"Bring unity and a feeling of pride and accomplishment to the entire school," Nancy Aragon, Arvida’s school principal, responds based on the new school theme. “Our Time to Shine” is the 2013-2014 school theme for Arvida Middle School’s students and staff. It may have many different meanings to everyone that is part of the school; for example, to some it may mean that it is time for the Arvida family to shine bright and stand out. Aragon states that a retired counselor, who has worked at Arvida since the first year and is currently an Arvida Pillar, has collaborated during the summer to help create this year’s theme. Chantel Jones-Blount, an eighth-grade language arts teacher, believes that this year’s theme is catchy and cute. Jones says that a theme which embodies what Arvida is all about is probably the main goal that the contributors wanted to reach. “I feel some positive outcomes that will come from having this school theme is that our student body realizes that in this time and in this moment they can seize whatever endeavors they can fathom. There are no limits, no boundaries, except the ones you place on yourself,” Jones elaborates.

Aragon believes that some positive outcomes that come out from having this school theme is the unity and pride that is spread throughout the school. Another belief she holds is that there are no downsides whatsoever to having this theme.

Like faculty members in Arvida, students have their own opinions on the school theme as well. “It inspires [students] to do well,” stated seventh-grader Karina Pedroso. “It’s a positive memo.” Pedroso also declared that the theme makes her feel like she is learning in a good environment.

Andres Peña, eighth-grader, believes the theme reflects on the students by, “Making us shine with our grades.” Peña also states that when he reads the school theme it makes him think of how good our school is academically.

There are also some suggestions for next year’s school theme from students and faculty members. Pedroso suggests the theme can be “We Can Change the World.” Jones also gave a suggestion by saying, “Go for the gold! Will it, believe it, and achieve it!”

School Logo

Another change within the school has also been the school logo. The new logo is in the form of a circle, reading “Arvida Middle School Magnet Programs.” Within the circle, there is a type of crest with four pictures: a genie lamp, a globe, a viking, and a DNA strand. Then going vertically down the crest would be a sword.

Lucia Martin-King, an ESE math and civics teacher, says, “[The logo] represents we are proud of what we achieved, and the students not part of the magnet programs can be proud that their school has those programs.” However, Martin-King states that she prefers the old logo over the new one, but she does like the way that the new one incorporates the different aspects of the school.

Aixa Reyes, media specialist, declares that Aragon made the decision to change the logo. “We wanted it to look like a crest so it had everything the school offered,” Reyes says. She believes that the logo is nice and it looks more professional. “I like everything about it. It looks more serious and shows the Forensics/Global Academies.”

Luis Gomez, eighth-grader, states, “It looks much better. It looks nicer and organized.” He thinks that the school decided to change the logo’s appearance so that the school could look better and for the students to look more professional.

Alejandro Abreu, eighth-grader, says, “It has more of a formal appeal.”

On the other hand, Regina Kheimenhdooz, seventh-grader, responds, “I don’t really like it, it’s too big.”

Seventh-grader Ricardo Acosta says that if he had the chance to redesign the logo’s appearance he would leave the shield and the sword but he would put different logo designs. Each student has their own opinion on both this year’s new logo and new annual theme yet these two changes are just part of this new school year. Perhaps the next school year will bring other changes as well.
The Month of the Vikings

By: Lauran Calle, Emilio Gicchino, Gianlucca Rossi, and Sebastian Sanchez

From wacky hair to costumes, kids have been allowed to be out of uniform throughout the month of October. This is because of the United Way Viking Pass. The Viking Pass is an annual event organized by the PTSA to raise funds for the United Way. This event is led by Shannon Gottardi, the assistant principal.

What Is The Viking Pass?

Teachers Opinion
Teachers are also able to participate in the activities. Rebecca Mazzarella, a former civics and history teacher, thinks that the events are exciting and that it really helps raise money. She also says that considering the events, “the price is worth it”. She supports the idea of the Viking Pass and says that “the kids learn to be generous and help others”.

Unlike Mazzarella, Earnest Johnson, a security guard at Arvida, thinks that the price of the Viking pass is cheap. He agrees with Mazzaralla that the Viking pass is a great way to raise money.

New Year, New Students, and a New Faculty

By: Natalie Fraile, Alessandra Patria, Angela Rivas, and Miah Valdes

This year, there are not only new students at Arvida, but also new faculty members. All the new teachers share the same goal, to make the students at Arvida the best they can be.

“The students here are nice, smart, and well-behaved,” says April Danese, sixth and eighth-grade science teacher. She believes that the teachers are as equally hard working as in her previous school, Cutler Ridge Middle. At Cutler Ridge, most of the classes took place outside; at Arvida, the area is more sheltered. She decided to come to Arvida mostly because she lives closer to the school and she was a former student. “I can remember teaching my stuffed animals at four years old,” said Danese. Danese has always known that she wanted to teach. She came from a family of teachers and this is her eleventh year teaching.

Bruce Perez-Varela is a sixth, seventh, and eighth-grade social studies teacher who was transferred from Homestead middle into Arvida. “The students were bad but the teachers were good at my last school,” said Perez-Varela. Perez-Varela thinks there is a major difference between both schools. In his previous school, the kids weren’t as obedient as the teachers expected them to be. He has been teaching for a total of sixteen years; six years in Japan and ten in the United States.

Heriberto Carcases lost his position at Coral Reef Senior High and was surprised to Arvida. He teaches all grades for social studies, but prefers to teach the eighth-grade because he thinks they are older and more mature. Carcases has been teaching for five years.

Med Abousaleh started working at Arvida. Even though he transferred schools, Abousaleh continues to teach the same subject, math, and has been for forty years. Ever since Abousaleh left high school and started teaching, the students have always been his favorite part.

Kerra Nottage teaches seventh and eighth-grade intensive reading, although she would favor teaching the eighth-graders. “They are a little more serious because they are about to go to high school and they don’t have to go to the bathroom as much,” said Nottage.

Nottage taught at Centennial Middle school. She switched schools because it was becoming a high school with no sports. It also had very little enrolment with too many teachers. Nottage is still searching for her perfect job. But until she finds it, she continues to teach because she believes she is good at it.

Our new vice principal, Shannan Gottardi, has worked as an assistant principal for thirteen years. She has loved working with kids her whole life. Gottardi has always known she wanted to be an assistant principal. Gottardi recently moved from South Ridge Senior High to Arvida because she wanted to spend more time at home with her kids.

“I became a security guard because I needed a second job to help support my child,” Natasha Cruz stated. Cruz is familiar with the environment in Arvida because she went to school here.

Craig Martin is a new security guard, but also works as a custodian full time. Before Arvida, he worked in Palmetto Middle and has worked as a security guard for twenty years. Compared to the teachers in Palmetto Middle, Martin says, “Arvida teachers are more like a family.” Arvida has become a second home for all the new faculty members this year.”
A New World of Music

By: Tabitha Nicholson and Nadia Rangel

Joshua Gerson composes as the New World Symphony joins the soloist in playing “The Four Seasons: Spring.” As this occurs, members of the Arvida Middle School orchestra note the musicians’ actions. On November 13, Vivian Ventura and her beginner, intermediate, and advanced orchestras attended a trip to the New World Center, about forty-five minutes away from Arvida. At the New World Center, students were to name three composers whose pieces the orchestra played, note three observations from their string section, and name their favorite piece. They would later use these notes to create a five-paragraph essay to turn in.

According to nws.edu, the New World Symphony was founded in 1987 by Michael Tilson Thomas. Their inaugural concerts transpired on February 4, 1988, and since then the New World Symphony have been in places such as New York’s Carnegie Hall, London’s Barbican Centre, Paris’s Bastille Opera, and Argentina’s Teatro Colon. They have also been televised on channels such as PBS. The symphony have in total made seven recordings, and have helped start the careers of more than nine hundred alumni worldwide.

The New World Symphony is an academy that prepares graduates of music programs for roles in orchestras and ensembles. The program provides instructional activities to develop members to have the skills and qualifications of modern day first class musicians. It offers exposure to traditional and modern repertoire. Assistance is provided by guest conductors, soloists, and coaches.

One of the students to participate in the trip was eighth-grader Hannah Forbes, who plays the violin in the advanced orchestra. Forbes chose the violin due to her liking of the sound and the parts it is given in the orchestra. At the New World Center, Forbes particularly enjoyed “The Young Person’s Guide to the Orchestra” by Benjamin Britten. “It showcased each part of the orchestra and its good uses,” Forbes said. The soloist performing was Forbes favorite part of the concert. Forbes enjoyed the concert, due to their teaching of the different instruments and the types of music, and recommends it for both students that play an instrument and do not. Forbes would like to join the New World Symphony when she comes of age, saying, “It would be a nice hobby to have.”

Another student who went on the trip was Stefan Lutschg, eighth-grade violin player. Lutschg enjoyed Astor Piazzolla’s piece “The Four Seasons: Spring,” due to the complexity and sound the soloist and orchestra made while playing it, and listening to the soloist play was his favorite part. The music picked, such as Antonin Dvorak’s Fanfare for the Common Man, was what made Lutschg enjoy the concert. Lutschg recommend the concert, saying, “It depends on if they like the type of music.” If given the choice to join the New World Symphony, Lutschg would take it, believing it would be an interesting experience.

The New World Symphony bows to the audience, as the Arvida orchestra make final touches to their assignment. Walking back to the bus, members of the symphony can be seen with their instruments in hand, exiting the center. Students compliment them on their performance while walking past them. Boarding the buses, the orchestra returns to Arvida, where they will prepare for their upcoming winter concert.

Dance to the Stars

By: Tabitha Nicholson and Nadia Rangel

Arvida’s Dance Team has had a year filled with awards. Ymesy Alvarez, the dance teacher, thinks the dance team members are great and cooperative. Alvarez believes if they practice more they will succeed “In dance the more you practice the better you get,” said Alvarez.

In competitions, Arvida’s dance team will be going up against a lot of other schools and Alvarez believes that they will have an enjoyable time.

Alvarez has been dancing since she was five; she fell in love with it. She has taught high school and elementary school. She has been teaching at Arvida for thirteen years, and she does not plan on leaving.

Elizabeth Machado is one of the members of the Arvida Dance Team. Machado is the director’s assistant, and she is in eighth-grade. Machado thinks that the dance team is dedicated and strong. “That is the key to success,” replied Machado. She is excited because she wants the team to show off their moves and what they have accomplished. Machado is also nervous because she wants the team to do well and make her school proud. Besides the nerves, she does believe that the Arvida dance team can win. “They have trained extremely hard and they are focused on winning,” replied Machado.

Arvida Scientists

By: Natalie Fraile and Alessandra Patria

“What a great weekend for our Arvida Family! Special congratulations go out to our amazing Arvida Middle Scientists. An elite group of our eighth-grade students were selected to represent our school at the district science fair. These students scored among the highest in the district achieving honorable mention, excellent, and superior ratings. Some even received special rewards in their area of study. They presented experiments in area of environmental science, animal behavior, zoology, and botany. Once again we have Viking Shining!”

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New Technology Comes to Arvida

By: Mason Arriaga, Bryan Quintana, and Nicolas Ramirez

You’re in the middle of class, taking notes when you hear a noise. This noise you recognize as a drill, but you are wondering why they are drilling in the school. It is because they are taking some of the dry erase boards and replacing them with new smart boards.

In some of the core classes—science, math, social studies, and language arts—some teachers are getting smart boards. Some of the boards arrived in March and were distributed to most of the teachers. Science teacher Vivian Espinoza got her smart board the week of March 25th. She said that most teachers had to go to a workshop to learn how to use a smart board. Espinoza said that, “It’s a big impact on what you are teaching.”

The smart board uses an LCD projector to project images onto the board, which becomes an interactive learning tool for students. All the classrooms that obtained smart boards also obtained LCD projectors that were mounted to the ceiling.

Adriana Penalosa-Kirby, science teacher, said, “To use the tutorial you need a smart board.” She also said, “There are so many students who know how to use it already. I want my students to give me pointers on the smart boards.” She told us that she has wanted a smart board for a really long time. She said that she will take it slow, only doing lessons and experiments on it for now.

In math you hear talk of a new program called iPrep. iPrep is a math program created for children in high school, but with the latest school board decisions, they are now implementing it in middle school classrooms.

Mara Matz, algebra and geometry teacher, is getting a smart board in her classroom, and as the math department head, she will also take part in the implementation of the iPrep Program. She said that iPrep will be starting for the 2013-2014 school year. As for the smart boards she said, “I hope this will enhance my teaching and style.” Matz also said that iPrep that it is just a computer software. “It all depends on people’s style of learning,” Matz says. She comments that she is more of a traditional type of teacher.

Edmodo or Nomodo

By: Esteban Leon, Ashley Noy, Sofia Perez, and Desiree Pico

According to en.wikipedia.org/wiki/edmodo, over 20,000,000 people across the globe use Edmodo. It is available in English, Spanish, Portuguese, German, Greek, and French. Edmodo was created on September, 2008. The creator was Nicholas Borg; the headquarters are in San Mateo, California. Edmodo’s slogan is: “Where learning happens.”

French teacher, John McCoy, is one of the teachers at Arvida that uses Edmodo. “I have a positive view of Edmodo; it allows education professionals to collaborate. It also provides an additional means of instructions and communications for teachers to add their repertoire. As well, Edmodo helps students to be organized, informed, and interactive. Edmodo makes the education community more fined tune.” McCoy prefers the Edmodo over the homework page because he believes Edmodo is more interactive and multimedia (text, video, and audio). In addition to this, McCoy believes that the homework page resembles an old-fashioned blackboard; the only difference is that it is viewable on a computer screen.

McCoy believes that Edmodo is not a distraction. He says, “I do not think that Edmodo is a distraction. That being said it is imperative to maintain a balance when integrating technology into the curriculum. A good teacher will know how to control technologies and not let technologies control teaching. The point to keep in mind is that education is first and foremost a human endeavor, not a technological one.”

Daniel Romano, eighth-grader, believes that Edmodo is a great program that helps students interact with their teachers. “If I could change or add something to Edmodo, I would be able to personalize my home screen. My home screen would have a bunch of pictures of me and basketball.”

Mara Matz, head of Arvida Middle Math Department, only uses Edmodo for Miami Dade Math Department meetings, but not for students yet. Matz only uses Edmodo at the end of the year for EOC practice.

Ana Konrad, sixth-grader, doesn’t believe Edmodo is a distraction, “I’m not on it all the time, so I don’t believe anyone else should be.”

Hannah Forbes, eighth-grader, believes that putting group codes into Edmodo is tricky. When asked her opinion about the Edmodo app, she said, “I think that the Edmodo app is a great idea because it sends you notifications when the group leaders send you a message.” Forbes believes that more teachers should use Edmodo because the students have no excuses for not having access to all the assignments.”
Coral Reef Senior High School

This school’s mascot is the barracuda. This school offers these academies: health sciences, IB (International Baccalaureate), Agriscience and Engineering, Business and Finance, Legal and Public affairs, and Visual and performing arts.

Miami Killian Senior High School

The mascot is the cougar. This school is the feeder pattern for Arvida. They offer twenty-two different sports. They also recently got an iPrep academy. Killian is also the only high school with a JROTC Presidential Honor guard.

Terra Environmental Research Institute

Terra’s mascot is the wolf. It is a relatively new school opened in 2009. Its first graduating class was in 2012. Terra has these academies: Biomedical, Engineering and Robotics, Environmental Academy.

Miami Sunset Senior High School

This school’s mascot is the knight. It opened in 1777. They offer these academies: Advanced Global Studies, Bio-medical Education, Law and Public Affairs, Visual and Performing arts, Engineering, Finance, Hospitality and Tourism, Information and Media Technology.

John A. Ferguson High School

This school’s mascot is the falcon. Its marching band is ranked seventh out of twenty-one bands at the Florida Marching Band competition. The students enrolled in the Veterinary Assisting program are pursuing their certification to become a veterinary assistant. This program has been around for a few years, and in the last two years, they have had a 100% passing rate.

Academy of Arts and Minds High School

The Academy of Arts and Minds High School is ranked eighteenth within Florida. Students have the opportunity to take advanced placement (AP) classes. The student body make-up is 35% male and 65% female. The total minority enrollment is 79%. It is one out of ninety high schools in Miami-Dade County.

MAST Academy

MAST Academy is an “A” school once again. It was chosen as one of the ten most amazing schools by Ladies’ Home Journal. MAST Academy is a nationally recognized, innovative school focused on science and technology.

Robert Morgan Educational Center

Robert Morgan Educational Center’s mascot is a pirate (specifically speaking, Pirate Robert Morgan). This school is ranked fifty-ninth within Florida. Students have the opportunity to take AP courses. It is located at 18180 SW. 122nd Avenue, Miami, FL.

Arvida Book Drive: Reached and Passed

Danielle Del-Riego, the librarian of Arvida Middle School, started a Book Drive one month ago. The purpose of the Book Drive was to get series or books that teenagers enjoy reading that are of low quantity. Del-Riego said that the section that teenagers liked the most was fiction, so they concentrated in receiving those types of books.

“There were so many books and series that the library didn’t have, but after the Book Drive we have them,” said Del-Riego. The series most donated were The Hunger Games and Diary of a Wimpy Kid series.

The Vikings goal was to have a total donation of two hundred books. The Vikings donated two hundred fifty books in total. Del-Riego would love to do the Book Drive next with some changes; for example, having a higher goal. “I would totally do a Book Drive next year with a higher goal and higher exception,” Del-Riego said.

Del-Riego would love to do the Book Drive next with some changes; for example, having a higher goal. “I would totally do a Book Drive next year with a higher goal and higher exception,” Del-Riego said.

Many other causes led to the Book Drive; for instance, not having books or needing them. Del-Riego said that this year’s Book Drive was a complete success. Those who donated would be given a reward to go to watch the movie Despicable Me 2 during third period. The students watched the movie on December 12, 2013.

“This was a great Book Drive, and I hope that the Vikings stay awesome” Del-Riego said enthusiastically.
On October 11, 2013, Vivian Espinoza’s students and Francine Hagarman’s students were introduced to the KAPOW program. KAPOW, otherwise known as Kids and the Power of Work, came to this school to introduce kids to the importance of work.

Espinoza, a sixth-grade Forensic science teacher, said that KAPOW was: “a real-world connection for students. Students can see that what you learn in school is used at a job.” So far, the students learned about what is work, the good qualities to maintain a job, what is a resume, as well as how to write a resume, and how good and bad attitudes affect your work. Espinoza sees no downside to the KAPOW program, and finds it very enjoyable.

“They see how it is important to learn and be successful at school,” Espinoza said while describing the students’ observations to KAPOW.

Hagarman, a sixth-grade Forensic and Global teacher, has similar observations as well. Her favorite part of KAPOW is, “The volunteers because they are all so friendly.” However, she has a different opinion on changing everything about KAPOW. She said, “Just made sure that there were no other fieldtrips taking place on the days that the volunteers come so that all of my students could participate.”

Hagarman also said, “The KAPOW visit in January, and will be about team work.

As for the reason of KAPOW coming to the school, Hagarman said, “Nancy Aragon (Arvida’s principal) found out it and asked us if we would like to participate.”

Additionally, the visitors attending the KAPOW sessions were Natasha Melbourne, Karen Sinclair, Monica Ruiz-Valls, Barbara Rivera, Kelly O’Connor, Erika Pruss-Schmitz, Cheryl Gimenez, and Ann Noriega.

There are a few more sessions of KAPOW left, and there will possibly be a field trip in May. Until then, the sessions of KAPOW will continue to train the sixth-graders of Espinoza and Hagarman.

For the last three years the seventh-grade Forensic Academy students have visited Sea World. Sea World has many things to offer: animal shows, arts and crafts, and rides. Sleeping over at Sea World was something Maria Rodriguez and Vivian Espinoza, science teachers, enjoyed the most, “I think it had to be a tie between sleeping over and touching the sharks,” says Rodriguez. She could not decide which one she favored the most.

Although Sofia Settineri and Johnny Agudelo, seventh-graders, both agreed that their favorite part was seeing and touching the dolphins. “I liked sleeping over, and it was cool because it was my first time at Sea World,” said Agudelo.

After the four hour bus ride, the students got separated into two groups, the Manatee and Turtle groups. The Manatee group slept in the Manatee area; the Turtle group slept in the Turtle section.

The first activity of the day was making shark tooth necklaces. After the attendees had pizza, the groups went off on a tour of Sea World. During the tour they came across a stingray exhibit. Espinoza agreed that the students learned a lot about conservation and natural animal behaviors. “This year was different because we got to go to the animal facility shelter,” said Espinoza gladly.

Rodriguez felt that she had more fun on the field trip than the students. She thought, “It was absolutely memorable, because of the park and awesome parent volunteers.” After two days of enjoyment and education, the Forensic Academy seventh-grade students and their teachers went back home.
The Nature’s Classroom field trips are all about interactive learning with hands-on experiences in environmental surroundings. Lead by Cesar Becerra there are four collective field trips to different locations for seventh and eighth grade students currently in the Global Magnet Program with average or above average academic success.

Matheson Hammock Park and a trip to Florida International University composed the first field trip that took place on Monday, November 25th, 2013. On this excursion, students had the opportunity to visit Matheson Hammocks Park and meet Bruce Matheson, the grandson of William Matheson, the gentleman who donated the park in the 1930’s.

The second part of the day was spent at Florida International University where participants saw the FIU gardens and a natural hammock in the middle of an urban setting.

Students were also able to observe some of the university’s archives where a collection of books on South Florida’s history are kept. “I am a big believer in awakening a sense of place and pride in our young students. They are after all the ones that will be faced one day by the choice of fighting for preserving our past or ignoring it and saying full speed ahead.”

Monday, December 9, 2013, marked the date of the second field trip where students left Arvida around 9:30 AM to head towards Florida City to visit Everglades National Park. Before arriving at the Everglades, however, the air conditioned motor coach made a stop at Robert Is Here, where they met the son’s owner, and tried some of their milkshakes. In the Everglades, the tour guide, Cesar Becerra, gave the students many bits and pieces of information about the Everglade’s history, including how 600 acres of the Everglades is actually owned by the Boy Scout’s Association of America. “Cesar knows so many quirky and interesting facts about South Floridian’s history, and I love the quizzes at the end of the field trip. It really does show that the students are learning something,” said Persaud.

The third field trip brought the students down Tamiami Trail and towards a unfinished airport in the middle of the Everglades. Once again, Becerra filled the students in on the history behind the airport. Afterward, the coach made a stop at Clyde Butcher’s Art Gallery and Frankie’s Pizza for lunch. The final stop was the Gold Coast Railroad Museum, where all of the days history came together upon viewing a locomotive that carried some south Florida pioneers into South Florida.

For the last field trip, students visited downtown Miami and the Miami Circle, a preserved site for the Tequesta Indians. “One of the main goals of these field trips is to show the students that Miami’s past is still very present in Miami’s future. The field trips show the progression of South Florida’s history,” said Persaud.

The culminating activity was to visit the Biscayne Cemetery, where Becerra had one last surprise waiting for his tour group. A figure dressed as Julia Tuttle, sat the students down around the Tuttle’s plot, and gave them a story about her role in South Florida’s history. Afterwards, it was revealed that Julia Tuttle was actually an active member of the organization, Treemendous, which helps plant trees all around Miami. As part of Global’s environmental theme, the students planted 10 trees and shrubs at the Biscayne Cemetery. “I am a big believer in awakening a sense of place and pride in our young students. They are after all the ones that will be faced one day by the choice of fighting for preserving our past or ignoring it and saying full speed ahead,” said Becerra.

### Nurturing Environmental Stewards

By: Sofia Perez and Miah Valdes

Arvida’s Global Academy allows students to see how their actions make an impact the world around them, and Global sixth-grade students can participate in Deering Estate’s Nurturing Environmental Stewards of Today and Tomorrow or NESTT Program.

The NESTT program incorporates five field trips to The Deering Estate at Cutler, which is a 444-acre environmental and cultural oasis located in Southern Miami-Dade County. Charles Deering was one of the first people to build in South Florida and his cousin, James Deering, built Vizcaya as a winter home in 1910.

“I love the Deering Estate and NESTT because the kids are always actively learning,” says Grace Johnson, one of Global’s lead teachers.

### Global Students and a list of the activities

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<thead>
<tr>
<th>Dates</th>
<th>Session Theme</th>
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<tr>
<td>October 11, 2013</td>
<td>Scientific Method and Scientific Inquiry</td>
</tr>
<tr>
<td>November 15, 2013</td>
<td>Florida Ecosystems and Our Planet Earth</td>
</tr>
<tr>
<td>December 13, 2013</td>
<td>Mummification and Archaeology</td>
</tr>
<tr>
<td>January 24, 2014</td>
<td>Shark Dissection and Scat and Tracks</td>
</tr>
<tr>
<td>February 21, 2014</td>
<td>Cephalopods and Plankton</td>
</tr>
</tbody>
</table>
# Survey of Weird Food

## 1. Which would you rather eat?
- A. fried bat
- B. baby eels
- C. fried tarantulas
- D. owl soup

## 2. Which seafood is the weirdest?
- A. Sannakji (live nakji octopus)
- B. Gavros Marinatos (Raw small fish marinated in salt and special spices)
- C. Odori-don (dancing squid rice bowl)
- D. Fugu (puffer fish)

## 3. Which would you rather drink?
- A. tea with yak butter
- B. sea gull wine
- C. pig blood
- D. coffee with reindeer bones

- A. Ceviche
- B. steak tartar
- C. sashimi
- D. oysters

## 5. What is the weirdest Restaurant Name? (from: www.news.com.au)
- A. Lettuce Surprise You: A vegetarian restaurant in Atlanta, USA
- B. Frying Nemo: A fish and chip store in Goole, UK
- C. EN Thai Sing: A Thai restaurant in Terrigal, Australia
- D. A Salt & Battery: A fish and chip shop in New York, USA

## 6. Which weird candy would you like to try? (from: http://itthing.com/world-of-candies)
- A. Dill Pickle Mints
- B. Toe Jam Candy
- C. Sour Toilet Candy
- D. Harry Potter Candy Cockroaches

## 7. Which edible insect is the weirdest? (from: news.discovery.com)
- A. palm grubs
- B. Crickets
- C. grasshoppers
- D. Bee larvae

## 8. What is the weirdest food name? (from: www.womansday.com)
- A. Burgoo
- B. Bubble and Squeak
- C. Limpin’ Susan
- D. Hoppin’ John

## 9. Weirdest food from a different country? (from: http://www.telegraph.co.uk/)
- A. Fried tarantulas – Cambodia
- B. Cuy (guinea pig) – Peru
- C. Hakarl (fermented shark) – Iceland
- D. Bird’s nest soup – China

## 10. What is a common condiment Used in Strange Way? (from: nileguide.com)
- A. Ketchup flavored chips
- B. Mayonnaise on pizza
- C. Vinegar on French fries
- D. Mustard on pears

## 11. What is the worst Harry Potter Jelly Belly Flavors? (from: halfhourmeals.com)
- A. Dirt
- B. Earthworm
- C. Rotten egg
- D. sausage

## 12. What is the weirdest uses for food? (from: www.gather.com/)
- A. onion for mosquito bites
- B. tobacco for loose teeth
- C. Walnuts for removing wood scratches
- D. peanut butter for wiping crayons off walls is the weirdest use for food.
12. Weirdest Pizza Served at a Restaurant
(From: www.listloaf.com)
A. Layered seaweed, rice, eel, and mozzarella cheese with eel sauce
   from Café Sharaku (USA)
B. A thin layer of buttersauce, piled high with French fries, bacon cheddar &
   mozzarella cheeses. From Sardo’s Pizza and Fish Fry (USA)
C. Bacon, banana, brown sugar, cheese, chilli flakes, cream cheese, sweet
   chilli sauce from Mojo’s Weird Pizza (Australia)
D. Tomato, mozzarella, baked-chilli beans, pancetta and eggs from Gorms
   (Denmark)

13. Which is the weirdest FDA Rule?
(from cbsnews.com)
A. You can’t have more than 12% mold on apples
B. Peanut butter cannot have more than one rodent hair per 100 grams
C. 100 grams of tomato sauce cannot have any more than 15 or more fruit
   fly eggs and one or more maggots
D. Fresh water herring can contain up to 60 parasitic cysts per 100 fish

14. What is the grossest Ice Cream Flavor?
(from: glamour.com)
A. Horse ice cream
B. Viper ice cream
C. Oyster ice cream
D. Parmesan ice cream

15. Which food seems the strangest to cover with chocolate?
(from: www.forkparty.com/1373)
A. chicken wings
B. Squid
C. Scorpion

16. Which of these fried foods would you eat?
(from: http://www.delish.com/food-fun/weird-fried-food#last-slide)
A. peanut butter and jelly sandwich
B. deep fried butter
C. fried coke
D. silkworms

17. Which food combo would you like?
(From: http://shine.yahoo.com/shine-food)
A. Chocolate chip cookies with cottage cheese
B. Garlic bread topped with peanut butter and spaghetti
C. Hollowed-out pickles filled with ranch dressing and cheese
D. Mashed potatoes and noodles with gravy

19. What is the weirdest potato chip flavor?
(from: http://www.foodchannel.com/)
A. blueberry
B. Mexican tomato chicken
C. cucumber
D. Hot & Sour Fish Soup

20. What is the weirdest food law?
(from: http://www.bonappetit.com)
A. Margarine: In Wisconsin, it’s illegal to serve anything but real butter in a
   public institution
B. Bottled Water: Concord, MA banned the sale of “non-sparkling, unflavored
   drinking water plastic bottles.
C. Horse Meat: the USDA has approved a new horse slaughter plant in New
   Mexico that would be allowed to make edible meat
D. Raw Milk: The fight over the raw milk ban has gone on for years; yet, French
   markets stock lait cru, which is a raw milk.
Spicy Foods: Delicacy or Threat?

By: Andrew Cabello, Esteban Leon, and Cameron Tavakoly

Did you know, according to http://fillyourplate.org/blog/20-fun-facts-about-hot-spicy-food/, www.spicyfoodrecipes.com/page/3/spicy_food_facts.html, and http://www.dinnerpartyhead.com/spicy-food--interesting-facts-about-these-popular-foods.html, there are 140 varieties of chili peppers in Mexico alone. People have been using spices for over 6,000 years. Some peppers can blister skin and give allergic reactions, sometimes requiring gloves for protection. But that doesn’t stop some students at Arvida from eating them. Alex Quintero, seventh-grade, first spicy food was a green pepper Jalapeno when he was six years old. Whenever he eats spicy food he says “I feel like it kills my insides.”

Martin Merino, seventh-grader, says, “It burns my tongue and afterwards my stomach starts hurting.” When asked how he feels after he eats a spicy food, Merino loves spicy food; he says he eats spicy food at least twice a week. “The first spicy food was my uncle’s spicy sausage when I was eight.”

The smaller the pepper, the spicier it is, in fact none of the hottest peppers in the world are longer than 3 inches long, the hottest being the Naga Jolokia. Jessy Regueiro, eighth-grader, has always loved spicy foods, never having had a time when she did not like spicy foods. “Nothing is too spicy for me,” Regueiro said. Her favorite food is Hot Cheetos, and she usually gets them from vending machines and eats spicy food almost every day.

“There was a time when I did not like spicy foods. That was when I was younger. I did not like them because before I did not think I would like spicy food,” says Mateo Sanchez, seventh-grader. His favorite pepper is the green pepper because he enjoys the flavor of it. There are a lot of varieties of people that enjoy spicy foods, they even have a name, pyro-gourmaniacs. Other spicy foods have medicinal and antimicrobial properties, killing bacteria to make foods safer. Others have the ability to prevent cancers, kill microbes, and lessen chances of cardiac illnesses.

Spicy Foods Facts

By: Andrew Cabello, Esteban Leon, and Cameron Tavakoly

From: http://fillyourplate.org/blog/20-fun-facts-about-hot-spicy-food/

- Chili peppers were discovered by Christopher Columbus in 1493 when he discovered the Americas.
- Cold milk or yogurt is some of the best ways to help the burn of hot peppers.
- Although people think eating spicy foods like chili peppers can cause stomach ulcers, the opposite is true. Ingesting spicy food can help heal ulcers by stimulating the creation of mucosa, the protective lining of the stomach, and killing the bacteria responsible for the ulcer.
- Chili peppers can help lose weight by boosting a person’s metabolism and shortening your cravings for fatty and sugary foods.
- Capsaicin, the chemical in peppers that makes them hot, isn’t found in any other plant and is strong enough that people can identify it even when the amount is as little as one part per million.
- The heat produced by spices or foods is measured in Scoville Heat Units.

Food for the Needy

By: Esteban Leon and Gianlucca Rossi

According to http://m.feedingamerica.org/, they were 46.5 million people (15%) in poverty and hunger in the United States during 2012. To help out, Arvida Middle School held a canned food drive lasting approximately three weeks. Vivian Alfonso says, “The whole reason for the food drive is to bring a little happiness to those who are less fortunate.”

Arvida has been doing the food drive for the past ten years; Alfonso believes that students as well as teachers are always very generous in donations. The donations are to provide eleven certain families that were chosen at Arvida. Once the school has collected enough necessary food to give the families during Thanksgiving, the school starts to collect enough food for the Christmas holiday. Jovany Corzo said, “We have already had enough food for the eleven families and now we are stocking up for Christmas.”

Eighth-grader Alejandro Abreu states, “The canned food drive is very affective towards the people in need, and it’s an excellent for community collaboration.” Although he believes this, he does not think that it is necessary to have more food drives throughout the year because he thinks that Arvida already gets an abundant amount of food. Abreu said, “Instead of more food drives there should be a clothing drive because we are growing children and we don’t use half of our clothes.”

Giancarlo Siu, eighth-grader, does believe that there should be more food drives, specifically once a month, because they are many people in need. Another drive that Siu would add would be a supply drive to help out the children who want to go to school but can’t afford to buy supplies. Siu stated, “The food drive is something great because we’re giving back to the community, and helping the needy as well.”
“Every Revolution Begins With a Spark”

By: Alexandra Conroy and Sebastian Sanchez

Catching Fire: Book Summary

In this second installment of Suzanne Collins’s “The Hunger Games” trilogy, Katniss is faced with going back to the arena for the 75th Annual Hunger Games Quarter Quell. Threatened by President Snow, she must convince Panem she truly is in love with Peeta to stop an oncoming revolution, or her loved ones suffer. She also has decisions to make. Should she run away with Gale? Should she save Peeta or herself? Should she trust Finnick? Katniss will have to determine how to face these problems in Catching Fire. Filled with action, romance, and adventure, Catching Fire incorporates what it feels like to be inside the 75th Annual Hunger Games.

Hunger Games Trilogy Trivia

1. What is Haymitch’s last name? 22. What district is did Twill and Bonnie run away from?
2. Who was Seneca Crane? 23. In the news footage, what gave the indication that District 13 existed?
3. Cecelia is from which district? 24. How were the Quarter Quell tributes from District 1 related?
4. What does the Capitol call the Hunger Games every 25 years? 25. Why did Twill and Bonnie run away from their district?
5. In the movie, what does Peeta give Katniss on the beach? 26. How old was the Finnick when he was crowned victor?
6. What does Wiress keep mumbling in the arena? 27. Who was the male tribute chosen to represent District 12?
7. What is a symptom of a Tracker Jacker sting? 28. Why did Johanna knock Katniss to the ground?
8. What is President Snow’s first name? 29. What does District 7 specialized in?
9. What is the name of Prim’s cat? 30. Why was Cinna killed?
10. What did Haymitch use to win the Hunger Games when he was a tribute? 11. What is the name of the poisonous berry Katniss and Peeta were going to eat at the end of the Hunger Games?
### 60 Minutes of Play a Day

**By: Alexxis Ashby, Alessandra Patria and Gabriela Rumie**

[Image: Arvida’s Basketball Hoop, Soccer Ball, Arvida’s Tennis Court, Arvida’s Playground]

Azzouz like to spend their time outside playing. “I like being outside and doing gymnastics because it is similar to cheerleading and I am on the Arvida cheerleading team. Being outside and practicing my flips is fun because that is what I like to do during my sixty minutes of play a day,” says Lakhdar-Azzouz.

Sixty minutes of play a day is a way of getting some exercise. Some students don’t have any siblings. They may play alone or just with friends. For example, Patrik Denny is an only child. “Like I said, I am an only child, so I usually play by myself. I also camp and interact with friends,” he said. Denny also gave his own opinion about the sixty minutes of play a day. Denny thinks that is a good idea for kids to play in their own way, without any rules.

Many kids have a big imagination, wherever they are. Eighth-grader, Karina Montalvo would play with Dan Marino, the retired quarterback for the Miami Dolphins. “I love football. I like being the quarterback in a game. Dan Marino is quarterback and I think he could teach me more about the game and he could give me tips on being quarterback” she says.

A lot of people think Arvida should have free time besides P.E. Seventh-grader Anthony Galliano gave his opinion about the topic. He thought it was a great idea to have free time during school because it gives students a break and they can relax after so much class work.

Sixty minutes of play a day does not only have one purpose. Some students use this opportunity to exercise, lose weight, become healthier, or to just have fun with friends or play alone. Some people don’t like to exercise, but they still like to go outside to run around and play. Just being outside playing, whatever you want with friends, could be a great way to just have fun, during your sixty minutes of play a day.

### Are You Sleepy?

**By: Dianys Amaro and Amalia Garcia**

According to www.webmd.com/sleep-disorders/features/important-sleep-habits, not getting enough sleep can cause many dangerous health problems such as memory loss, depression, hallucinations, risk of diabetes, obesity, and more. If a teenager does not get enough sleep, their growth and development hormones (along with many others) can deteriorate. The article said, “It may surprise you to learn that chronic sleep deprivation, for whatever reason, significantly affects your health, performance, and safety.”

People should sleep eight or more hours every night. Sleeping less than that ideal amount can reduce your daytime alertness by as much as 32%. Scientists have found a link between bad grades and sleep deprivation. When students sleep little, their grades suffer.

Kathryn Gomez, a seventh-grader, says that sleep deprivation makes her feel unfocused and worn-out. She also said that her teachers have called her family numerous times because of falling asleep in class. “I find it hard to concentrate after sleeping little and more efficiently after sleeping well,” Gomez said.

Ariana Lopez, seventh-grader, believes that most middle-school students go to sleep late because of homework, technology, and extra-curricular activities. Lopez said that sleep deprivation affects her because she loves to be energetic; and when she doesn’t feel like that, she is grumpy and tired. “After a good night’s sleep, I feel refreshed and ready to face the day. If I don’t get enough sleep, I feel tired and don’t want to do anything.”

Sydney Brown, another seventh-grader, said that she goes to bed at eleven because she waits for her mom to get back from work and she has to do homework. She has noticed her grades lowering after sleeping little. “After going to sleep late, I feel exhausted, like my brain is dead. I also get headaches and can’t concentrate.

When I sleep well, I feel like I can manage my time better and do more stuff.”

According to www.wikipedia.org, in school, sleep deprivation causes students to get lower grades and fall asleep in class often. One out of four United States of America school students have said that they fall asleep in class at least once a week. School schedules are not often compatible with a teenager’s sleeping needs. How does sleep deprivation affect you?

### Sleep Solutions

- ★ Make your room a sleep haven. Keep it cool, quiet and dark. If you need to, get eyeshades or blackout curtains. Let in bright light in the morning to signal your body to wake up.
- ★ Make sleep a priority. Decide what you need to change to get enough sleep to stay healthy, happy, and smart!
- ★ Establish a bed and wake-time and stick to it. A consistent sleep schedule will help you feel less tired since it allows your body to get in sync with its natural patterns.

Information from:

http://www.sleepfoundation.org/article/sleep-topics/teens-and-sleep
Anti-Smoking

By: Andrew Cabello, Esteban Leon, and Cameron Tavakoly

On May 6, 2013, Daneri Gay, a retired math teacher from Arvida, visited Ishani Persaud’s third period newspaper class. She talked to the class about the dangers and different kinds of tobacco. The first day, Gay gave out a survey on what we know about smoking and tobacco. Later, she passed out handouts to the students to read. Gay also presented a power point she put together on smoking. She talked about her parents being smokers themselves. Gay talked about some harmful ingredients contained in cigarettes such as tar, nicotine, and whale vomit.

On day two, May 8, 2013, we received handouts about taxes on cigarettes. We then worked together calculating different prices on different products we can buy, instead of cigarettes. We looked at a handout containing the state ranking on cigarette taxes. Afterward, we had to come up with different responses to avoid drugs. Many responses were aimed at humor. Gay later wanted us to act them out with our groups, in the front of the class.

On the third day, May 10, 2013, Gay presented us with another power point, and also gave us a word search shown below. The power point was on tobacco advertisements, along with Disney characters that have smoked in movies. We then were supposed to write down phrases on different topics, like “smoking gun”, secondhand smoke, and “big tobacco.” At the end of class, Gay rewarded us with Nerds Ropes.

“I think it gave very useful information, and I enjoyed the activities I did.”
- Andrew Cabello

“Overall I think it was a spectacular class, I liked learning about things like “big tobacco”, and other topics. My favorite activity had to be completing the word search because I enjoyed competing against my friends to see who finished it first, I won.”
- Esteban Leon

“I enjoyed this three-day course, and I had gained knowledge I had not known before; for example, Disney characters that had smoked in Disney animated movies.”
- Cameron Tavakoly

“The smoking course was very informative and helpful because it was very interactive.”
- Ryan Alamo

“It was interesting and educational, and I didn’t know that they used kids stuff to promote smoking.”
- Alexandra Conroy

Facts

From: www.cdc.gov/tobacco

- For every person that dies from a smoke related illness, twenty more people suffer with another serious illness.
- Worldwide tobacco causes five million deaths per year.
- On average, smokers die thirteen to fourteen years earlier than non-smokers.

From: www.wikipedia.org/tobacco

- Tobacco is a carrier for a highly addictive drug, nicotine.
- Tobacco is a products processed from dried leaves.
- Tobacco can be used as a pesticide.

From: http://teendvice.about.com/od/drugsalcohol

- Teens who smoke, cough, and wheeze three times more than teens who don’t smoke.
- More than seventy percent of young people who smoke said they wish they hadn’t started.
- If you make it through your teen years without being a smoker, chances are you will never become a smoker.

From: www.tobaccofreekids.org/research/factsheets

- New York is the state with the highest tax on cigarettes at $4.35, followed by Rhode Island at $3.50.
- The lowest two states are Virginia at $3.30 and Louisiana at $3.6.
- Florida is in twenty-sixth at $1.40 tax on cigarettes.
A Viking’s Working Experience

By: Alexandra Comroy and Sebastian Sanchez

Golf carting, sitting on the pilot’s chair, watching an artist at work, or being in an office are examples of activities that students in Arvida might have been doing on May 2, 2013.

People pursue different careers. Some might want to be marine biologists, veterinarians, engineers, doctors, programmers, psychologists, professional athletes, etc. Others are still undecided. “Take Your Child to Work Day,” allow students to view different careers to get an idea of what they would like to be when they’re older. Students go to their parent’s work and get to observe what their parent’s do.

Maigel Quintero, an eighth-grader, believes that his parent’s job “is fun and [he] gets to travel,” but he dislikes the fact that his parent’s job requires him to be out for a long period of time.

Like other students at Arvida, Quintero pursues his own career. He says, “I would like to be a basketball player when I grow up.” He likes how he can travel to different states with other famous players, and believes that his best qualities that would help him in his career are his ability to jump and shoot good. Quintero also adds that his choice of career was influenced by “LeBron [James] and [Dwayne] Wade.”

Another eighth-grader, Julia Reeves, explains that she likes her parent’s job because, “It’s peaceful and quiet there.” On the other hand, she doesn’t like the fact that it gets extremely quiet and becomes boring. She doesn’t like how everything can get boring when it’s too quiet; Reeves would like to be, “A scientist that specializes on animals. I love animals and I would like to work with all different kinds,” she explains. “I think that my inspiration for this career came from Mr. [William] Canfield. He’s been my science teacher since sixth-grade, and I really look up to him,” Reeves elaborates.

Yet another eighth-grader Gabriel Martinez says, “I want to be a heart surgeon because it’s fun and pays a lot.” Martinez also explains that his brother was the one who most influenced his choice of career and that in order to get this job he plans to work hard and get into a good college. He would like to study medicine when he gets to high school and believes that his hard work will help him achieve this goal.

Finally, eighth-grader Nicole Melich says that she still doesn’t know what she wants to be when she is older. “I like a lot of things, so I don’t know,” she commented. However, when she goes to high school, Melich plans to study philosophy since she learned about it in sixth-grade and happens to be interested in it.

Quintero and Melich advise students to wait and see what they like and to think about the different choices they have.

Reeves and Martinez both believe that these students should work hard and follow their dreams as well as their instincts. Students all have different choices to make and different careers to choose from, because after all it’s their future.

The Amazing Superbook

By : Alexxis Ashby, Stephanie Barrios and Ana Torres

The yearbook was a book filled with many smiling faces. It is separated into different sections: eighth-grade, seventh-grade, sixth-grade, and then all the clubs and faculty workers. Amanda Barbato said, "It’s how it’s always been formatted and I keep with tradition.”

The theme last year was superheroes, which according to Barbato, the students came up with the theme two years prior. The cover for the yearbook was a dark city-scape with a Viking symbol illuminating the night sky. When asked what cover they liked better, eighth-grader Rashel Amador said, “I like this year’s better because I like the theme.”

Eighth-grader Martha Esposita, explained, "I liked last year’s better because I didn't understand the superhero theme.” Barbato explained, “The yearbook staff worked very hard to take the pictures and we have awesome cameras.”

Seventh-grader Nayke Savage exclaimed, "I was satisfied because I looked gorgeous in my picture.”

Eighth-grader Jonathan Rojo said, "Yes, I was satisfied; it was more detailed than last year’s. The pages weren't as descriptive but they said a lot. My favorite part was the eighth-grade baby pictures.”

Seventh-grader Daniel Trivino said his favorite part of the yearbook was the seventh grade section.

ESOL Adventure

By: By Dianys Amaro and Amalia Garcia

Arvida’s ESOL students participated in several field trips sponsored by the Cultural Academy for New Americans (CANA) Program.

As Sonia Diaz, one of the ESOL teachers, said, “The program is designed to help these children adjust in the new environment and culture and it includes free field trips for the kids.” Students attended Zoo Miami and Jungle Island.

One of these students, Camila Murcia, seventh-grader, described the trip as being a fun experience with her friends and the animals. “I did not like feeding the giraffes. It was awful!” she exclaimed. “But I really loved spending time with my friends and gazing at the rest of the animals,” she added.

Sonya Diaz said, “As part of the Cultural Academy for New Americans, the ESOL students went on two field trips.” The purpose of the trip was to learn about animals. “The students had a wonderful time while they learned about animals.” Diaz said.

The group met twice a week for tutoring where they read, wrote, had discussions, and did projects. It targets students who have been in the United States for three years or less.
Grad Adventure

By: Gabriela Abuchaibe

Although the dance was full of good times, there was still live DJ, who Lucky thought kept the crowd entertained. Students were served a three course meal, including an entrée and a dessert. This was followed by a night filled with entertainment by watching movies, talking to friends, and singing songs,” stated Isabella Trillos. Students arrived at City Walk at around 4:30 PM and began making their way around the parks. “The first ride we went on was Hulk, getting us pumped for the rest of the day,” added Trillos. The parks were swallowed in a sea of black and white t-shirts, as Arvida’s eighth-graders enjoyed their day of riding rollercoaster’s and hanging out with friends.

Eight-graders had the opportunity to go to both Universal Studios and Universal’s Islands of Adventure which both contain rides. “I preferred Islands of Adventure because it had bigger and faster rides, but Universal had some fun ones too, like the Mummy and Rip Ride Rocket,” said Sanchez.

“My favorite part was The Wizarding World of Harry Potter,” said Nuria Dolphin. “One thing is watching the movies and reading the books, but the theme park brought the whole story to life.”

Students returned to the buses at midnight after eight hours in the parks and arrived at Arvida at 5:00 AM in the morning of May 18. “I wish we would’ve had more time to walk around the parks and go on every ride we wanted to,” said Trillos. “But overall it was a fun and refreshing trip.”

Moon Dance

By: Gabriela Abuchaibe

Arvida’s eighth-graders traded in their sneakers and shorts for an unforgettable night under the moon. On the evening of May 23, 2013, Moon Over Miami, the eighth grade dance, took place at Palace Reception Ballroom. “The venue was gorgeous, and it really added to the whole theme of the dance,” stated Aliana Quiles. Faculty and administration, as well as a few parents, gathered to watch the eighth-grade class enjoy their last group activity before heading off to high school.

The students were served a three course meal, including an entrée and a dessert. This was followed by a night filled with dancing. “The best part was being able to dance and walk with all my friends,” said Shannon Lucky. The music was provided by a live DJ, who Lucky thought kept the crowd entertained.

Although the dance was full of good times, there was still a sad feeling in the air,” stated Quiles. She further explained that as the dance was ending, many students were leaving teary eyed and saying heartfelt goodbyes to one another. “It just hit us that it was one of our last days together, we would not be seeing each other every day like we had for the last three years,” said Quiles.

The dance came to an end at 11:00 PM. Lucky stated, “I had an amazing time, I just wish it would’ve never ended.”

Moon Over Miami

Comments? Questions? Voice your opinion!

Send Letters to the Editors to Portable RTH.

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“Fame” Will Live on Forever

By: Gabriella Abuchaibe and Alexandra Conroy

“Fearlessly embark on your own journey outside of your comfort zone,” Lesley HoSang, director, responded, was her motto when organizing Arvida’s 2012-2013 musical, Fame.

Arvida’s musical, Fame, is about performing arts students who want to become famous; it goes throughout the four years of high school and the different challenges and events they face. One of the students, Tyrone Jackson, discovers he has dyslexia and the musical shows how he overcomes it. Another student, Carmen Diaz, also goes through the process of taking opportunities while trying not to lose everything she already has. It also shows how the characters face everyday problems, teenage drama, and the price of fame. Set in the 1980s, the fashions consist of previous styles of that time as a contrast to the fashion today. According to HoSang, the musical is fast-moving, colorful, energetic, and acrobatic.

The main purpose of producing the musical, Fame, was to entertain the audience but also show off Arvida’s talent and to spread the importance of literacy in the performing arts.

In the musical, there are 50 students participating: 30 Thespians, 17 intermediate advanced drama students, two lighting, and one sound. The student director was Ninett Llorente eighth-grader. She said, “The close bond between our classmates is just part of what makes this production successful.” Her favorite part was the chance to collaborate with classmates and the dances and facial expressions. Starting the end of January, these 50 students had to go to rehearsals every day after school until 5:30 PM. Here they practiced their lines, choreography, and vocals. In the end it all wrapped up to form the musical, Fame.

However, there were some challenges along the way. HoSang believed that finding the right musical that would challenge the Thespians was an encounter she faced, as well as coordinating everyone’s schedule so that they would be able to make it to rehearsals. HoSang described, “Learning the choreography was very challenging, however, they amazed me as well as themselves at how quickly they picked up the routine.” HoSang also added that all parts of a musical take endurance, attention to detail, focus, and dedication. Memorizing the lines and the songs was easy for some students but singing in the correct key was mostly challenging. Putting together a musical takes hard work and HoSang says that she had many helpful hands. Faculty members willingly contributed their time and talents to the performance. Yumeisy Alvarez, Arvida’s dance teacher, choreographed “The Junior Festival” number and other community members also helped with putting together the performance. HoSang says that she wanted all performing arts teachers to be included in the process so that she can receive as much help as she can.

With all these preparations HoSang only hopes that most will find the musical, Fame, “mesmerizing and unforgettable.”

Arvida Thespians

“Arvida’s Thespian Troupe represented District 4 this weekend at the Florida State Junior Thespian Festival in Melbourne, Florida by earning excellent and superior ratings in the categories of: duet acting, ensemble acting, solo musical, and duet musical. I am so proud of their performance and professionalism amongst their peers-offering support and encouragement to all performers.” -Lesley HoSang

Rashel Amador    Jordan Pagamnac
Fabiana Diaz-Cianferon    Nah Paneiro
Jonathon Polo    Joy Arroyo-Pitt
Zachary Custano    Sophia Polo
Amaris Garcia    Andrea Perez
IP Gutierrez    Eyan Rebucas
Sydney Merrit-Brown    Nicole Santiseteban