?

Gum is a significant issue outside of JAMS. For instance, Singapore has a law banning it because its a nuisance. JAMS prohibits gum to prevent students from being distracted by the noise of others chewing it. However, this does not mean gum lacks benefits for some people. Not being able to chew gum for some students might be hard because it helps them focus. Fifty-eight percent of students use gum to help them concentrate/focus in class. This helps improve grades, work habits, and their classwork/home-work completion. Other students use it for fresh breath or the taste.

Chew on This!

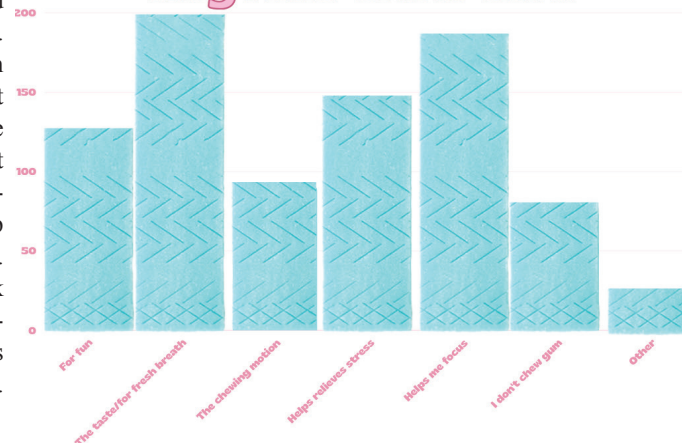
Students Persist in Defying the No-Gum Rule at JAMS

By ALEJANDRA CARRILLO

DID YOU KNOW?
The black spots on the cement are gum. This causes our paths to be unsightly.



Why Kids Chew Gum



When students were asked if they would rather use gum or mints, 65% chose gum. Eighth-grader Charlotte A. prefers gum and said, "I chose gum over mints because some mint brands taste fake or like toothpaste, unlike the sweetness of gum." Meanwhile, 7th grader Jordan W. said, "I chose gum over mints for multiple reasons. One is because it helps me focus, they taste better, and I like how there are different flavors." Flavor significantly influences the experience of chewing gum, with a wide array of options increasing its popularity.

Gum has multiple purposes not just for fresh breath or to focus. The chewing motion is also taken into consideration. The motion of chewing might help students feel like not eating food in class which is also a big issue. Another reason is that students are bored. School can get boring for students and sometimes gum can be used as a distraction or something fun for an individual.

Although gum can cause problems like vandalism, it also has benefits. A gum-free campus would be cleaner and make janitors' jobs easier, but only some students discard it improperly, and it may help others focus. If students disposed of gum responsibly, the rule against it might not be necessary.

Students Honored for Celebrating Black Inventors' Legacy

By KAITLYN NOSHO

Best Overall Design



In a showcase of talent and recognition of the profound contributions of Black inventors, Ms. Murphy's 8th-grade students displayed their stamp renditions of inventions by African-American innovators at the library.

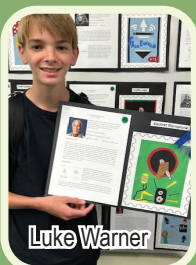
The exhibit, held throughout March, highlighted the often-overlooked impact of these inventors on our daily lives. JAMS teachers and judges across the city lauded several standout submissions, acknowledging the students' dedication and creativity.

Through their artwork, these young minds not only pay homage to the past but also inspire future generations to recognize and appreciate diverse contributions to innovation.

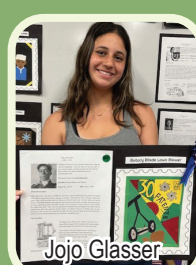
Most Creative



Excellent Research Citation



Exemplary Effort



LOCKED CLOSETS

Unveiling the exclusivity and appeal of fashion brands like Brandy Melville

By LAUREL COHN

Fashion is rarely just about the clothes and more about who's wearing them. "I knew from the start that this... wasn't your conventional clothing company," said Willa - a former photographer for Brandy - while talking about Brandy Melville. The new documentary on HBO titled 'Brandy Hellville: The Cult of Fast Fashion' isn't anything that hasn't been reported on before, from racism and fat-shaming within the company, to what threat these fast fashion brands pose on the environment. The interesting thing about this specific documentary is how - as mentioned in the subtitle - cult-like Brandy Melville is. Self proclaimed 'Brandy Girls' are skinny, have perfectly clear skin, look effortlessly gorgeous without makeup and are usually white.

Even after Brandy Melville was exposed for racist texts between the founders of the business and fat-shaming back in 2017, these 'Brandy Girls' waved off their moral values in favor of semi-cheap, aesthetic clothing and their sales went on like nothing ever happened. Brandy never made any sort of public statement apologizing for their behavior, they didn't even pretend like they were going to change their values. "Being part of the group requires constantly giving your money and time (which is to say, buying marked-up, poorly made clothing, according to the documentary, and then posting pictures on social media) to stay in the group." Wrote Alissa Wilkinson, a journalist for the New York Times. Essentially, wearing clothes from Brandy Melville is like being part of a secret club.

Abercrombie & Fitch, was basically the Brandy Melville of the early 2000's. They thrived on exclusivity. The face of the brand was white, All-American, with a perfect body. The clothes were nothing special, fitted t-shirts and ripped jeans, essentially the customer was buying the status that came with the brand name stamped on their chest. Musky A&F cologne and



Brandy Melville is a popular staple in numerous JAMS students' closets.

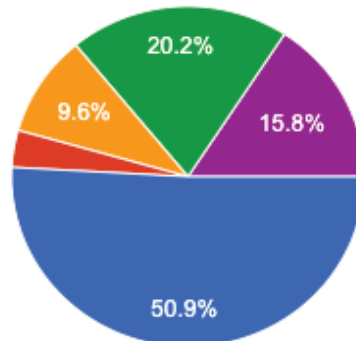
Photo: Laurel Cohn



It doesn't feel good when a brand is one-size fits all and you don't fit into their clothing.

Lennon Furano

8th grade



51% of JAMS students prefer their favorite clothing store for its aesthetic appeal.

- I like the aesthetic
- My friends buy from there
- It's popular
- It's cheap/affordable
- The clothes are trendy

dance-club music was pumped throughout the stores. "Oh my God, they've bottled this. They have absolutely crystalized everything I hate about high school and put it in a store." Recalled Moe Tkacik when she thought about the first time she walked into an Abercrombie. The brand, not unlike Brandy Melville, made it very clear that they were an exclusive brand, serving only to a sole section of society.

Brandy Melville is also a 'one size fits all' brand. Fundamentally, they wanted to cater to one body type: skinny. Being able to fit into the clothes from Brandy Melville is as much of a status symbol as owning an expensive car or having a Stanley. Challenges scoured the internet on how to lose weight to fit into Brandy. They designed this vicious cycle to make one hate themselves, even if they are the target customer. Being 'one-size fits all' only adds to the allure and exclusivity of wearing clothes from the brand.

One of the key factors that is so compelling about Brandy Melville is the fact that they were able to keep customers coming back even after the scandals were revealed. This is what makes Brandy so similar to a cult. Often if inconvenient information is revealed, then it is brushed off as irrelevant. All of their followers (customers) are so blinded by the baby tees and cute sweats that they decided to ignore the red flags that the company is waving.

The documentary 'Brandy Hellville: The Cult of Fast Fashion' serves as a stark reminder of the deep-rooted issues within the fashion industry. The documentary shed light on how disturbingly similar Brandy Melville's following is to a cult. By maintaining 'one size fits all' clothing, Brandy Melville not only alienates different body types but also sustains a toxic cycle of insecurity. The documentary acts as a touching review of not just Brandy Melville, but what societal values and norms have become.

Ring in the New Bell!

JAMS has created a new bell schedule to better support learning

By KAITLYN NOSHO

With the exception of AM and PM classes, students at JAMS spend about 1,170 hours at school every school year. Yet despite this significant time investment, this schedule does not fully optimize learning potential. With the help of students and teachers, a new schedule with a later start time and more student-teacher contact was created to accommodate sleep schedules and attention spans.

The new bell schedule is modeled differently than the current one. On Monday and Tuesday, there is a flex schedule, meaning all classes and a split lunch and advisory. Class starts at 9:00 AM and ends at 3:15 PM. On Wednesday and Thursday, there is a block schedule, just like the current schedule. School starts at 9:00 AM and ends at 2:55 PM. On Fridays, there is a flex schedule and late start (9:35 AM), just like Fridays now. School ends at 2:50 PM. Further, AM and PM classes have been changed, as these classes were not getting enough minutes per week. Instead, there will be academic AM classes for students with an academic elective, such as Immersion

or AVID, who want a second elective. “I think the new bell schedule will have a positive impact on students because it will allow them more time to sleep, which is important at this age. Middle schoolers are

not as alert in the early morning, so it will also provide time for their cognitive juices to start flowing,” said Ms. Check, the 6th grade counselor.

The State of California examined the SMMUSD school district, and JAMS was found to be out of compliance in a few areas. One of these areas was the bell schedule. As it

had to be revised, JAMS staff took student and teacher feedback to create a new schedule. Lots of students said that they did not like the long classes that came with the block

schedule.

Teachers wanted more contact with students. “The new schedule is student centered and driven by the need to have PE during the school day.

The schedule allows JAMS to keep its programs, give students access to electives, and removes barriers to after school enrichment,” stated Principal Chacon.

Out of 246 students, 66% liked the new schedule.

Students like it for reasons such as seeing their teachers more often and the later start time. “One thing I like about the new schedule is that it allows me to have my classes more often,” explained Phoebe Brooks, a 6th grader. Having classes more often allows students to learn more information as well as remember more of what was learned in the lesson. Additionally, as six out of ten students do not get the recommended amount of sleep, this new schedule accommodates teenagers’ new internal clocks. “I like the new bell schedule and I prefer it because I get to sleep in later and get more work done before school starts,” stated Ryan Chapman, a 7th grader.

Students can prepare for this change by reviewing the schedule and envisioning how each day and week will look for them. The only major changes are the later start time, fewer “block” classes, and more “flex” days. It is designed to give students a better school experience. So, ring in the new bell by taking the time to consider what this new schedule means and all of the benefits that come with it.

Monday/Tuesday		Wednesday/Thursday		Friday Late Start	
8 - 8:55am	* AM Period	8 - 8:55am	* AM Period	9:35 - 10:15am	P1
9 - 9:45am	P1	9 - 10:25am	P1/2	10:20 - 11:00am	P2
9:50 - 10:35am	P2	10:25 - 10:40am	Nutrition	11:00 - 11:15am	Nutrition
10:35 - 10:50am	Nutrition	10:45 - 12:10pm	P3/4	11:20 - 12:00pm	P3
10:55 - 11:40am	P3	12:10 - 12:45pm	6th/7th Lunch	12:05 - 12:45pm	P4
11:45 - 12:30pm	P4	12:50 - 1:25pm	6th/7th Adv/Int	12:45 - 1:20pm	Lunch
12:30 - 1pm	6th/7th Lunch	12:15 - 12:50pm	8th Adv/Int	1:25 - 2:05pm	P5
1:05 - 1:35pm	6th/7th Adv/Int	12:50 - 1:25pm	8th Lunch	2:10 - 2:50pm	P6
12:35 - 1:05pm	8th Adv/Int	1:30 - 2:55pm	P5/6		
1:05 - 1:35pm	8th Lunch				
1:40 - 2:25pm	P5				
2:30 - 3:15pm	P6				

The new bell schedule for the 2024-2025 school year.

BY THE NUMBERS

Sources: Google Form survey, Regional Educational Laboratory Program, neaToday, Sleep Foundation

66%

of students at JAMS like the new schedule better

4.5%

increase in grades from students who started school later

69%

of students get less than seven hours of sleep per school night

IMPACTS OF MUSIC ON THE MIND AND BODY

By EDEN ALCALAY

“Research shows that music can stimulate new connections in our brains, keeping our cognitive abilities sharp and our memories alive,” says Larry Sherman, scholar at University of Chicago News. Music is a part of everyone’s daily lives, whether realizing it or not. Some people listen to music frequently, and for some it may not be a part of their daily routine, but music is always around and actively affecting the mind and body. Seventy percent of JAMS students listen to over an hour of music a day. Music is overall great for the body and mind. It improves and affects countless things.

One of the positive effects of music is improving moods by listening to uplifting music when feeling down. Ninety percent of JAMS students say that music has made them feel better when they were feeling unhappy. Additionally, music helps with focus and motivation. Often people listen to music while doing work because it helps them work more efficiently and focused. Seventy-seven percent of students at JAMS listen to music while doing homework and think it is helpful. “I have a study playlist that I listen to while doing homework because it helps my brain concentrate and feel relaxed so I can get my work done,” said seventh-grader Violet Carr.

Music also has the ability to get the mind thinking and increase creativity. According to The Garage Group, “Happy music with high emotions increases creativity. Specifically, it increases the number of ideas.” Music is a helpful tool when trying to sleep. Listening to music before bed can reduce the overall severity of insomnia, initiate sleep, and even improve sleep qual-

ity. It can calm and relax muscles as well as distract from thoughts that may prevent sleep. Music can be used to ease stress and anxiety. Seventh grade student Ava Thomas stated, “Music majorly helps reduce my stress and anxiety and it calms me down.”

Lastly, music improves brain health and keeps brain networks strong. “Relaxing music may lower heart rate, breathing rate, and blood pressure and also seems to ease pain, stress, and anxiety.” Explained a study from Harvard Health. Music has many powerful impacts on the body and mind, but not all are positive.

Although music is great for the body and mind in a variety of ways, some studies show that music can increase sadness. Embark stated that, “Music can impact our mood long-term, increasing depression or anxiety. Certain songs, certain lyrics, certain genres of music are more likely to intensify depression or anxiety.” Music can uplift moods but can also bring them down. Constantly listening to sad genres of music can enhance sad thoughts and feelings and make them more powerful. Children Hospital of New Orleans says, “Among teens, this can be potentially harmful when music is used with the intention of attaining feelings of support, but instead, the music intensifies symptoms.” Some students at JAMS feel the same. Student Brielle Holland stated, “listening to certain music makes me feel unmotivated, sad, and tired.”

Music significantly affects the body and mind, whether positively or negatively. It is powerful and can improve motivation, focus, creativity, and mood, but it’s important to be mindful of how it can be helpful or harmful depending on its use.



I have a study playlist that I listen to while doing homework because it helps my brain concentrate and feel relaxed so I can get my work done more efficiently.”

Violet Carr
7th grade

93.4%
of JAMS students say that music affects their mood

Legos in the Library

By EDEN ALCALAY

Ms. McLaughlin introduced a new addition to JAMS: the Lego Club. The Lego Club was a program where a group of 6th to 8th graders met in the library to participate in Lego building competitions. Ms. McLaughlin explained, “Kids could connect with the Legos and each other during nutrition, lunch, and after school.” The Lego Club had three challenges: building a home, the future, and a vacation. Contestants had about a week to complete each challenge, and once finished, they displayed their creations to be judged. The judges included students who visited the library during lunchtime as well as some teachers. Student judges were given two anonymous votes, while teachers were allowed five votes each.



Christina Allen, a JAMS parent, donated her sons’ Legos to our school library for all students to enjoy. Photo: Ms. McLaughlin



Lego builders hard at work assembling their new creations. Photo: Mr. Miranda

Inflation at JAMS has taken a toll on students' wallets, but what is the cause for this unruly price increase?

By LONDON CUNNINGHAM SNOOK

The student store is a staple place at JAMS where students can grab a treat after lunch or during nutrition. But while many students believe that they are getting a good deal when it comes to school prices, they might not know the full truth. If they compare our prices in the student store to the actual cost of producing the goods, and the percentage increase that the school has implemented over the years, they may begin to wonder if they've been hoaxed.

Deception can come in many forms, but most of the time it is hidden. It can commonly be seen as a "deal" or

"steal". One form that is rarely talked about is up-marking. This is where a store or company will buy something for cheap and then sell it for around 30% or 50% more. Twenty-five per-

cent of JAMS students didn't even realize that prices had increased. Over the 22-23 school year spring break, some prices increased by 15% and 50%!

This included some of the most popular items like cookies and Popsicles. In the first semester of last school year cookies used to be 75 cents, currently, they are one dollar. This may not seem like such a huge spike in price, but it is actually a 25%

increase. And for Popsicles, they used to be only one dollar, and are now \$1.50, this is a 50% increase. Although most of the time prices increase at our school there are occasions

when prices drop. For example before a long break, like winter and summer, things can decrease by large amounts.

There can be multiple reasons for why

a price increase can occur. Outside of school it may be because store's competition increased its price, or it's in higher demand. Since JAMS doesn't have competition or supply issues, why do our prices increase though? To answer

"The snacks are obviously cheap, but eventually the prices might start to rise. And that can be a problem."

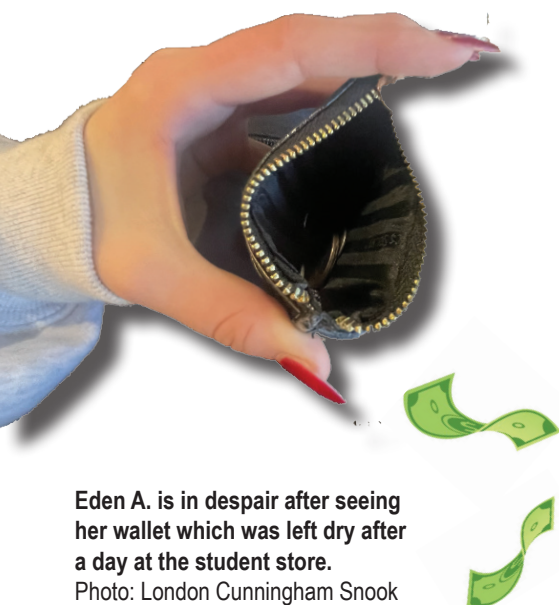
Morgan Bitterolf
6th grade

One might expect water to be either free or among the least expensive items at JAMS, but instead, it costs a dollar. Some people may argue that if you wanted water that bad you could just use the water fountain. Except for the fact that some fountains can have trash and gum in them. Seventh grader Batanya Desta said, "I don't think that the school should charge for water because water fountains are pretty dirty and not a lot of people want to drink from them."

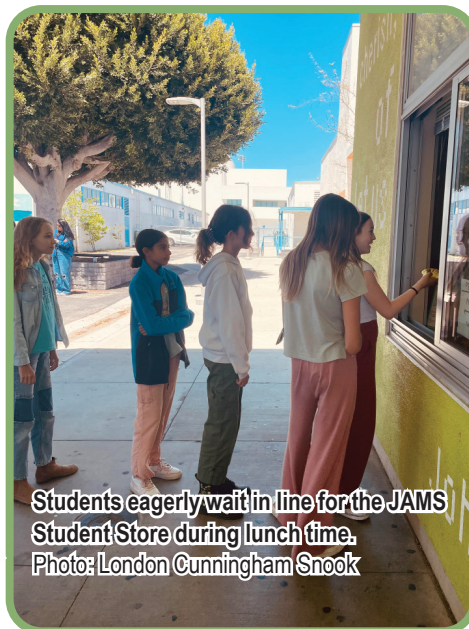
this question, we have to go back to production. For example, ice cream sandwiches are from Skinny Cow. These treats cost \$1.15 per sandwich, yet the student store sells them for two dollars, this may not seem like a crazy gap but it is actually an 85-cent difference. Sixth grader Morgan Bitterolf stated, "The snacks are obviously cheap, but eventually the prices will start to rise because of the economy. And that might become a problem." The food at JAMS is reasonable enough for people to afford at our age, but if they keep increasing the prices, students' wallets might start to look a little dry. Prices will always fluctuate no matter the location. Students just have to decide if what they're spending their money on is worth it. The school may continue to raise prices, but as long as students continue to

acknowledge inflation then they may see themselves buying less unreasonable items.

No Inflation Without Representation!

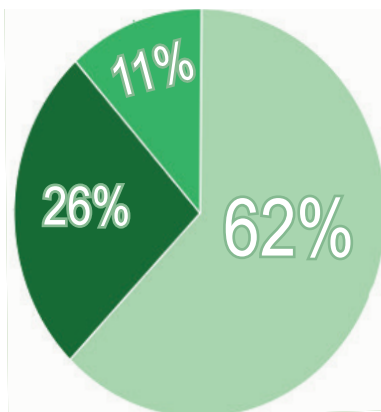


Eden A. is in despair after seeing her wallet which was left dry after a day at the student store.
Photo: London Cunningham Snook



Students eagerly wait in line for the JAMS Student Store during lunch time.
Photo: London Cunningham Snook

Students respond to the inflation at the JAMS Student Store



Dislike Unaware Expected it



Brianna G. and Gracie L. enjoy each other's company while taking turns reading from a textbook. Photo: Liel Tewdoros



Fidel T. and Levi S. take friendship bonding to the next level. Photo: Rohan Shah



Black Esteam students, Safiya H. and Emanda W. spread kindness by gathering heartfelt notes from students for teachers. Photo: Ms. Warren



Tessa K., Sasha O. and Carly S. take a moment to smile after eating pie for Pi Day. Photo: Ms. Chacon



Ms. Ruvolo teaches Pi while wearing it too. Photo: Ms. Chacon



Ms. Rattan laughs and celebrates student's hard work on their science posters. Photo: Andrew Allen



Rafael S. and other students in science class savor the solar eclipse while practicing safety. Photo: Mr. Miranda

Cafeteria Chronicles

A Tasty Journey Through the Transformation of Middle School Cafeteria Foods

School cafeteria food has come a long way over the past few decades. There has been complaining here and there about the types of foods that are in the cafeteria. In reality it has gotten a lot better over the years. Step into the time machine as we explore the world of school cafeteria food! From the 1900's to the present day, let's see the trends and changes that have shaped the way we fuel up during the day. Get ready to see the past life of cafeteria menus and the glow ups that have progressed. In the

By **MARIAM BEDER**

future, school lunches are expected to continue evolving to meet the changing needs and preferences of students. There will likely be even more emphasis on providing nutritious and diverse options. Mayalen C. Andres from 8t grade, explained, "Sometimes the food really interests me but it often isn't appealing, I love the salad bar though, it's a new idea in middle school that reminds me of elementary." While the current state of school cafeteria food may acknowledge the

efforts being made to provide students with healthier options. As Mayalen mentioned, the salad bar is a new addition that brings back memories of elementary school. Katherine Martinez in 8th grade, stated, "Cafeteria food tastes just fine. My personal favorites are teriyaki chicken bowls, but the hotdogs and burgers need some work because they are plain. The breakfast options are really good though because there is a variety of pretty much everything." Looking ahead we can't help but wonder how school lunches continue to evolve in the future.



1900s

In the 1900s, children in elementary school had milk, soup, and crackers. As part of their home science education, schools included baked beans and brown bread, filled tomatoes, chocolate milk to drink, and celery soup with croutons.



1920s

In the 1920s, as more and more children started eating stews, boiling meats, creamed vegetables, and bread, doctors warned that these meals were low in essential nutrients, while economists were concerned that parents and community lunch programs, if left to their own devices, would let kids eat nothing but coffee, potato chips, and pickles.



1950s

In the 1950s, many started serving cold lunches instead of the typical hot ones, which included a variety of sandwiches, cottage cheese, salads with pork and apples, tomato wedges, and ice cream.



1990s

In the 1990s, boxes and lunch bags overflowed with sweets like Squeeze-It bottles, Gushers, Teddy Grahams, Dunkaroos, and Ecto Coolers.

FUN FACT
Did you know that pizza is the most popular food item in middle school? It is also the most popular cafeteria food across the U.S.

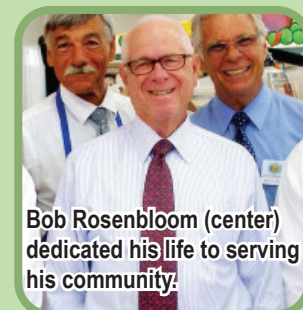


2000s

In the 2000s, the Healthy Hunger-Free Kids Act, signed into law by President Barack Obama, provided children with healthier options like roasted summer squash, turkey hot dogs, and fresh broccoli florets, alongside pizza, cheeseburgers, and chicken nuggets.

REMEMBERING BOB

A Tribute to the Dedicated Founder of Bob's Market



Bob Rosenbloom (center) dedicated his life to serving his community.

By **MARIAM BEDER**

Bob Rosenbloom, the beloved founder of Bob's Market, located on Ocean Park Blvd, passed away peacefully at the age of 91 in April 2024 after a lifetime dedicated to serving his community. Despite battling Covid and shingles, Rosenbloom's commitment to keeping his store open never wavered, even during the most challenging times, including the riots of 2020 and the recent pandemic. Rosenbloom's niece and store manager, Sue Moss, described his unwavering dedication to the store and its customers as a cornerstone of its success. Moss fondly recalled Rosenbloom's insistence on putting customers first, a principle that guided the store throughout its 45 years of operation. Despite the loss, Moss assured the community that Bob's Market will continue to thrive.



Penning Gratitude Navigating Tradition in a Digital Age

The When, Why, and How of the Thank You Note

By DELFINA CORDERO

In an era where digital communication dominates, the question persists: Is the tradition of writing thank-you notes still relevant?

According to a recent survey, the majority of JAMS students do care about saying thank you; what they aren't as concerned with is saying thank you by writing a card. In fact, almost half of the students surveyed said they communicate their thanks in person. The second most popular way students say thank you is to send a text. Surprisingly, only 11% of students said they actually write thank you notes.

Yet, according to etiquette experts, it is important to either hand-write or email a thank you note because it shows you are willing to take the time to show appreciation, just like the person did for you. Another etiquette tip is to write a thank you note in a timely manner. It is much more meaningful when it arrives sooner rather than later. Also, keep it short and sweet, and be specific about what you are thankful for.

The most popular reason for writing thank you notes according to JAMS students, and a major benefit, is that it feels good to make people happy. "I want to prove how much I love this person and deeply care about them," said Allison Me-



Try this format the next time you write a thank you note:

Salutation- Tweak this to how close you are to the person - from professional to best friends.

First Sentence- Thank them specifically for the gift or act for which you are writing the note.

Second Sentence- Personalize the note with what it means to you

Third Sentence- Very short and sweet or funny.

Closing- Again, this depends on the relationship and if it is professional, friends or family.

dranorivera, a 6th grader. Even though the majority of students write thank you notes for this reason, many students said they write the notes because their parents told them to do it.

So when is a thank you note important? Seventy-seven percent of JAMS students say thank you after someone gives them a gift. Over half of those students said they put a lot of effort into their notes. The second most popular reason for writing a thank you note is after attending a party, and the third most popular reason is after someone pays for or makes them dinner. However, 7th grader Manuel Cons-Santiago keeps it simple and says he tells a person thank you "when I feel like it is needed."

The answers to the initial questions are clear- it is still important to write thank you notes and there are some very useful tips for how and when to write them. But perhaps most importantly, the best benefit of the

thank you note is that everyone involved feels good. G.B. Stern Once once said, "Silent gratitude isn't much to anyone."

Scan the QR code to watch a video on how to properly write a thank you note.



Immersive Learning

By DELFINA CORDERO

Ms. Lanus, a 7th grade immersion teacher, enjoys creating engaging activities to enhance her students' learning experience. These activities not only keep the students interested but also help them retain more of the material. For example, she has her students read advanced Spanish literature, such as Gabriel Garcia Marquez's "Relato de un naufrago."

Ms. Lanus chose the book *Relato de un naufrago* because, "It is one of the best books to read, it has a gold seal of literary excellence which means it has very good Spanish vocabulary for my students to learn," Ms. Lanus stated.

To help her students grasp challenging assignments, Ms. Lanus instructs them to read a chapter of the book, write a summary, and create an accompanying illustration. By the end of the book, each student will have their own illustrated version. With her innovative teaching strategies, Ms. Lanus's class is an excellent way to learn more Spanish.



Ms. Lanus's students proudly display their projects about the book "Relato de un naufrago". Photos: Ms. Lanus



What Are You Going to Miss Most About JAMS?

"Ms. Ruvolo, who is my favorite math teacher."
- Gus S.



"The Uncrustables."
- Florence F.M.



Congrats 8th Graders!

Congratulations 8th Graders! As you bid farewell the halls of JAMS and welcome the next four years of high school don't forget about all the memories you've made, things you've learned and friendships you've cultivated. Have fun next year and embrace all new challenges with open arms!



Emily Feldman with the JAMS Class of 2024 sweatshirt that she designed.

Photo: Laurel Cohn



Handwriting vs. Technology

As technology takes over, is the skill of handwriting becoming a thing of the past? Discover why some still believe in the power of pen and paper

By FEVEN BELAY

Technology or handwriting? This is a worldwide dilemma, and is becoming more and more of an issue with the technology age coming in hot, and building up faster and faster everyday. Now, people today are ditching old fashioned handwriting and jumping on the technology bandwagon.

Handwriting has been around for centuries, and has recently been out of use due to new and improved technology, like Google docs, texting, and email. Traditional handwriting is still used today, but much less than before. In fact, the only reason why it is still in use is because of taxes and important documents mailed, and even that is a stretch, since it is made using Google docs. It seems without the world paying much attention, technology like this has wormed its way around and into everyone's lives. Looking into the past, we

can see how handwriting was originally used, compared to today.

In the 1850s, cursive handwriting classes were first introduced. They would usually take three hours and

“... handwriting activates almost the whole brain as compared to typewriting, which hardly activates the brain as such.”

Audrey van der Meer
NTNU Neurologist

of handwriting that was used was called the Copperplate or English Round Hand. Jumping ahead a century, Modernism was a handwriting style that was used during that time. However, in the 2000s when

more modern technology was first introduced, handwriting got used much less, and kind of faded into the past. Now, more sloppy handwriting is popularized and often very hard to read and understand.

But, is handwriting still important? Forty five percent of JAMS thinks that handwriting itself in the future is obsolete. A significant portion of the JAMS community holds the belief that handwriting will become obsolete in the future, considering the prevalence of computers to perform writing tasks. “Handwriting is still important. We should have a balance between handwrit-

ing and technology, since it's still important for many things that we do today.” stated 7th grader Kat Chabouh. However, handwriting is still important, whether or not we believe so. It is an important skill, and it is actually a direct skill that affects a person's brain chemistry positively, and cognitive skill. An expert in this area, Audrey van der Meer conducted a study for this. “Our main finding was that handwriting activates almost the whole brain as compared to typewriting, which hardly activates the brain at all.”

Handwriting is a very important skill, and should still be taught even though computers can be used as well, since handwriting can promote different things in the brain, like reading, and learning. Start taking the time to start practicing handwriting, and write down notes when able to. It will help quite a lot in the future.

MS. WOO HONORED WITH 2024 CMEA AWARD FOR MUSIC EDUCATION

By LAUREL COHN

Ms. Woo recently appeared on the front page of The Argonaut newspaper for her outstanding achievement in music education.

Ms. Woo, the instrumental music director at JAMS, has been honored with the 2024 California Music Educators Association (CMEA) Middle School Music Educator Award. This prestigious recognition underscores her dedication to providing exceptional opportunities in music education and fostering a deep appreciation for music among



JAMS Music teacher, Ms. Woo on the cover of The Argonaut newspaper.

her students. Ms. Woo's commitment extends beyond the classroom as she actively engages her students in understanding the importance of being present in the moment, creating a supportive and inclusive environment where every student feels empowered. With nearly three decades of teach-



Ms. Woo gives Hailey Nosho personalized help during class. Photo: Kaitlyn Nosho

ing experience, including 29 years at JAMS, Ms. Woo's impact on her students is profound. She emphasizes the importance of music accessibility and recognizes the individuality of each student, ensuring that every student feels respected and valued. Through her innovative teaching methods and unwavering passion for music education, Ms. Woo continues to inspire and uplift the next generation of musicians at John Adams Middle School.

Exploring the Varied Careers and Inspirations Behind the Teachers Who Shape Student Lives

By NOVA MORGAN

Beyond the Classroom



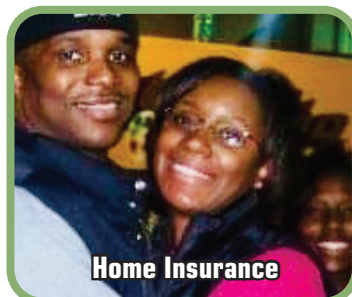
Script Writer

Mr. Saling in front of the Hollywood sign, celebrating the sale of his debut script to a show called "Out of This World". His writing credits also include contributions to popular shows like *Who's the Boss* and *Sabrina the Teenage Witch*.

Ms. Warren, pictured with her husband Chuck, helped families that suffered large home loss to get their lives back together.



Financial Analyst and Restaurant Manager



Ms. Alexopolous transitioned her passion for math from working as a financial analyst to teaching it.

Stabilizing a light stand, Ms. Joyce is seen here assisting Jean Moss, a renowned portrait photographer, in capturing images of a recently discovered tribe from New Guinea for a portfolio project.



Graphics Design and Photography



Marketing and Public Relations

Mr. Miranda walks through Times Square in New York City on his way home after a long day at the office.



Fashion Design

Ms. Gabor with a panel of judges for a fashion show at the South Bay Galleria.

Every student encounters teachers throughout their academic journey. Yet, amidst their daily interactions, few pause to consider the lives that these educators led before stepping into the classroom. What experiences and paths shaped these adults who now guide and inspire their students?

Before he began teaching, **Mr. Saling** was a writer, and in 1987, sold his first script to Hollywood. It was about a teenager who discovered that her father was

an alien, titled *Out of this World*. The show starred Donna Pescow and Maureen Flannigan and episodes of the sitcom can still be viewed on YouTube. He liked this career because he had the opportunity to be creative and reach a larger audience with his work, but he left because he always had to look for his next job, so his cash flow was inconsistent. He found his passion for teaching after he taught a night writing class at UCLA, and thoroughly enjoyed it.

Unlike Mr. Saling, **Ms. Warren** took care of Homeowners Insurance. "I liked that I was helping families that had suffered from a large home loss to get their lives back together," Ms. Warren stated. Although, she left that career because she didn't feel fulfilled with her insurance job, and would take any chance she got to volunteer and work with kids.

Ms. Joyce, the art teacher, was a graphic designer and photographer before she joined the teaching field. She enjoyed being creative, working with others, and being able to see her artwork published. However, she left the job on account of the really tight deadlines, long hours, and difficult clients. Ms. Joyce switched to teaching after tutoring a child and the experience prompted her to make the switch full time.

Similar to Ms. Joyce's former career, **Ms. Gabor** was also creative and was in fashion design. She became a fashion designer because of her love of clothes and creating things. She left because the people who made their materials were treated poorly and underpaid. She knew that teaching was right for her because she kept coming back to it.

In his previous career, **Mr. Miranda** worked in marketing and public relations. His responsibilities in public relations centered around upholding the positive public image of various companies, while his marketing role focused on promoting consumer products. He lived in London and New York City and was able to travel a lot and meet creative people, which he enjoyed. However, he did not enjoy all of the stress of the job and he did not find it fulfilling. He took the steps to become an educator because he wanted to inspire kids and be a good role model to them.

Different from Mr. Miranda, **Ms. Alexopolous** was a financial analyst and a restaurant manager. She liked the restaurant job as there was tons of free food and she didn't have any work to bring home. Being a financial analyst was a traditional desk job, but enjoyed all the math surrounding the subject. She did not enjoy the restaurant job because of holidays. She turned to teaching because of her love of math, and she wanted to help kids love math too.

Overall, JAMS staff have had a variety of colorful jobs and experiences over the years. Having a diverse set of jobs on the table can also help with teaching. Knowing this information can not only help grow bonds with our teachers, but can improve the JAMS learning experience in the end.

Empowering AVID SHADOW DAY

Eighth-Grade AVID Students Dive into High School Life at Santa Monica High

By ALEJANDRA CARRILLO

On April 19th, 8th graders participating in the AVID program had an immersive experience during the recent AVID Shadow Day at Santa Monica High School. Under the guidance of chaperones Ms. Colburn, Ms. Hale, Ms. Guirguis, Ms. Cowgill, Ms. Schwartz, and Mr. Miranda, these young scholars stepped into the shoes of their older counterparts, shadowing Samohi AVID junior and senior students around the bustling Samohi campus. The day was filled with excitement as the eighth graders attended a spirited pep rally and embarked on a scavenger hunt, gaining firsthand insight into the vibrant culture of high school life.

Throughout the day, the eighth graders had the opportunity to gain wisdom and advice from the

AVID upperclassmen, who generously shared their experiences and perspectives. This immersive experience not only provided a glimpse into the academic and extracurricular aspects of high school but also fostered mentorship and camaraderie among students across different grade levels.

AVID advisor Ms. Hale stated, "We wanted the 8th graders to be excited about being in AVID and making it a priority to stay in the program for all 4 years of high school." She continued, "And we wanted them to meet the AVID teachers that will become their support system at Samohi."

AVID Shadow Day served as an empowering event, equipping these students with the knowledge and inspiration to navigate their academic journey at Samohi with confidence.



JAMS 8th graders in the AVID program mingled and cheered with Samohi students at a school pep rally.

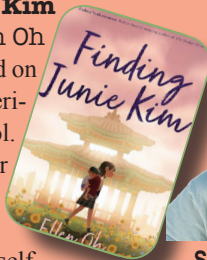


The Bookmark

Finding Junie Kim

by Ellen Oh

This historical fiction is based on a girl named Junie who experiences being bullied in school. Her grandparents share their journey in the Korean War and inspires Junie to stand up for herself.



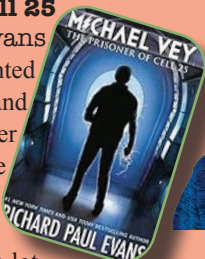
Shanee Feinberg
6th Grade

Michel Vey:

The Prisoner of Cell 25

by Richard Paul Evans

A kid who was experimented on gets electric powers and now has to save the other experiment kids and take down the man responsible. But what they don't know is that this man is a lot more dangerous than they realize.



Esteban Olivares
7th Grade

The School for Good and Evil

by Saman Chainani

Two girls discover their true selves at a mysterious school in the woods. Filled with humor, adventure, and romance, this book combines modern storytelling with references from old fairy tales.

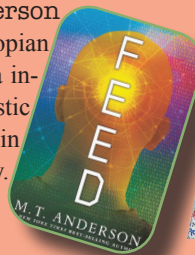


Erin Lau
8th Grade

Feed

by M.T. Anderson

A not-so futuristic dystopian novel that exposes a media-influenced society. A realistic love story develops within this quick, but mature story. Although science fiction, there are some horrific similarities of teenage Titus's world with ours today.



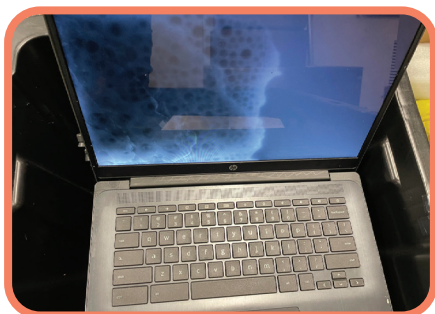
Ms. McLaughlin
Librarian

JAMS students recommend these book titles that can be found in the school library. Check them out! - Matisse Fawcett

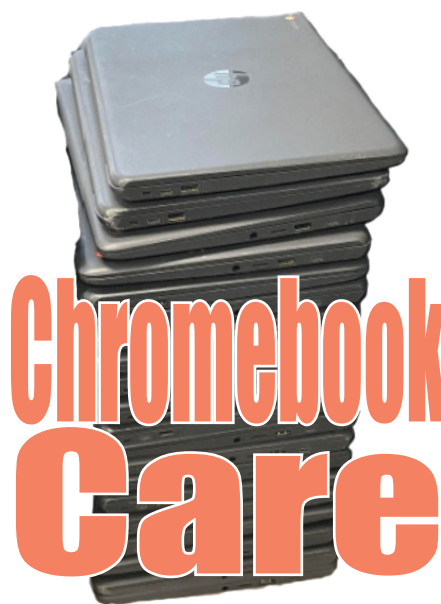
Chromebooks, an educational tool used here at JAMS for many things like work and communication. Without them, homework would be on paper. Things that we take for granted like emailing a teacher when there is something that students don't understand. These Chromebooks are a vital part of every aspect of school. Unfortunately, like almost all learning tools at school, they are mishandled. About 30% of students here at JAMS have broken their Chromebook. So, how do students treat their Chromebooks, and if they are such an important part of schoolwork, why and how do they mishandle them?

JAMS students enjoy the privilege of having their own Chromebooks. Since we have this privilege hopefully students would understand that these Chromebooks are school property, not toys, and cost our school a lot of money every year. According to Ms. Areole, our school's IT support, the cost of one singular Chromebook is between \$270 and \$400 and so far the school has paid approximately \$50,000 in broken Chromebooks so far this year. Aiden Perez, a 7th grader at JAMS stated, "I think that most students break their Chromebooks by playing around with them with their friends in class." Teachers at JAMS experience students playing around with their Chromebooks all the time. Mr. Saling an 8th grade English teacher at JAMS stated, "For the most part I see people slamming their Chromebooks down in class." This proves that students may be being a bit too reckless with these expensive and breakable tools.

So how exactly are these students breaking their Chromebooks? The majority of JAMS students who have broken their Chromebooks have broken them by dropping them. At 11.3%, the second most frequent cause of Chromebook breakage is someone else closing it too forcefully. This suggests that the owner may not always be



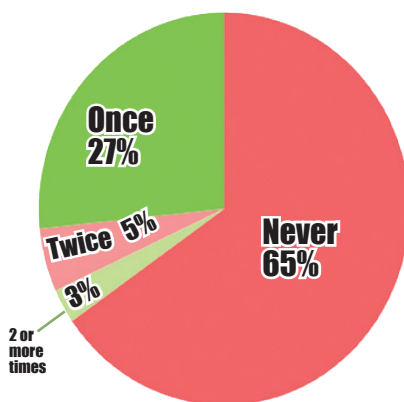
A Chromebook with water damage.



Exploring the Impact and Mishandling of Chromebooks at JAMS

By LIZA HALL

How many times have you broken your Chromebook?



Tips for Avoiding Chromebook Damage

1. Keep inside of case
2. Don't expose to extreme heat
3. Do not carry by the screen
4. Do not lend to others

responsible for the device's damage.

According to 8th grader Dayami Youque, "Trusting friends with a Chromebook depends on individual relationships and the level of responsibility demonstrated by the friend. If a friend has shown themselves to be trustworthy and responsible with personal belongings, then it may be reasonable to trust them with a Chromebook. However, it's important to remember that accidents can happen, so it's always a good idea to handle valuable items with care regardless of who is using them."

At JAMS Ms. Areole is our amazing IT Support. She handles all the problems with tech at our school. She also helps share tips on how to prevent breaking your Chromebook. She stated, "Some ways to prevent breaking your Chromebook are to keep it inside of the case, never shove or wedge your Chromebook into a book bag as this may break the screen. Do not expose your Chromebook to extreme temperatures or direct sunlight for extended periods of time as this can damage the battery, screen, and other components. Be careful not to carry the Chromebook by its screen." With this information in mind, all students at JAMS can help keep their Chromebooks as undamaged as possible.

Chromebooks are a very important part of learning and in order to complete daily tasks for schoolwork, we need them. Students take these computers for granted every day and as a learning community, JAMS needs to come together and realize that these computers are school property and are not to play with. It's essential to start being responsible with Chromebooks at school promptly. Therefore, the next time students use their Chromebooks, they should pause to consider their actions to avoid regrets later on.



Stacks of broken student Chromebooks in Ms. Areole's office.

Breaking the Screen Cycle

Addressing Excessive Screen Time Among Middle Schoolers

By ARI OLSON

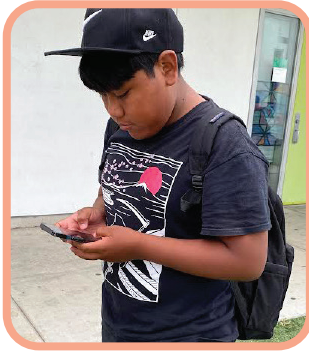
When coming to school there are many things people see, but above all else people see students' heads bent down to their lap or standing in a corner bending their heads down. What are they doing? They are on their phones. On average, most middle schoolers spend around 6-9 hours a day on their phones, games or television. That is far over the recommended amount by the CDC of 2 hours a day.

Throughout the day, students at JAMS remain glued to screens for extended periods. Prior to the start of school, many are engrossed in their phones.

During classes, students use Chromebooks, and upon returning home, they frequently continue using their phones before and after school hours, mostly on social media. This behavior is unhealthy for several reasons. Extended time on apps like TikTok, Instagram Reels, or YouTube Shorts increases anxiety and can lead to "doom scrolling," a cycle that makes people stay in and watch more. This habit disrupts sleep schedules, as screen time within

an hour before bed hampers sleep quality, leaving individuals unfocused the next day. Additionally, doom scrolling negatively affects self-image through constant comparisons to others.

There are several alternatives to screen time, such as engaging in board games, which can often be recreated using simple items like cards and dice. Taking walks around the neighborhood with family members is another enjoyable option. Additionally, there are many arts and crafts activities that can be done using household materials like cardboard and scissors. Lastly, the school library offers a wide selection of books and recommendations that students can borrow and enjoy at home.



Jonathan P. glued to his phone before class starts.

Photo: Ari Olson

While social media may initially appear enjoyable, many individuals find themselves merely consuming content rather than truly enjoying the experience. Engaging in hobbies or activities can greatly enhance one's well-being, offering memorable and enjoyable pursuits. It's essential to keep in mind that online portrayals often represent curated glimpses into influencers' lives, rather than comprehensive truths.

Engaging in hobbies or activities can greatly enhance one's well-being, offering memorable and enjoyable pursuits. It's essential to keep in mind that online portrayals often represent curated glimpses into influencers' lives, rather than comprehensive truths.

SILK ROADS

By ARI OLSON

In a culmination of their Ancient China unit, 6th-grade students under the guidance of Ms. Duff embarked on a week-long journey delving into the historical marvel of the Silk Road. These 6th graders immersed themselves in understanding the intricate web of trade routes that connected Asia and Europe.

Students collaborated in groups to craft interactive games embodying the challenges of the Silk Road. Utilizing a mix of "found" materials including recycled boxes, household items, and natural elements, coupled with classroom art supplies, the students showcased ingenuity and resourcefulness. Their creations not only entertained but also educated, as they played each other's games during the culminating Open House event.



Cassius C., Evan Y. and Sam C. learn the rules of the game.. Photo: Ms.Duff



Soleil M.M.; and Sebastian A.R. try out their new Silk Roads board game made of recycled materials. Photo: Ms.Duff

CJSF AT JAMS

By MATISSE FAWCETT

On May 7th, the JAMS auditorium was filled with 7th and 8th graders who had joined the California Junior Scholarship Federation (CJSF), along with their proud parents, family, and friends. About 201 students walked out one by one to receive their CJSF certificates, greeted by cheers from the audience.

The California Junior Scholarship Federation (CJSF), a state-wide organization with over 600 chapters, promotes high standards of scholarship, service, and citizenship among California's junior high and middle school students. CJSF membership

is awarded based on qualifying grades each trimester or semester, requiring all grades from the previous semester to be a C or better. Founded in 1967, CJSF emphasizes service to school and community while fostering pride in academic achievement.

According to advisor Ms. Cowgill, CJSF membership helps students achieve their best academically and serves as a stepping stone to the high school honor society, CSF (California Scholarship Federation). Eligible students apply based on their report card grades, which Ms. Cowgill reviews to determine qualification. She then invites qualifying 7th and 8th graders to join CJSF for a nominal fee of one dollar. This membership not only prepares students for high school but also fosters academic excellence.

CJSF students receive their certificate at the awards ceremony. Photo: Matisse Fawcett



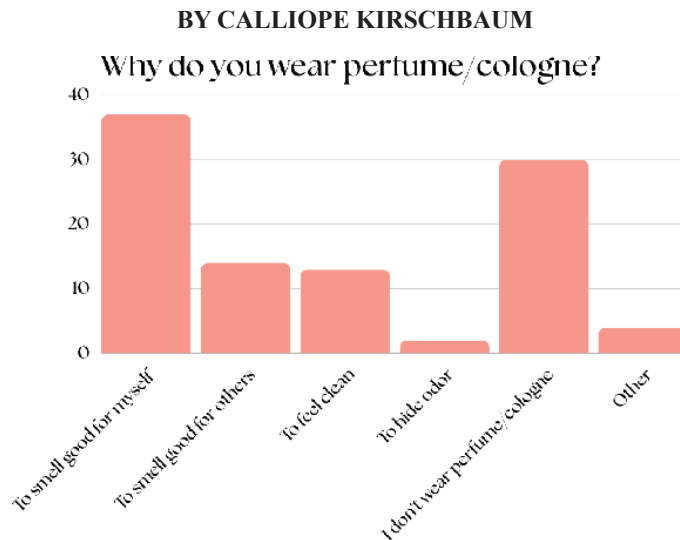
SMELLS LIKE TEEN SPIRIT

The Influence of Fragrances on Emotions and Sensations

Japanese Cherry Blossom, Thousand Wishes, Pure Wonder, You're The One, Into the Night, Warm Vanilla Sugar, and Sweet Pea are just a fraction of the thousands of scents worn by students. These scents (as well as many others) are being used by people of all ages. From the comforting smell of freshly baked cookies to the invigorating scent of a pine forest, olfactory scents have a significant impact on someone's daily experiences.

Scents can transport us to distant memories, calm our nerves, and even give us energy for the upcoming day. Smelling things like calming lavender can produce immediate relaxing changes in muscle tension, pulse rate, and brain activity. By sniffing a scent with calming aromas that fragrance is pulled through the olfactory cleft inside the nose. The receptor cells receive the newly resolved scent molecules. According to a recent survey, 51% of students agree that certain scents help with someone's overall well-being. The survey also shows that 37% of all students who choose to wear perfume, wear it to smell good for themselves. The connection between fragrances and feeling good about oneself is strong.

Memories can be triggered by smelling different aromas. When a scent is stored in someone's brain, they are automatically correlating that fragrance



with whatever memory was made. One's sense of smell could be a better memory trigger than a sense of sight. "The stronger emotional memory connection with odor than other sensory experiences appears to be due to the privileged access of the central

brain structures of the olfactory system..." (verywellmind.com). This shows that odor is a major contributor to a human's sense of being and belonging.

Scents can trigger all types of memories, both good and bad. For example, 6th grader Daniella Hernandez

says, "I wear perfume like the English pear, it brings back memories from one of my older friends when my Grammy used to go to a nursing home." Meanwhile, the smell of birthday candles being blown out can trigger a happy childhood memory of a birthday party. People often keep items so they can relive their memories by smelling them. This triggers an olfactory response that brings about a sense of joy.

The usage of perfumes and body sprays have increased in the past couple of years. The issue comes from people overusing these fragrances. Sixth grader Andia Bacaj said, "My favorite scents are Peach Bellini and Japanese Cherry Blossom, no I don't think that students use too much perfume/cologne, I use 5 to 10 long sprays". While some students argue that there isn't an excessive use of scents in school, the pervasive smell of various fragrances emanating from the locker room can trigger allergy symptoms in sensitive students.

Scents possess the remarkable ability to evoke emotions and memories, instantly transporting individuals to specific moments or places. Something as simple as an odor can trigger a flood of vivid recollections and associated emotions, even from distant memories. Like body spray triggering the smell of a teen spirit locker room.



WHAT DO TEACHERS THINK ABOUT STUDENTS WEARING FRAGRANCES?



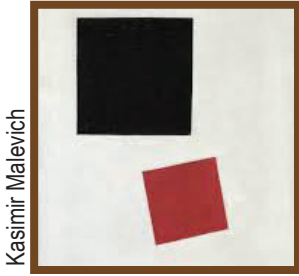
"Yes students do wear to much perfume/cologne. Although it is their right to wear whatever they want it should be in moderation."

- Ms. Murphy, Social Studies Teacher



"Students don't need to wear perfume/colognes. Boys tend to overuse perfumes/colognes, but now there are so many allergies you just never know so I don't let students spray scents in my classroom."

- Ms. Mathews, Language Arts Teacher



Kasimir Malevich



Christopher Wool



U2



Banksy



Keith Haring



Jeff Koons



Gavin Turk



Tracy Emin



Maurizio Cattelan

ART IS FOR EVERYBODY?

Understanding Art and the Emotions It Evokes

By ROHAN SHAH

When a renowned artist draws a square on a canvas, it is considered art. It may even fetch exorbitant prices simply because of the artist's reputation. However, when a five-year-old child draws a square on a canvas, it is perceived as a child's drawing, often disregarded or overlooked. A hot take is that 95% of all modern art is simply the artist. This may be true because of how simple or terrible the art can look in context to contemporary or old art, when people had to make art actually look good to make any money. The value of art, while seemingly going down, has actually gone up due to the influence of social media, and inflation.

Modern art seems to have crept up on society in the last couple of years. People have been on the news for types of art that seem silly or even plain bad. Everyone remembers the guy who duct-taped a banana to a wall (unrefrigerated) and sold it as art for \$120,000! These types of things happen more than one may think. Banksy, a famous artist known for his mysterious persona, sold an art piece at an auction for a high price of 1 million dollars. The twist in this story is that the painting got shredded just moments after being sold at the auction. Most would think the painting lost value and wasn't sold, but quite the opposite happened. The painting, shredded, sold for 25 million dollars and is now one of the wildest examples of modern art and its weird pull to the public eye. These moments beg the question: What is art?



“

Modern art was the beginning of the first time EVER, in the history of the world, that artists began to question the rules of what art is "supposed" to look like.

Ms. Joyce
Art teacher

Music is a form of art that is experienced through sound. Everyone can recognize iconic pieces like Beethoven's "7th Symphony" or Nirvana's "Smells like Teen Spirit." The relationship between visual and musical art is fascinating. There have been few examples of visual and musical art crossing paths, until recently. There was a lot of speculation about the new Las Vegas "Sphere," which would debut a massive "creature" on the Vegas strip by the famous Irish band U2. The art displayed on the Sphere's screen, provides visual representations of well-known songs like "With or Without You" and "Even Better Than the Real Thing." This brilliant idea and production make synesthesia possible for the 96% of people who do not experience it.

Describing how to connect with art is hard. People will hate art that they can't understand and art that doesn't make sense to them. While art like this might make one think that it does not have a positive impact on culture, it has a weird irony to it that proves the opposite true. When people get together to hate on or talk bad about art, it brings them together in a way, and starts a conversation. "Modern art connects people by the common knowledge of how garbage it is," commented 8th grader, Gus Schreiber. Art is hard to explain, and everybody experiences it differently, yet we as human beings can come together and appreciate art for what it is, making art truly have a meaning.

Dragons Across the Globe

Exploring Dragons Across Cultures: Their Unique Traits and Varied Forms

The first record of a dragon goes all the way back to Mesopotamia, even before the year 2000 BCE. However, it is nothing like the dragons we think of today. Instead, it was a part-lion, part-snake creature. It was called the ušum-gal, meaning large snake. It conveyed wisdom and protection. This word was then taken to the language Akkadian, which made it “ušumgallu.” According to Jay Crisostomo, a professor of ancient Middle Eastern civilizations and languages at the University of Michigan, the ušumgallu represented wisdom and protection. It was also famous for its gaping jaw, which was a symbol of royalty and fierceness. Many historians and scientists theorize that the myth of dragons originates from the discovery of dinosaur fossils. This could explain the widespread presence of dragon legends in various cultures around the world, all sharing similar characteristics. Dragons appeared in many cultures, each with slight variations. This concept ignited the imagination, sparking a roaring fire of myth and legend.

When we hear the word “Dragon,” most of us think about the Welsh/British dragon. The flag of Wales is a red Dragon, but there is a story behind it as well. In the Historia Brittonum, a collection of (supposedly) true stories and historic records, there is a story about the red dragon. It says that a king tried to build a castle, but the walls would fall down each night. A wizard named Merlin (yes, that Merlin) discovered the cause. A red dragon and a white

By **ANDREW ALLEN**

dragon were fighting beneath the castle. Soon, the red dragon won, and it became a symbol for the fight against the Saxons. The flag became official in 1959, but its first use is thought to be back in 1485, and had been a symbol in Wales for decades before that. It was used as a symbol of power and authority.

These creatures also appear commonly in Greek Mythology. A man often called “The Father of History,” Herodotus, visited Judea, and described small flying creatures that resembled a reptile, as

well as bones of what he believed to be a dragon. The hero Cadmus slayed a water dragon guarding the Castalian Springs. A dragon guarded

the legendary golden fleece in the story of Jason and the Argonauts. One of Heracles’s tasks was to retrieve a golden apple of the Sun of the Hesperides, which was guarded by the dragon Ladon. We also can’t forget about the legendary Hydra, a dragon creature with many heads. Serpent creatures protected the oracle of Delphi before Apollo

took over. In Greek mythology, dragons commonly represent wisdom, power, and protection, as they commonly are protectors of some great treasure or power.

Contrary to the commonly evil representation of Dragons in Europe, dragons in East Asia, such as China, represent the principle of heaven. It represents yang, activity, and maleness. The Lung (Chinese Dragon) was the flag of China until 1911. The Dragon, like much of Chinese culture, was ad-

opted by Japan, where it could also change its size and shape at will. Both dragons usually don’t have wings, but they are regarded as having power of the air. It was also believed that the dragon Shenlong could control rain and the wind, so the Chinese people would do dragon dances at rain festivals.

Dragons are quite interesting creatures. They are stereotypically evil and portray disaster due to most of European mythology, but they also represent wisdom and protection. They illustrate power and authority. In East Asia, it represents yang of yin yang. Although most dragons share similar characteristics, they are all different and special in their own way, just like the JAMS dragons on campus.



Hydra, in Greek and Roman mythology



The flag of Wales



A traditional Chinese dragon



Fafnir, a dragon in Norse mythology



Quetzalcoatl, a dragon from South American mythology



Bakunawa, the moon eating dragon in Filipino mythology



KENDRICK LAMAR

DAMN.

ANALYSIS

“What happens on Earth stays on Earth!” Every word uttered during our lifetime stays behind as a legacy on this Earth even after we depart. Withholding our thoughts and feelings is futile, as we can’t do anything with thoughts and feelings once we are six feet under. The only way to be remembered is by expressing ourselves during our lifetime. Let loose, but not through irresponsibility, through expression.

Kendrick Lamar Duckworth. The name of an American rapper and one of the most iconic artists of our generation, with one of the most iconic albums of our generation. Each with compelling stories, in depth commentaries on various conscious topics. There is one that stands out however. Kendrick Lamar’s Magnum Opus, ‘DAMN.’ This album discusses several controversial topics and grasps existentialism, mortality, and life in America. Legacy. Kendrick wants to leave behind a lasting legacy that people will remember him for. “What happens on Earth stays on Earth, And I can’t take these feelings with me, so hopefully they disperse” FEAR, the 12th track on the album holds this pocket of illustration of Kendrick’s inner feelings, about how he wants to spread his art as wide as possible. This is DAMN by Kendrick Lamar.

BLOOD, the first track on the album tells a story about police violence. The story sees Kendrick finding a blind woman, who lost something and is seemingly looking for it. Kendrick offers a helping hand, and in return the blind woman shoots him dead. “Is it wickedness? Is it weakness?” The story of the blind woman is a metaphor how police kill people of color in cold blood, only for the public to be blind to it. The reason why the police react how they do? Is it wickedness? Is it weakness? These are the questions Kendrick poses in this story.

By RHYS CONDON

PRIDE, the seventh track and turning point of the album. Kendrick states in the starting lines of the song that in a perfect world, he would be happy, and that in another life, he is there. The first verse states that the world turned him evil, but he continuously makes points that say he isn’t inherently evil. “Maybe I wasn’t there” This is the second hook. It represents that he has his own issues, and he is contributing to the world not being perfect. This is his wickedness.

DUCKWORTH. The final song on the album. A combination of incredible storytelling skills and insane production value. The song covers the story of Kendrick’s father, Kenny “Ducky” Duckworth. He worked at a KFC, parallel to the hood where Anthony “Top Dawg” Kendrick’s future record label, and Anthony was planning to rob it. Ducky knew and gave him free chicken and biscuits. He got on their good side and they spared his life. If Anthony killed Ducky, Top Dawg would be serving life, while Kendrick grows up without a father and dies in a gunfight.

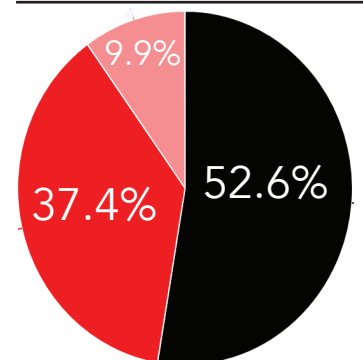
DAMN is an album by Kendrick Lamar. It is a story about wickedness and weakness. He reveals his weakness and wickedness through alternating tracks, every other one being a representation of aforementioned feelings. If the album is listened to from the first song to the last song, Kendrick will survive. Anthony does not shoot his father, Ducky, causing Kendrick to grow up with a role model and become the rapper we know today. He survives his wickedness, he survives his weakness. If the album is listened to from the last song to the first song, Kendrick will die from a gunshot due to the blind lady in BLOOD. He succumbs to his wickedness, to his weakness.

STATISTICS



1. BLOOD.
2. DNA
3. YAH.
4. ELEMENT.
5. FEEL.
6. LOYALTY.
7. PRIDE.
8. HUMBLE.
9. LUST.
10. LOVE.
11. XXX.
12. FEAR.
13. GOD.
14. DUCKWORTH.

JAMS 'DAMN,' Listening Chart



■ Non-Listeners ■ Listeners ■ Partial Listeners

Damn. by Kendrick Lamar

Year: 2017

Release date: 2017-04-14

Overall rank: 248th

Average Rating: ★★★★★ 80/100 (from 1,248 votes)

Accolades:

🏆 Best album of 2017 (1st)

🏆 Top 50 albums of the 2010s (30th)

🏆 Top 500 albums of all time (248th)



Over the hurdle, Yuma A. clears a jump during an equestrian competition.

Photo: Carlos Alvarado



Establishing a JAMS Equestrian Team

By LIZA HALL

The journey to establish an equestrian team at JAMS, led by Carlos Alvarado and his son Yuma, a seventh-grader, has been challenging but rewarding. Their efforts have culminated in Yuma representing JAMS at the Interscholastic Equestrian League (IEL) show. Mr. Alvarado highlighted the importance of JAMS being represented at the IEL show and aims to raise awareness about the sport within the school community. He hopes to expand the team's roster for next year, with plans to compete in 6-8 competitions. Currently, Yuma and 6th grader Alexander Tomlin are the only students on the team.

Yuma's dedication to the sport is evident, practicing three times a week for about two hours each day, with additional weekend sessions. Despite only competing for nine months, Yuma's proficiency is remarkable, often competing against older riders and adults. His journey in equestrianism began at age seven, but his interest flourished at thirteen. The horses utilized by the team are housed at San Pascual Stables

Carlos Alvarado welcomes inquiries from those interested in joining the team via email at casells1a@gmail.com



Bonding time, Alexander T. has a quality moment with his horse before an event.

Photo: Sarah Bryce Tomlin

in South Pasadena, where Yuma trains, and he also spends summers honing his skills in Belgium.

As the season draws to a close, the JAMS equestrian team will take a brief hiatus, resuming activities in August for the 2024/2025 season. With the season finale approaching, the Alvarado family remains optimistic about the team's future. Under Yuma's equestrian alias, "Yuma Alvarado-Sterckx," and alongside his trusted companion "Bounty ELS," the JAMS equestrian team is poised for continued success and growth in competitive riding.

Since the dawn of video games, people have been worried whether it was okay to play. Playing violent video games can significantly impact real life behavior. Research consistently shows that spending time in these games can make people more aggressive and less sensitive to violence. This effect is particularly evident in younger players, whose developing minds are more influenced by violent video games that normalize and reward violence, blurring the lines between fantasy and reality and shaping their attitudes and behaviors toward violence outside the gaming world. Meaning, it's crucial to recognize the consequences of engaging with violent video games and to consider their effects on personal behavior.

The ongoing debate on violent video games and its effect on the mind has many different responses. Some studies show that video game violence makes people less sensitive to real violence. They argue that young players spending a lot of time in virtual worlds where violence is

VIOLENT VIDEO GAMES

By LIEL TEWODROS



“

Violent video games can influence one's behavior and change a persons thinking.

Collin Coranzo
6th grade

normal can change how they might think or feel. It might cause aggression and a change of social behavior. "Playing violent video games is associated with increases in physical aggression over time in children and teens." This study conducted by Dartmouth University mentions that "tracked physical aggression among users of violent video games for periods ranging from three months to four years. Examples of physical aggression included incidents such as hitting someone or being sent to the school principal's office for fighting, and

were based on reports from children, parents, teachers, and peers." In other words, researchers noticed physical aggression among people who played violent video games over periods ranging from three months to four years. They examined behaviors such as hitting others or being disciplined for fighting at school, using reports from children, parents, teachers, and peers.

Some experts argue that violent video games are just a way to have fun and relax, noting that most people can distinguish between game content and real life. They suggest that for many, gaming is a harmless stress reliever, providing a safe space to explore emotions and feel in control. Research led by Aaron Drummond from Massey University indicates that violent video games have minimal long-term impact on youth aggression. While the debate continues, with some studies suggesting these games can desensitize players to real violence and increase aggression, particularly in kids and teens, others maintain that the overall effect on behavior is small and rare.

FROM PRACTICE TO PERFECTION

Discover how PE encourages students to explore new sports, fostering a deeper appreciation for physical activity and creating opportunities for personal growth and skill development

By ALENA COX



Jordan S. tries to score as many baskets as possible. Photo: Nova Morgan

“

PE exposes kids to sports or activities that they may have never played in the past, giving them opportunities to try something new and something they may be good at that they may not have been aware of.”

Ms. Asher
PE teacher

while staying healthy. When pupils find a way to stay healthy but also find a new hobby. It's also the feelings that one gets from them. The effort people put into sports is because they care about it, they care about the sport they play. The practice people put in leads to perfection and as they grow not only as a person, but in their sport it gets more intricate and complex to their love for their sport(s).

There are a lot of students at JAMS who are either competitive or like to see people get competitive, that's one of the many reasons why people like playing or watching sports. It's the thrill of watching one's team score and win a game or the excitement when the team wins an important game. The different emotions people feel from games they aren't even playing get



Frida S. is the last one jumping during a competition. Photo: Alena Cox

them more and more fascinated with the actual sport. It's the high of winning a game and the low of losing one that gets people to like them. Even when one isn't playing they still get the emotions if they were in the game.

Soccer emerges as the most popular sport among students at this school, followed by basketball and football, showcasing diverse preferences within the school. With origins spanning ancient civilizations like China, Greece, and Rome, sports like soccer have evolved significantly, reflecting their rich historical journey and global influence. Engaging in physical activity not only requires different skills and mindsets but also fosters resilience and a positive mindset, emphasizing the importance of perseverance and overall well-being. Encouraging students to explore new sports through PE not only broadens their horizons but also instills a lifelong passion for physical activity and personal growth.

Sixty-seven percent of JAMS students believe that Physical Education (PE) encourages kids to explore and learn about new or unfamiliar sports. Many JAMS students bond through their shared interest in sports. Students develop a passion for sports in various ways, whether through TV, family, or PE classes. While many students dislike sports or PE, 53% of JAMS students think PE supports kids to try new sports. Students getting interested in sports is why PE is so important. PE gets kids to learn about new or foreign sports. It gets students to discover things about themselves and their skills in sports or physical activities.

One of the reasons kids start to enjoy sports is because of PE. PE gives kids openings to try new activities. When students find they are good at physical activities, they will want to play and be better. PE helps kids realize physical activities can be entertaining and a learning opportunity



-- JUNE -- MILE RUN -- LEADER BOARD --

6th grade

1.5
miles

1. Michael Peterson 10:09
2. Miles Winkel 10:57
3. Oliver Frost 11:02

7th grade

2
miles

1. Nico Henao Eidsheim 15:36
2. Nathan Fantaye 16:23
3. Rafael Sherman 16:28

8th grade

2.5
miles

1. Diego Vasquez 15:49
2. Stone Parker 17:19
3. Benito Quezada 17:21

SPOT THE DIFFERENCE!



1. Additional posters on back wall, 2. Extra Lego head, 3. Student in the back is duplicated, 4. Artwork on paper changed, 5. The design on the student's sweater is removed, 6. Stool on right is all green and no gray, 7. Red and green Lego boxes switched, 8. Student on left has a hat, 9. A bunny hopped on the table, 10. Eyes and mustache removed on the Lego head, 11. Postcards added to silver cart in the back left, 12. Student on the left has blue shirt, 13. Student in the back removed, 14. Blue poster on top back right corner wall changed color, 15. Mandalorian text on student's hoodie removed.

The JAMS Journal

VOLUME 6 : ISSUE 3



THE JAMS JOURNAL TEAM

Top row: Nova Morgan, Rhys Condon, Laurel Cohn, Alejandra Carrillo, Benji Koven, Calliope Kirschbaum, Mariam Beder, Rohan Shah, Liza Hall / **Bottom row:** London Cunningham Snook, Eden Alcalay, Kahlan Roberts, Kaitlyn Nosh, Ari Olson, Delfina Cordero, Matisse Fawcett, Alena Cox, Feven Belay, Andrew Allen

ADVISOR: Mr. Miranda

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Laurel Cohn and Rohan Shah

WORD SEARCH

E	Q	T	F	A	I	N	F	L	A	T	I	O	N
Q	R	H	O	W	A	A	R	T	G	M	O	K	G
E	R	A	O	A	B	O	B	S	U	I	B	P	H
S	V	N	D	R	E	Q	F	R	M	M	J	S	A
T	M	K	J	D	B	N	A	G	A	M	E	I	N
R	U	S	C	E	N	T	S	C	R	E	E	N	D
I	S	R	S	X	Z	Q	H	P	I	T	D	V	W
A	I	Y	U	M	U	S	I	C	A	L	R	E	R
N	C	J	S	F	G	F	O	R	V	B	A	N	I
S	L	E	G	O	S	P	N	F	H	A	G	T	T
T	T	E	A	C	H	E	R	B	C	V	O	O	I
G	A	E	R	Q	L	A	M	A	R	I	N	R	N
G	S	C	H	E	D	U	L	E	G	D	J	S	G
Y	Q	U	F	C	H	R	O	M	E	B	O	O	K

Thanks
Music
Teacher
Schedule
Musical

Food
Fashion
Handwriting
Award
Inflation

Gum
CJSF
Chromebook
Screen
Scent

Art
Dragon
Lamar
Game
PE

Equestrian
Inventor
AVID
Bobs
Legos