



GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 93 Number: XVII

"Cultivating Success in Every Child"

Friday, January 29, 2016



Thoughts for the Week

By Richard Marotta, Ph.D., Headmaster



One of the more important aspects of life in an independent schools centers on the idea of community. Since all independent schools exist and sustain themselves from private income sources, the idea that a school community supports and sustains itself remains one of the historically significant tenets in the life of a school. Our schools develop a very special and sometimes intense sense of community. We often think of ourselves as a community.

Within the NYS AIS accreditation protocol is a section know as the community of the school and the culture of the school. Each one of our schools has developed and nurtured its own *personality*, which guides and directs how the school functions within its mission. Even the mission itself has its origins within the school culture and the values that that *family* espouses and promotes.

Each year, our community comes together for many events, including the daily gathering of our students and teachers to pursue the vision of education. We also gather as a community to show our support for that vision. Sometimes we demonstrate this support through PTA activities; sometimes through a general assembly or a graduation and sometimes through a major fundraising event, such as the Gala.

Gala season is upon us, and the Garden School Gala will be held at Terrace on the Park on Friday, April 8th, 2016. This night represents the most formal and most important gathering of our community, attended by current members of the Garden Family as well as past members who return to show their support. Each year we raise funds to support the mission, to develop specific areas of our program and to support our scholarship program.

This year's Gala will continue that tradition by acknowledging the contribution made by members of our community in support of our mission and by looking forward to developing an important area of our educational mission. We will be honoring the following:

Garden School Science & technology Initiatives

Arthur Gruen, Class of 1966 and former President of the Garden School Board of Trustees

Michele Beaudoin, Beaudoin Realty Group and supporter of Garden School

The Intriago Family, Current Garden Family and Proprietor of Despana Brand Foods

The Wartski Family, Alumni Family '09 & Current Garden Family

All of these individuals, families and departments have been great supporters of Garden School and our mission. Please come to the Gala on Friday, April 8th and show them and Garden School your support.

2016 -'17 REENROLLMENT AGREEMENTS WITH DEPOSITS ARE DUE THIS MONDAY, FEBRUARY 1. PLEASE CONTACT THE OFFICE IF YOU NEED TO MAKE OTHER ARRANGEMENTS.



Ensure that Garden remains the finest independent school in Queens. Thank you!

Donate Now to the Garden School Annual Fund

(Please participate. No gift too big or too small!)

DATES TO REMEMBER:

- Friday, January 29: **TONIGHT!** Hotel Transylvania 2 - Movie Night for Lower Division, 6PM
- **Monday, February 1: '16-'17 REENROLLMENTS AGREEMENTS & DEPOSITS DUE TO SECURE A SPACE**
- Spring 2016 Foundations Classes Begin! See schedule and link on page 11
- Wednesday, February 10: College Night for Juniors and Parents, 6PM
- Monday, February 15-Friday, February 19: School Closed for February Break
- Monday, February 22 : Classes Resume
- Friday, March 4th: **Gala Kickoff Wine Tasting!** 
- Thursday, March 11: International Night
- Thursday, March 24-Friday, April 1: School Closed for Spring Break
- Monday, April 4: Classes Resume

Athletic Department Game Schedules

Girls Varsity Basketball

Day	Date	Opponent	Location	Time
MON	2/1	BRP	AWAY	4:45
FRI	2/5	BFS	AWAY	5:00

Boys Varsity Basketball

Day	Date	Opponent	Location	Time
MON	2/1	LREI	HOME	3:45
WED	2/3	BFS	AWAY	4:00
FRI	2/5	BWL	AWAY	4:15

Thank You from Ms. Jessica Rodriguez, PKFA Teacher

Dear Garden School board, faculty, parents and students,

As many of you know, last weekend, my home was damaged by a fire. Through the assistance of my colleagues here at Garden School a donation fund was set up in my name.

I want to express from the bottom of my heart how grateful we are to be alive and loved by everyone. I am beyond thankful for everything that everyone has done for my family. People that do not even know me or my family have reached out to help in some way or another. It is hard to find the words to express myself, I just wanted to say thank you once again and let everyone know how proud I am to be a part of this wonderful Garden Community.





Garden Gala - April 8th 2016, Terrace on the Park *Save the Date!*



Congratulations to our 2016 Garden Gala Honorees



Garden School Science & Technology Initiatives

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Michele Beaudoin, Beaudoin Realty Group

Intriago Family, Current Garden Family and Proprietor Despana Brand Foods

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Planning for the 2016 Garden School Gala is in full swing. We have openings on our committee for those who would like to help with the Auction, the Commemorative Journal or Outreach. We meet every Friday at 8:30 AM in the Library as well as in the evenings. **Our next evening meeting will take place on Monday, February 1st at 6:30 in the Library.**

Auction donations are being collected and can be dropped off in the Main Office. Please use our auction form and letter, found on our website www.gardenschool.org/gala to request donations from your favorite shops, businesses, museums, etc. Not sure of what to donate? Here are a few suggestions!



Restaurant Gift Certificates, Spa & Salon Gift Certificates, **Handbags**, Jewelry, **Decorative Home Goods & Accessories**, Gourmet Food, **Wine & Spirits!** The wine will be used for the Wall of Wine and the Spirits for our Gift Trays. Sports Tickets, **Theatre Tickets**, Concert Tickets, **Vacation Homes**, Airline Tickets, **Hotel Stays**, Classes & Lessons - **Yoga**, Fitness, Cooking, **Arts & Crafts**, Music, **Museum Memberships** or Sports & Fitness Memberships, **Art**, Gift Certificates to your favorite store or business. Is there a service that you provide? Advertise it with a donation!

Auction donation forms are here: <http://www.gardenschool.org/blog/wp-content/uploads/2014/02/Garden-Gala-Auction-Donation-Form-2016.pdf>

Use your imagination! Our creative team is famous for turning your donations into amazing Gift Baskets.

Journal ads will go on sale next week. The Journal form is available on our Gala page as well, www.gardenschool.org/gala. Classes are encouraged to take a class pages, either to recognize our honorees or their teacher. Please consider placing an advertisement in the Gala Journal or asking friends, family or your local businesses to do so.

Please "save the date". The Gala Committee will be hosting a **Wine Tasting** evening on **Friday, March 4th**. Please join us to kick off the 2016 Gala. Share a glass of wine with the Garden Community, fellow parents, alumni, administration, faculty and staff as well as Friends of Garden School.

Contact us at gala@gardenschool.org or jean.kinn@gmail.com with any questions you might have.

Thank you so much and we look forward to you joining the celebration on April 8th.

Jean Kinn, Gala Committee, Chair



Hey Lower School!!

Come and learn about where wool comes from, and learn how to make your own felted picture using dyed wool.

Activity is held on two Saturdays, January 30th, and February 6th 2015. It is recommended that students sign up for both Saturdays if they wish to complete the project.

**Location: Garden School Art Room
January 30th and February 6th 2015**

**Ages 5-7 years old (Grade K-2)- 10:00am-11:00am
Ages 8-11 years old (Grade 3-6)- 12:00pm-1:00pm**

Art program is free of charge. Students will take home their own felted picture and will be able to participate in a special art project that will be featured in the 2016 Gala!

Registration is required by Wednesday, January 27th 2015 to ensure spot in the class. If student has signed up, but is unable to attend the class, please inform instructor, as space may accommodate another student who wishes to attend.

Please email hazelrichards@yahoo.com with your Name (parent), child's name, age, grade and contact information (telephone number). A confirmation email will be sent, and parent may bring confirmation on day of class.

Seats are limited!

Kind regards,

Hazel Richards (Instructor)

Click here to email >>> hazelrichards@yahoo.com



Garden School PTA

By: Maria D'Amore (PTA Secretary)

Coming soon to the Garden School theater...

Dear Garden Parents,

Please join us for movie night:

TONIGHT at 6:00 pm - Gym!

This is a fun-filled evening with activities, pizza, popcorn & drinks! So grab a pillow & a blanket and join us for the fun!

See you there! Garden PTA



All you need is LOVE

As February rolls in next week, the stores will be filled with everything 'Valentine.' This is a perfect time to let our children at Garden know, how very special each and everyone of them are. How all of them - no matter how different they may be - are all beautiful! We have created a bulletin board filled with motivational quotes, in the hopes that it will inspire them and remind them to always be kind to one another. After all... All you need is LOVE.



Early Childhood

Nursery - Kindergarten World Language

By: Kelly Jie (Mandarin Teacher)

In this multiple-day unit, students will be able to identify immediate family members in photographs and pictures accompanied by written characters. They will be able to answer questions about the number of brothers and sisters they have and describe their families orally to the teacher and peers. They will be introduced to the Chinese way of talking about older and younger siblings. Students will label a visual and present their families to the class.

The unit will reinforce the curriculum of kindergarten with counting numbers and naming fruits. Finally, the students will use the vocabulary and patterns learned to introduce their families to the class, and talk about the fruit they love to eat.

爸 爸	daddy
bà bà	
妈 妈	mommy
mā mā	
哥 哥	older brother
gē gē	
姐 姐	older sister
jiě jiě	
弟 弟	younger brother
dì dì	
妹 妹	younger sister
mèi mèi	



Elementary

First Grade - Social Studies

By: Jackie Renner (First Grade Teacher)

If someone thinks about water at this time of year it is usually in terms of ice and snow. But in First Grade, we have begun our discussion of geography with bodies of water.

The class defined oceans, lakes and rivers and then used their bodies to represent each. There were big ocean waves, winding like snakes for rivers and our surrounding lakes. When the term geography was introduced, a voice called out that he loves geography.

Everyone enjoyed the PowerPoint presentation about bodies of water in the United States. They were able to point out states that lie on the coast of the Atlantic, those that contain the Great Salt Lake and ones that the Mississippi River runs through. Small groups became experts on each of the types of water. They were able to share their knowledge of the definition and well known example. Each student created a flap book that defined each body of water. They also wrote about how water is used and why someone might want to live near it. As the class is completing the graphing chapter, they made a pictograph on the Smartboard of which of the three is the best vacation spot. The next few classes will feature the landforms mountains, hills and plains.

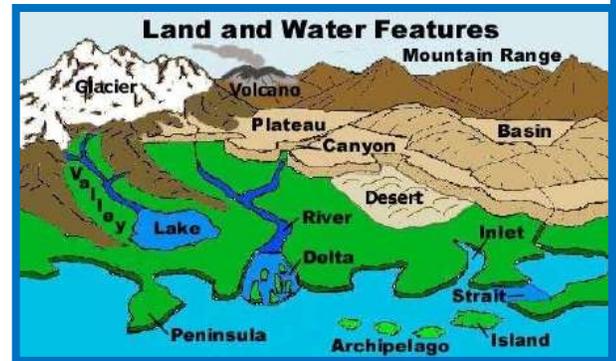
Second Grade - Social Studies

By: Paula James (Second Grade Teacher)

The second graders have been learning about maps and land forms. As they study and create maps, the students are building spatial thinking skills and learning about how space, land forms, and objects are represented in a map.

Before we started creating our maps, we needed to make good decisions about visual representation and perspective. Each student created their own map of an island and the class collectively decided they would view their islands from above. They needed to give their island map a title, include three to five land forms, and have different areas where they would live, eat, and play. Other elements that were included on the map were a compass rose, map key, and some students included a scale in miles. Following completion of the map, students were asked to invite a friend over for a play date and write out directions to get from the beach to the play area. It was a great opportunity to practice composing a letter, as well as using the compass rose and map key to find different areas on the map. The children worked diligently and gave thoughtful and detailed directions for their friends to get to their play date destination.

As an extension of this activity, the children are now working in teams create a classroom map taking a different perspective. They have to imagine themselves as an ant that has crawled into the classroom and is searching for a sandwich on the teacher's desk. The map will need a key to identify actual objects in the room like desks and chairs. While our ant is smart, it does not understand distance. Through this exercise, we have an opportunity to focus on using our mapmaking skills, sharing ideas, and creating a project as a team.





Third Grade - Social Studies

By: Nilla Ingravallo (Third Grade Teacher, Dean of Grades 1-3)

What is geography? What impact does geography have on people's lives? How does water change the Earth's surface? The third graders have begun to explore these ideas and concepts in social studies and reading through a Communities and Geography unit.

To initiate this geography unit, the students discussed and reviewed landforms and the different bodies of water found on Earth. They learned the features of each of the land forms as well as how to identify them. Labeling activities allowed them to practice their identification of these shapes of land and bodies of water. After this introduction, the students studied the geography of the United States. They learned the names and locations of major land forms, such as plains, mountains, lakes, and plateaus, in our country. The third graders also gained knowledge of land form, or maps, which use different colors or shading to show different types of land. To demonstrate their understanding of these skills, the students created their own versions of physical maps of the United States. They used various colors, shading, and materials, such as yarn, glitter, stickers, construction paper shapes, and cotton, to indicate the major landforms in the country. Their maps also included a title, compass rose, and map key.

In reading, to further their understanding of geography, the third graders explored the question, "How does water change the Earth's surface?" The students read and discussed the articles, "Rising Sea Levels" and "Erosion," in reading group this week. While reading the articles, the students attended to the details that supported the main idea that water changes the Earth's surface. They also reflected on the causes of this. At home, the third graders read "Glaciers," which explained the impact glaciers have on Earth's surface. During this reading unit, the third graders asked thoughtful questions and made connections and insightful comments about the topic.

Next week, the students will continue this geography unit by studying natural resources. They will learn the importance of these resources, the natural resources found in the United States and in other countries, and how we should protect the environment.

Grade 4, 5 and 6 Physical Education

By: Flance Dervishi (PE Teacher, Athletics Department, Chair)

We have started a new unit called *Newcomb* with our 4th, 5th and 6th Grades Physical Education classes. *Newcomb* is a simplified version of volleyball and we use it to teach the fundamentals of Volleyball with our younger classes.

The main difference between *Newcomb* and Volleyball is that the ball can be caught before passing to a teammate or thrown over the net to the other team. We make sure the students understand the proper rotation of *Newcomb* and movement to get better as it will help their volleyball skills along the way. We have also included elimination *Newcomb*, where everyone has the chance to eliminate the other team one by one by throwing the ball close to their feet or behind them so they can't catch the ball. Teams work together on strategies to eliminate the other team and win the game.

We are looking forward to the improvement of their skills for the next three weeks.



Middle School

7th Grade Fine Arts - Music

By: (Tom Heinemann, Music Teacher)

This week, 7th Grade students began a new course curriculum on Popular Music.

The majority of this quarter will be spent learning about how we analyze and discuss the music. The focus of the fourth quarter will concern the history of American and European Pop Music and Rock and Roll from the 1950s onward. Students will be challenged to discover some of the music's inner workings, thus becoming deeper and better listeners. There are transformative aspects to the course, as well; seventh graders will finish the course by analyzing a piece of music of their choice. Students will have the potential to uncover aspects of the music they had never noticed previously, and hear the song in a whole new light.



8th Grade Fine Arts - Art

By: Tiina Prio (Art Teacher, Fine Arts Department, Chair)

The Eighth grade art students began the semester by learning about Romero Britto, who is a Brazilian Neo-pop artist, painter, serigrapher and sculptor. He combines elements of cubism, pop and graffiti painting in his work, using vibrant colors and bold patterns as a visual expression of hope and happiness.

Born in Recife, in Northeast of Brazil, Britto lived an extremely modest childhood while growing up among a big family of eight brothers and sisters. However, his innate creativity allowed Britto to fill his life with images of a bigger and more beautiful world beyond his own.

The art students compared and contrasted the work of Britto with Warhol, Oldenburg, Lichtenstein and Haring. They also became aware of the Neo-Pop art movement and learned why it is different from the Pop Art movement. The elements of art that are studied for this project will be line, shape, color and value. The principles of art applied are contrast, emphasis and pattern. The media used are pencil, marker and tempera paint. The skills needed for this project will be learning which brush is best for which job, how to turn your paper for optimum paint application and enjoying the process of painting.



High School

Grade 9 English

By: Jim Pigman (English Teacher, Chair of English Department)

What was the point of the midterm we just had in English 9? Didn't we just have papers and tests and quizzes and class discussions? The test makes us pause and see what we have learned in big chunks throughout the semester. One essay question sums up Shakespeare's success in creating distinctive characters in Romeo and Juliet. Students were forced to organize a semester's notes and ideas, to remember what we have accomplished since September. And students sat for two hours with a task that they had to plan and execute. They had to summon their thoughts, analyze the topic, and write with direction and cogency.

The best result of a midterm would not be the regurgitation of things learned in the course of the semester. The best result would be an original essay with insight and imagination, a new way of seeing into Shakespeare and a new way of



thinking about the words we have read during the semester. And then the feeling of intellectual accomplishment that arises from a stimulating topic and a response from a thoughtful student who goes beyond what we learned the first time through.

Grade 10 English

By: Marcia Elkind (English, History Teacher)

The sophomores have just begun Act II of Shakespeare's *MACBETH*. The king is dead, Macbeth is covered in blood, and Lady Macbeth is telling him to "get a grip." One would think that the murder of the king would come at the highest point of dramatic intensity, or the climax of the story. But it is not so in Shakespearean drama. The bard was a master psychologist. He knew that the truly intriguing questions are not about what people do, but why they do it and how they cope afterwards. The big question now is "Will he get away with it?" When we have answered that question we will have reached the climax and the action will move onward from that point to the conclusion. Once we have determined whether he will be able to hide his evil deed or not, then the interest lies in how the end will come about. Like us, Macbeth's journey is toward death. But how will it be brought about? Ah, there is the question!

Years ago a student sat in my class in 10th grade and asked me why we had to read Shakespeare. He had asked the same question of Mrs. Massand in 7th and 8th grades, and of Mr. Pigman in 9th. I don't know how they answered the question, but I remember trying to explain the world that is contained in the pages of a Shakespearean play. If Shakespeare were alive today he would be writing "Grey's Anatomy" and "Breaking Bad" and "How to Get Away With Murder." He had his finger on the pulse of his time, understood the political and social currents he swam in. He was a keen observer of human nature and he knew how the mind worked. His great plays deal with universal themes: the desire for power, wealth, prestige, love, war, identity. The literary critic Harold Bloom said that Shakespeare invented humans, not characters.

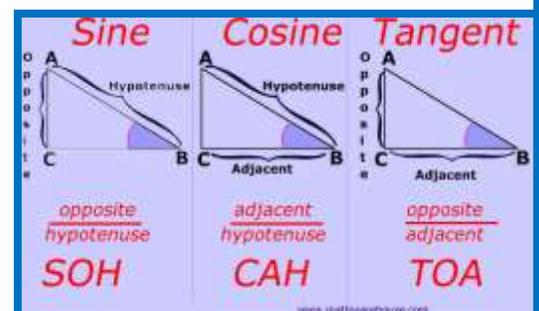
Macbeth is one of Shakespeare's masterpieces. It can be viewed from so many perspectives. Is Macbeth tempted to do evil because supernatural powers, Witches, lead him astray? Or is it his own ambition that leads him to believe he is destined to the kingship and therefore has the right to take the crown now? Shakespeare believed in an orderly universe. Things happen for a reason. Through the richness of language he makes us see, hear, and feel the emotions and thoughts of his characters. We come to love them or hate them or respect them. They become part of our reference material for what it means to be a human being. And in the end, each of us will conclude for ourselves what motivates a man to do evil. But we will all have an opinion and it will be rooted in the words, images, and events in the play.

The student who asked me why we studied Shakespeare is now in college. He returned for a visit last year and sought me out to tell me he was taking a Shakespeare class! I guess he got an answer somewhere along the line that made sense to him. I hope all my students this year find an answer to that question too.

Grades 11 and 12 Mathematics

By: Sonia Ambarson, (Mathematics Teacher)

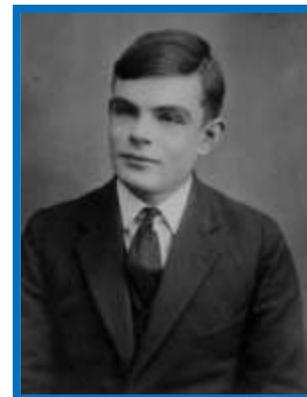
The 11th graders had been learning about many types of functions, polynomials, inequalities, and relations. This second semester leads them to investigating relationships within circles and circle graphs then it's off three special functions in trigonometry and their special graphs: sine, cosine, tangent. They may be best remembered by the acronym "SOH CAH TOA".





The 12th graders in the Web Programming class have discussed the concept of "AI" or artificial intelligence. AI has become and will continue to become a field of study that we cannot ignore. They studied three computer scientists, Alan Turing, Howard Aiken, and Tim Berners-Lee, in order to see the progression and capabilities of AI.

In 1953, it was the Turing machine and the German cryptoper, Enigma. In 1997, IBM's Deep Blue computer played the international chess master, Garry Kasparov in 1997. The computer's victory forced us to think about the role of AI in our lives. Today, AI ensures us that Amazon and Facebook will have the perfect recommendations for purchases and possible new friendships. Who knows where we will be tomorrow?



Spring 2016 Foundations Brochure is Ready!

Our schedule of after school enrichment classes for Spring 2016 semester is complete.

Foundations classes are open to both Garden students AND students not enrolled at Garden School. Garden School's Foundations specialty classes are geared toward the varied interests of children and the high standards of our Garden parent/guardian community. The goal of the FOUNDATIONS classes is to broaden students' interests and awareness and to develop their skills and talents in a nurturing environment.

Please follow this link for more information:

<http://www.gardenschool.org/programs/foundations/>< Favorites such as Hip Hop, Ballet and soccer, are joined by the new "Karate", "Drama", "Bowling" and "Migic and Circus Arts".

Download Spring 2016 Foundations After-School Catalog here: [Foundations, Afterschool and Music Classes, Garden School – Spring 2016 online](#)

<http://www.gardenschool.org/fall-2015-foundations-brochure-is-ready/>

