

The Match

[FAST vs.
FSA pg. 4]

FAST vs. FSA

What are students' opinions on these standardized tests?

FAST

- Critical Assessment of Student Learning
- Focus on Learning
- Limited to Learning

"I like the FAST because you only have to take it once instead of taking [FAST] twice."
-Liam (5th Grade)

"I prefer the FSA because it's more challenging and get results really fast!"
-Liam (5th Grade)

"I like the paper for the FAST because you write all the answers and FAST testing, you can only type stuff down."
-Liam (5th Grade)

FSA

- Florida Assessment of Student Achievement
- Covers more on the end of each year
- Writing component with paper-based

"The FSA was probably better for me. The FAST testing was too focus on behavior. It was a mess."
-Noah (5th Grade)

"The FAST test is like the better, because it's not a computer and [during] the test, I'm using my pencil and I'm not typing anything down."
-Liam (5th Grade)

"I really like the FAST because it's not a computer and [during] the test, I'm using my pencil and I'm not typing anything down."
-Liam (5th Grade)

"I really like the FSA because it's not a computer and [during] the test, I'm using my pencil and I'm not typing anything down."
-Liam (5th Grade)

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PHOTO BY ALYSON MIZANIN

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Development of the Pine View Garden

by Kai Sprunger

Hidden just behind the towering buildings of concrete is a sun-drenched landscape known as the Pine View Garden. For many years, this garden was just an empty and dead landscape, however, about a year ago, the garden began to thrive with the collaboration of students, parents, volunteers, admins, and teachers alike. Pine View Association (PVA) Garden Committee Lead Lesley Sachs is at the head of the Pine View Garden and works with the students of Pine View to care for this lovely home for plants.

"I want it to be a place where everybody feels welcome... and safe to come if it is something they want as an alternative to their recess or just something that they are interested in trying..." Sachs said.

Regardless of age, all students, from elementary to

high school, are welcome into the Pine View Garden during their lunch or recess times whenever the garden is open. Alongside their peers, they can tend to the variety of plants that the garden offers.

Many of the plants in the Pine View Garden came from seeds graciously provided by the Institute of Food and Agricultural Services (IFAS) at the University of Florida (UF) as well as by students and parents. A majority of the plants grown in the garden are edible, so the student body can enjoy healthy and fresh snacks from time to time.

Students, like fifth-grader Lia Ottaviano, enjoy the variety of plants in the garden.

"I like the plants and flow-

ers — they are all so pretty," she said.

Sachs, along with others tending to the Pine View Garden, intended for the garden to be home to a vast variety of plants in order to educate



Together, Lesley Sachs (left) and fifth-grader Lia Ottaviano (right) plant a handful of seeds in the Pine View Garden. PHOTO BY KAI SPRUNGER

students on gardening and the biology behind these unique organisms. She aims for the garden to be "an extension of [teachers'] classrooms," where teachers, especially elementary school teachers, can bring

the classroom to the outdoors. As gardening applies science, Sachs feels strongly that science teachers can use the garden within their curriculum.

"Our science teachers have a direct link in with the garden, whether they're doing plant parts, seed germination, soil chemistry, and biology — all of that plays out here in the garden," Sachs said.

Recently, several elementary school teachers have been utilizing the garden within their curriculum. Just last year, Rebecca Kochenderfer's second-grade class raised caterpillars in their classroom until they formed chrysalises. Once the chrysalises shed into butterflies, the class released them inside the Pine View

Garden into the wildflower and pollinator section.

Although the Pine View Garden is flourishing, the development of the garden is far from finished and the students are continuing to work on it.

"It is nice to work towards something and see the outcome of it," tenth-grader EllaRose Sherman, the Vice President of Pine View Gardening Club said.

The Pine View Gardening Club looks forward to implementing their ideas for the garden in the future, including adding a greenhouse as well as restarting the butterfly garden. With all of these renovations, they hope that this garden will forever remain a safe corner for not just Pine View elementary but the whole school.

"This is like a little piece of home," tenth-grader Lorel Allen, the President of Pine View Gardening Club said.

Welcoming Pine View's Newest Teachers



Ivonne Chaustre (Fourth Grade)

Tell me a little about yourself: I was born in Colombia and grew up in Florida. I went to college in Miami, where I studied communication studies and professional writing. After college, I went to Washington [D.C.] to work in public relations for the federal government. When I came back to Florida, I worked for a mutual financial advisory firm as a municipal advisor, and that's when I realized how much I enjoy math.

Why did you become a teacher?: Education was in the back of my mind when I first went to college... When my daughter started going to school, she was identified [as] gifted very early on. I started doing a lot of research about gifted education. That led me to try to find ways to help her. I created a lot of content and materials and started sharing that with her kindergarten teacher, and the teacher asked if I could come in and do lessons for the kids.

What did you do before teaching at Pine View?: I started subbing in Manatee County and then working as an ESE aide. When my daughter came to Pine View, I started looking for an ESE job — I found one and spent a year and a half here. I loved the opportunity to help them individually with their needs and shadow and learn from teachers. My goal was to teach elementary, but then the pandemic happened, and my certification got delayed. The only certification I had was my Spanish certification, so I taught Spanish at Venice High for two years and then the opportunity became available to teach here. Now I'm here, and my daughter is in fifth grade.

What are you looking forward to when it comes to this year at Pine View and the future in general?: I'm looking forward to bringing more depth to our offerings. I'm looking into a partnership with USF like the IGNITE program, it's almost like Creator's Club. I would like to get my kids more into math competitions and bring outside opportunities to the kids.

GRAPHIC BY ALYSON MIZANIN

FAST vs. FSA

What are students' opinions on these standardized tests?

FAST

- Florida Assessment of Student Thinking
- Three times a year
- Similar to I-Ready



"I feel like FSA is better because ... you only have to take it once instead of taking [FAST] twice."

- Jai Shalev (4)



"I prefer the FSA because it's more challenging, and I get results really fast."

- Jade Livingston (5)



"I like the paper [for the FSA] because I can write all my work down and FAST testing ... you can only type stuff down."

- Liam Gidcumb (4)



"The FSA was probably better for me ... The FAST testing is harder to focus on because it's on a screen."

- Isla Matash (5)



"The FAST test, I think it's better ... because the timeline is not that long and you can check your work."

- Jade Livingston (4)



"I really like FAST because it's on a computer, and [during] the FSA, it hurts my hand and it hurts my eyes, just looking down."

- Alaina Lee (5)

FSA

- Florida Standardized Assessments
- Occurred once at the end of each year
- Writing assessments were paper-based

November and December Events and Birthdays

Nov. 2

Melissa Germanio's birthday

Nov. 3

Mackenzie Fox's birthday

Nov. 6

Karen West's birthday

Nov. 12

Pine View Fair

Nov. 15

Peggy Barber's birthday

Dec. 15

Carole McLaughlin's birthday



Students in the Pine View Garden learn how to take care of plants. Recently, the garden has started back up after a long period of inactivity.

PHOTO BY EMMY LI, LIAM DINGMAN



Elementary music teacher Alyssa Adamson's classroom is home to everything music, including xylophones. Fourth-graders have been practicing a piece called "Progress."

PHOTO BY FELICITY CHANG, LIAM DINGMAN

IN BRIEF

Students dig into gem mining

by Tiffany Yu

Fourth-grade science teachers Melody Elliott and Shannon Wynne rocked November 1 with a hands-on gem-mining and identification activity.

Students used a sieve — wire mesh held in a frame — to filter through buckets of Brazilian ore for gems, rocks, and minerals.

When fourth-grader Robin Bass, one of Elliott's students, was asked what her favorite part of mining gems was, she replied, "[There were] actually two things. One, finding out what type of gems they were. Another one was getting

all the sand out and sifting it," Kerrick, one of Wynne's students, enthusiastically compared his in-class experience to his first-time gem-mining on a family trip in South Carolina.

"When we were coming back down, we decided that we should gem-mine for fun, so we did that. [In class] we got to keep crystals that we wanted to keep," he said.

Elliott and Wynne loved watching their students participate in the activity and are planning on doing it again next year, a fun activity future fourth-graders can look forward to.

Veterans Day resumes in person

by Emmy Li

The annual Veterans Day event has moved back to in-person after being held online for three years. Elementary students have been hard at work preparing for this program by creating paper flowers, acrostic poems, and thank you cards in class.

During the three years the event was online, students made "bouquets of appreciation" that were brought back home for Pine View veterans and delivered to nursing homes.

This year, secretary Carole McLaughlin and third-grade teacher Sara Kolsky are

excited to bring back a long-time tradition. First, veterans have breakfast with elementary students and then parade through campus. When they reach the gym, the high school band and elementary school choir will be playing. Dr. Covert will welcome them and the elementary student council will help introduce the veterans, as well as speak and thank them.

"I think [the event] allows them to respect the veterans who have served. I think it allows them to see people from the community that they might not also get to see," Kolsky said.

Movie Review: Monster High: The Movie

by Sanya Patel

Draculaura, Clawdeen, Frankie, and Cleo; if you recognize any of these names, then you are most definitely familiar with the classic Monster High movies. As of October, Nickelodeon has a new live-action addition to the Monster High brand: “Monster High: The Movie.” Based on trailers alone, viewers could tell that this movie would not be like the others, as it follows a new plotline. Join me as I break down the “do’s” and “boo’s” of this latest film.

Spoilers ahead, if you have been warned.

For starters, let’s talk about the opening scene: the movie starts with a girl performing trick shots at the skate park. The surrounding teens stare in awe at her skills until her hood falls off to reveal her glowing eyes, sharp fangs, and wolf ears. Meet Clawdeen Wolf, our protagonist in this story.

Upon her reveal, she gets chased into the woods by the humans watching her, but quickly escapes by jumping into the trees out of sight. From this scene, the audience can tell that she is not in the “monster world.” In the original films, there are no “monster” or “human” worlds, all the

ghouls live in a realm where there are only ever monsters. We never actually see any humans, but the fear of them is still mentioned here and there.

As a child, the mindset of being something (a human) that my favorite characters feared would have crushed me, so I am very thankful for their own creative conflicts. But in the remake, “their” world and “our” world have collided and it just doesn’t make much sense to me.



A few scenes later, we see Clawdeen convince her dad, a full human, to let her attend Monster High. Clawdeen’s mother was a well-known alumna, so Clawdeen has a legacy to live up to. But more importantly, her dad is scared — scared that her secret will get exposed, that she will be banished, or even killed for being part-human.

Clawdeen’s dad takes her to the portal to enter the monster realm and she bids her parents goodbye. Now, there were a lot of technical aspects wrong with this scene. For one, Clawdeen only has one duffel bag with her the entire time, and she wore some pretty killer outfits, so something is not adding up here. Secondly, the special effects of her walking through the portal were horrid. Finally, she makes it to school, and of course, she is late on her first day.

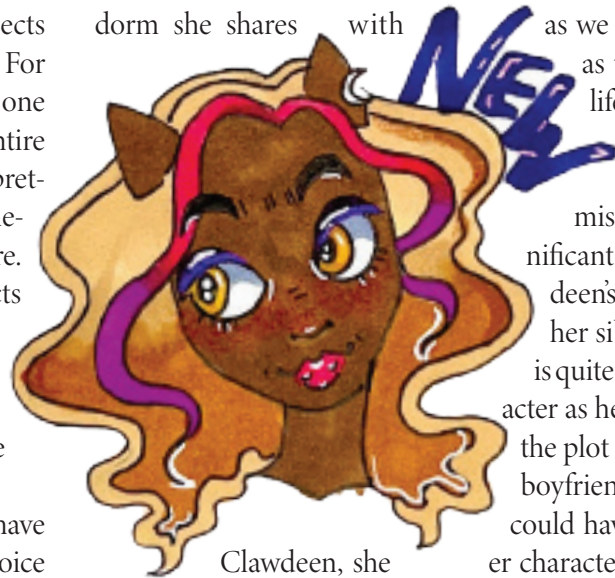
Now, I definitely have more thoughts on the choice of the plotline, but let us transition into character design.

Let’s start with Ghoulia. In the animated movies, Ghoulia only ever moans or makes similar incomprehensible noises, but everyone is still able to understand her. She is only really friends with Cleo and is pretty quiet besides that, so having her speak and have more of an outgoing personality is a jump.

In this new movie, however, while Clawdeen is trying to find her room in the halls, she asks Ghoulia for help, to which she replies with a snarky comment and leaves her in even more confusion.

Another character I have an issue with is Drac-

ulaura. Throughout all of the animated movies, she is by far the sweetest monster. When we meet her in the dorm she shares with



Clawdeen, she immediately divides up the room and makes it a point not to talk to her. Sure, when they do end up becoming friends, she is nicer, but the Draculaura I know and love would already be making friendship bracelets before meeting her roommates.

Draculaura could have easily been half-human, half-vampire, living with her human mom in the “human” world. Her dad, Count Dracula, is also a very notable monster. The writers didn’t put much thought into the details, which is honestly frustrating. I personally would have loved to see this plot from Frankie’s point of view, who is the main character in the animated Monster High movies. Especially since in the new mov-

ie, Frankie was born/created 16 days before the first day of school, I believe it would have made for a great plotline as we could follow them as they figure out the life of a teenager.

The new movie was also missing several significant characters: Clawdeen’s siblings. One of her siblings, her brother, is quite an important character as he has a huge role in the plot and is Draculaura’s boyfriend. They honestly could have chosen any other character for the main role and kept Clawdeen as a side character with a lot of siblings.

Aside from my many issues with this movie, I actually did enjoy seeing it. My initial emotions were negative because the idea of changing the narrative of something so deeply rooted within my memories was baffling. Why edit the plot when it was already perfect?

But in the end, I realized that the only important thing is that there are people out there wanting to continue the legacy of my favorite “ghoul-friends,” and I can support that. No matter the plot changes or the character design, Monster High will always be my home.

GRAPHICS BY LILY QUARTERMAINE

Unwinding with the ukulele

by **Ava Lenerz**

As she strums the ukulele, vibrations resonate throughout the room. Her fingers move at a fast pace and the music is formed.

Fifth-grader Paige Mach began her journey with the ukulele a year ago at Troll Music with her teacher, Olivia Freeman.

She originally discovered the ukulele while passing by Troll Music. Once seeing a beautiful blue ukulele, Mach was immediately drawn to it and ever since, she has taken ukulele lessons.

Mach has many fond memories of learning ukulele

at Troll Music. Her teacher, Freeman is always considerate of what her students want to do, so the students constantly have fun in their lessons. One time Freeman played “Hiding in the Blue” by TheFatRat and RIELL really slow and fast at Mach’s request, which Mach appreciated greatly as she was glad that Freeman listened to her opinion.

Besides “Hiding in the Blue,” Mach has other songs she wants to be able to play in the future.

“[There] is a really hard song from a video game that I want to play... called ‘Fly Octo Fly~ Ebb and Flow’

Mach said. ‘Fly Octo Fly~ Ebb and Flow’ is from “Splatoon 2”, which she plans to start learning once she is done with “Hiding in the Blue”. Much of her song inspiration is from video games she enjoys.

Mach said her parents are very supportive of her learning the ukulele since they are, “...a very musical family.” Their collection of instruments includes a few recorders, an electric piano, a percussion set, and a drum set.

She plans to continue playing the ukulele into the foreseeable future as she enjoys the instrument a lot.

“She’s a pleasure to talk



Ukulele in hand, fifth-grader Paige Mach gets ready to play. Mach began her journey with the ukulele a year ago and takes lessons at Troll Music. PHOTO PROVIDED BY PAIGE MACH

with,” her homeroom teacher James Ross said. “One can learn many interesting things from Paige.”

Mach looks forward to

the day when she can bring her ukulele to school and play for her friends as there is a song she has been practicing and is very excited to perform.

Celebrating Carnatic Music

by **Robyn Schoenberg**

Carnatic music has been around for at least 2500 years with origins in Ancient India. Today, fifth-grader Nidarshana Jayendran has been taking Carnatic music classes since she was six years old.

“I like it and I have interests in it, but the only thing I don’t like about it is it gets a bit complicated sometimes when you get into scales,” Jayendran said.

Unlike Western music where the scale is do re mi so la ti do, Carnatic music uses a different scale that involves sa re ga ma dha ni. This music is focused heavily on the voice, and the instruments

are played in a way that resembles singing. Not only does Jayendran sing, but she also plays the guitar, piano, flute, violin, and the Hindustani keyboard. She even makes her own songs.

“In class, I feel how one should feel, passionate about music, but then when I am making my own songs, I feel free,” Jayendran said.

In the family, Jayendran is not the only one pursuing Carnatic music, her older sister ninth-grader Niranjana Jayendran also shares an interest in Carnatic music and takes classes.

“Carnatic music is an

important part in South Indian culture,” Niranjana Jayendran said. “It’s like connecting back to our roots.



We found a teacher who is now teaching from India, and it is almost as if we are in

India.”

Niranjana Jayendran has also heard her sister sing and acknowledges her talent.

“She has a really nice singing voice actually. She’s always humming or singing something,” Niranjana Jayendran said. “It’s nice to see her put that talent towards something she enjoys doing.”

Nidarshana Jayendran does not sing in formal performances, although she does sing with family.

“We sometimes hold satsungs. They’re Indian celebrations where you sing, dance, play,” Jayendran said.

“I sometimes sing... and we have sound effects too. My friend’s twin brothers and my cousin, they all three play the tubla [twin hand drums].”

Satsungs are religious gatherings involving spiritual reflection and discussion, commonly through music. When Jayendran’s family holds satsungs, she sings among her family and friends.

“She gets shy sometimes, but when she starts it’s like she’s gone into her own little world,” Niranjana Jayendran said. “I would love to see how she continues and grows.”

PHOTO BY ROBYN SCHOENBERG

HURRICANE IAN and its effects in



PINE VIEW'S elementary community

PHOTOS BY ALEKS MASIULIS, ALYSON MIZANIN, ATHENA ERBE, LINDSAY LUBERECKI

GRAPHIC BY JIAYI ZHU



Left: After the devastating winds of Hurricane Ian, cars were forced to drive through flooded waters. Ian hit as a category 4 hurricane September 28. PHOTO BY ALYSON MIZANIN

Right: As winds reached up to 150 mph, many trees were uprooted and homes were damaged. The community came together to recover from Ian's intense impact. PHOTO BY KAI SPRUNGER



How did Hurricane Ian affect you?



Robin Bass, fourth-grade
Sarasota

“My experience during Hurricane Ian was not that good. There was a leak in the house, so water got in and every ten minutes I would have to get the water out. Our neighbor’s tree fell on our fence and then the tree in our front yard broke off, and it was my favorite tree. But after the hurricane, we didn’t have power for five days, so we stayed for four days at my grandparents’ house.”



Khaleel Negrón, fourth-grade
North Port

“The experience was a bit scary... I live in North Port, and in the middle of the hurricane a board fell down, it was pretty scary. We had to stay in the bathroom because it was the safest room in the whole house because it had no windows. We slept there; it was kind of uncomfortable. We lost power and water, and internet – we still don’t even have internet back [as of October 18].”



Lola Lovett, fifth-grade
Evacuated

“I evacuated to Louisiana since it was going to go right to where my house was. My family stayed behind because my grandma is 69 and my great grandma is 89. While they were home, they lost power for a week, and the air conditioning wasn’t working at my grandma’s house so that wasn’t too good... [I evacuated] with my mom, my dad, and my little brother... for five days.”

Q&A:

with Elementary Assistant Principal Roy Sprinkle

by Jiayi Zhu

Where were you stationed during the hurricane?



Roy Sprinkle: I was at the EOC, which is the Emergency Operations Center for the County of Sarasota... I was there for approximately 8 days, where I ate there, slept there, stayed there... with probably 100 other people [from] all around the county.

What were you mostly doing while stationed?

RS: Solving problems. Everything you can imagine from our power being out at the shelters to not being able to flush toilets, [as well as] ordering food, ordering water. I think I ordered 3500 MREs [Meals Ready-to-Eat]. I ordered portable showers, portable toilets because we were without power, without water.

What were some of the biggest challenges that you and the team had to overcome?

RS: The most difficult thing that happened during the

storm was the evacuation of Lamarque [Elementary]... I worked with [the team] to make a plan to get them out of there... We had some very brave bus drivers that drove through water, powerlines, debris, cars, sinkholes, and bridges that were being closed around them. To get there, it was like a bad action movie to be quite honest... It took us probably about 7 hours to get everyone [to Tatum Ridge].

Some people would consider your actions heroic, would you consider yourself a hero?

RS: Absolutely not. I think that any one of my colleagues would’ve done the exact same thing I had to do. I’m happy to do it, and I’ll do it again if they need it.

PHOTOS BY JIAYI ZHU

Sports, sports, sports!

FOURTH AND FIFTH-GRADERS' THOUGHTS ON ALL THINGS SPORTS
75 TOTAL STUDENTS WERE SURVEYED

What is your favorite sport to watch?

27% responded football - the most popular choice!

11% said that they don't watch sports

runners-up were:

12% soccer

8% basketball

8% baseball



What is your favorite sport to play?

16% soccer - the winner of this round!

runners-up were:

13% tennis

9% swimming

8% basketball

8% dance/ballet



How many sports do you play?

48% of students polled play or played one sport

31% play two

11% play three

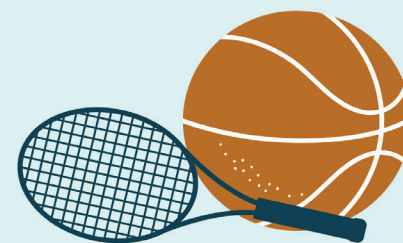
5% play four



...and one student plays six!

How long have you been playing?

37% have played a sport for five or more years!



Fourth-grader packs a punch

by Rohan Dash

On a typical Wednesday afternoon, one can see fourth-grader Shai Sachs working out at Upper Cut Fitness practicing his boxing skills and doing intense cardio workouts. Sachs, who already is a successful swimmer and rower, originally got into boxing for a better workout a year and a half ago.

Sachs usually arrives at the gym every Wednesday to work with former professional boxer and coach Aaron Jaco. They work together to help Sachs improve his skills, usually in the form of rigorous workouts. A typical workout could include pushing

a weighted sled containing over 150 pounds, spinning bikes, doing lunges, squats, pushups, sit and leg ups, running on the treadmill, and jump ropes.

Sachs also enjoys honing his defensive skills — working on punching mitts in addition to combination punches including jabs, crosses, and uppercuts.

“It is a hard workout and I come out looking like I just came out of the shower,” Sachs said.

Due to Sachs’ age, he does not spar, or fight other boxers, and will not for the next few years. However, what Sachs does is quite impressive, con-

sidering the amount of gruel and challenging work boxing requires. Doing such vigorous sports, Sachs stays disciplined, making the best use of whatever time he must complete schoolwork and projects, working ahead on weekends and completing work in the morning.

Sachs’ mother, Lesley Sachs, said “[I am] very proud of Shai with his boxing. [I] can see so much progress in his skill and strength over a relatively short time. Shai really rises to the challenge.”

Sachs looks forward to his future in boxing. He wants to continue to learn sparring and continuing boxing. He



Boxing with his coach Aaron Jaco, fourth-grader Shai Sachs practices his punches. For around a year and a half, Sachs has been training with Jaco. PHOTOS PROVIDED BY LESLEY SACHS

looks up to former boxer Muhammad Ali, one of the greatest boxers of all time and a civil rights activist.

In the future, Sachs is also

interested in joining a higher level UpperCut boxing team and has been inspired by some of the local matches he has seen.

Hurling at the hoop

by Allie Chung

Basketball in hand, sweat dripping down his face, he locks his eyes on the hoop. Hovering over him are boys who are much taller. Regardless, he shoots. Swish! With this basket, fifth-grader Nikolas Hilgenberg has won the game for his team.

For two years now, Hilgenberg has played on the Venice YMCA travel team. His team plays outside the local competitions and meets with other high-level leagues in places such as Tampa and Venice.

“[I wanted to start playing] when I saw my friend

playing basketball at my old school,” Hilgenberg said.

Although Hilgenberg’s introduction to the sport was nothing out of the ordinary, as he continued to play, he realized he had a talent.

“I’m able to make some three pointers... and free throws,” Hilgenberg said.

As his teammates began to grow taller and taller, Hilgenberg noticed that he was typically the shortest kid on the court.



In a sport where height could be an advantage, Hilgenberg’s stature began to make an impact on his performance.

“[Being short] also [is hard] when you can’t pass the ball because most of the time people are guarding...and it is harder to shoot...” Hilgenberg said.

Nevertheless, Hilgenberg became a valuable member of the team by working harder and longer than the prescribed practices. He trains off the court with his brother and his dad, who taught him how to play at 8 years old.

“I play with [Nikolas]... we sometimes do a one-on-one, I guard him and he tries

shooting on me,” Hilgenberg’s brother, eighth-grader Giorgi Hilgenberg said.

Together the two brothers have made several memories as both of them share a love for basketball. Giorgi especially remembers one memory in particular about his little brother.

“There was this one time where [Nikolas] hit this buzzer beater, which is right when the buzzer strikes and he hit it from the three-

point line,” Giorgi Hilgenberg said.

Hilgenberg’s dedication has contributed to the team’s success, which had only two losses last year.

With the full support of his family, Hilgenberg does not let his height impact his playing. He continues to put in the work at practice and said he loves the freedom he has when deciding his next move.

“Whenever I make it, the crowd goes wild because I’m usually the shortest on the team,” he said.

PHOTOS PROVIDED BY EKA HILGENBERG



Why do volcanoes erupt?

[student question submission]

Question submitted by Bence Dobai



PHOTO BY JIAYI ZHU

by Jiayi Zhu

Volcanic eruptions are an extraordinary, unpredictable phenomenon. On average, there are 1,350 active volcanoes in the world, and 50-60 erupt each year. They can be thought of as openings in the Earth's surface that allow gas, magma, and ash to escape from beneath the Earth's crust.

Volcanoes can be found both on land and underwater. The explanation behind volcanic eruptions can be unearthed when considering the processes by

which heat moves in Earth's interior.

Many volcanoes are found around the edges of tectonic plates. Tectonic plates are giant pieces of solid rock that compose Earth's crust and upper mantle. From below, convection currents in Earth's mantle cause the plates to shift.

Convection currents involve a movement of heat energy in the form of heated liquid. Tectonic plates can also move as a result of gravity, a driving force in plate movement. This same process of 'tectonic shift' is not only the root of volcanic eruptions but also earthquakes. The pressure formed through a tectonic shift produces an enormous amount of heat, which in turn forms magma.

Newly formed magma rises and collects in

magma chambers, accumulating in large pools of hot, liquid rock. Magma can range in temperatures from 1000° (1830°F) to as high as 1200°C (2200°F), depending on its composition.

As magma increases, pressure does as well. Increased pressure in the chamber can lead to holes or cracks in the crust. Magma can then escape to the surface; therefore causing a volcanic eruption.

The extent of a volcanic eruption depends greatly on the composition of the magma. The viscosity, or thickness, of the magma affects how it will react when it reaches the surface as lava, as well as the shape of the volcano. The more fluid the magma is, the easier it is for gas to escape, resulting in a slow-moving lava flow. Volcanoes with flatter slopes are usually formed from runnier types of magma. The harder it is for gas to escape, the more volatile and explosive an eruption is. Volcanoes with steeper slopes are usually the production of viscous, thicker types of magma.

There are three different types of magma with varying fluidity and volatility levels. Basaltic magma is the most fluid type, and contains the least amount of gas, making it the least explosive type of magma. Felsic magma is very thick and contains a lot of gas, making it the most explosive type of magma.

Volcanoes produced much of the water we drink and air we breathe. Through the process of degassing, volcanoes release water vapor.

explosive type of magma

Felsic magma is very thick and contains a lot of gas, making it the most explosive type of magma.

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VOLCANO FACT:

The tallest volcano in the solar system, Olympus Mons, is on Mars. Olympus Mons is a giant shield volcano that reaches 27 km, or 16.77 miles in height!

slow-moving

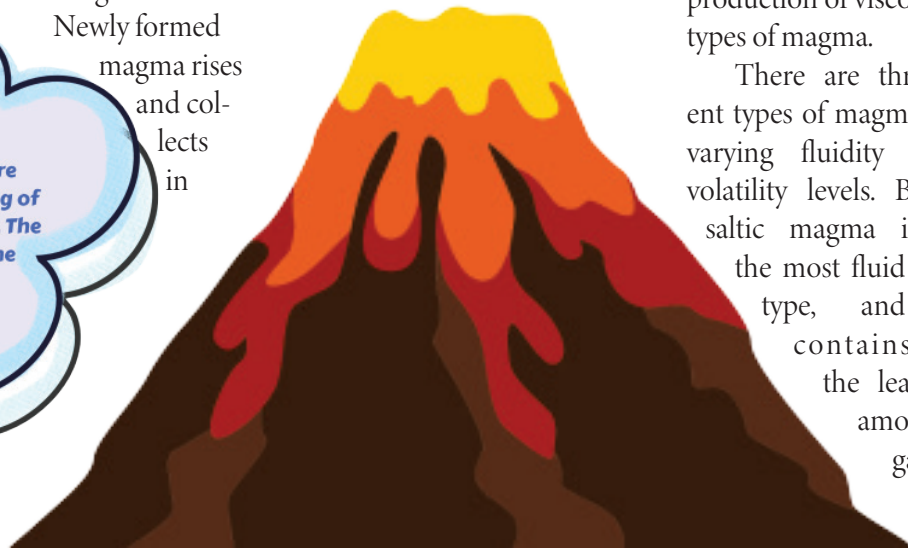
like syrup. It's high in unstable gases and is highly explosive in eruptions. Andesitic magma is somewhere in the middle, causing somewhat explosive volcanic eruptions.

Volcanic eruptions are a dangerous yet beautiful force of nature. Throughout history, they have proven to be sources of destruction as well as creators of over 80% of the Earth's surface. Overall, they have proven themselves as truly 'mind-blowing' occurrences.

rence.

VOLCANO FACT:

Volcanoes produced much of the water we drink and air we breathe. Through the process of degassing, volcanoes release water vapor.



The Alien Issue: Do They Exist?

pro-aliens

by Jiayi Zhu

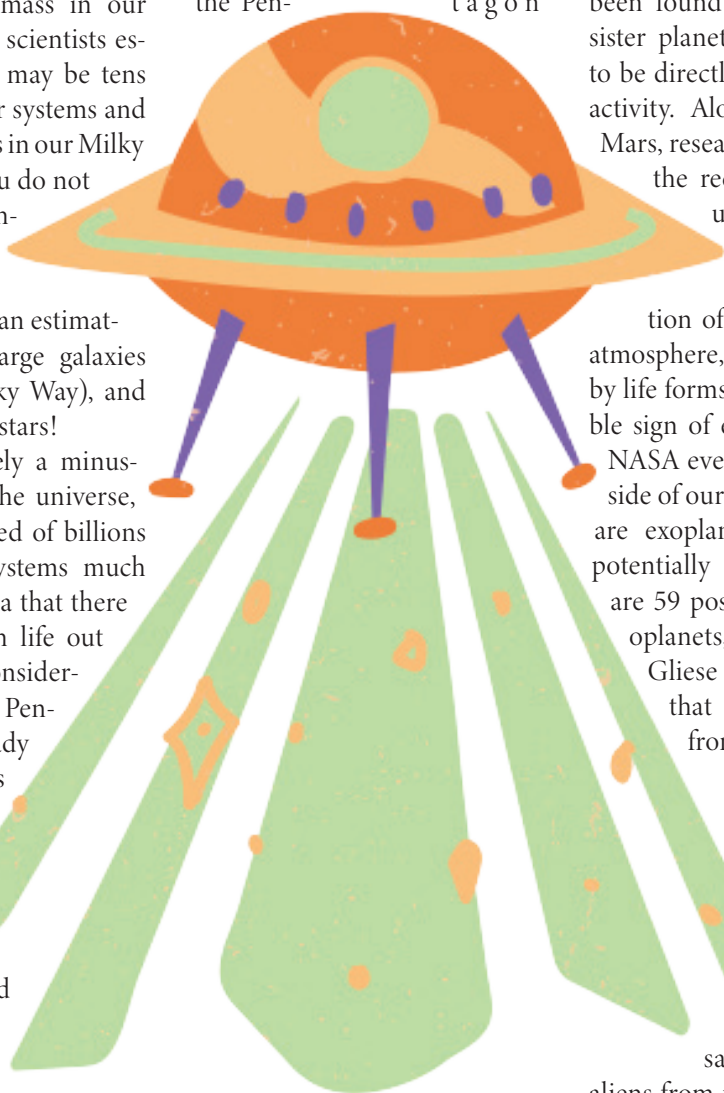
On the planet we call home, Earth, there are about 7.8 billion people living and inhabiting it. Earth makes up .00003% of the mass in our solar system, and scientists estimate that there may be tens of billions of solar systems and even more planets in our Milky Way Galaxy. If you do not feel small yet, consider the fact that the observable universe has an estimated 350 billion large galaxies (such as the Milky Way), and 30 billion trillion stars!

We are merely a minuscule fraction of the universe, which is composed of billions of other solar systems much like ours. The idea that there may be unknown life out there is worth consideration — the U.S. Pentagon has already taken measures into investigating UFOs (unidentified flying objects) in the Unidentified Aerial Phenomenon Task Force. There have been numerous UFO sightings for decades, especially by Navy pilots. Many of these sightings have yet to receive an explanation.

According to “How the Pentagon learned to start worrying and investigate UFOs,”

written by National Geographic, “...a Navy task force reviewed 144 sightings by U.S. government personnel that occurred between 2004 and 2021. No, the Pen-

tagon



doesn't know what they are. There's no evidence that the objects were sent by space aliens, but the report, mandated by Congress as part of the 2021 National Intelligence Authorization Act, confirms that the sightings remain

‘unidentified.’”

Along with this, the possibility of life on our neighboring planets Mars and Venus is being explored. Phosphine gas has been found on Venus, Earth's sister planet, which is known to be directly linked to human activity. Along with this, on Mars, research has shown that the red, icy planet once used to have bodies of water; moreover, the detection of methane in Mars' atmosphere, which is produced by life forms, is another plausible sign of extraterrestrial life. NASA even reports that outside of our solar system, there are exoplanets that are also potentially habitable. There are 59 possibly habitable exoplanets, one of them being Gliese 667 Cc, a planet that lies 22 light-years from Earth.

Ultimately, there is more than enough room to dream big concerning the existence of aliens. Aliens may not necessarily resemble aliens from movies, like E.T. or Yoda, but considering the vast extent of the universe we call home, the possibilities are endless. “The universe is a pretty big place. If it's just us, it seems like an awful waste of space,” said Carl Sagan, a famous American astronomer.

anti-aliens

by Terry Shen

The only evidence of alien existence is in fictional movies. Aliens are not real. Despite constant stories of aliens living on earth, UFO sightings, and many more tall tales, there has not yet been any tangible proof that aliens are real. Although many official organizations have “spotted” signs of UFOs and inexplicable movements in the air, they have no hard evidence that extraterrestrial life does exist.

One argument claiming aliens are not real is that the galaxy is so old that, aliens definitely would have contacted us already. The galaxy is over 13 billion years old. 13 billion years is surely enough time for intelligent life to have traveled across the universe.

Others say aliens are deliberately avoiding contact with humans on Earth, but this simply does not make any sense. Surely, we would have no weapons powerful enough to fight off aliens that were able to travel light-years to find us. What would the purpose of avoiding us be? If humans found aliens, we would contact them when we deem it safe.

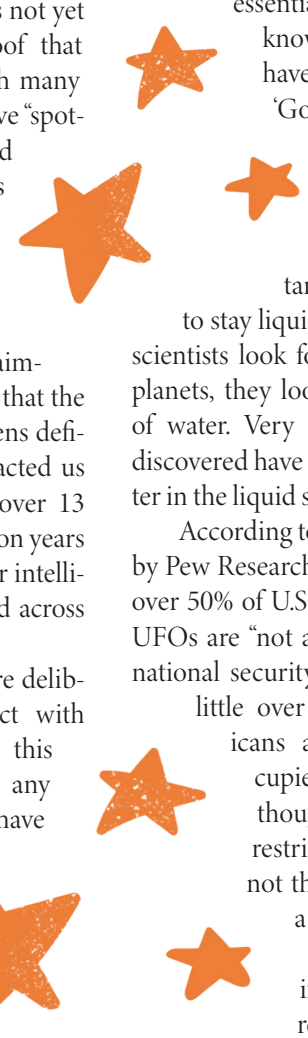
Earth is an extremely special case when it comes to planets and exoplanets. We have

the exact right temperature, and we are not too hot and not too cold. We are not too close to the sun to burn, and we are not too far away from the sun to freeze. We have water, a liquid that is essential for life as we know it. Scientists have called this the ‘Goldilocks Zone,’ which is a range of temperatures and distances for water to stay liquid. In fact, when scientists look for life on other planets, they look for evidence of water. Very few exoplanets discovered have evidence of water in the liquid state.

According to research done by Pew Research Center, a little over 50% of U.S. adults say that UFOs are “not a threat” to U.S. national security. This shows a little over half of Americans are not preoccupied with the thought of extraterrestrial life, and do not think aliens pose a threat.

Of course, if aliens were real, life as we know it would be vastly different. Perhaps they would be friendly. Maybe they would be hostile. No matter what, there would be a lot of uncertainty and doubt in the air.

GRAPHICS BY KAI SPRUNGER



Trapped in Roblox

by Sofia Giannattasio

Rob Locks was supposed to be doing his fourth-grade autumn FAST diagnostic, but instead, he was watching the colorful, glowing computer screen in front of him.

“NO!” he shouted in annoyance as his Roblox character got blown up into rainbows.

As he raged, he felt a bony hand slowly grab his shoulder.

“I’m going to have you log off for me, buddy,” Locks’ teacher, Ms. Parti Pouper asked calmly.

“You are supposed to

be doing FAST...”

“I- uh- uhm,” Locks tried to think of some excuse.

He started fumbling with the keyboard, pressing all and any buttons to turn it off, when suddenly there was a great white flash — small, but bright. Just as quickly, everything went dark.

When Locks woke up, his heart was pounding and it took him a while to adjust his eyesight after the flash. Once he finally realized where he was, he couldn’t believe it: he was on a yellow block in the middle of the sky! On his left, there were green, blue, and purple blocks going upwards. He realized he had seen this before somewhere, but he could not quite put his finger on it.

Suddenly, everything clicked. He was inside of Fortnite Battle Royal Mega Obby [500k]!

When he looked down, he almost fainted. His arms and legs were blocks!

“I have to get out of here, I want my hands back!” Locks yelled out in fear.

He climbed down the stairs and encountered another obstacle

course: he had to jump over the sky to a bouncy ball 10 feet away! Locks sat down, too terrified to even try, when suddenly he felt a hand on his shoulder.

Locks was so happy that he was no longer alone. But when he turned around, it was none other than Beef Boss himself.

“YO ROBBY BOY!” Beef Boss screeched.

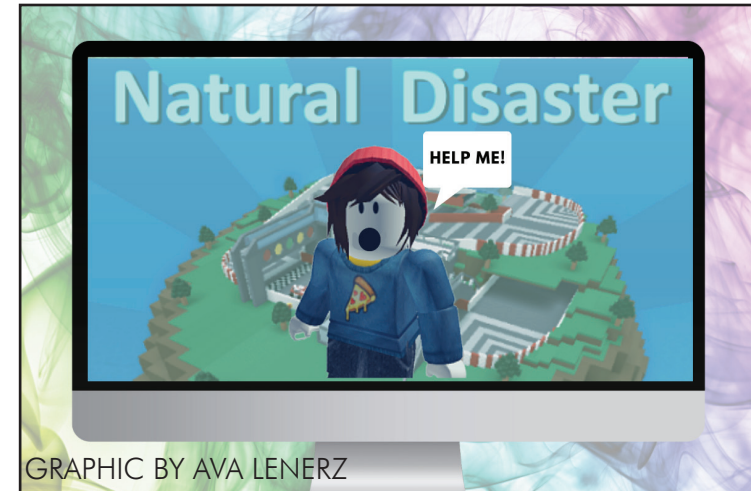
Locks was taken aback, drooling in awe of his awesomeness. Beef Boss looked just like he did in the video game, Fortnite, with a wacky costume featuring a cheeseburger head, huge google eyes, and a tongue that just could not stay in his mouth. He was wearing a blue and brown jumpsuit with fast-food-themed accessories all over.

It seemed like he was radiating with cool kid vibes, although that might just have been the graffiti on his pants or the olive sticking into his head.

“What are you doing here?” Boss asked. “This is my world, it seems like you’re not supposed to be here.”

“I have no idea, I was with Ms. Pouper one moment, and somehow I ended up here. Will you help me get home?” Locks replied.

“Of course,” Boss said. “First things first, we need to



get you out of my lobby”

He then proceeded to jump off the block.

“HOLY SNICKERDOODLES! Did he just DIE?!” Locks yelled.

But in that moment, Beef Boss bounced back up into the sky and clicked the little X in the top right of the screen. Locks was then alone in the starting screen, with all the different games surrounding him like portals.

“I made the entire ground of my lobby a trampoline, that way you can just get back up if you fall down. I cannot help you anymore, though. I am not allowed to leave my game,” Boss explained, his voice echoing through the air.

Locks took a step back, only to trip and fall into Natural Disaster Survival. The world around him was filled with lava. It was coming from all directions, and he had no escape route. He tried to reach the X in the top corner but could not. Locks closed his eyes, accepting his fate.

He thanked his mother for giving him mac and cheese every day, his annoying older sister for never checking the weight of her piggy bank, and his Xbox for being his one and only friend.

The lava was getting closer to him and he could feel the air getting hotter.

“This is the end,” Locks said.

He looked up into the sky, awaiting his fate. Then, everything went black once again.

“Am I dead?” he asked.

“Boy, what are you talking about?” Ms. Pouper said. “Get back to FAST or I’ll write you a tally.”

“Ms. Pouper! Oh, am I happy to see you!” Locks exclaimed with happiness. He hugged his teacher. “I’ve had such a trip, I’m so happy to be home. I swear I’ll never call you Ms. Pooper ever again!”

Ms. Pouper accepted that her student was just plain crazy and continued scouting the room for other stray FAST diagnostic takers.



GRAPHIC BY SOFIA GIANNATTASIO

The 212° Fame Games

by Lora Rini

Last Friday, Pine View's very first Fame Games took place amongst 24 exceptional fourth-grade students. The Fame Games is an intense competition with a highly desired prize — the chance to be featured on the Wall of Fame outside the Student Union. Join The Match for an exclusive interview with the first-place winner, fourth-grader Ann Derdog.

Q: How did you prepare yourself for the Fame Games?

A: Before the games began, I had no idea what the competition would be like. I had to be ready for anything. For weeks before the Games, my mom dropped me off at school at 6:00 AM, and I ran laps around the track until school started. I also read the Harry Potter and Percy Jackson series three times each to brush up on my fighting

A Giant Surprise

by Jada Davidson

A quote often shared around Pine View is “if I have seen further, it is by standing on the shoulders of giants. You all, as Pine View students stand on the shoulders of the giants which are the generations of Pine View students that came before you.” We have all heard this many times, but all the generations of students before us are not giants: they are just humans. So who were the real giants, and how was Pine View created?

Once upon a time, there was a boy named Thera Noschools who lived in a cottage on a lush green land known as Vine Piew. One day, while he was tending to his land, he saw something right out of a fairy

skills and literary comprehension.

Q: Can you describe your experience during the Fame Games?

A: Last Friday, every student who was selected to participate in the Games arrived at school at 5:00 in the morning. We all stood in a circle around the sundial in the middle of the quad and once the school bell went off, we all charged for the sundial to grab supplies. Those first ten minutes were a massacre, but I was quick and managed to get away with some grippy socks and gloves and a pack of Cheez-its.

Q: So how did you win the Fame Games?

A: The Fame Games is like a giant game of tag, except everybody is it. Every participant is equipped with a pack of stickers, and if someone sticks a sticker on you, you're out. I used my grippy socks and gloves to scale a pole,

tale: a giant had jumped down from the sky. The ground shook with each thunderous step as he approached Noschools — he was as tall as 35 Building 17s and his limbs were the size of 10 football fields. The giant, known as Eym Gifted, was friendly, to Noschool's relief.

Suddenly, more giants plunged to the ground, carrying loads of concrete and waving at Noschools. They pointed at the empty field his house



GRAPHIC BY JADA DAVIDSON

WOULD YOU WIN THE FAME GAMES?

PICK A SNACK

- A. Baby carrots
- B. Little Bites
- C. GoGo Squeez
- D. Ritz crackers
- E. Bananas



PICK A BOOK SERIES

- A. The Unwanteds
- B. A Series of Unfortunate Events
- C. Captain Underpants
- D. Warriors
- E. Percy Jackson



PICK A MOVIE

- A. Encanto
- B. Inside Out
- C. Zootopia
- D. Hotel Transylvania
- E. Moana



IF YOU GOT...

Mostly A's:
You put up a good fight, but lost

Mostly B's:
You were the first one out

Mostly C's:
You were absent on the day of the Games

Mostly D's:
You came in second place

Mostly E's:
You got on the Wall of Fame for other reasons

A Mix of Answers:
You won easily

GRAPHIC BY LORA RINI

and then waited out the majority of the games on top of the walkway coverings. After about five hours, there was only one person left on the ground — Anita Wynn. She had been fighting hard all day, but at that point, she let her guard down. I leaped off the walkway covering, tackled her to the ground, and stuck a sticker right in the middle of her

forehead.

Q: How does it feel to be the victor of the Fame Games?

A: It feels amazing. Whenever I'm feeling down, I walk over to the Student Union, look at my picture, and bask in the knowledge that I am the best fourth-grader at Pine View School for the Gifted in every way imaginable.

was on, and started to place blocks down. Noschools soon realized they were building a new home for themselves, so he decided to help. He and the giants traveled together, moving heavy blocks of concrete to where they wanted to build their homes. One by one, buildings went up, and a once empty field of green was now a full-functioning village.

Together, they lived in peace and

harmony in the small yet lovely village for many years, until the giants slowly died out. Noschools was very heartbroken and buried their shoulders so people could stand on them, like in a saying he remembered a famous scientist said. He knew the giants loved learning as he remembered them listening earnestly whenever he taught them about math and science, so he built a school in their honor and named it Pine View.

Ever since then, Pine View has been a successful school that has raised students to be smart, young, successful people. The giants who made this school may have been forgotten, but their legacy will remain forever.

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[a column]

Making Mistakes



Kai Sprunger,
Match Editor-in-Chief

With a new school year comes a blank slate, not yet drawn on or marked, ready to be filled with the knowledge and experiences that you can gain throughout the year. However, along with glorious successes that can fill this blank slate, mistakes can fill this slate, too.

Despite what you may think about them and their reputation, mistakes are not at all as bad as they seem, and they can even lead you to a future you would never have discovered without them. It is nearly impossible to be perfect, and, in a single year, you make millions of mistakes, small and big. Pressure from others can make you feel like you must never make a mistake or fail, but this is not true at all.

Over six years ago, when I was in fourth grade, one certain topic in math caused me so much trouble and made my brain turn to mush: fractions. No matter what, I could never

wrap my head around them. I kept on making mistakes over and over with fractions and felt so helpless as most of my peers seemed to comprehend them almost immediately. However, one day, I soon realized what mistake I had been making all along and the concept of fractions suddenly clicked for me. Now I could do operations with fractions, whether it be subtraction, addition, multiplication, or division, at the same pace as my peers.

Six years later, I have found that making mistakes has helped me grow more than ever before — I am constantly continuing to make the smallest mistakes, but I am constantly growing from the mistakes and learning.

Making mistakes is inevitable, unfortunately, but you can grow and learn so much from them, so embrace your mistakes. Instead of mulling over the mistakes you make, learn from them and understand what went wrong and how you can solve it. By learning from your mistakes, your brain actually sparks and grows more than it would if you got the problem right.

So no matter what problem you may face, head into it without the fear of making mistakes or failing, because making these mistakes will only allow you to grow.