



GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 94 Number: XVI

"Cultivating Success in Every Child"

Friday, January 13, 2017



Thoughts for the Week

By Richard Marotta, Ph.D., Headmaster



Today was such an interesting day in our school. While the upper school students were taking midterm exams in which they were asked to pull together a semester's worth of work, the students in the lower school were celebrating pajama day as a way of creating a comfortable and alternative appearance for the day. Both activities stood in contrast with each other: one was focused and intense and the other relaxed and productive.

My AP English students took the midterm this afternoon. As I walked through the room and watched them thinking and writing, I thought about today and, indeed, the entire semester. What an extraordinary fall and early winter it has been! The national election has challenged many preconceptions about American life and democracy;

international politics has undergone and continues to undergo what could be major and trend setting cultural and governmental shifts; public and indeed private life calls for a reassessment of what is important for both the larger culture and our individual culture intellectuality.

As I think about this, I started reflecting on the literature we had read this semester in AP English and in AP French. From Euripides to Hemingway, Bronte to Shakespeare, Gide to Camus, each of the works we read and discuss forced us to reflect on the nature of writing, representational art, thinking, culture and ourselves. Each discussion of a literary work brought us to new and renewed understanding of how we use language and narrative to explain the world in which we find ourselves.

When Aristotle wrote that art is a mirror of human life in his discourse on mimesis, I think that he saw how important art, all art, is to helping us interpret our experience, the experience of others, and the experience of our culture. Literature has this power: it allows us, even forces us, to reflect on our lives and cultures through the lens of narrative or poetic representation of those conditions. For example, when we read *Hamlet*, we as readers had to understand the complex relationship between public and private life; we had to look into another person's heart and mind to understand and empathize with that experience. We as readers cannot isolate ourselves from the experience, thoughts and feelings of others. In short, we were forced to think about experience, not as a slogan but as a complex linguistic representation of the human condition.

Our school does this every day. It is thrilling to know that each morning we enter into an environment in which thinking is the primary activity. Aristotle would have cringed with the reduction of life to a slogan. Now more than ever, thinking needs to be everyone's primary concern and activity. We need to demand it of ourselves; we need to demand it of others.

Richard Marotta, Ph.D.
Headmaster



DATES TO REMEMBER:

- Monday, January 16: School Closed for Martin Luther King Day
- Tuesday, January 17-Thursday, January 19: Upper Division Midterm Exams
- Friday, January 20: Marking Period 2 Ends
- Friday, January 20: PTA Movie Night
- Thursday, January 26: Annual General Assembly (All parents are encouraged to attend)
- Friday, January 27: Report Cards Distributed
- Monday, January 30: Report Cards Returned

Garden School General Assembly

Thursday, January 26 at 7:00 PM

On Thursday, January 26th at 7:00pm in the Auditorium, the Garden School Board of Trustees will be holding our annual General Assembly. The General Assembly is an important night each year for the Garden School Community, as it offers a chance to learn about the state of our school. I know that the Board hopes that many parents will join us to share in this night of information, planning for the future and good news about the current state of our school.

Communication within independent schools has always been and remains an important part of the culture. Sharing information and plans always enhances the level of participation for all members of a school community. Our schools, which are under the not-for-profit governance model, all have Boards of Trustees whose primary responsibilities include ensuring the fiscal stability and success of the school, of evaluating and supporting the Headmaster, and of engaging in long range strategic planning to guide the future of the school.

All of these elements of the culture of our school will be presented, discussed and explained. You will hear from each of the Board committees who will share their current work, their progress and their goals moving forward. And there will be time for questions.

Please come to the General Assembly on Thursday, January 26, at 7:00pm in the Auditorium and join us for an evening of ideas, facts and, of course, refreshments.



Come Support your Griffin Teams!

Garden School I.S.A.L Varsity Girls Basketball Schedule 2016

Day	Date	Opponent	Location	Time
Fri	1/20	York Prep	HOME	3:45
Wed	2/1	BFS	Away	3:30



Garden School I.S.A.L Varsity Boys Basketball Schedule 2016

Day	Date	Opponent	Location	Time
Fri	1/13	Churchill	Home	3:30
Fri	1/20	York Prep	HOME	4:15
Tue	1/24	York Prep	Away	4:45

Garden School I.S.A.L Junior Varsity Boys Basketball Schedule

Day	Date	Opponent	Location	Time
Wed	1/25	BFS	HOME	4:30
Mon	1/30	FASNY	Home	5:15
Thur	2/2	Churchill	HOME	4:00

Garden School I.S.A.L Middle School Girls Basketball Schedule

Day	Date	Opponent	Location	Time
Mon	1/23	BWL	HOME	4:00
Thur	1/26	Dwight	AWAY	4:45
Fri	1/27	LREI	HOME	3:30

Garden School I.S.A.L Middle School Boys Basketball Schedule

Day	Date	Opponent	Location	Time
Fri	1/13	Churchill	HOME	5:00
Tue	1/24	York Prep	AWAY	3:45
Thur	1/26	Dwight	Away	3:45



Pre-K For All Science

By: Mrs. Mosammat Khalid (PKFA Teacher)

This month, we are learning all about various modes of transportation. All children find this unit interesting and it is one of their most favorite units so far.

They loved learning about the different types of transportation and they enjoyed creating and investigating various ramps. Students experimented and explored how different types of objects moved down the ramps and explored how different heights of ramps changed the downhill speed. Children made predictions on what types of objects moved faster or slower and they tested their predictions by conducting these experiments.



Early Childhood World Language, Mandarin

By: Kelly Jie (Mandarin Teacher)

The early childhood children are beginning to learn about the pets and the animals. Students will gain the ability to use age-appropriate expressions to express their likes and dislikes regarding common pets and animals.

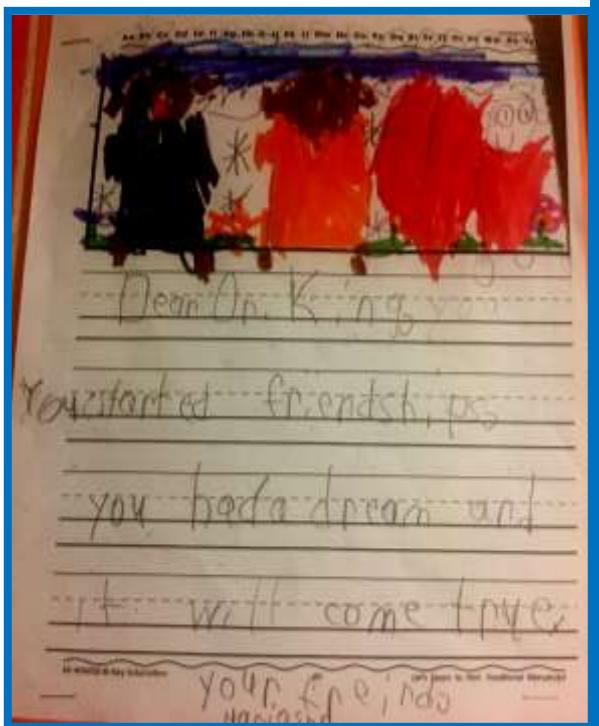
One key dimension of it is learning language through doing. Another key one is cultural learning. In this unit, we combined Chinese zodiacs with pets and animals to have fun and also to learn Chinese language and culture. Initially, students interpret and react to pictures, stories, illustrations, and songs. Then, students will interact with their teacher and classmates by asking and telling about their own pets, and identifying pictures about the animals. Students will also use rudimentary graphing to begin categorizing which animals they like and dislike.

狗 gǒu dog	猫 māo cat	鸭子 yāzi duck
猪 zhū pig	兔子 tùzi rabbit	熊猫 xióng māo panda
大象 dàxiàng elephant	狮子 shīzi lion	牛 niú cow

Grades 1 Social Studies

By: Kristen Ahfelht (First Grade Teacher)

Our social studies lessons this week have been dedicated to learning about the contributions and impact of Dr. Martin Luther King Jr. in our society. This Holiday also provides a great opportunity to teach about heroes. Through reading , writing, listening and speaking, the students participated in activities that provided a glimpse in to Dr. King's life. The first and third grade combined for a lesson in the library to explore this great man. We brainstormed what we know already about Dr. King. We read a biography of Dr. King's life. In the story, we learned of events that Martin facilitated to help bring equality for all people. We agreed Dr. King was a true hero. We used Martin's example to discuss and help us solve problems that we encounter in our own lives. The first graders then worked on an activity to describe their own heroes. The first graders also wrote letters to Dr. King to express their thanks for his valuable contributions in our world.





Grades 2 Social Studies

By: Paula James (Second Grade Teacher, Grades 1-3, Dean)

The second graders have been learning about Dr. Martin Luther King, Jr. and his message of peace. Our focus has been on his methods of communication with the aim of using primary sources. Students have understood that primary sources are videos, photos, documents, and first-hand accounts. We chose to use primary sources so the children could draw their own conclusions about his message.

The students particularly enjoyed segments of the "I Have a Dream" speech. The children connected our social studies topic to language arts and wrote several ideas about how we could work together to make changes in the world for the betterment of all people. Many students shared their strong opinions about what peace means to them and what important things they would like to change. We recorded our dreams for our community, country, and the world with a focus on ideas such as health, nutrition, and peace. The students enjoyed extending the activity and created their own peace doves. Each dove contains an important message on it, a second grade "dream".



Grades 3 Social Studies

By: Julia Schatten (Third Grade Teacher)

The 3rd graders are continuing to strengthen their mapping skills. They are becoming experts in reading a compass, and following cardinal directions to locate objects on a map. For example, the park is north of the school. Next week, they will look closer at Intermediate directions, relative and absolute location. As our unit unfolds students will utilize a map's scale to measure the distance between States. Children will learn a song that reinforces the alphabetical order of our Nations' States and how to locate and identify the seven continents.

Grades 4-6 Physical Education

By: Flance Dervishi (Athletics Program, Director)

We have started the New Year with a new unit, European Handball. There are seven players on each team with six outfield players and a goalkeeper. The game is very fast-paced and includes a lot of teamwork as the defenders try to prevent the other team from approaching the goal. Each player is allowed to take three dribbles and either shoot or pass. Goals are scored often as the game is extremely fast pace and everyone is excited to take shots. The kids are enjoying the new unit and Wacky Wednesday, when we have a dance party, learn how to tumble on mats or play parachute games. The kids work really hard and are very competitive. It will be very fun and lots of learning in the next few weeks.



Grades 7 and 8 Fine Arts - Art

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

The 7th and 8th grade artists are completing their semester of Art with a unit on ceramics. They have constructed a vase with textures, designs and piercings. This vase will closely resemble the Chinese Ceramic technique of Ling Lon Yan, which is a bowl typically used for rice and is known as a 'rice grain' porcelain. The openings, or piercings, were known as 'eye-like open work' or 'the devil's work' because it was so intricate, it was thought that no human could have created it.

To create this modern version of Lin Long Yan, the artists created a uniform thickness slab of clay using two sticks and a wooden roller. The roller sits on top of the sticks as the students form a long slab which will be the sides of the vase.

After creating texture, designs and/or piercings, the slab is curved into a round shape. A bottom is attached and the vase is ready to dry. After drying, it gets fired in the kiln, glazed and fired again. Finally, the vase is ready to go home and decorate a shelf.



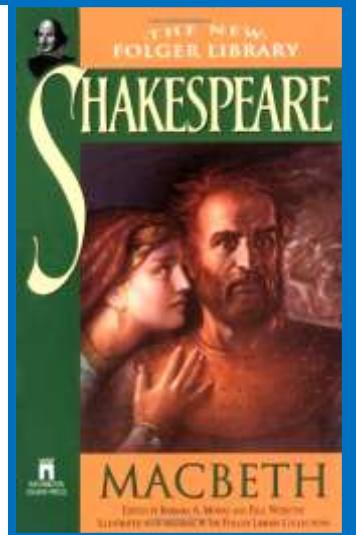
Grade 9 English

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

"What do we have to know for the test?" A common question raised in classes and indeed such a question could yield a very productive answer. But the philosophy of Garden's semester mid-term and final exams for English classes would not yield productive answers.

We ask our students to take the questions and materials read from the semester and do something more than what they have already learned. Compare the heroes of two works or compare the importance of the settings of two works. Do you think that Romeo and Juliet is still relevant to today's culture and the changing attitudes toward marriage? If a student has read and been engaged in the classwork all semester, it then becomes easy to think of the larger questions and to show through precise writing what a reader has learned and how new ideas and understanding have arisen from the reading and discussion experiences.

What we want our students to encounter on the examinations is something that maybe they have never thought about before. And that is why a two-hour examination on the semester's readings challenges and expands students' appreciation of the literature in a way that "What do we have to know for the test?" doesn't come close to the purpose of the essays that thought-provoking topics will bring out.



Grade 10 English

By: Amira Soifer (English Teacher)

In the last few months, the 10th grade has been delving into William Shakespeare's "The Tragedy of Macbeth" in great detail. Students have been acting out sections of the play in class, discussing the motivations of characters, "translating" scenes from "Macbeth" into modern English, viewing sections of different film versions of "Macbeth," and participating in other collaborative activities and discussions surrounding the play.

Students have been extremely successful in dissecting the complex language and themes of the play. Students have explored the psychological complexity and thorny motivations of many of the characters, notions of the polarization that sometimes arises from disagreements about leadership and levels of patriotism, and many other topics that occur from discussing and engaging in activities surrounding "Macbeth." I look forward to continuing to hear students' innovative ideas as we draw closer to the end of "Macbeth."

Grade 12 Mathematics

By: Sonia Ambarsom (Math Teacher)

The twelve graders have already completed their midterms so, that's at least one less stressor off their shoulders!

Once midterms week is completed, there will be an exciting project that they will be working on, considering they have established the basics and are ready for more theoretical and complex concepts, including math object and animations which we will combine together into a final project of a "Blackjack" game to be written in JavaScript.

English Language Academy

By: Greig Roselli (English Language Academy Instructor)

Active Brainstorming: Complaints!

The hardest part about writing is coming up with ideas. So to encourage the free flow of ideas, we did some active brainstorming in the English Language Academy writing class.

We're writing essays about individuals' formal complaints. So everyone paired up and I handed out sub-categories based on student input. Yuki and Doan worked on "Complaints about the Subway" and Mike and HoKa worked on "Complaints about Parents."

Then the craziness ensued... I divided the chalkboard into sections and wrote each pair's complaint on the board. One student came up to the board with a colored piece of chalk while the other student stayed at their desk. I then said, "O.K. Shout out your ideas!" The object of the game is to come up with as many ideas as possible -- and it worked. After everyone took turns shouting out ideas and writing we took a photograph of our results. Then we were able to get to writing our first drafts. Here is an excerpt from Ziping Rong, a Tenth grader:

* Complaint Box: Distractions

* When I am focusing on one thing, it means that I am serious on doing that one thing. I hope no one will bother me or offer distractions. In my opinion, this is so rude to bother a person when they are creating something or working. My solution is to learn how to focus on my work no matter who or what distracts me. If my sister or brother distracts me I just answer them in a polite way and go back to my work!



Hall of Science Amateur Radio Club

Get Your Amateur Radio License

Garden School Amateur Radio Club

For interested people from grades 7 through Adult

Do You Want To:

- Talk around the world
- Talk with Astronauts
- Help your community in times of Emergency during earthquakes, hurricanes, tornadoes
- Serve as a trained Spotter for the National Weather Service



The **Hall of Science Amateur Radio Club** in conjunction with the **Garden School Amateur Radio Club** will be holding a Technician License course where you can learn everything you need to earn your Technician (Entry Level) FCC Amateur Radio License. Depending on the class size it should take 8 classes to complete the course. The Technician License is your gateway to the world-wide excitement of Amateur Radio... ... and you do NOT need to learn Morse

Code!

Class Meeting Schedule

All classes will be held at Garden School (33-16 79th Street, Jackson Heights) in Room 30 (Mr. Hale's Room) starting at 6:30 PM and should end no later than 8:00 PM.

The class is free but you will need a textbook (The ARRL Ham License Manual 3rd Edition - Level 1) about \$30 on Amazon and the test will cost \$15.

What You Will Learn

- The exciting world of Amateur Radio
- Radio and Signal Fundamentals
- Electricity, components and circuits
- Antennas and Radio Propagation
- Amateur Equipment
- Licensing Regulations
- Operating Regulations
- Electrical Safety
- and much more!

⌚ Mon - 06-Feb

⌚ Mon - 13-Mar

⌚ Mon - 13-Feb

⌚ Mon - 20-Mar

⌚ Mon - 27-Feb

⌚ Mon - 27-Mar

⌚ Mon - 06-Mar

⌚ Mon - 03-Apr

⌚ Wed - 05-Apr Test

To Register or for Information please contact : John Hale at kd2lpm@jrhaleteacher.me.



Boys Varsity Basketball Field Trip

