

Issue 4 Volume 5  
Traditional/Distance  
Learning 2020-21

# The Globe



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1000 and 1050 Dunson Road, Davenport, Florida

Ridgeview Strong

**NEWS FOR STUDENTS, WRITTEN AND REPORTED BY STUDENTS.**

## A Trip to Kenya with our Executive Director, Mr. Frier Written by Adriana Cortes Correa

A long-awaited contemplation troubled Mr. Frier. He was given an offer and the opportunity to take a trip to Kenya with this former student of his named Delta. She had previously worked with helping widows and children to receive education and was further planning to aid the less fortunate in achieving education. An educational opportunity is one of the most important gifts you could give to an individual. After thinking it over, Mr. Frier came to the decision of taking part in the trip, and the short experience itself opened up a whole new world to him. Having been introduced to this scene made it a realization that he was to build a school in Kenya. The journey itself sure wasn't easy, learning the ways Kenya navigated their educational systems and how this school would be equipped was an extraordinary experience that Mr. Frier shared.

Given that I had just found out about Mr. Frier's trip to Kenya, I proposed an important question, "What drew you to Kenya out of all places to build a school?" Mr. Frier responded with, "Well, what happened was a former student that I taught many years ago in high school went to Africa. Her name is Delta, and she went to a village called Oyuma. When she was there, Delta found out she had a need to help orphans and widows in the small village. She decided that not only would she help them by sending them to boarding schools for high schools and university, but Delta wanted to do something for the younger children. The government schools in the village are very, very poor, even though the parents have to pay for them to go there. There is no free education in Kenya. Still many couldn't afford to pay even a small amount." Later on, Mr. Frier went onto to explain that Delta had invited him to take a trip to Kenya and aid her in her crucial efforts that were forwarded to help many who needed education. Mr. Frier had never considered visiting another country, let alone Africa. He had to give careful consideration on this situation. Mr. Frier and his wife had become sponsors of a few students sending them to boarding schools and providing them with education. Eventually, on December of 2019, Mr. Frier had finally settled on taking the trip to Kenya. He stated, "It was the most exciting experience I've ever had in my life. It even changed my life." He was given the chance to meet with many of the young people there in his two weeks stay. There was much to see and do, and he had very little time. Given only a glimpse of Kenya, Mr. Frier made it a definite that he had to build a school there. He went out to visit other schools and began to consider options on land to buy.

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Above-  
Classroom  
visit



Left- Visiting  
with one of  
my "young  
men."



## Global Studies with Ms. McCormick Grades K-5

Written by Lucero Ojedo and Destiny Tran

Imagine this. You are wandering through jungles, swimming in oceans, throwing snow all over the air. You've traveled around the world exploring the different countries out there. Unfortunately right now, we are too young to travel around the world on our own. Global Studies enables us to learn about the different countries in the world and allows us to feel like we are actually there. You also get to know the different languages and traditions from around the world. But before we begin, we should thank Ms. McCormick for teaching us about the different languages, food, traditions, etc. from other countries around the world.

Global Studies is one of the blocks in elementary, and it helps students understand the different cultures that several other Ridgeview students have. We interviewed the Global Studies teacher, Ms. McCormick. First, we asked her, "What countries do students learn about in Global Studies?" Ms. McCormick replied, "Each year in Global Studies, there are four countries that are chosen. One country per grading period is covered. This year, we learned about Brazil during the first quarter, and Italy during the second quarter. Right now, students are immersed in their study of Japan! We will end the year learning about Morocco. In the time that the average student is at Ridgeview in grades kindergarten through fifth, they will learn about 24 different countries." Next we asked, "What do students engage in to learn about the different countries you study?" She said, "In Global Studies, I love to keep students actively engaged in learning that makes things come to life. We learn through music, dance, videos, stories, games, and even video games like Bloxels." Lastly, we asked Ms. McCormick, "Where do you get your information about other countries?" She answered, "I always try to find experts in the area so students are connected with actual people. This year when we learned about Brazil, Ms. Marcia from PE was our expert. She taught us many cool things about her country. In Italy, students were introduced to a friend of mine, Alice, to learn how to count from 1-10 in Italian. This quarter, as we have been learning about Japan, Mrs. Favis, one of our awesome second grade teachers, has been a great resource for all things Japan since she was born and grew up in Japan."

Furthermore, we interviewed 4th grader Sofia Ojeda and 5th graders Noori Haxhijaj, Giselle Tauler, and Ariela Rodriguez. We asked them, "What do you like about Global Studies?" Sofia said, "That it is interesting and that we get to learn about many kinds of countries and cultures." Noori replied, "What I like about Global Studies is each class deals with a different function. We have a certain activity to do." Giselle responded by saying, "That we do a different activity every single time." Ariela said, "I like how she turns all of our lessons into a fun activity." Next, we asked, "What was your favorite country that you learned about in Global Studies?" Sofia answered, "Japan because we are learning about that right now and because it's like the most interesting country we have learned about this year!" Noori said, "My favorite country that we have learned about is Japan because there's so many stories behind it. We've also done many things about it and it's just fun." Giselle replied, "Japan because there's a lot of nice things I learned about."



Right- This student is playing a student-made video game created in Bloxels during their study of Italy.

Continuing, Ariela answered, "My favorite country has to be Japan because they have a ton of cool and different anime things." We asked next, "What activities in Global Studies have you enjoyed so far?" Sofia replied, "Learning about professional pushers and doing origami!" Noori answered, "Definitely the origami! That was my favorite one." Giselle said, "Probably coding." Ariela responded by saying, "I enjoyed how Ms. McCormick makes learning numbers and different languages fun."

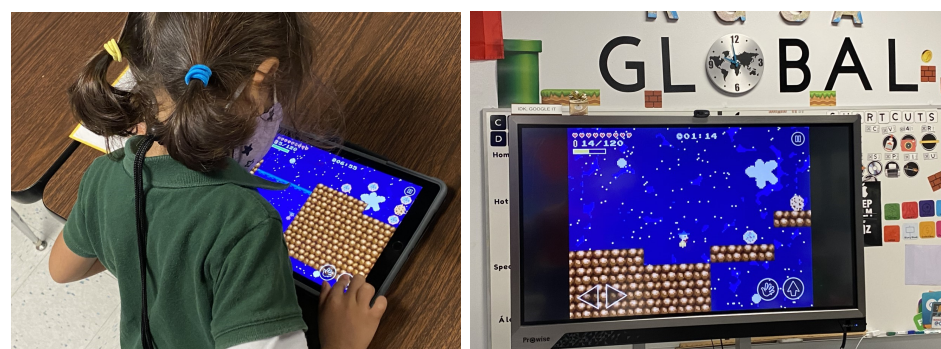
Global Studies has been a big part of RGSA, and it teaches us about different countries in the world. Without it, we wouldn't gain information about the other countries. Now with all the information we gained from Global Studies, we can see if we want to visit the other countries or even live there. So, we give appreciation to Ms. McCormick for teaching us and giving us all the important information about the other countries in the world.



Left- Distance learner and 4th grader Sofia Ojeda learns about Japan.



Left- Traditional learners in Ms. Nixon's class are participating in a race to recreate the Leaning Tower of Pisa.





St. Patrick's Day

Spotlight on MS/HS Cafeteria



Written by Isabella Martel



St. Patrick's Day is a holiday celebrated in many places. St. Patrick's Day is full of fun activities and treats but, that is just a little bit of the excitement! From places like Ireland, USA, Australia and even Japan, this holiday is celebrated in the most interesting ways.

St. Patrick's Day has so many cool traditions, treats, and activities, but first we need to know some of the St. Patrick's Day's History. This holiday is celebrated on March 17. It is celebrated on this day because of the death St. Patrick. According to the article, "History of St. Patrick's Day" it explains, "Saint Patrick lived during the fifth century, is the patron saint of Ireland, and is a national apostle." St. Patrick's Day's first parade actually took place in St. Augustine, Florida. "Since around the ninth or tenth century, people in Ireland have been observing the Roman Catholic feast day of St. Patrick on March 17. Believe it or not, the first St. Patrick's Day parade was not in Ireland but in America. Records show that a St. Patrick's Day parade was held on March 17, 1601 in a Spanish colony in what is now St. Augustine, Florida. The parade, and a St. Patrick's Day celebration a year earlier were organized by the Spanish Colony's Irish vicar Ricard Arthur," stated the article "History of St. Patrick's Day." There are many other thrilling history facts about St. Patrick's Day to learn about. To see more facts, you can go here: <https://www.history.com/topics/st-patricks-day/history-of-st-patricks-day>.

St. Patrick's Day is a very known holiday in Ireland. But what traditions do they have? Have you ever heard of the shamrock symbol? Well, it is a big part of St. Patrick's Day and Ireland history and here is why. In the article, "St. Patrick's Day Traditions History" it explains, "The shamrock which was also called the "seamroy" by the Celts, was a sacred plant in ancient Ireland. It symbolized the rebirth of spring. By the seventeenth century, the shamrock had become a symbol of emerging Irish nationalism. As the English began to seize Irish and and make laws against the use of the Irish language and the practice of Catholicism, many Irish began to wear the shamrock as a symbol of their pride in their heritage and their displeasure with English rule." Another big tradition that is well known is the leprechauns. Leprechauns are little men with cranky souls that are tricksters. In the article, "St. Patrick's Day Traditions History" it states that, "One icon of the Irish holiday is the leprechaun. The original Irish name for these figures is Lobaircin, meaning small-bodied fellow. Belief in leprechauns probably stems from Celtic belief in fairies, tiny men and women who could use their magical powers to serve good or evil. In Celtic folktales, leprechauns were cranky souls, responsible for mending the shoes of the other fairies. Though only minor figures in Celtic folklore, leprechauns were known for their trickery." Those are only some Irish traditions, for more St. Patrick's Day traditions go here: <https://www.history.com/topics/st-patricks-day/symbols-and-traditions>. *Continued on page 9*



Written by Laurie Louis



Have you ever wondered what goes on with the making your school lunches? There are multiple things that do. Some people don't realize how hard this job really is. Our cafeteria staff make breakfast and lunch for us daily, so we can enjoy nutritious meals. I interviewed Ms. Doris (manager of cafeteria), Ms. Amy, Ms. Sharon, and Ms. Shelia (cafeteria staff).

The first person I interviewed was Ms. Doris, the cafeteria manager. I began by asking, "How many years have you been working here?" Her response was, "Almost 21 years. The past three years have been in middle school. Before that, I assisted Ms. Robin over at the elementary cafeteria." The next question I asked Ms. Doris was, "How do you decide what's on the menu?" She answered, "I try to make it where I focus the choices around the children. We have to still follow nutritional guidelines, but I try to make an appropriate menu with what they like. Kids like burgers, pasta and sauce and stuff like that. But it's got to be healthy, and like I said, I try to work around the kids." I then asked, "What is the daily routine?" Ms. Doris responded, "Ok, we have to prep all the breakfast in the morning. My responsibility is to do the menus for breakfast and lunch. I have to do all the lunch accounts. I make sure the whole kitchen is working smoothly, and everyone is getting their lunch on time. We prep in the morning for breakfast, cook it, and bag it. Right now, we are bagging because of Covid. At lunch time, we do the same thing. We are prepping for lunch, making lunch, and bagging it. Before we had Covid, we were doing salad bar too. We would prep that whole salad bar by cutting up all the food because everything was fresh. Then, we clean up at the end. The dishes need to be done, and we have stuff to put away. What we do in the kitchen might not look like it takes lot of work, but we do lots in the kitchen." The last question I asked was, "What do you like about your job?" Ms. Doris's answer was, "I like being with the kids. I enjoy what I do. I enjoy my summers off, and I enjoy working with all the students." Thank you very much, Ms. Doris for all you do each day for us here in the cafeteria. Now moving onto our lunch ladies.

I began by asking Ms. Amy, Ms. Sharon, and Ms. Shelia how many years have they each been working here? Ms. Amy said, "15 years." Ms. Sharon's response was, "18 years." Ms. Shelia said, "15 years." I wanted to know what their favorite meal to make was. Ms. Amy said, "It's always been about the desserts. Due to Covid though, we haven't really been making desserts. Hopefully, we can get back to that after this whole thing is over."



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## Track and Field

Written by Rayyan Bouddi

Zooooom! As all the players run down the finish line, each has a goal in mind; to win. Track and field have been around since 776 B.C. It was created along with religious events and celebrations. Also, women couldn't participate in track and field. The first games of track and field included categories such as sprint races, long jump, discus, shot put and javelin. Let's jump right into how track and field is played.

Let us start our interview with the track coach, Mrs. DePriest. I first asked her, "What are some training activities that you work on with your track team?" She responded with, "We work on endurance, speed, jumping, throwing, and all kinds of training activities." Next I asked, "How do the students choose what track and field events they are going to compete in?" She replied with, "At the beginning, they choose whether they are short distance, sprinter, long distance, or an endurance runner. It is usually what they are comfortable with. There is also shot put and discus." Finally I asked, "You coached the cross-country team. What motivated you to coach track and field?" She said, "Because it is really just an extension to cross-country. You could still use those distance runners, but some people who don't like to be a distance runner can just sprint and get out there. It is really just about having fun."

Continuing, I also interviewed three students participating in this sport which their names are Kade Maresh, Jacob English, and Norah Laureore. First, I interviewed Kade Maresh. I asked him, "What made you want to be part of the track and field team?" He responded with, "You can get a good workout, and there are many more things that help me to be healthy." Then I asked, "Do you participate in track and field for fun or competitively?" He replied with, "Both because you can hang out with your friends and go against other schools." Finally, I asked, "What do you think you can bring to the track and field team this year?" He said, "I can bring strength and endurance to make the team better."

Then, I asked Jacob English, "What made you want to be part of the track and field team?" He said, "I want to have more strength and endurance to get better at football." Next I asked, "Do you participate in track and field for fun or competitively?" He replied with, "For fun, but like I said, I want to get better at football." Finally, I asked, "What do you think you can bring to the track and field team this year?" He responded with, "I think I can bring endurance because I am fast and don't stop running." *Continued on page 9*



Our 2021 Track Team

## Guitar

Written by Elijah Laurent and Jose Cordero

What do you think of whenever you hear the words barre chords, chorus words, and closed voicing? All of these words are terms associated with guitar. We went to the heart and soul of this class to talk to the guitar instructor, Mrs. Cordero.

**Q: What does a typical music lesson look in your class?**

A: Mrs. Cordero: "Generally, our lessons start with a warm up. The warm up is called scales. Then we do exercises with our hands and then we have independent practice."

**Q: What inspired you to learn to play the guitar and now teach it?**

A: Mrs. Cordero: "I started playing when I was 16 and it was because of the music I was into. I've been teaching one-on-ones for a couple of years. When you teach guitar in school, it gives more opportunity for students to learn how to play the guitar."

We next focused our attention to the students in Mrs. Cordero where we asked more musical questions.

**Q: Now that you've learned the basic chords and chord changing skills, what is the next step for becoming an even better guitar player?**

A: Sienna Gray: "I'd like to learn harder chords, longer songs, and more difficult songs."

A: Andrew Strelec: "I continue to learn new skills, and I really want to learn how to become a song writer."

A: Alayana Arce: "I want to learn new chords and new songs."

**Q: With a couple months left in this school year, do you have a specific song you are working towards playing?**

A: Sienna Gray: "I don't have a specific song, but I do have a band that I like to play. The band is called The Beatles."

A: Andrew Strelec: "The song I am working towards learning to play is *We Will Rock You*."

A: Alayna Arce: "No, I don't have a specific song yet that I'm working towards playing."

Thanks to an amazing teacher Mrs. Cordero, she's helping her students to perfect their guitar playing skills. There's no doubt that these guitar players are only a rock concert away.



Guitar students work on their musical assignments during their elective.



Culinary Arts

Spirit Day/Week

Written by Marissa Beach,  
Amayali Adams, and Bianca Arellano

Where is that smell coming from? It smells delicious. It must be Mrs. Helms and her culinary arts students cooking again. Since 2018, the culinary arts elective has been enjoyed by students in grades 7th through 10th.

We began interviewing Mrs. Helms. We first asked her, "How many years have you been teaching culinary?" Mrs. Helms responded, "I've been teaching culinary for about 12 years." Next, we asked, "What do you enjoy about teaching this elective?" She responded, "This was my favorite elective when I was in middle school and high school. I took home ec, that's what it was called back then, and I took it in 8th, 9th, 10th, 11th, and 12th grade. I was one of the state officers for the future of homeowners of America and I just love cooking. I just wanted to teach other people how to do it as well." We also asked Mrs. Helms where she gets all of the groceries from. She responded, "It depends. Most of my groceries come from Publix or Walmart." We last asked her, "How do you select which recipes you will teach your students how to make?" Mrs. Helms stated, "It also depends. We try to do different casseroles. We try to do different salads. We try to do different things. A lot of it is stuff that I actually made in middle school and high school which was a long, long, long, long time ago. But a lot of them are my grandmother's recipes. It also depends on what's going on in class. Right now, my Culinary 1 students are doing foods around the world. So, they choose a country, and we have competitions. I have three different classes competing against each other, so ten stations altogether. We have administration come in, which is what just happened, and they judge the foods made. Today, we had Mr. Johnson, Mr. Thacker, Mrs. K., Ms. Frier, and Mr. Frier in here. We had creme brulee, which is something from France, because one of the students chose France. We had flan which is from Mexico, and then we had a Japanese cheesecake. So, these are the things students research before making the food. Then, they come up with what they're going to do. I go and purchase the ingredients with the school credit card. It's not mine."

Next we interviewed Jordyn Loney. We began by asking her what her favorite food is she's made so far this year?" Jordyn responded, "My favorite food was either the bacon pinwheels or the pumpkin muffins because they were good." Last, we asked Jordyn is does she cook more at home this year now that she's been taking culinary arts? She responded, "Yes. It doesn't always work out. Sometimes the food ends up on the floor."

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Dessert creations, team work, and fun to be had in Mrs. Helm's culinary elective class.

Written by Marwa Zaafane and Safaa Zaafane

Spirit day/week is all about creativity. At most schools, this allows students to wear an outfit that resembles the theme that has been school selected. But in this case, it's our guidance counselor, Ms. Frier. She set it all up, and she comes up with the themes. We decided to interview Ms. Frier about how she decided to pick these particular themes and then explain why spirit day/week is important. Here is what she had to say.

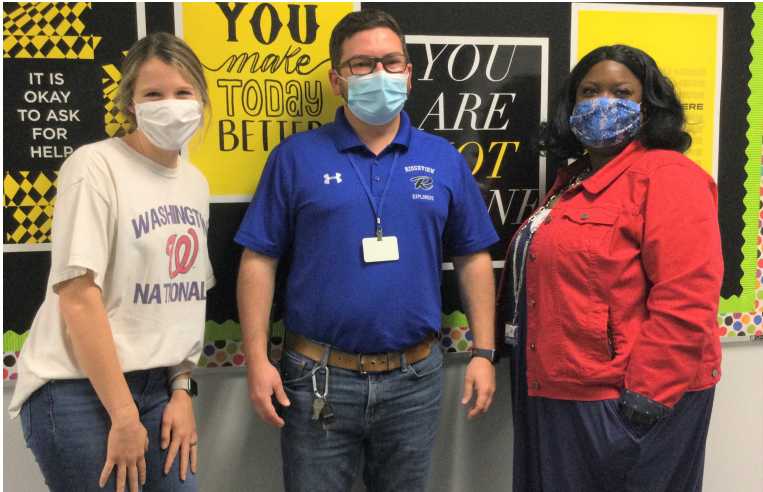
The first question we decided to ask was, "Why did you come up with spirit day/week?" She responded with, "To get the students involved. I really wanted the students to become creative with the themes and to wear something besides school uniforms. Also, it's intended to really build up school spirit."

Next we asked, "How did you come up with these themes you have planned for spirit week?" She explained, "Well, the week we did drug spirit week, I had some of the high school students help me with it and give me ideas. The elementary counselor helped with a few of the themes too. The Christmas themed one was just a thought that I came up with because I believed the students would enjoy it. In the future, I would want to add class officers to help come up with these themes."

Then this brought up the question about, "If you could add an extra week to spirit week, what would the theme be and why?" She responded with, "If I had to choose an extra spirit week, it would be for there to be a focus on college and careers. I want the students to get an opportunity to really wear the theme, have fun doing it, and wear something besides the uniform."

As we wrapped up our interview with Ms. Frier, we wanted to know one more thing. "Why is it important for students to participate in spirit day or spirit week?" Ms. Frier replied with, "During Spirit Week, students are supposed to wear what the theme is and not wear whatever they want. Days we dress in spirit themed clothes bring the school spirit out in us all."

*Continued on page 10*



Mrs. Hovious, Mr. Thacker, and Ms. White participate in "Red, White, and Blue Day."



# Laughter is the Best Medicine

Written by Matthew Berard

We all love a good chuckle, but most of us don't appreciate what laughter does for our bodies. According to MayoClinic.org, "A good laugh has great short-term effects. When you start to laugh, it doesn't just lighten your load mentally, it induces physical changes in your body."

Laughter can:

**Stimulate many organs-** Laughter enhances your intake of oxygen-rich air, stimulates your heart, lungs, and muscles, and increases the endorphin's that are released by your brain.

**Activate and relieve your stress response-** A rollicking laugh forces up and then cools down your stress response. It can increase and then decrease your heart rate and blood pressure. The result is a good relaxed feeling.

**Soothe tension-** Laughter can also stimulate circulation and help with muscle relaxation.

**Improve your immune system-** Negative thoughts can cause chemical reactions that can affect your body by bringing more stress into your system. This can decrease your immunity. By contrast as explained at MayoClinic.org, "Positive thoughts can release neuropeptides that help fight stress and potentially more serious illnesses."

**Relieve pain-** Laughter may ease pain by causing the body to produce its own natural painkillers.

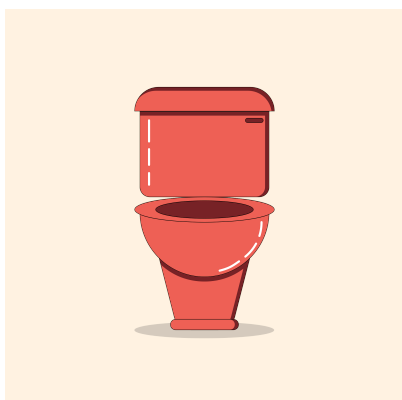
**Increase personal satisfaction-** Laughter can also make it easier to cope with difficult situations. It also helps you connect with other people.

**Improve your mood-** Many people experience depression. Laughter can help lessen your depression and anxiety. It can actually make you feel happier.

Now you know that a good laugh is beneficial, here's some proof in a few kid-friendly jokes.

1. What did one toilet say to the other?  
You look a bit flushed.
2. Why did the dinosaur cross the road?  
Because the chicken wasn't alive yet.
3. What instrument is found in the bathroom?  
A tuba toothpaste.

Try making up your own jokes and read them out loud to your family and friends in a "Try Not to Laugh" challenge.

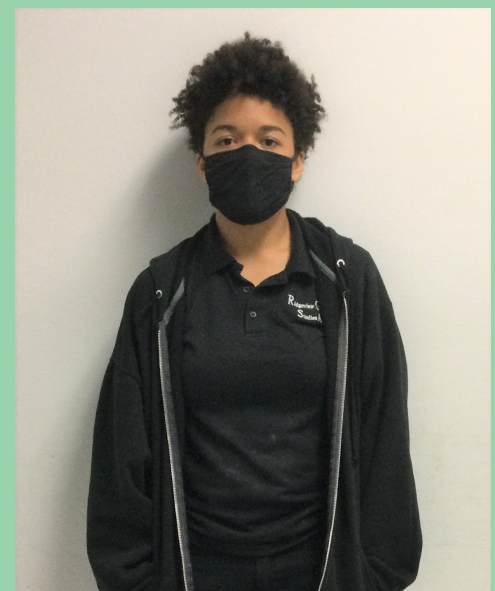


## Student Spotlights



*Valerie Marin*

Congratulations to Valerie Marin, an eighth grader in Ms. Smith's math class. When asked what inspires Valerie to do well in school, she said, "What inspires me is to have really good grades for my parents and to make sure I have success in my life." Wanting to know what Valerie enjoys about math, she explained that she enjoys attending Ms. Smith's class. "I enjoy the way she teaches math. It's really fun, and she has really good ways to teach you." Congratulations Valerie for earning the honor of being featured in our Student Spotlight.



*Victoria Mejia*

Congratulations to Victoria Mejia a 9th grader in Ms. White's math class. She loves attending Ridgeview. When asked what she enjoys about our school Victoria stated, "I like the people. Everyone has their own personality, and that really makes your day." She also looks forward each day to her math class with Ms. White. "I really like when I can make her laugh." A big shout out to Victoria Mejia who was chosen to represent hard working students here at Ridgeview Academy.





## 2020-2021 Newspaper Elective

Written by Kamila Stand Navarro



Oh! Hello there fellow readers! The newspaper elective began this school year as a distance learning class. As the school year progressed, 15 of the 26 students returned to school traditionally. I hear you've been wanting to know how we do newspaper both traditionally and from a distance. It was a challenge at first, but we've now got the hang of it. In this article, I will share the perspective of some traditional and distance learners taking this elective. Mrs. Lovizio will also give some personal insight as well. Keep on reading to find out some behind the scenes of the newspaper elective.

Starting off with our first traditional student, Exchmine Celestine, I asked, "What has been your favorite article so far, and what did you write about?" She answered with, "My favorite article was my first one because I got to write about Red Ribbon Week." Another traditional student, Amayli Adams said, "My favorite article so far is my first one because I got to write the school's volleyball team. It showed how the team built as one, how we built our bonds together, and explains how we became a stronger team." The next question I asked these traditional students was, "How has the newspaper helped you become a better writer?" Amayali responded with, "It helped me become a better writer because it showed me how to create an article about the different things we have in our school. It helped me bring out my writing skills and improve on them." Exchmine responded, "I think it helped me by making me understand more about writing in a different perspective than before." The last question I asked our traditional students was, "Do you like doing newspaper from home or from school?" Exchmine Celestin shared, "I love doing newspaper from school! It gives you a full experience when interviewing, and it gets you interacting with people. This is what I mean by gives you the full experience." I asked Amayali Adams the same question and she shared that, "Definitely from school because you have more opportunities than at home. When you get here at school, you get to have so much fun since you get to go out, record interviews of people, and then get to type your article onto the digital newspaper template." These were amazing responses from our traditional students.

Next, I had to travel to two student's homes through a meeting on Zoom in order to get the perspective of a few distance learners on the newspaper team. Carson Camp explained which article has been his favorite to write so far. "My favorite article so far has been my second article. The topic that I wrote about was the soccer team, the people on it, their positions, and what it meant to be on the team." Adriana Cortes explained, "I'd say my first article I did because I got to write about how the perspective of how school was traditionally and from a distance. I got to see the two perspectives about how students were doing school." Carson then responded to how the newspaper elective has helped helped him become a better writer. "This elective has really helped me because I'd send my rough draft in and Mrs. Lovizio would send me editing advice. That really helped me look back at what I did and taught me how I could revise my articles."

Adriana said, "Newspaper got me to explore creative writing, learn how to interview, meet other people, and get different opinions on things." Carson then shared what he likes about being a distance learner this year. "I like being at home because I can move at my own pace. I like working independently without the help of teachers, because sometimes when I was at school, I would depend on my teachers too much. So it has been a great learning experience." Adriana answered this in a short sweet way by saying, "I have been at home the whole time. It's unfortunate that I can't be at school, but at the same time it has its benefits. I get to have more resources then at school."

Our amazing newspaper teacher, Mrs. Lovizio, has been through many experiences this year with her newspaper students as well. She shared with us what she enjoys about about teaching newspaper. "I enjoy working with my seventh graders in developing their research and writing skills. The kids quickly learn that writing isn't just text-based writing. I enjoy seeing the students work together and having fun as they gain a sense of school pride too."

Well, this has been a very challenging year for many students and teachers, but we are making it through stronger and better than we've ever been. Great things are happening! Our newspaper team has been here to highlight many of these awesome things that are taking place at RGSA.



Traditional learners left back row- Sophia Joumad, Mrs. Lovizio, Amayali Adams, Marissa Beach, Exchmine Celestin, Elijah Laurent  
Left front row- Marwa Zaafane, Braelyn Solis-Leclair, Safaa Zaafane, Rayyan Bouddi, Jose Cordero, and Winne Alfred



Distance learners left back row- Mrs. Lovizio, Kamila Stand, Sydney Last, Ryan Merino, Isabella Martell, Adriana Cortes, and Laurie Louis

Not pictured- Bianca Arellano, Arianna Bradley, Matthew Berard, Carson Camp, Jaliyah Dyte, Reem Naceur, Lucero Ojeda, and Destiny Tran





## MS/HS Cafeteria and Goals for 2021



### Cafeteria *continued from page 3*

Ms. Sharon said, "I do breakfast all the time. So, the biscuits and gravy because I know the kids really like that." Ms. Shelia said, "I help around doing anything that I can. I like the peanut butter and jelly sandwiches." Now, the last question I asked these delighted lunch ladies was, "What do you like about your job?" Ms. Amy answered by saying, "Probably just the fact we know that we are giving the kids a good meal for the day. I also like talking to the kids and being able to interact with them. That's always great." Ms. Sharon answered by saying, "I love all the children, my coworkers, and everyone. It's nice to be here to work and have a job." "I like everyone here. They are nice," said Ms. Shelia.

As you can see, a lot of people may think being a cafeteria employee is an easy job. On the contrary, it is a huge responsibility with a lot of teamwork that takes place. Students should be happy to know that we have such wonderful, caring lunch ladies. They are just full of joy bringing breakfast and lunch to our students here at RGSA.



Our amazing MS/HS cafeteria staff starting from the left- Ms. Sharon, Ms. Shelia, Ms. Doris, and Ms. Amy

### Android vs. Apple Debate

Written by Exchmine Celestin and Reem Naceur

Have you ever wondered why there is so much controversy between the Apple and Android devices? Well, there are many reasons as to why people will take one side over another. Well for starters, both devices are different in their own ways. We interviewed Erick Volero, Nelson Rosario, Rayan Elkadiri, and Brandon Espinal. They each shared their opinion on why they like their particular brand of personal cellular device.

We first interviewed Erick who owns an Android device. We asked, "Why do you prefer using an Android device?" He responded with, "I prefer using an Android device because it has more storage for apps." We also asked Nelson why he preferred using his Android device and he said, "They are cheaper than most." We then continued to ask what they think the best quality of their devices are. Erik stated, "The best quality about an Android is that it is pretty cheap, but it still does what it is supposed to do." Nelson said, "I loved the 10 frames, and it only buffers once in a while."

Continuing on our personal device debate, we interviewed Apple user, Rayan and Brandon. We started by asking Rayan why he prefers using an Apple device. He replied saying, "It's fast, it's clean, and it's more organized."

We asked Brandon the same question and he said, "I prefer using an Apple device because it's easy to manage. You can get so much fun out of it too, especially with the games." We then asked, "What are the best qualities of an Apple device?" Rayan answered with, "It has a really good camera quality, and it can be customized." We questioned Brandon, and he said, "The widgets since I can put so many designs like the clock, the battery, the calendar, and the weather all in one!"

As you can tell, both cellular devices have their benefits. This debate can never end because Android and Apple devices each have unique qualities that do meet someone's expectations.



Android users Nelson Rosario and Erick Volero



Apple users Brandon Espinal and Rayan Elkadiri may not be pictured.

### Goals for 2021

Written by Arianna Bradley and Winnie Alfred

2021 is a new year for new beginnings and fresh starts. We are not trying to look back at 2020 but instead look forward to a new and amazing year. We interviewed four students about what they are trying to accomplish for this new year. We interviewed 6th grader Zakareya Elkadiri, 7th Ryele Demesmin, 8th grader Niema Toki, and 9th grader Ashley Barrios.

The first person we started our interview with was 6th grader Zak Elkadiri. The first question we asked him was "What do you want to accomplish this year?" He answered with, "I want to beat a game Minecraft that I downloaded." We asked Zak, "How do you want to make yourself a better person?" He went on and answered with, "I want to be kinder to people."

The next person interviewed was 7th grader Ryele Demesmin. We started off by asking her, "What is one thing you want to accomplish this year?" She replied, "One thing I want to accomplish is to get good grades." We then asked, "What is your main goal for 2021?" She answered by saying, "My goal for 2021 is to be a better daughter."

We wanted to hear a few thoughts from 8th grader Niema Toki. The first question we asked her was, "What is your overall goal for 2021?" She replied with, "My overall goal for 2021 is to get good grades, pass the FSA, and make the volleyball team. I also don't want to care about what other people think." The final question we asked her was, "What is the mindset you are trying to have by the end of the year?" "I want to be less insecure, more open minded, and less rude," stated Niema.

We wrapped up our interview with an eager 9th grader, Ashley Barrios. We wanted to know what 2021 goal she had for herself this year. "I want to be a better person by focusing on myself and not caring about what other people think," said Ashley. We ended our interview by asking, "What is the mindset you want by the end of the year?" She replied with, "To make everything a positive thing. Always think positive."

It's good to see that people are trying to change and become a better version of themselves. Clearly, 2021 is heading off in a great direction.



St. Patrick's Day *continued from page 3*

Track and Field *continued from page 4*

We know that St. Patrick's day is a big holiday in Ireland but what about other places around the world? The Tokyo St. Patrick's Day Parade takes place each spring to introduce people to Irish culture in Japan. According to the source, *Tokyo- St. Patrick's Day Weekend 2021- Asia's Largest Irish Event!* it explains, the parade along with the "I Love Ireland Festival" is held on St. Patrick's Day weekend, you'll find a multicultural crowd of Japanese and international people in attendance." It also states, "This will be the parade's 30th year in Tokyo. It is a fun family event with marching bands, Irish dancers and musicians, Irish Wolfhounds and Irish Setters all decked out in green. Shamrock face-painting and other events will also be held. Remember to wear something green on the day!" Unfortunately though, the St. Patrick's Day Parade in Tokyo 2021 was be canceled due to COVID-19.

Next, is the World's Biggest Shamrock is located in the Irish capital of Nebraska, O'Neill. According to the source, "7 Crazy St. Patrick's Day Traditions Around the Globe" it says, "The Irish capital of Nebraska, O'Neill, has a painted four-leaf clover in the middle of the road where Route 281 and Highway 20 meet. The sign welcomes visitors and tells them of the town's deep Irish roots. John O'Neill, the town's namesake, was an Irishman who served in the Civil War. St. Patrick's Day celebrations include demonstrations by a hypnotist and a reading of Dr. Suess' "Green Eggs and Ham." Celebrating Irish heritage is more than a once-a-year festival. These Nebraska residents wear green on the 17th every month."

Last but certainly not least, is the dying of the Chicago River green. How crazy does that sound? According to the text, "7 Crazy St. Patrick's Day Traditions Around the Globe" it talks about, "For more than 40 years, the Chicago River has been dyed green on St. Patrick's Day. After, the river is colored by an eco-friendly powdered vegetable dye, it can take several days for the paint to dissipate."

To conclude, St. Patrick's Day is not only a holiday in Ireland but in many different places around the United States and the world as well! With unique ways of celebrating this wonderful holiday, this just makes it even more spectacular!



Middle and high school students join in on the St. Patrick's Day fun of wearing green.



Above- Mrs. Merck and her 7th graders have the green spirit. Below- Our principal, Mr. Johnson is sporting green on St. Patrick's Day.



Lastly I asked Norah Laureore, "What made you want to be part of the track and field team?" She replied with, "I decided to join because I like to run." Next, I asked, "Do you want to participate for fun or competitively?" She responded with, "I do it to be competitive because I like to beat people." Finally, I asked, "What do you think you can bring to the track team this year?" She said, "I think I can encourage people on the team to get better including myself."

In essence, track and field sounds like a very fun sport. It has been around since 776 B.C. It is an excellent place to exercise, get together with your friends, and to just have fun.



Our RGSA track coaches, Mrs. DePriest and Mrs. Nieves, lead and encourage our student track and field athletes. Rylee Demesmin and Savannah Moore take a short break at track practice.



Above- Track athletes practice their take offs at the starting line.



Left- Asiyah Wetzel and Kailer Lee enjoy a quick water break.



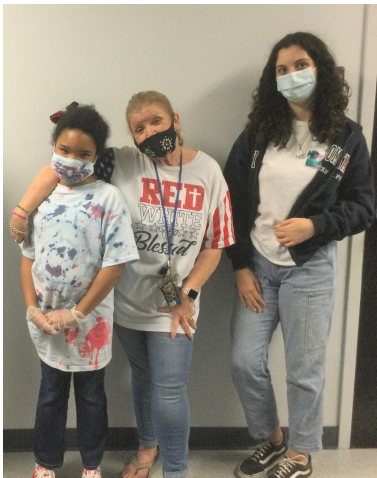
Below- The track team races one another towards the finish line.



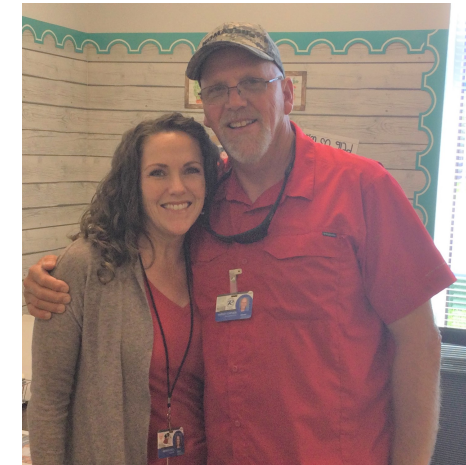
Spirit Day/Week continued from page 5

Drama and Black History Month

In essence, basically spirit day/week allows kids to be interactive and creative with what the selected theme is, and they base their outfits off that. With the help of Ms. Frier, we get to have spirit day/week at RGSA. The students not only can show off their personalities, but it's something really fun, and a lot of people enjoy that.



Spirit themed days are enjoyed by all who participate at RGSA.



Written by Sophia Joumad and Braelyn Solis-Leclair

Lights, camera, action! The drama elective, led by Mr. Gainey, acted out a Black History Month inspired wax museum presentation. Each student was responsible for memorizing their personal monologue. The students self-selected a famous African American to portray. Three of the drama students agreed to let us interview them. They are Anabelle Swanborough who portrayed Ida B. Wells, Emily Mohammed portrayed Fannie Lou Hamer, and Nathaniel Baez played Polo G.

First, we interviewed Anabelle Swanborough. We asked, "What was the most challenging part of learning your monologue?" She responded, "I memorized it pretty easily, but the most challenging part was once I performed it, I kind of stuttered a lot." Next, we asked, "Why did you choose the person you were portraying." Anabelle said, "I didn't really know who I wanted to be. I was looking around, and I saw Ida B. Wells. I thought that sounds interesting. So, I ended up choosing her." We asked if anyone helped her memorize her monologue and if so, who? She said, "My parents helped me memorize it. They gave me tips on what methods to use to help me memorize it, and once I did that, I got it pretty quick."

Moving on, we asked seventh grader Emily Mohammed what the most challenging part of learning her monologue was. She responded that memorizing lines was the most challenging. "I had to remember dates, times, names, and other things." Then, we asked her what made her choose Fannie Lou Hamer? She said she found it interesting that her character went against her own birth state's democratic party. We asked who helped her memorize her lines, and she told us that a friend did.

Finally, we asked seventh grader Nathaniel Baez what the most challenging part of memorizing his monologue was. "Memorizing the entire monologue. It was super long, and the rapping part was difficult because it was so fast. I had to focus all my brain cells on it," he continued. We asked, "Why did you choose the character you did?" He answered with, "I like Polo G's music. He is very good at expressing himself, so I just thought, why not." He proudly explained that he memorized his monologue all by himself.

Overall, every one of the drama students did a great job representing their black history icon. They all did amazing playing their roles. In the famous words of Harriet Tubman, "Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world."



Mr. Gainey (bottom left) with our drama elective actors and actresses.



Culinary Arts *continued from page 5*

Then we interviewed Alaina Bowles. We asked her, "What is your favorite food you have made so far this year? Alaina responded, "Pumpkin muffins because they were fun to make and easy." Finally, we asked, "Do you cook more at home this year now that you've been taking culinary arts?" "No. I don't like cooking at home."

We wrapped up our interview with Breanna Sedlak. "What is your favorite food you have made so far this year?" She said, "My favorite was the pumpkin muffins because they were easy, and they were delicious." We then asked her, "Do you cook more at home this year now that you've been taking culinary arts?" Breanna responded, "I do because I love to cook."

In essence, culinary arts is one of the best electives at Ridgeview Global Studies Academy. It provides a fun way to learn, and students can master different skills that they didn't have before. Overall, these students are learning independent life skills in the kitchen.



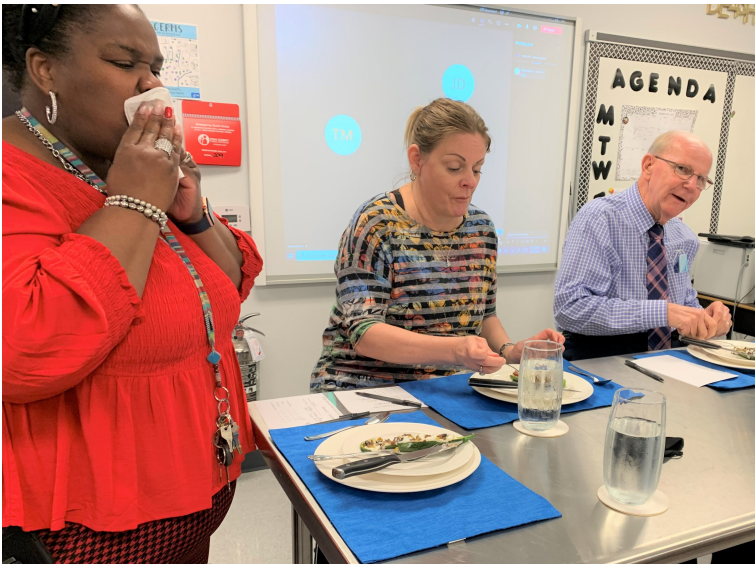
Left- High school culinary students are practicing food art by making roses out of strawberries.

Right and below- High school class participating in Foods Around the World Competition with their desserts.



Right- Middle school culinary students doing a fantastic job at food art with strawberries.

Below- Administration were the judges for the Foods Around the World Competition. Students competed in appetizers, breakfast, soups and sandwiches, entrées, and desserts.





A Trip to Kenya with our Executive Director, Mr. Frier *continued from page 1*

Simply sketching out the makings of this school took much conversation and fixes. I asked Mr. Frier, "What does it take to open a school like this?" He responded with, " It takes a lot of work. Once we started, we had to get an architect who knew the local area. They don't build things like we do here. They don't have air conditioning, and the homes don't even have electricity or running water. But, that's in the huts. Some of the nicer homes may have electricity and running water, but not very many are like that. In the school we are looking at we will have electricity, and we will have some outlets for them, but we won't have all the technology we have here at Ridgeview." Although this was not a large setback, Mr. Frier had to be prepared to face differences that would not happen here at RGSA. He also explained that he was required to meet with the Minister of Education of Kenya before his school plans were to be approved. He stated, " Kenya is a British province, so they speak English and many people do over there, but they also speak Swahili. They really follow the British educational system as a model. It's not quite like we do here, but it is very similar. Because of this, mapping blueprints took much erasing and conversation." Mr. Frier explained the layouts of the classrooms and how they would need room for storage closets. The architect had a different opinion about that though. After expressing his wishes to the architect, he went into further explanation. "I told the architect our teachers need the storage space. I try to give my teachers what they need." Then he went onto say, "Let me share something with you. In Kenya, I didn't know this, the students stay in the same class, but the teachers change classes." This was a surprising turn, but Mr. Frier understood that in Kenya there was a different culture and an evident contrast to school in America. He began to reshape the ways of the blueprints, and that began by having to cut out the closets.

In the end, I asked Mr. Frier if he had used personal knowledge in the building of this school. He answered, "Yes, very much so. One of the things that has really helped me was when I was a private school principal many years ago. I had to learn how to budget money because we didn't have a lot of money in the private school. Since the government didn't give us money back then, I had to determine certain things with tuition. I had to pay tuition, pay the expenses for the school, and as well as the salaries for the teachers. So, I learned many years ago how to budget. That's one of the experiences I'll never forget." When the topic switched to money, it is extremely important to have experience in handling budgets with great care and being able to level out what you have. Luckily, Mr. Frier had the past experience for such a job. Alongside this, he took experience from having previously built our very own RGSA. He will follow the same methods he did before, starting on grade levels K-5, and then move forward towards a middle school. This will pay off in the end, for Mr. Frier himself stated that, "Rushing all grade levels wasn't a necessarily bright idea. Slowly topping on more grade levels bit by bit was much more efficient."

The quest Mr. Frier took himself on was met with much planning and new experiences that brought him some confusion, but in the end, it's bringing education to children who need it. Experience and a vision is guiding Mr. Frier along the way. It is with this open mind that sparkles the future for amazing memories and teachings for children in Kenya to love and breathe in.



Above- Visiting one of our student's house.  
Below- High school students we spent two days with.



Above- Our object lesson on flowing with the current.



Above- Spending time with my sons.  
Below- The university students that we spent a week with.

