



# GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

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"Academic Excellence Since 1923"

Friday, January 30, 2015

## *Thoughts for the week*



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



As I covered the ninth grade English class this morning, we were discussing the opening of Dickens' *A Tale of Two Cities*. Our opening discussion was how the setting of the French Revolution enhances the personal story that will take place as a result of that precise moment in history. We talked about how the historical and the personal can intersect and enrich the very nature of the storytelling.

After the class, I continued thinking about how larger contexts often form the basis for very particular stories and missions. Whenever a novel uses a major historical event to contextualize the smaller more localized personal story, there are always moments during which the personal story is affected by the events taking place around it.

This seems to me to be true of schools as well. A hundred years ago, a school's mission was to teach Latin, mathematics, physical science, etc. Its mission focused on academic disciplines and the importance of those disciplines in helping a student become an educated member of his or her society. The idea of being 'educated' relied heavily on the context, the social and traditional context, of a classical education. An adult in the middle or upper class needed to be familiar with Latin and Greek authors and ideas in order to attain social acceptance and fit seamlessly into the fabric of the larger cultural assumptions.

Education today, I believe, is far more aware of the larger context that influences what a student needs to know in order to become a successful member of society. It was necessary for an 18<sup>th</sup> Century student to know Latin; it is necessary for a 21<sup>st</sup> Century student to know technology, writing, mathematics, science, social behavioral skills, communication skills, problem solving skills and cooperative skills. The context of education has dramatically changed.

The influence of the context in our world has become more immediate, changeable and necessary. The role of education as the means to achieve financial as well as social acceptance has been altered by major economic and social factors. A school's role has had a correspondent adjustment to the needs of those changes. Our school's mission sets "academic achievement, personal development and social involvement" as goals, a blend of academic and social achievements, which in earlier historical periods would not be the goals of an educational institution.

Today our educational mission touches upon all of those elements necessary for success within the context of our 21<sup>st</sup> Century world, which has the blinding rate at which change occurs as one of its major characteristics. Our students now need to be adaptive learners, whose experience in school with academic, social and personal growth will allow them to adapt to the changing conditions of the market place. The role of education has shifted from being the upholder of tradition to the responder to an ever and quickly changing social context. In the words of Dickens, "it was the best of times, it was the worst of times." Through this dynamic tension, a Garden School education weaves its magic.



## DATES TO REMEMBER:

- **Monday, February 2 : Report Cards Returned**
- **Monday, February 9 : College Night for the Class of 2016 6:00 PM**
- **Thursday, February 12 : International Trip Departs**
- **Monday, February 16 – Friday, February 20 : School Closed for February Break**
- **Monday, February 23 : School Resumes**
- **Friday, February 27th : Gala Season "kick off" Wine Tasting with alumni Michael Miranti, '10**



## News From the Gala

Invitations to the Gala will be mailed next week. The Gala Committee will be preparing the mailing tomorrow, January 31<sup>st</sup> from 10:00am until 2:00pm. Volunteers are needed so please join us for coffee and a light breakfast. We will be meeting in the Science Lab, Room 31(enter on 79<sup>th</sup> Street and it is the classroom on your left). Those of you who joined us last year know how much fun we had!

Tickets go on sale next week and Journal Ads will be taken through March 10th. Classes are able to take a class page, either to recognize our honorees or their teachers. Please consider placing an advertisement in the Gala Commemorative Journal or asking friends, family or your local businesses to do so.

Auction donations are being accepted for both the Live and Silent auctions. Our auction donation form and letter, as well as our Journal Ad form is available on the Gala page of our website, [Gardenschool.org/gala](http://Gardenschool.org/gala).

The PTA will be sharing news of the Gala through emails. Please make sure that we have your email address. Contact alumni parent Julia Silber and for any other questions or information, contact Jean Kinn, Gala Chair. Both can be reached at [gala@gardenschool.org](mailto:gala@gardenschool.org).

There will be a **Gala Committee Meeting on Tuesday, February 3<sup>rd</sup> at 7pm in the library**. (Our meeting tonight is cancelled due to the weather). Please join us and get involved. The meeting is open to all. We also meet in the library every Friday morning at 8:30am.

Please **"SAVE THE DATE"**. The Gala Committee, partnering with alumni Michael Miranti, '10, will be hosting a Wine Tasting on Friday, February 27th. As they say in the song - "Be our guest, be our guest...". Come join the Garden Community as we kick off Gala Season.

Stay tuned...more information to come!

Jean Kinn, Gala 2015 Chair

**Gala info, Journal Ad and auction donation forms: <http://www.gardenschool.org/gala/>**



## ***Foundations After-school Classes Brochure is now available!***



It's time to sign up for the next semester of Foundations. We are very excited to bring back some of our all-time favorites such as dance, tae kwon do and bowling. However this spring semester we are offering new classes that are sure to keep everyone happy and learning after school. There is a knitting class, a Spanish language class as well as drama and engineering. Please check out our brochure! To insure your child gets a spot in the class he or she is looking forward to taking, please sign up as soon as possible!

<http://www.gardenschool.org/spring-2015-afterschool-classes-brochure-is-here/>

## ***Lego Robotics FFL Competition***

***By: John Hale and Lara Leggio***

We would like to congratulate both Garden School Lego Robotics Teams, *The Griffinbots* and *The Brainstormers*, on a great Lego Robotics season!

Both our teams competed at the Queens Qualifier last Saturday organized by <http://www.firstlegoleague.org/> and the coaches, teachers and parents are proud of their performance. The team members learned important cooperation skills and grew in their abilities to build and design robots, construct and execute computer programs and research about different natural disasters. They came together as a team, teaching each other and themselves about life. It has been a very successful year that will continue even though the qualifying rounds are completed.

Our teams finished in the top 10 of the 28 teams in the robot competition, one of the highest places we have earned in the 5 years we have competed. The team also scored high marks in all aspects of the project and were commended by the judges for their strong friendships and innovative solutions to the problems. We also scored well our understanding of the FLL Core Values. Congratulations! For a short video of the competition in action: <http://youtu.be/jwxu3Psy6k>

We would like to thank our parents. Without you, we would not have had as successful and enjoyable a program. You helped with ideas, organization of the Saturday sessions, provision of food and drink, posters, and most of all showing enthusiastic support of your children and their teams. It means the world to the students and to us, their teachers. Thank you!





## ***The Daniel Webster Society (Garden School Debate Team)***

***By: Richard Kruczek and Phil D'anna***

On Saturday, January 24 the Daniel Webster Society traveled through rain and snow to participate in the British International School of New York's Invitational tournament. Though we only brought 3 teams of three students each, the results were phenomenal:

- Five Individual Speaker awards in the Top Twelve, incl. 3 in the top 5
- All three teams placed 8th or better
- Number 2 overall school of the tournament



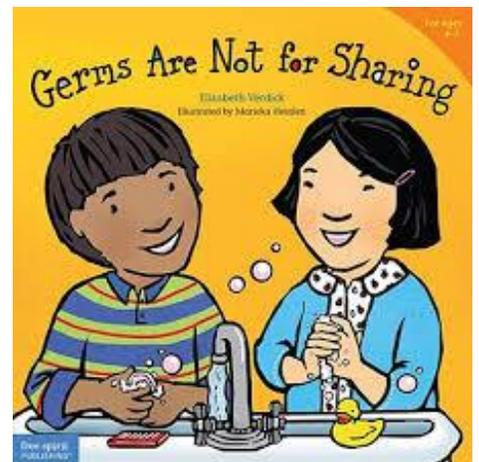
The next debate is a home tournament of February 28. We eagerly await the arrival of the rest of the league to show them how it's done.

## ***Nursery***

***By: Joanne Vogel (Nursery Teacher)***

Dropping temperatures and snow were upon us this week, and with it the inevitable coughing, sneezing, and runny noses! Children in the nursery are aware of these changing conditions and to keep their bodies healthy, they exercise through music and movement; they are always “on the go” by marching, stretching, and jumping, and “going to the gym” or playground. Drinking plenty of fluids and eating healthy foods become part of their daily routine.

They are beginning to understand personal hygiene and the social responsibilities of being with others. Recent lessons have stressed the importance of “not spreading germs,” by covering up, using tissues and, of course, washing hands. Hand washing is one of the most prudent methods of preventing the spreading germs. Just give a listen to the ‘hand washing song’ in the classroom, and also the frequent reading of *Germs Are Not for Sharing*, by Elizabeth Verdick.



All parents should review the basic hygiene rules with children of all ages. Don't forget flu shots and immunizations. Talk to the school nurse with any health concerns. Nurse Dorothy is a great resource!



## Physical Education for Early Childhood

**By: Flance Dervishi (Athletic Director)**

January 2015 is off to a great start for Pre-Kindergarten and Kindergarten in Physical Education! We have begun our Wacky Wednesday Dance Parties and our Parachute Fridays. Today, the students learned how to pull the parachute up over their heads and wave across at their friends!

Starting in February, we will begin "Tumbling Tuesday". Tumbling Tuesday is an exciting new unit for the students to practice their skills and learning how to make their bodies move in different ways they never thought possible! Next week, we will set the mats up

after warm ups and stretches and begin with pencil rolls and forward rolls. A pencil roll, also known as a sideways roll, barrel roll or log roll, is a roll where the student is lying down on their back with their body outstretched. The student then rolls their side and does a complete rotation of the body, remaining parallel to the performing surface. The log roll is a sideways roll with the hands next to the waist and the pencil roll is with the hands stretched above the head. The forward roll is one of the most basic elements in gymnastics. The forward roll is started from a standing position and then the gymnast crouches down, places their hands shoulder width apart and hands facing forward. They tuck their chin to their chest and place the back of their head onto the floor. Then, they push off of the floor with their legs and rotate over their head and onto their back.

As you can see, we have fun and exciting things to look forward to learning in PE!



## Art for Grades 1 to 3

**By: Tiina Prio (Art Teacher)**

The First, Second and Third grade artists are working on the Lower Division Permanent Group Project. This ceramic piece will be exhibited in Garden School for years to come. Each child is making a ceramic tile with a seasonal symbol focusing on the art principle of texture. Using only two layers of clay, the artists need to design, cut out and apply their symbol to the base tile. Being very creative with add-ons and texture is the fun part. Many innovative implements have been used to create texture in clay such as toothbrushes, pencils and combs. The season is the choice of the artist and everyone is excited to see how working together can create an *objet d'art* which will be viewed and appreciated for years to come.





## Music for Grades 1 to 3

**By: Tom Heineman (Music Teacher)**

This week, 1<sup>st</sup> graders started a unit on poetry. We discussed how words grouped together can possess a certain sound and rhythm in addition to conveying meaning. We looked at some simple poems, such as the nursery rhyme, 'Hark, Hark, The Dogs Do Bark.' Students paired words together that rhymed, and we associated various symbols with the rhyming words. Students then picked up instruments and, in three separate groups, recited the poem and played the instruments with the paired words. During the unit, 1<sup>st</sup> graders will learn about various poetic devices (such as alliteration, similes, and metaphors) and consider the rhymes and rhythms of various poems (including excerpts from Shakespeare, Hughes, and Poe). They will also write their own poems based upon the sounds of nature.

2<sup>nd</sup> grade students are in the midst of a project in which they watched an animated short without sound and considered the sounds we should hear in the video.

Afterward, they began creating the sounds as a group and were assigned several sounds to make individually (e.g. a balloon deflating and a car engine). Students have to really think about the essence of various sounds and ways of generating them as they are not permitted to use the actual sound itself for the recordings (i.e. the sound of a person vacuuming cannot be created with a vacuum cleaner). The final step will be having the students voice the characters in the video before assembling all of their voices and sounds in the finished product.



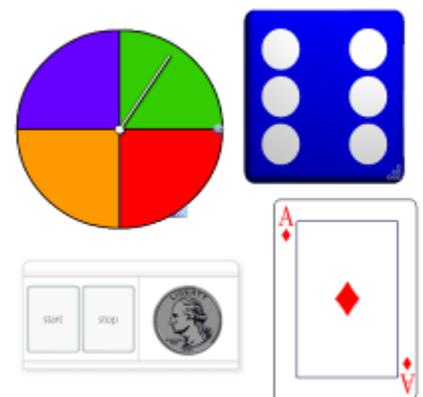
Gaining a preliminary understanding of the science behind sound has been the focal point of recent 3<sup>rd</sup> grade classes. We discussed what sounds we hear on the street that are designed to aid us, and we watched a video of a person who is blind who described how they use sound in their travels. After learning about bat's use of echolocation to find their way and prey in the dark, we deliberated whether people are equipped to also use echolocation. Some of the students were surprised when we viewed videos of a man who successfully uses echolocation on busy streets. He could identify the position of objects as small as a softball by using both soft and loud tongue clicks.

## Math for Grade 4

**By: Lara Leggio (Math Teacher)**

The fourth grade began the 3<sup>rd</sup> quarter learning about statistics and probability. We discussed different types of graphs, such as bar graphs, line graphs, pictographs, and circle graphs. Although we have been exposed to bar graphs in previous years, in fourth grade we learn how to determine an appropriate scale. We took bar graphs even a step further and discussed how to interpret data from a double bar graph.

More recently, we have been learning about probability. We have been utilizing our Smartboard technology daily; rolling a digital die or spinning a digital spinner. All of the fourth grade have really enjoyed and benefited from coming up and using the Smartboard!





## ***Math for Grade 5***

***By: Sonia Ambarsom (Math Teacher)***

Fifth grade students will build on their prior knowledge of skills and concepts such as multiplication properties, expressing fractions in simplest form, and finding the greatest common factor.

All of the skills have built the foundation for their concept of multiplying and dividing fractions. Although multiplication of fractions shares the same properties as multiplication of whole numbers, the property presented this week, which introduces students to the term "reciprocal", is the concept fundamental to the understanding of the dividing fractions algorithm: "Keep, switch, flip." These skills and concepts build the foundation in their growth and proficiency since these concepts and algorithms are essential for algebraic success in their later years as young mathematicians.

## ***Math for Grade 6***

***By: Lara Leggio (Math Teacher)***

Recently, the 6<sup>th</sup> grade math class has divided into two sections. The 6A section has begun a discussion on percents. We are all exposed to percents in our daily lives, whether we're shopping with a 30% coupon or trying to calculate the tip for our servers at a restaurant. We started by talking about what a percent is; that it is a quantity compared to 100. Once we understood this concept, we discussed strategies for mentally calculating the percentage of a number. We also discussed the value of leaving a tip at a restaurant and quick methods to determine 20% of your total bill. I have been very proud of the motivation and interest the 6A group has been demonstrating. Next time your family visits a restaurant, have your 6<sup>th</sup> grader calculate the tip!

%

## ***English for Grades 7 and 8***

***By: Nancy Massand (English Teacher)***

Students in English 7 and 8 are reading Shakespeare's *A Midsummer Night's Dream*. Read entirely in class, the timeless classic is a springboard for lively discussion. Many readers are discovering that teen drama hasn't changed all that much in over 400 years. The laughter that erupts over the antics of the young lovers is often more directed at ourselves!

in addition to a close reading of the text in class, students work together on focus questions and character analysis charts as well as crafting essays at home exploring the structure of the play.

When we are finished reading in February, we have invited professional actors to present a workshop on staging a scene from the play. And as a culmination we will travel to the Classic Stage Company in Manhattan to experience the play as the bard intended--on the stage. This total theater experience--reading and analysis, participatory workshop and seeing the show-- will set the stage (pun intended) for theater appreciation that will hopefully last a lifetime.





## ***Foreign Language for Grade 9***

***By: Agustin Melara (Foreign Language Department Head)***

Now that midterms are over, there is a sense of accomplishment and renewed optimism in the 9<sup>th</sup> grade. Having worked diligently throughout the first semester, the students will set their efforts on the new material to be learned between now and June.

During the first week of the third quarter, ninth graders learned to apply the concept of diminutives. In Spanish, the diminutive of most nouns can be formed by dropping the final vowel and replacing it with *-ito* or *-ita*, depending on the gender of the noun. For example: *perro* (which means “dog”) becomes *perrito* (“small dog”); *mesa* (which means “table”) becomes *mesita* (“small table”). Students will now study the importance of adjective placement in relationship to the noun it modifies. For example, *Es una mala doctora*, is not the same as, *Es una doctora mala*. The former expresses the idea of an incompetent doctor, whereas the latter takes a more sinister meaning: the doctor is evil. Next week, we will learn the use of the preterit tense to help students express thoughts and ideas related to the past.

## ***Foreign Language for Grade 10***

***By: Gabriel Gomis (Foreign Language Teacher)***

We have begun our study of Camara Laye’s *L’enfant noir*, which is one of the more important novels to be written out of post colonial Africa. Laye, an autodidact, became one of Senegal’s most important writers, mainly due to his understanding of the connection between tradition and innovation. Our study is beginning with an exploration of the meaning of colonialism, post-colonialism and tradition. In this way, our students will be able to understand the historical context within which *L’enfant noir* was written.

## ***Science for Grade 11***

***By: Marlene Dapice (Science Department Head)***

Midterms are over and students are getting back into the rigors of the course. An integral aspect of AP Biology are the student-driven, inquiry-based laboratory investigations.

During a laboratory, students first carry out a guided exercise to familiarize themselves with certain procedural aspects and to gain experience conducting an experiment, gathering and analyzing data and answering directed questions about the experiment. In the second phase, students must pose their own hypotheses and formulate their own experimental protocols to arrive at answers. Once approved, they must conduct the experiment, and gather and analyze the data. In addition to written reports, students must devise a way to communicate their findings and conclusions to the class.

This now more hands-on approach puts students in the driver’s seat and affords them an opportunity to become a more integral part of the overall laboratory experience.



## ***Science for Grade 12***

***By: John Hale (Science Teacher)***

The Marine Science course seeks to define the physical, chemical, and biological processes that promote and maintain life in the sea. The marine environments covered are Sea Floor, Currents, Tidal Zones, Coastal Areas, and Open Ocean.

The class is structured around lectures, group discussions and laboratory exercises where the ecological and evolutionary mechanisms at work within different marine environments will be explored. The highlight of the course will be a field trip to the Great South Bay where the students will use what they have learned in the semester and dredge the bay to help investigate the help of the ecosystem.

## **GARDEN SCHOOL YEARBOOK**

Get your Garden School 2014/15 Yearbook order in! Also, did you know that you can have your very own dedication pages? Your pages will be printed in every yearbook! Students can also design pages and share the costs with the friends, teammates etc.!

To order click [http://www.jostens.com/apps/store/productDetail/1054215/Garden-School/Yearbook/2014082404164079370/CATALOG\\_SHOP/YB\\_BOOKS/All-Color-Yearbook/2014082404164082370/](http://www.jostens.com/apps/store/productDetail/1054215/Garden-School/Yearbook/2014082404164079370/CATALOG_SHOP/YB_BOOKS/All-Color-Yearbook/2014082404164082370/)

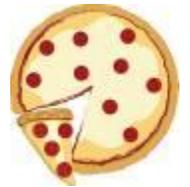
by the January 26th deadline.

***Follow Garden School on Twitter: <https://twitter.com/gardenschoolnyc>***

## ***Garden School Robotics Team Competition Video, January 24, 2015***

Click this link below and enjoy this short video of last Saturday's Lego Robotics Competition.

<http://youtu.be/jwxu3Psyx6k>



## DREAMING OF WARM WEATHER YET??

**We are!**

The Garden School Gala is just around the corner and you know what that means??

### **POOL & PIZZA PARTY COMPETITION!!**

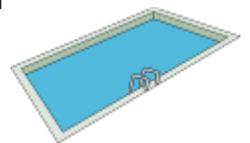
This year's competition will have a first place AND second place winner for the lower and upper school with a tie breaker for those close calls...

**First place prize** is a pool/pizza party for your class.

**Second place prize** is a class ice cream party.



You will learn more about how to earn points for your class later but don't wait until then to earn points!



**GET STARTED NOW** and earn **EXTRA POINTS** for your class!

From now until February break (2/13/15), you can earn 5 points (usually one point each) for every personal journal ad you buy or sell for the Garden School Gala Journal

**or**

your class can earn 25 points (usually 10 points) for a class journal ad purchased.

To get more information, purchase an ad now, or get the necessary forms for soliciting ads, please go to [www.gardenschool.org/gala](http://www.gardenschool.org/gala) or email us at [gala@gardenschool.org](mailto:gala@gardenschool.org)

**\*\*Already purchased an ad?\*\***

Don't worry! We will honor your support of Garden School with the same deal!



## Garden Gala - Journal Ads Order Form

The 2015 Garden School Gala will be held on March 27<sup>th</sup> at Terrace on the Park. We will be honoring: Hope and George Alexiou, Alumni Parents; Eileen Reyes, Dean of N-K and PK Faculty celebrating the beginning of Thirty years of service to Garden School and Lisa Sohmer, Director of College Counseling and Upper Division Coordinator.

Journal Ads and Message pages will be printed in color and are available in the following sizes:

- Young Alum 2004-2014 Ad                      \$35
- Third of a Page                      \$60.00                       Full Page (gold)                      \$500.00
- Half Page                      \$125.00                       Inside Cover Front                      \$750.00
- Full Page (white)                      \$250.00                       Inside Cover Back                      \$750.00
- Full Page (silver)                      \$300.00                       Back Cover                      \$1000.00
- Class Page:                      Grade: \_\_\_\_\_                      \$ \_\_\_\_\_

Email Art Work to [gala@gardenschool.org](mailto:gala@gardenschool.org)    Copy Attached    Copy to Follow    Repeat Last Year's Ad

Name: \_\_\_\_\_ Email: \_\_\_\_\_

Address: \_\_\_\_\_ City, State, Zip Code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Business Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_ Previous Name - Class Year: \_\_\_\_\_

Credit/Debit Card Type:     Amex     Visa     Master Card     Cash     Check

Name on card: \_\_\_\_\_

Number: \_\_\_\_\_ Expiration: \_\_\_\_\_ Security Code: \_\_\_\_\_

I have enclosed my employer's Matching Gift Form.

Please return this form by March 10th, along with payment and any enclosures to the address below. For more information or questions, please go to the Gala page at [gardenschool.org/gala](http://gardenschool.org/gala), email us at [gala@gardenschool.org](mailto:gala@gardenschool.org) or call us at 718 335-6363. Garden School is a Not for Profit 501(c)3 organization, Tax ID #111631783. Your contribution is tax deductible as allowed by law.

Each gift to the project – through journal ads, tickets purchased, contributions to the auction or through an employer's matching gift program – is important.

We hope that families, students, alumni and friends will all be partners in the success of the 2015 Garden School Gala.

33-16 79<sup>th</sup> Street, Jackson Heights 11372                      •                      718 335-6363                      •                      [gala@gardenschool.org](mailto:gala@gardenschool.org)