



GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 92 Number: XXVII

"Academic Excellence Since 1923"

Friday, May 1, 2015



Thoughts for the week

By Richard Marotta, Ph.D., Headmaster



Recent tragic events in Nepal have touched our community deeply. Jackson Heights has one of the largest Nepalese communities in the New York, and Garden School has families who have come from Nepal. Our school has always been a part of this community and has also always endorsed the idea that it is our human obligation to help and support our fellow human beings.

As an extension of that idea, over the years, our students have participated in community service projects that have benefits the surrounding communities, have assisted in combating diseases, and have provided assistance to families and children in need. We believe that this is a very important aspect of our mission as a school as we strive to create students with a consciousness of the immediate community and of the global community.

Our students worked diligently after the disastrous tsunami to help provide whatever relief they could to help in the global effort to channel resources to the victims of this horrific disaster. Today our students are putting together various fundraisers to contribute to the relief effort for Nepal. Led by our Key Club and the Ninth grade, Garden will attempt to raise funds in the next week that we will be able to contribute to the relief effort. Through the office of Councilmember Danny Dromm, we have identified several reliable agencies that are participating in this effort. The Jackson Heights community began these efforts last Sunday at Diversity Plaza. Today our students will start their work of collecting relief funds. They are also working on some projects that will also support this work. On Monday, we will distribute more information about this and how you may help if you chose to do so.

What impresses me most about this is that this was a call for action that originated with our students. They came to me expressing their concern about what had happened in Nepal and that they wanted to help. Their concern was so genuine that I was moved by their desire to do something for others from half way around the world. For those of us who work in education, this is the kind of awareness, reaction and "social involvement" that we hope to see in our students. What is thrilling about Garden School is that this is not an isolated occurrence; it is a part of our culture.





DATES TO REMEMBER:

- Monday, May 4 to Wednesday, May 6: Washington, DC & Gettysburg Trip for Grades 5, 6 and 7
- Monday, May 11: Dance Recital in the gym - All welcome to attend
- ***NEW DATE*** Thursday, May 14: Walk-A-Thon - All-school event - Please join us!
- Friday, May 15: Caumsett State Park Trip for 4th Grade (Tentative)
- Tuesday, May 19: "Spring Fling" Lower Division Theater Production, "Into The Woods"
- Thursday, May 21: Senior Prom at the St. Regis
- Friday, May 22: Senior Breakfast
- Monday, May 25: School Closed for Memorial Day
- Tuesday, May 26: Senior Dinner
- Thursday, May 28: Music Recital in the library - All welcome
- Thursday, May 28: Upper Division Yearbook Dance
- Monday, June 1 – Friday, June 5 : Upper Division Final Exams
- Tuesday, June 2: Lower Division Talent Show
- Friday, June 5: Moving Up Ceremonies – Kindergarten (9AM) and Grade 6 (10:30AM)
- Friday, June 5: NOON Dismissal



PLEASE Return Your Enrollment Agreements ASAP!

The deadline for returning enrollment agreements has passed. If you have not already returned your agreement, your child's place has not been secured for next year. Even if you are not in a position to return the agreement at this time, it is imperative that you inform the school of your intent to enroll. Contact the Front Office as soon as possible and make every effort to return your agreement early next week. Thank you!

Debate Team Honored with Proclamation

By: Jim Gaines (Director of Outreach)

Last Tuesday, April 28th, the coaches and members of the Daniel Webster Society Debate Team loaded up into chartered vans and headed off to hear and receive their proclamation from the NYC Council honoring their two "Team of the Tournament" wins this season, a feat never before accomplished by any New York team in the Middle School Debate League. Speaker Melissa Mark-Viverito and Council Member Dromm presented the proclamation and Mr. Kruczek and Dr. Marotta was invited to speak briefly as well. Here is a link to a short film about the debate team's season and their auspicious trip: https://youtu.be/IG7H_h6pRF4





College Admission News

By: Lisa Sohmer (Director of College Counseling)

On Monday, the members of Garden School's junior class traveled to the United Nations International School to participate in our annual college fair. We share the fair with Friends Seminary, Loyola School, Marymount School, Regis High School and UNIS and together we welcomed more than 180 college representatives from institutions from across the country and around the world.

On Saturday, I volunteered at an Independent School Diversity Network (ISDN) event which was hosted at Friends Seminary. Members of the College Panel were Clifton Thornton (Wesleyan University), Richard Rivas (Swarthmore College), Libby Hux (Bennington College), Dale Hendricks (Amherst College), Darryl Jones (Gettysburg College), Richard P. Alvarez (The City University of New York) and Peter V. Johnson (Columbia University).

As an added bonus, I got to meet Denise Jackson, Garden School Class of 1984, who attended the program.

Today was Universal Reply Day when high school seniors everywhere confirm their commitment to a college by submitting their enrollment materials. Garden Seniors, teachers and administrators joined the White House's #ReachHigher effort by wearing t-shirts from the colleges where they will matriculate or their alma maters.



Congratulations to the members of the Class of 2015 who have been admitted to the following colleges and universities:

Albright College, American University, Baruch College, Boston University, Clark University, College of Mount Saint Vincent, College of St. Rose, College of Staten Island, CUNY, CW Post/Long Island University, Dean College, Denison University, Drexel University, Eckerd College, Evansville University, Fairfield University, Farmingdale State College, Franklin and Marshall College, Furman University, Goucher College, Hofstra University, Hunter College, Iona College, Laguardia CC, Long Island University Brooklyn, Manhattan College, Marist College, Michigan State University, New College of Florida, Pace University, Penn State University, Queens College, Queensborough CC, Rochester Institute of Technology, Samford University, Seton Hall University, St. John's University, SUNY Old Westbury, SUNY Purchase, Talahassee City College, University at Albany, University of Alabama, University of California Irvine, University of California Santa Barbara, University of Hartford, University of Illinois Chicago, University of Kentucky, University of San Francisco, University of South Carolina, Utica College, Valparaiso University, York College



Nursery

By: Joanne Vogel (Nursery Teacher)

Real or not? Our nursery students have been contemplating this idea as they read books in class. This week's topic centers on observing caterpillars and discussing changes. The popular author, Eric Carle, has been brought to the classroom through the SmartBoard. Students enjoy his classic, *The Very Hungry Caterpillar*. But is this fiction or non-fiction (impressive vocabulary for two- and three-year olds)? They contrast this with information gleaned from Karen Wallace's *Born to be a Butterfly*.

Students use observation skills. They speak of size, color, and shape. Directional words are used. Predictions are made about the caterpillars housed in their classroom. The students eagerly await the release of their butterflies! Definitely reality!



Social Studies for Pre-K and Kindergarten

By: Eileen Reyes and Kristen Ahlfeld (Pre-K and K Teachers)

The Pre-k and kindergarten have been learning about ways to help protect our environment as we continue our Earth Day theme. The students are also learning about endangered animals and their loss of habitats.

In our studies we travel the globe and identify animals around the world that are vulnerable or endangered or becoming extinct. Through smart board activities and a variety of books the students are learning about the geographic locations of rainforests, deserts, tundras and other habitats where these creatures live.

On our trip to the Prospect Park Zoo this week our lessons were brought to life as we explored endangered animals that we have been learning about, such as the Brazilian tree frog, the Asian red panda and the Australian dingo. The children experienced the uniqueness and beauty of these creatures from around the world. The students are learning to take a role in conservation and environmental awareness at an early age.





Physical Education for Grades 1 to 3

By: Amy Ledden (Physical Education Teacher)

The 1st, 2nd and 3rd grades have had a great week in Physical Education. We introduced the game "Bring It All Home" and demonstrated the rules and goals of the game.

Equipment is scattered behind safety lines (red lines/baselines) along two sides of the gym. Two taggers (wearing pinnies) are chosen to begin protecting the objects from being "taken" by the non-taggers. At the "go" signal, non-taggers (who are standing at "home" behind the baselines) try to retrieve one object at a time from behind the safety lines and take it back "home" without getting tagged by the taggers, who can go anywhere in the general space. Non-taggers are "safe" any time they get cross into the "home" area and thus cannot be tagged by the taggers. If tagged, a non-tagger becomes a tagger. If the non-tagger had a piece of equipment in his/her hand when tagged, he/she puts it back where it originally was, and then gets a pinnie to put on.

We emphasized that the students should work together to either get "non-taggers" tagged, or to retrieve the equipment. They soon began to take notice how simple the task seemed in the beginning of the game, and how it got progressively more difficult as each new tagger was added, thus taking away a non-tagger. The students loved being so active and kept coming up with interesting new strategies for both taggers and non-taggers. We look forward to introducing them to fun, new cooperative games and activities!

Art for Grade 4, 5 and 6

By: Tiina Prio (Art Teacher)

The 4th, 5th and 6th grade art students are busy preparing for the Spring Fling which features the Sixth grade. Preparations are being made for scenery, backdrops and props. As I look around the art room I see painting, cutting and lively discussions about color choices and methods of painting.

The show this year is Into the Woods, which is a musical that includes lyrics by Stephen Sondheim and book by James Lapine. Into the Woods is about "the result of the curse of a once-beautiful witch, a

baker and his wife are childless. Three days before the rise of a blue moon, they venture into the forest to find the ingredients that will reverse the spell and restore the witch's beauty: a milk-white cow, hair as yellow as corn, a blood-red cape, and a slipper of gold. During their journey, they meet Cinderella, Little Red Riding Hood, Rapunzel and Jack, each one on a quest to fulfill a wish."

The show will be performed by students in Pre-K through 6th grade, on May 19th, in the gymnasium. All are invited to attend and we will all be happy ever after!



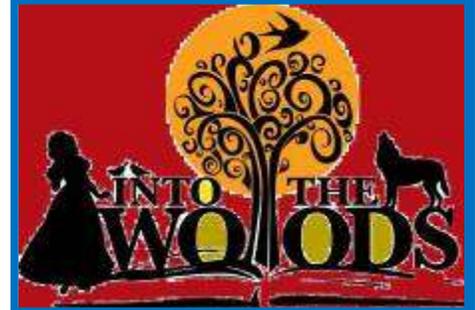
**"The cow as white as milk...The cape as red as blood
The hair as yellow as corn...The slipper as pure as gold."**



Music for Grade 4, 5 and 6

By: Tome Heineman (Music Teacher)

4th through 6th Grade students are involved in rehearsing for the Spring Musical, Into the Woods. It's a production that combines characters and stories from four different fairy tales. All three grades will sing the second finale together, a reprise with new words of the principal song of the show. 'Giants in the Sky,' a tune that is related to the tale of Jack in the Beanstalk, is being sung by 4th graders. We discussed the moral ambiguities of the original tale, if there was a morale to the story, and their impressions of Jack. Students also considered the perspective being voiced in the song.



The 5th graders have assumed the challenge of singing a piece of music with three independent parts. The demanding opener for the musical part of the 'Prologue,' is filled with staggered vocal entrances and overlapping lines in which students need to count and maintain their independence. It's a good lesson for the 5th grade students as this is not a song that they were able to understand or execute instantaneously. They will need to practice it in order to work toward a strong, accurate performance.

Each student in 6th grade has a character to play in the musical. They are working toward understanding and expressing their particular characters' personality and motivations. Most of the roles contain certain distinct traits that are not necessarily predictable: the Baker is prideful and principled, the Baker's wife is forceful, determined, and not always virtuous, a pair of Princes are haughty and arrogant, Cinderella is vain and indecisive, and the Witch is vengeful, lonely, and possessive. Some of the characters, however, are able to learn, grow, and change. 6th grade students are striving to give emotional, expressive performances complete with mannerisms reflective of their particular characters.

Math for Grade 7

By: Sonia Ambarsom (Math Teacher)

All year, the seventh graders have been equating a variable to a particular value. Now, in studying linear systems, they are equating two algebraic expressions and thinking how they might change and/or interact with each other. By manipulating and then studying a system of linear equations, they can determine its behavior by modeling their graphs on the coordinate plane. Do the graphs intersect? If so, then why and where? If not, then why not? This questioning, its implications and its applications, is truly the heart of algebra.

Math for Grade 8

By: Lara Leggio (Math Teacher)

The 8R math class has continued to work hard even as summer has been getting closer and closer. We recently finished our unit on percents, where we explored real life applications, such as strategies to quickly mentally calculate a tip or a discount. This week we began our geometry unit, which is a vocabulary heavy unit. To learn all of the new vocabulary we divided and conquered! The students were split up in groups of 2-3 and were assigned a few vocabulary words to define and demonstrate. The students then embodied the role of teacher, as each group taught their set of vocabulary words to the class for our notes. It was a fun change having the teacher/student roles reversed!



Science for Grade 9

By: John Hale (Science Teacher)

The 9th grade biology class just completed their investigation of Genetics, DNA, RNA, and protein synthesis.

As part of their learning, they conducted a statistical analysis of the possibility of gender linked traits. They then worked with Chargaff's Rule to see the relationship between different nitrogen base pairs in DNA. Finally, they created a computer presentation on protein synthesis. Up next for them is a more in-depth look into evolution.

Science for Grade 10

By: Marlene Dapice (Science Department Chair)

Proteins represent the most diverse class of biological compounds within cells. They are of primary importance in terms of both their occurrence within cells and their functions in cell activities.

Chemistry students are currently performing tests to identify proteins and their monomers, amino acids. Proteins can be identified using a simple color test based on the reaction of their polypeptide backbones with copper ions in basic solution. This is the biuret test. A positive test result would be the presence of a purple complex. The presence of specific amino acid residues in proteins can be identified using chemical tests that are geared to the reactivity of their different types of side chains. The xanthoproteic test detects the presence of tyrosine by resulting in the formation of a yellow-colored product. The Sakaguchi test detects the presence of arginine by resulting in the formation of a deep red solution. The nitroprusside test detects the presence of the amino acid cysteine by resulting in the formation of a purple or brown product. By performing these classification tests, students will gain an appreciation of how they are performed and interpreted.

English for Grades 11 and 12

By: Marcia Elkind (English Department)

"Do I have to take the final?" I am asked this question every year by seniors in my junior/senior elective English classes. And so every year I ask myself about the value of a final exam. Why do we give them? What educational purpose to they serve? And every year I come to the same conclusion: they are a necessary and beneficial part of the educational process. They are the period and the end of the sentence, so to speak. And more.

The final exam asks students to show what they have learned over the course of a semester. That means they must see how material, in this case works of literature, relate to each other. As we study plays by Ibsen, Wilde, Shaw, O'Neill, Williams, Miller, we analyze and critique them individually. The final exam will ask students to discuss the universal themes, archetypal characters, and explore what literature tells us of the human condition. I want to encourage students to think in the broadest of terms. I want them to support their opinions of these grand ideas with specific information from the texts they have read. It is the final challenge, the last chance to show how they have worked, cogitated, developed mature thought and the ability to express themselves cogently. It is an important exam.



We want our seniors to go on to college with confidence in the knowledge and skills they have gained here at Garden. Confidence comes from practicing skills over and over until they are second nature. Writing, thinking, analyzing: these are skills that must be practiced. Ultimately they will give young people the confidence they need to face any challenge they encounter. Doing the hard thing, in this case taking the final, is one way we say to them: "You can do this. You know this. Now, show off!" I ask my students to shine on their final exam. Put it all together, demonstrate that you have become a thinker! For some it will be easy for they have worked hard and achieved great success through the months of the semester. For others, missteps can be overcome with a thoughtful, thorough final exam. It is an opportunity.

National Classical Guitar Competition

By: Michael V (11th Grader)

This weekend I participated in the National High School Classical Guitar Competition at the Long Island Guitar Festival. The semifinals were on Friday and the finals were the following day. I made it to the finals and performed "Prelude no. 2" by H. Villa-Lobos and "Prelude" and "Allegro" from BWV 998 by J.S. Bach. That night we got the results and I was awarded first place. The next day I participated in a master class with Grammy award winning guitarist Jason Vieaux. The whole festival was a great experience that really helped improve my playing. Here is a video of his Finals performance: <https://youtu.be/-zNf8VBXV-A>

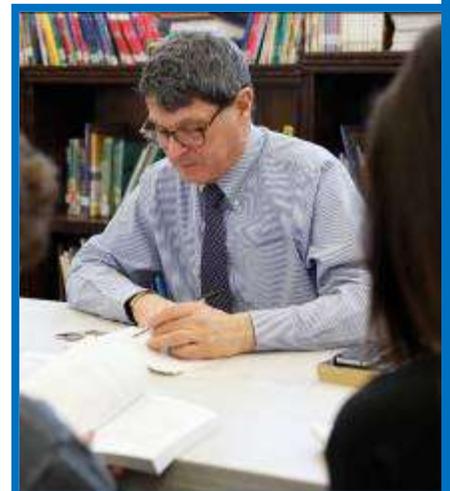


Advanced Placement English

By: Dr. Richard Marotta (Headmaster)

This week in AP English proved to be an very interesting one. We are in the process of reading Kate Chopin's *the Awakening*, published in 1899. *The Awakening* is an early example of American Feminist literature.

On Tuesday, I was unable to attend my class because of the event at City Hall, honoring our Debate Team, The Daniel Webster Society. Mrs. Massand substituted for me in class. What is interesting here is that Mrs. Massand and I have been arguing about *The Awakening* for years. She takes the position that the book does not endorse a feminist view and, in fact, fails to carry through with its promise of presenting a more independent type of female character. I take the opposite view, believing that the book does endorse the feminist point of view and that the ending redefines the main character's identity. Well, the class took on this topic with enthusiasm, bringing in many other points of view, including the role of character, the failure of the book to be convincing and even the commercial aspects of publishing. I am told it was quite a rousing discussion.



For the class to experience two different interpretation by two different teachers added to the richness of the reading experience.



ANNUAL WALKATHON

One of the biggest Garden PTA fundraisers and community events of the year!

Parents and students are asked to support the Garden PTA and participate in several ways!

-  **Register for \$30 below, get your Garden Walkathon t-shirt and participate in the activities**
-  **For a \$100 donation to the PTA, your family name will be printed on your t-shirt**
-  **Pledge and solicit pledges from friends and family members to support your walker**
-  **Buy and sell raffle tickets! \$100 gift card, iPod shuffle and many other great prizes**
-  **Solicit business sponsorships and/or be a sponsor yourself!**
-  **Walk the 1 mile roundtrip along 34th Avenue! (UPK will walk around the field)**
-  **Volunteer to help organize for a couple of hours during the day**



NOTE DATE CHANGE!



THURSDAY, MAY 14TH (TIME TBA...)

Upper Division gathers in the Gym! Lower Division gather in their classrooms!
Walk the route or cheer them on! Enjoy ice cream and activities on the field after the walk!

I, _____, give my child _____, in grade(s) _____,
Parent's Name Child(ren)'s Name(s)

permission to participate in the WALK-A-THON on Thursday, May 14. Attached is the \$30 registration fee (and \$15 for each added student in my family).

Parent/Guardian Signature _____ Date: _____

Register before May 1st to receive 5 free raffle tickets!!

FAMILY/CHILD'S NAME ADDED TO WALK-A-THON SHIRTS!



Include an additional \$100 to support the Garden PTA and your child's name or family name will be printed on your WALK-A-THON t-shirts!

Please print name below how you would like it to appear on the T-shirt

Print T-shirt Name(s) Here: _____

BUSINESS OR CORPORATE SPONSORSHIPS

We are selling sponsorships in amount of \$250, \$500 and \$1,000. The company's name/logo will be prominently printed on the back of the WALK-A-THON T-shirts. Please print below or send a print ready logo/name to pta@gardenschool.org.

Deadline for SHIRT Submissions is May 4th. Thank you for your continued support of the PTA!



Summer Camp Registration

Student Name: _____ Gender: _____ DOB: _____
 Grade in Sept. 2014: _____ School: _____ T-Shirt Size: _____
 Parent Name: _____
 Address: _____

 Home Phone: _____ Cell Phone: _____
 Email: _____

Circle your week of interest @ \$575 per week:

Week 1 June 29 (4 days)	Week 5 July 27
Week 2 July 6	Week 6 August 3
Week 3 July 13	Week 7 August 10
Week 4 July 20	Week 8 August 17

Choose your program:

RATE

- Nursery (Ages 1.5 to 3) # of Days _____ AM/PM Full \$ _____
- Junior (Ages 3-4) # of Days _____ AM/PM Full \$ _____
- Intermediate (Ages 5-6) # of Days _____ AM/PM Full \$ _____
- FAST Specialty (Ages 7 to 13)

IMPORTANT: PLEASE CHOOSE AND CIRCLE YOUR SPECIALTY BELOW

Fine Arts	Academics	Sports	Technology
Second Child - Deduct 10%		Less Discount	\$ _____

Total # of weeks: _____ x \$575 = \$ _____ +

Add transportation option (circle below) x \$125 per week \$ _____

Round Trip Bus / One way Bus-AM or PM **TOTAL FEE: = \$ _____**

Mother's Name & Business No: _____ () _____

Contact person if Parents unavailable Name & Telephone No: _____

Father's Name & Business No _____ () _____

A non-refundable deposit of \$575 secures a place for your child. The balance of the total summer fee must be paid in full by May 29th, 2015. Payment can be made by cash, check, Mastercard, Visa or American Express.

Parent Signature: _____

How did you hear about our Program? _____