



GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 95 Number: XVI

"Cultivating Success in Every Child"

Friday, March 2 2018

Thoughts for the Week

By **Richard Marotta, Ph.D., Headmaster**



Professional development is one of the most important activities that teachers and administrators engage in at Garden School to inform themselves of current research and best practices in order to enhance and develop their pedagogical skills. Accrediting agencies, from NYS AIS to NAIS, support the idea of a vigorous professional development program for all members of an educational community.

This school year, we have had a number of teachers and administrators engage in relevant and informative professional development. Over the summer, three teachers participated in webinars about educational topics, including classroom management, individuation of instruction, and inquiry-based learning.

Since September, a number of teachers have continued with NYS AIS sponsored development activities, including a workshop on perfecting classroom management skills for newer teachers. One administrator participated in a three-day seminar on all of the aspects of being a division head. Recently, two administrators and a teacher participated in a one-day seminar on the importance of creativity and innovation thinking when teaching and designing curriculum and school programs. Incidentally, the Garden contingent won a creative design competition at this conference!

Several times a year, Mr. Hale leads a faculty-driven Friday afternoon workshop for his colleagues. The most recent of these seminars dealt with the 'flipped' classroom and inquiry-based learning. At least ten teachers participate in these professional development workshops. Last but not least, coming up on March 16th, we will have an all-day faculty development workshop, during which we will discuss educational planning, curriculum evaluation and security and safety procedures.

All of these activities have the same goal: to inspire our teachers, to affirm what they have been doing, and to encourage innovation in curriculum and teaching methods. Learning is an on-going process, which our mission makes clear and our teachers must be learners right along with students. The Garden Mission Statement begins with "Garden School... believes in the primacy of learning." The active pursuit of learning is a priority for all of us within this community. There is no such thing as the end of learning – everyone learns forever. And that is our goal.

As a community of learners, living and working our mission, we are in a position to pursue the latest research in order to refine and improve our craft. Our goal is to create life-long learners among students and teachers and that is what we must model ourselves. Learn and grow—that is our mission; professional development is the means to that end.

Richard Marotta, Ph.D.
Headmaster

Reenrollment Contracts for 2018-2019 were due to be signed and returned with the deposit by Monday, February 26th. If you have not returned your contract, we will assume you are not returning next year and will fill your space with another student. If this is in error, please inform the school immediately.



Remember!

Teacher and staff names by their articles are also email links!

DATES TO REMEMBER:

- Saturday, March 3rd: Debate Home Tournament at Garden School 10AM-4
- Friday, March 9: GALA Kickoff @ 7PM
- Friday, March 16: School Closed for Faculty Workshop Day
- Friday, March 23: Marking Period #3 Ends
- Monday, March 26 - Monday, April 2: School Closed for Spring Break
- Tuesday, April 3: Classes Resume
- Thursday, April 5: Report Cards Distributed
- Friday, April 6: Report Cards Returned
- Friday, April 13: GALA

The Daniel Webster Society, Garden School's debate team, invites you...

By: [Philip D'Anna](#) (Dean of Grades 4-6, Daniel Webster Society Faculty Representative)

The Daniel Webster Society of Garden School is our middle school debate team. We compete in the Empire Division of the New York Debate League, sponsored by the English-Speaking Union of the United States. The Empire Division is arguably the most elite of all the ESUUS' many divisions across the East Coast, sporting the strongest three-person teams from schools such as Hackley (reigning regional champions), Speyer (runners-up), Nightingale-Bamford and the Harvey School. [Read more about the League here.](#)

Garden School is hosting the next debate tournament THIS Saturday March 3, 2018 from 10am until 4pm. If you would just like to watch and support us, or to help you get a sense of whether you and your child would like to participate next year, The Daniel Webster Society invites all Fourth to Seventh Grade families to our home tournament tomorrow.

You are welcome to stay for as long or as little as you would like and arrive at anytime. Come for 30 minutes or stay for the day. Any students and families who are interested in joining the team next year are welcome to see how the Daniel Webster Society and the teams of the New York Debate League engage in a Parliamentary-style debate forum.



At the tournament, you will see how teams prepare arguments for or against four resolutions then argue their cases in systematic rounds of discourse. This month's topics are:

- The first amendment should not protect hate speech
- Remove the statue of Christopher Columbus from Columbus Circle.
- Place a sin tax on junk food.
- Earth's moon was formed according to the Giant Impact Hypothesis

If interested, report to the gymnasium and learn about our award-winning debate team! We hope to see you there!



Garden School PTA

By: [Maria D'Amore](#) (PTA President)

*The Gala Committee is working tirelessly to bring you an amazing event!
By now, you should have received our formal invitation in the mail.
We encourage all Garden families to show their support by attending this annual event.*

*In addition to this, there will be a journal honoring teachers, students, honorees, etc.
We would love for each class to have a page representing their grade!
Please consider donating a small amount of money to go towards your class page.
Collectively, an entire page can be purchased and designed to represent your class!*

*Please submit your donation, along with your child's grade in an envelope and mark it
Attention: Maria D'Amore
The deadline is fast approaching, so kindly submit ASAP.*

*Again, please purchase your tickets today!
It's going to be a fantastic night...
Follow the link for quick online payment!*

<https://interland3.donorperfect.net/weblink/weblink.aspx?name=E41732&id=9>



GARDEN GALA
2018

[Garden School](#)
interland3.donorperfect.net
Garden School

Thank you for your continued support...

If you have any questions, please feel free to contact me!

Maria D'Amore
[347-697-9076](tel:347-697-9076)
(Please note my new number)



**Annual Gala Kickoff Party Friday, March 9th
Be Our Guest
7PM in the Library**

**Join the Gala Committee and help kick off the
2018 Garden Gala**

The Gala will take place on April 13th, 2018 at Terrace on the Park.

The Gala Committee hosts an annual Cocktail Party each year to get us in the mood to celebrate Garden School. Thank you to the Frison and Intriago Families for providing the food and wine. Food and Wine provided by Wine Stop and Favela Grill courtesy of the Frison Family (Grade 9) and Despaña Brand Foods courtesy of the Intriago Family (Grade 8). Enjoy sampling handpicked varietals while enjoying delicious nibbles and desserts put together by Favela Grill and Despaña Brand Foods.

Share a glass of wine with the Garden Community, Gala Honorees, fellow parents, alumni, administration, faculty and staff as well as friends of Garden School.

Our invitations are out and tables are filling up. Tickets, Journal Ads and Auction Forms as well as the Apple Watch raffle tickets are available online. <http://www.gardenschool.org/gala/>

The Gala Committee is putting together our Silent Auction and accepting donations. What can you donate? Gift Certificates to your favorite restaurant, shop, florist, spa, hair salon, gym memberships, theater tickets, handbags, or professional services, jewelry, Gift Baskets, wine, spirits, sporting equipment, vacation home, hotel stay, work of art, or use your imagination! Have a few things floating around the house that could be used in our signature Gift Baskets, we are happy to have them. Or maybe a gift that just did not thrill you? Re-gift it to us! Donations may be dropped off in the Main Office or mailed to the school. See our auction form below.

Journal ads are also on sale. Congratulate your child or one of our honorees. Ask family or your local businesses if they would take out an ad. See our Journal form below. Our new Journal deadline is March 23rd.

All family participation is being tracked for the Upper & Lower Division Pool Parties.

Would you like to get involved? Join our committee. We meet on Tuesday evenings at 6PM in the Library.

Please email us if you have any questions. gala@gardenschool.org or jkinn@gardenschool.org.

We look forward to you joining the celebration on April 13th



GARDEN GALA
2018
Masquerade Ball

Honoring

THE GARDEN SCHOOL AMATEUR RADIO CLUB

&

MR. JOHN HALE

*Faculty Advisor & Station Trustee
Garden School Amateur Radio Club*

MR. GERARD PILATE

*President, Hall of Science Amateur Radio Club
Founder & Mentor, Garden School Amateur Radio Club*

MR. MICHAEL RICATTO

*Vice President, Hall of Science Amateur Radio Club
Founder & Mentor, Garden School Amateur Radio Club*

Join Us

TERRACE ON THE PARK

*Flushing Meadows Park
New York*

FRIDAY THE THIRTEENTH OF APRIL

6:30 pm - Midnight

Cocktails & Open Bar • Hors d'oeuvres & Stations • Silent Auction
Scholarship Pledge • Dancing & DJ

BUY TICKETS NOW

gardenschool.org/gala



GARDEN GALA
2018

You're Invited to The

2018 GALA

KICKOFF
WINE TASTING EVENT



The Garden Gala Committee cordially invites you to be our guest at an evening of
Wine Tasting

GARDEN SCHOOL LIBRARY
FRIDAY MARCH 9TH 2018 • 7 PM

We will have a tasting of regional wines expertly chosen by Andreia Frison (P'21) and her sommelier at Wine Stop* paired with some nibbles and desserts provided by Favela Grill* and Angelica & Marcos Intriago's (P'22) Despaña Brand Foods*.

Come kick off the 2018 Garden Gala in style!
RSVP at gardenschool.org/gala

Gala Tickets, Journal Ads and Apple Watch Hermès Raffle tickets will be on sale.

*Wine Stop | 30-08 Broadway, Astoria | *Favela Grill | 33-18 28th Ave, Astoria | *Despaña | 86-17 Northern Blvd, JH
Garden Gala 2018 | Terrace on the Park | Friday, April 13, 2018 | gardenschool.org/gala



GARDEN GALA
2018

100/\$100 Raffle

APPLE WATCH HERMÈS
SERIES 3 GPS+CELLULAR

42mm
Stainless Steel Case
Indigo Swift Leather Single Tour

VALUED AT **\$1,199**

100 tickets
- for -
\$100 each

APPLE WATCH | HERMÈS
SERIES 3

**BUY
TICKETS
NOW**

gardenschool.org/gala



GARDEN GALA 2018

WIN A POOL/PIZZA OR ICE CREAM PARTY FOR YOUR CLASS

Help support the 2018 Garden Gala on April 13 by contributing in any of the ways below.

One Upper Division and one Lower Division class with the **highest percentage** of participation in the below activities will win a Pool/Pizza Party.
The Second Place class receives an Ice Cream Party.

Gather points for your class by:

Class Points

10 points each

Pool together funds to purchase a class Journal Ad. Price ranges from \$60-\$1000.

Create a themed class basket for the Silent Auction. See back for ideas. Put it together yourself or the Gala Committee can for you. Or, pool together funds to purchase a high-value item for the auction.

Pool together \$125 to purchase a Teacher Ticket for the Gala.

Individual Points

1 point each

Buy or solicit a Journal Ad of any size.

Purchase a ticket to the Gala. This includes Teacher Tickets.

Purchase a 100/\$100 Raffle ticket.

Donate an item to the Silent Auction.

Make a donation to the 2018 Gala of \$10 or more.



Visit www.gardenschool.org/gala for information on these activities. Email us at gala@gardenschool.org if you have any questions.

The winners will be announced the week after the Gala. In the event of a tie, the class that purchased/sold the most Journal Ads will win.



GARDEN GALA 2018

JOURNAL ADS

Honor a loved one or recognize a business in the 2018 Gala Journal.
All ads are printed in color and are available in the following sizes:

<input type="checkbox"/> Congratulatory Message Line	\$20.00	<input type="checkbox"/> Full Page (gold)	\$500.00
<input type="checkbox"/> Third of a Page	\$75.00	<input type="checkbox"/> Inside Cover (front)	\$750.00
<input type="checkbox"/> Half Page	\$125.00	<input type="checkbox"/> Inside Cover (back)	\$750.00
<input type="checkbox"/> Full Page (white)	\$250.00	<input type="checkbox"/> Back Cover	\$1000.00
<input type="checkbox"/> Full Page (silver)	\$300.00		

These ads sell quick! Make sure you order yours in time.
Go to www.gardenschool.org/gala to purchase.

SILENT AUCTION

Have an item to donate to the 2018 Gala Silent Auction powered by Handbid?
Make your donation at www.gardenschool.org/gala.

Past donations include technology, vacations, wine, event tickets, and more.

And be sure to download the **Handbid** app on your smartphone to register for
"Garden School Gala 2018" to bid in the Silent Auction.



HANDBID

Garden School is a Non for Profit 501(c)3 organization, Tax ID #11-1631783. Donations are tax deductible as allowed by law. All monies raised benefit our students directly. Join us in celebrating our school and supporting its mission to educate our students to the highest of academic, social and personal standards.



GARDEN GALA 2018

GIFT BASKET IDEAS

Teacher Basket
Filled with Teacher Favorites

Toys

Sports

Jewelry

Mother's Day

Father's Day

Baby

Books
Children or Adult

Make Up

Perfume or Cologne

College Student

Board Games

Shaving Tools

Men's / Women's

Neighborhood / Borough
Taste of Jackson Heights, etc.

New York City
Metro Cards / Subway Map / etc.

Education

Movies / TV Shows

Alumni

Senior "Welcome to College"

Food / Spirits / etc.

Chocolate

Champagne

Restaurant Gift Certificates

Coffee / Tea

Museum / Zoo Passes

Technology

Wedding Engagement

Sci-Fi

Spring Planting

Grocery



Pre-K For All - Literacy Community Helpers

By: [Karina Mendoza](#) (PKFA Teacher)

As we end our unit this month, students learned about community helpers in our neighborhoods. They learned community jobs, what tools are used and discussed being community helpers in the future. Students also had a visit from the dentist's office to talk about how to keep our teeth healthy and safe.

The class also read different books such as Veterinarians and Mail Carriers by JoAnn Early Macken and Dentists and Firefighters by Jacqueline Laks Gorman. As students reviewed the books read in class this unit, they were asked to draw the community helper they would most like to be when they grow up.



Nursery Social Studies

By: [Carmela Knopf](#) (Nursery Teacher)

Dental Health and Dr. Seuss were the topics explored in Nursery this week. We discussed how important it is to brush our teeth every morning and night. We took turns sharing the color our toothbrushes. In our centers, we worked on a project which consisted of sorting common objects into categories to gain a sense of what is good or not good for our teeth. We did a matching sheet counting the number of teeth the crocodile had and finding the corresponding number. On the smart board, we read along to our Scholastic magazine issue which compared human and crocodile teeth. We also watched a video about healthy teeth and sang along to Raffi's "Brush Your Teeth" song.

Today is Dr. Seuss' birthday and Read Across America Day.

We had a fun time reading and listening to some of his books such as: Green Eggs and Ham, One Fish Two Fish

Red Fish Blue Fish and ABC with our second-grade friends. As a follow up, we dot painted a red and blue fish to take home. We made Dr. Seuss hats today to celebrate him. As per Dr. Seuss "A person's a person, no matter how small."





Pre - Kindergarten Social Studies

By: [Eileen Reyes](#) (Dean, Early Childhood)

The Pre-K social studies curriculum includes learning about other cultures. The students have been studying the Asian culture since September. In this culture, the beginning of a new year is a time to tidy the house, give gifts, buy new clothes, and hope for good luck in the upcoming year. The behaviors, ceremonies, and images traditional on this occasion are symbolic of good luck and are observed in order to initiate a prosperous new year. The holiday of Lunar New Year falls late in January or early February because the cultures that celebrate it use a lunar calendar instead of traditional Western calendar. During this time children often receive gifts of money in red envelopes. Good luck symbols include: bamboo (strength and durability), dragons (strength and goodness), peaches (long life), cranes (longevity), and fish (wealth and abundance).

This holiday is celebrated with an elaborate festival. The Pre-K students along with the nursery and kindergarten students had a parade through the halls of the school to wish everyone good luck in the new year! *My First Chinese New Year* by Karen Katz, *Celebrating Chinese New Year* by Rosa Drew and Heather Phillips, *The Runaway Wok* by Ying Chang Compestine, and *Happy Belly, Happy Smile* by Rachel Isadora are some of the books read to support this unit of study.



Kindergarten Science

By: [Lauren Yandow](#) (Kindergarten Faculty)

This week in Kindergarten, we continued learning about the Arctic, and we focused in on one group of people who inhabit the northern part of Canada, Alaska, and Greenland: the Inuit!

We discovered through informational texts that the Inuit live very differently than we do here in New York in terms of their culture, what they eat, how they travel, and how they dress. Students were exposed to new vocabulary including parka, eskimo, inukshuk, and inunnguaq. After learning about how the Inuit live, we worked as a whole group to discuss what the Inuit have, what they can do, and who they are. We used our sight words 'have', 'can', and 'are' to write sentences about the Inuit and illustrated what we learned. Students learned about another important aspect of the Inuit





people which is the stone art they created in order to navigate the land years ago. They call these stone structures inukshuk or inunnguaq, and they can be found looking like the shape of a person or simply stones stacked on top of one another.

After learning about the purpose and significance of these structures in the Inuit culture, students had the opportunity to create their own inukshuk paintings. Students used liquid watercolor to create the background or sky of their painting, and then used different shaped sponges and gray paint to create their inukshuk structures. This activity was exciting for the students because they were able to be creative with the shape and size of their structures, as well as the number of inukshuks they included in their painting. We look forward to learning about arctic animals next week!

Grades 1-3 Physical Education

By: [Michelle Ferreira](#) (Physical Education Teacher)

This week on Tumbling Tuesdays, we are working on doing a cartwheel. For the students that need the help, we are breaking down the skill and having the students get more comfortable with the idea of moving their body from one side to the other while also guiding them. For the students that are comfortable doing the cartwheel, we are observing them to make sure that the cartwheel is done in a full circle and straight and that they land on their feet separately not together. We will be focusing on the cartwheel for a few weeks just so that everyone can practice and get more comfortable with the cartwheel.

For our Teaching Thursdays, we are working on kicking to a target. Each student pairs up with someone and I have two stations set up for them. First station is dribbling through obstacles and then kicking the ball into the net. On the other, I have them dribble with control (small taps) and kicking the ball through the hula hoop and then dribbling it back to their partner. I challenge them by timing each pair and then the next round we see if they can beat that time going a little faster while still having control of the ball.



Grade 4 Math

By: [Michelle Sclafani](#) (Math and Science Teacher)

Fourth Grade Mathematics is currently taking on Fractions as a whole! The students wrapped up the fundamentals of fractions and moved quickly to using fractions with operations.

To be able to add and subtract, our young Mathematicians must know how to find equivalent fractions as well as finding the fraction in simplest terms. To solidify our knowledge with such a topic, our 4th grade math class today became filled with balloons! Breaking our class into four groups, allowed the students to brainstorm and conquer together as a team.



Each group had to find fractions that were equivalent to certain fractions taped around the room. The catch- the fractions were on balloons and you couldn't use your hands, only fly swatters!

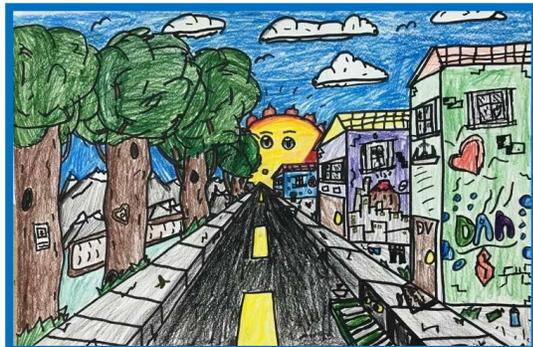
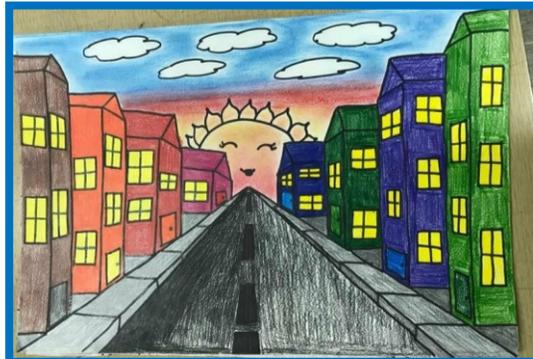
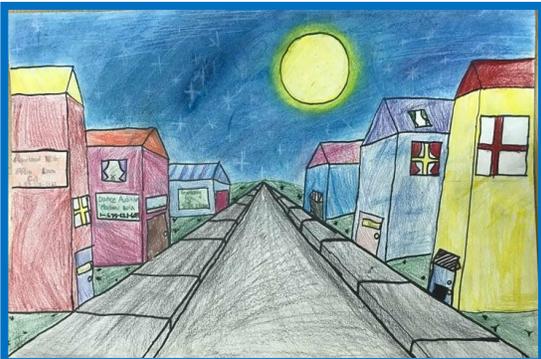
The first team to find all equivalent fractions of $1 \frac{1}{2}$ and put all the "hens in the coop" using fly swatters would win that round. Other examples used today were $\frac{1}{8}$, $\frac{1}{2}$, and $1 \frac{1}{4}$ with plenty of variations to equivalent fractions- it really put our students to the test to simplify or find an equivalent fractions under a time pressure. All in all, given that some of the balloons popped today, I believe it is safe to say our Mathematicians had a blast today, literally!



Grade 4-6 Fine Arts - Art

By: [Chris Zelles](#) (Art Teacher)

The Fourth, Fifth and Sixth Graders are just finishing their units on first point perspective. For their final project students had to design a city block that has a horizon line, vanishing point, and that all lines that are on an angle had to go towards the vanishing point. Many of the students had a difficult time at first, but when they began to fully grasp the concept the students were off and running in no time. The results of this project are fantastic, and for many students it was the strongest work they have done all year. Here are some examples of the work that was done.

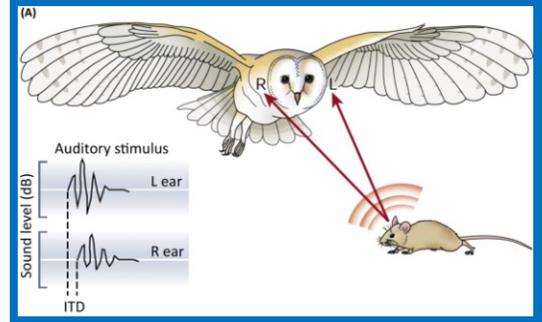




Grade 4-6 Fine Arts - Music

By: **Tom Heineman** (Music Teacher, Fine Arts Department, Chair)

During this year, students in Fourth Grade are really delving into the science behind sound. They are learning what sound is and how its created, how it travels, and how we and animals hear. Presently, fourth graders are exploring owls' superior auditory system and amazing ability to triangulate sound to detect the exact location of their prey. The students initially considered how different owls look when compared to other birds and animals; their unique facial discs, which are adapted to collect sound, are extremely large when compared to the owl's overall size. Because owls are primarily nocturnal and often hunt with little available light, they need to rely on their hearing to survive.



Fifth Grade tackled a group composition project in which they created music to accompany a short scene from a movie. Earlier in the year, they learned about Bernard Herrmann and the innovative techniques he used for scoring films in order to prepare them for their own forays into accompanying visuals with music. Herrmann stressed using music to express emotional content or psychological aspects of the characters: things that are not necessarily evident from the film's visual content. Fifth graders considered how we could portray a given emotion musically, focusing on the tempo, dynamics, and pitch of the music. In the near future, we will watch and compare the students' music when paired with the scene with the score Herrmann originally created.



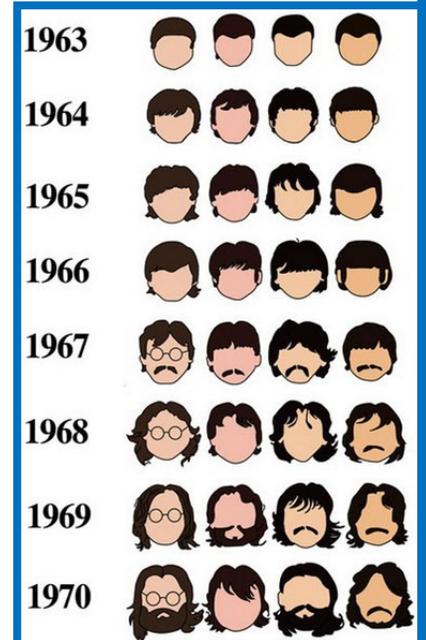
Sixth grade students are deep into their unit on The Beatles. We've been tracing the Beatles' evolution through their music, examining how they helped change the definition of Pop music and Rock and Roll during their short history. We've also been studying the impact they had on popular culture, considering fashion, hair length, the enthusiasm of the audiences, their use of film and media, and their promotion and marketing ideas. Best of all, the students have the opportunity to sing countless Beatles songs and experience the greatness of their music.

Grade 7 Math

By: **Sarah Blakeley** (Mathematics Faculty)

This week we reviewed the various methods to solve systems of equations. A system is composed of two (or more) linear equations. We all know the famous problem that goes something like "A train leaves from New York City (NYC) heading towards Los Angeles (LA) at 100 mph. Three hours later, a train leaves LA heading towards NYC at 200 MPH. Assume there's exactly 2000 miles between LA and NYC. When they meet, which train is closer to New York City?"

We use systems of equations to solve this type of problem. This was the first time that students have encountered algebra equations with two types of variables. The students learned how to use the methods of substitution, elimination, or graphing to find the point of intersection between two lines.



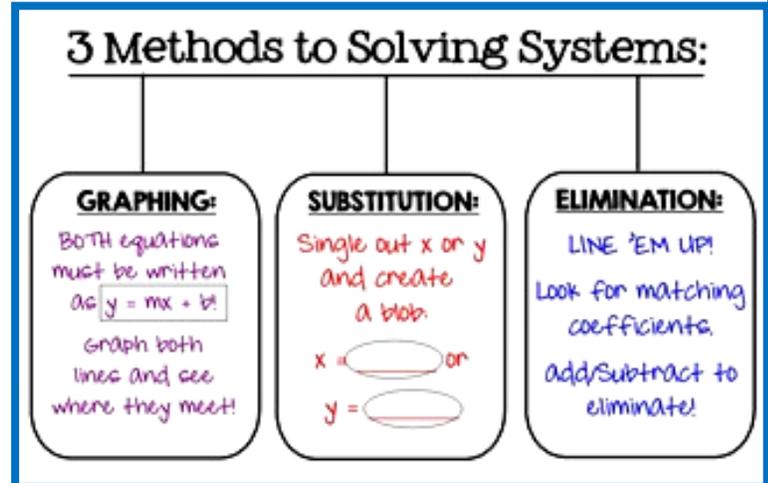


Next week we will begin to learn about coordinate geometry. Students will learn about the transformation, reflection, and rotation of points and shapes on a coordinate plane.

Grade 8 Math - Algebra

By: [Lauren Little](#) (Mathematics Faculty)

This week in Algebra Honors, we are finishing up a unit on linear equations and systems of linear equations. In this unit, the students learned how to plot points and lines in the xy-plane and how to find an equation for a line. They also learned how to solve a system of linear equations by three different methods: graphing, elimination, and substitution. In the next unit, the students will learn about simplifying radicals and operations with radicals.

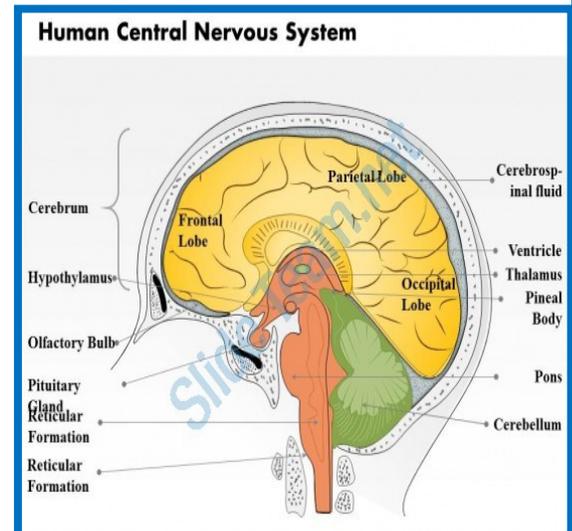


In Algebra, we recently started a new unit on linear equations. The students have learned to plot points in the xy-plane and how to determine if an ordered pair is a solution to a given linear equation. They have also learned how to graph a linear equation by making a table of its solutions. Over the next few weeks, they will learn how to graph linear equations by finding the x and y intercepts and by finding the y intercepts and the slope. They will also learn how to find the equation of a line if they are given a graph, a point and the slope, or two points.

Grade 9 Science

By: [Lou Albano](#) (Science Faculty)

The Biology class at Garden has entered the study of systems that are found in the human body. Students were briefly reacquainted with the many systems that will be discussed. We have re-established the significance of homeostasis on metabolism. The first system that has been investigated is the nervous system. The central nervous system was discussed in detail. The parts of the brain and their function were discussed. Through the use of a hands-on activity, students were able to recognize the reflex arc, as well as measuring reaction time involving a visual stimulus and voluntary muscle reaction. The hands on activity required the student to sit on the edge of the table with their legs crossed while their lab partner attempted to see if there was a reflex of the lower leg using a meter stick. The second part of the activity measured the distance that a meter stick would fall from the grasp of a student's hand when a light was flashed into the students eye. Students were able to see that not everyone has the same reaction time to the same stimulus.





Grade 10 Chemistry

By: [Marlene Dapice](#) (Science Faculty)

Students are currently studying the mole concept. A mole is the chemist's amount of a substance. One mole of a substance is related to its mass, expressed in grams. One mole of a substance also contains Avogadro's number of representative particles (ions, atoms, molecules, or formula units). For a gas, under conditions of standard temperature and pressure (STP), one mole occupies a volume of 22.4 L. An understanding of the mole concept lays the foundation for stoichiometric calculations, those involving the relative quantities of substances taking part in a chemical reaction.

The # of Particles in a Mole

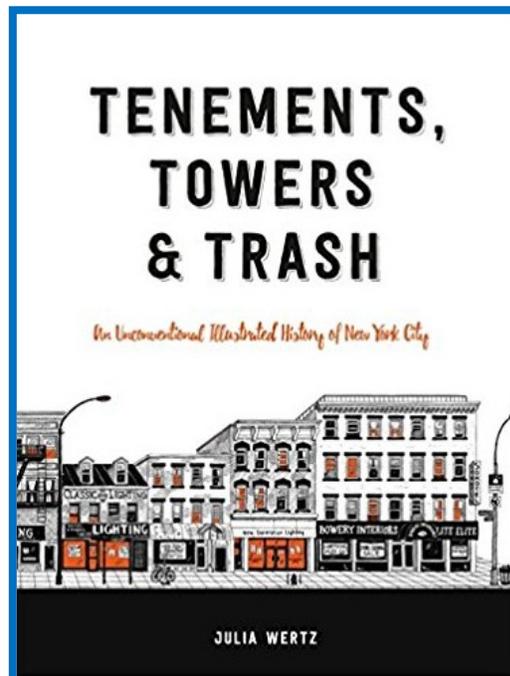
- **mole (mol)** - the amount of a substance that contains 6.02×10^{23} representative particles of that substance
- The number of *representative particles* in a mole,
- 6.02×10^{23} , is called **Avogadro's number**.
- It was named in honor of the Italian scientist Amedeo Avogadro di Quaregna (1776-1856) who helped clarify the difference between atoms and molecules.
- The term **representative particle** refers to the species present in a substance: usually atoms, molecules, or formula units.

Grade 11 and 12 English

By: [Christopher Vallario](#) (English Faculty)

In New York Literature and Research, the Tenth, Eleventh, and Twelfth Graders selected a NYC neighborhood for a detailed project of study, which will be completed in sections for the remainder of the year. Currently, we are reading Julia Wertz's graphic and historical text entitled [Tenements, Towers, and Trash](#). The comics are showcasing New York then and now, revealing both rare and fun historical facts. Wertz does this in a playful way, which we are all enjoying.

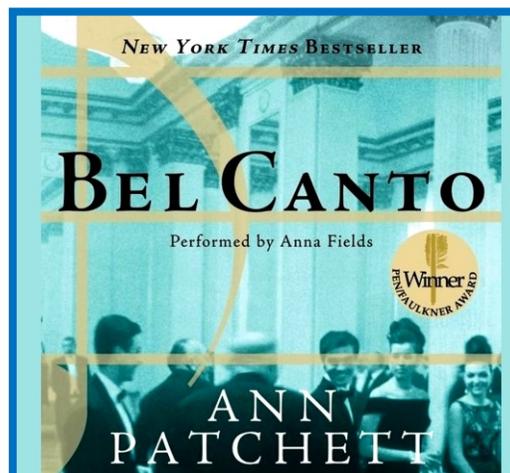
For Contemporary Drama, as Black History Month came to a close, so did our reading of Lorraine Hansbury's breakthrough play *A Raisin in the Sun*. Hansbury is the first black woman to have a play performed on Broadway, and throughout our reading and study, we looked closely at the ways in which it has impacted our culture then and continues to do the same today. For our writing assignment, students are responding in letter form to a particular character, writing a literary analysis, or analyzing one character as an idealist and the other as a realist. We are currently reading Kenneth Lonergan's *This Is Our Youth*.



Grade 11 and 12 English

By: [Amira Booth-Soifer](#) (English Faculty)

In the English Elective "Psychology and Literature," students have been examining psychological responses to extreme situations-- in the case of the novel we are currently reading, [Ann Patchett's "Bel Canto"](#), a hostage situation. Through fascinating class discussions, students have explored the ways that people respond and act (with their thoughts not always being reflected in their actions) in extreme situations. This novel also explores interpersonal relationships of the many characters as though through a microscopic lens, leading students to question perspective, point of view,





and the different frameworks of reality both in general and for specific characters. I look forward to continuing to hear the students' insightful observations about this novel and the psychology explored therein as we continue reading "Bel Canto."

In the English Elective "Short Stories," we have begun exploring the genre by looking at a specific sort of short story-- dystopian short stories. Thus far, we have read "The Lottery" by Shirley Jackson and "Harrison Bergeron" by Kurt Vonnegut. Through class discussions and writing assignments, student have delved into the notion of dystopian worlds and have made sharp observations about the reading-- including relating it to the modern world. I look forward to more fascinating discussion in this class as the quarter continues.

Early Childhood Chinese New Year Parade 2018 The Year of the Dog!

