



# GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 95 Number: IV

"Cultivating Success in Every Child"

Friday, October 13, 2017



## Thoughts for the Week

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



Over the years, there have been countless books written on the art of teaching and the art of parenting. These books, usually based on research and the use of anecdotes to support and explore a point of view, intend to be used as guides, suggestive not prescriptive, for parents and teachers. Two of the more interesting ones written within the past few years are Julie Lythcott-Haims' *How to Raise an Adult Child*, and Doug Lemov's *Teach Like a Champion*.

Holding degrees from Stanford and Harvard, and Dean of Freshman for more than a decade at Stanford, Ms Lythcott-Haims' had the opportunity to observe several generations of college students, who seemed to her to represent a movement from independence to dependence. More and more, her experience was of freshman who were unable to problem solve, who were unable to make course decisions without parental input, and who were indecisive about major and career choices.

Her book is filled with examples of how to encourage independence in children that would serve us as parents and teachers in our own work in schools and at home. Ms Lythcott-Haims provides one extraordinary example of how we can miss very small opportunities with our children. She describes observing a parent crossing the street with two of her children, who are listening to music through headphones. The parent is holding both children by the hand, looks repeatedly both ways and then crosses the street. Ms Lythcott-Haims points out that the lesson to the children was that they didn't have to handle the situation because the parent did all of the work. Her suggestion was, instead, to use the situation to teach the children about crossing the street to instill in them a sense of independence and self-reliance. We may agree or disagree with her conclusion, but, "empowering every student... to meet responsibly the challenges of everyday life" as stated in the Garden Mission, the idea of encouraging independence strikes at the core of our educational and parental missions.

In *Teach Like a Champion*, Doug Lemov, explores techniques to make teaching an exciting event, which has a significant impact on the learning process. He offers anecdotal moments that contain those very instants where the teacher can make a choice in which direction to take the class. He includes chapters on creating high expectations, trust activities and language during a lesson, and behavioral and character expectations. He also includes video clips from classroom situations to support his written exposition. In fact, we will be using this book at our Faculty Workshop Day on Friday, October 21<sup>st</sup>.

Both of these books are worth reading for their insights, their unique take on complex issues, and for their straightforward assessment of the state of learning and parenting in our culture.

Richard Marotta, Ph.D.

Headmaster



**New for 2017-2018  
Newsletter!**

**Teacher and staff  
names by the  
articles are also  
email links!**

**DATES TO REMEMBER:**

- **Thursday, October 19: International Night from 4-7PM NEXT WEEK!**
- **Friday, October 20: School Closed for Faculty Workshop Day**
- **Monday, Oct. 23-Friday, Oct. 27: United Nations Week**
- **Tuesday, Oct. 24: Trip to United Nations & French Restaurant for Grade 8**
- **Thursday, Oct. 26: Trip to United Nations & French Restaurant for Grades 4, 5 & 6**
- **Tuesday, October 31: Jackson Heights Halloween Parade, 4:45 PM see p. 7**
- **Friday, November 3: Marking Period 1 Ends**
- **Thursday, November 9: Report Cards Distributed**
- **Friday, November 10: Report Cards Returned**
- **Wednesday, November 15: Parent/Teacher Conferences start at 3PM**

**Families are encouraged to come and support our Griffin sports teams  
at all home and away games!**

**VARSITY SOCCER**

Mon	10/16	LREI	Randell's Island #90	4:00
Tue	10/17	Churchill	Randell's Island #38	4:00
Thur	10/19	York Prep	Randell's Island 61	4:00

**GIRLS VOLLEYBALL**

Mon	10/16	BFS	Away	4:15
Tue	10/17	Steiner	Home	4:15
Thur	10/19	Churchill	Home	4:00

**MIDDLE SCHOOL SOCCER**

Wed	10/18	Leman	Randell's Island #54	4:00
Mon	10/30	Steiner	Randell's Island #54	4:00



**Merit Scholarship Exam Saturday, December 9th, 9:00 AM**



## Garden School

Cultivating Success in Every Child

Realistic Alternative to Manhattan Schools  
Near Public Transportation / Private Bus Available



Michael, Asia, Brandon, and Ryan  
2016 and 2017 100% Merit  
Scholarship Winners

**Nursery to Grade 12, Independent College Prep School**

- NYS AIS accredited, strong academics, small classes
- AP Classes, athletics, college counseling, character education

Saturday, December 9th - 9:00am

Open House for all families, Nursery to Grade 12

- Presentation 9:00 am - 11:30 am.
- Children welcome. Refreshments served.

Merit Scholarship Exam for grades 5-9, pre-register by 12/2/17

- Presentation 9:00 am - 11:30 am.
- Children welcome. Refreshments served.

33 - 16 79th Street, Jackson Heights, NY 11372  
Tel: (718) 335-6363 | www.gardenschool.org

For more information and forms: <http://www.gardenschool.org/admissions/merit-scholarship-program/>



## **Garden "Community" Site Improves Communication**

Garden parents use the Garden School website to access everyday information. The trouble is, it *costs Garden School every time you use Google to find us and it can take a while to load and it is so many clicks to find what you want!* We have a simple solution, [the Garden Community Site!](http://www.gardenschool.org/community/) Click on or visit the link ON YOUR PHONE to check it out and save the icon to your phone homepage. Visit <http://www.gardenschool.org/community/> and quickly access all the info you need! Save time and money!

## **Parent Teacher Association**

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

Dear Garden Families,

The PTA has been super busy! Halloween party planning is in full force. This year, the PTA will fully fund all of the Halloween parties: Early Childhood (Nursery-Kindergarten), Lower Division (Grades 1-6) & the Upper Division (Grades 7-12). There is NO CHARGE and it will be filled with super fun events that will suit each of the age groups! We are even designing a new, scarier than ever Haunted House! Stay tuned for detailed information shortly. Care to volunteer? We need your help to make these events go smoothly! A HUGE thank you to all who have already stepped forward to volunteer. Interested? Please contact me via text 718-517-0769 or [PTA@GardenSchool.org](mailto:PTA@GardenSchool.org)

Yankee Candle Orders **must be submitted by Monday morning at the latest.** This is the last chance to get some great stuff, all while helping your school. Please support us and submit your order!

Have you checked out our new sweatshirts? **Sweatshirt orders will be accepted through Thursday, October 19th.** They are super cool, high durable quality and super warm. Just perfect for the upcoming weather! Please submit your order!



Last, but certainly not least - did you know that this year's International Night will be bigger and better than ever before? Join us for a fabulous night of great food from all around the world! We will have a live DJ mixing up some of the best party music from all of the continents. Let's dance, eat & celebrate and all just \$25 for a family of 3!!! All money raised will be donated!!!!!! Please join us! Submit your payment for tickets or buy your tickets at the door. We hope to see you then!

Thank you again for all of your continued support! Feel free to contact us with any questions, any time!



<https://www.gofundme.com/worldrelief-for-puertorico>



[Click here to support World Relief Club-  
Help Puerto Rico! organized by Arianna N](#)

[www.gofundme.com](http://www.gofundme.com)

Early on Wednesday, September 20, Hurricane Maria, a powerful Category 4 hurricane with 150 mph winds, made direct landfall on Puerto Rico, bisecting the entire island and drenching it with feet of rain. What's happened since has been catastrophic for Puerto Rico.

There's still no power on the island, with the exception of generators powering only the highest-priority buildings like hospitals. That means in many places there's no water to drink or bathe in or to flush toilets. There's limited food, fuel, and cell service, and it's taken several days for reporters and rescue workers to reach remote towns and villages.

We at Garden School have to reach out and help any way we can!

## World Relief Club Help Puerto Rico!



### 2 Ways to Help!

#### Donate Items in Need:

- hand sanitizer
- canned and dry foods for humans and pets,
- laundry detergent and dish soap
- Personal Care Kits: toothpaste, toothbrushes, tampons, soap, shampoo
- Water Purification Tablets
- Diapers and Baby wipes
- Flashlights and Small Radios (Solar/Battery Operated) and batteries
- Small Tents
- Sleeping Bags, small tents, blankets, pillows, towels
- Mosquito Repellent and Bug Spray
- Baby Formula
- Gloves and hand sanitizer
- Trash Bags

#### Donate Money to:

[www.gofundme.com/worldrelief-for-puertorico](http://www.gofundme.com/worldrelief-for-puertorico)

ANY AMOUNT HELPS!!!!

**If you would like to donate any items and have questions,  
please email Arianna N., Anthony P. or Merna H. at  
[gardenreliefclub@gmail.com](mailto:gardenreliefclub@gmail.com)**





## Italy 2018 Travel Permission Slip

[\(Click Here to See Trip Brochure Online\)](#)

Name \_\_\_\_\_

(Exactly As it appears on your passport. Attach a photocopy of passport and two passport photos)

Passport \_\_\_\_\_

(Origin).

(Number).

(Expiration)

This is to certify that my son/daughter \_\_\_\_\_ will be traveling with Garden School to Italy from Friday, February 16, to Sunday, February 24. In the event of a medical emergency, I may be reached at:

(Home) \_\_\_\_\_ phone \_\_\_\_\_

(Address, including zip code).

(Cell) \_\_\_\_\_

Office \_\_\_\_\_ phone \_\_\_\_\_

(Address, including zip code)

The following is an alternate contact in the event that I cannot be reached:

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ relationship \_\_\_\_\_

My child's Doctor is \_\_\_\_\_

Address \_\_\_\_\_

Phone number \_\_\_\_\_

My child ( . ) regularly ( . ) occasionally takes medication for the following conditions.

If none write none

\_\_\_\_\_  
\_\_\_\_\_

Name of medication(s) \_\_\_\_\_

My child is allergic to the following foods, medication, or inhalants:

\_\_\_\_\_  
\_\_\_\_\_

My medical insurance carrier is : \_\_\_\_\_

Insurance # \_\_\_\_\_

Gabriel Gomis, Amira Soifer, and Greig Roselli are authorized by me to administer the above medications to my child. In the event that none of the above may be reached, the above mentioned chaperones are authorized to seek medical care and obtain treatment.

\_\_\_\_\_, \_\_\_\_\_

Date.

Parent /Guardian signature

Please return the permission slip, copy of passport and \$200 for tips and chaperone costs.



## ***Garden ARC Student's Compassionate Service Shine in Local TV Reports***

Check out the Television News Reports on Garden's ARC helping people connect with loved ones in Puerto Rico cut off by the hurricanes

**From [ABC Eyewitness News](#), [PIX11 Television News](#), [New York 1 News](#), and [Huffington Post](#)**

**From the PIX 11 Report:** In the aftermath of Hurricane Maria, New Yorkers are looking for any way they can help Puerto Ricans and while some are doing it with material support, a group of students out of Queens are helping through communication.

A radio program launched out of The Garden School in Jackson Heights just two years ago began as an extracurricular activity, but is now a passion project for more than 20 students involved.

They're taking the skills they've learned to now connect loved ones in New York with family and friends in Puerto Rico.

More than two weeks after Hurricane Maria devastated the island, modern forms of communication on the Puerto Rico remain virtually cut off, so students at Garden School wanted to do more. Their teacher and founder of the Amateur Radio Club K2GSG, John Hale helped them do just that.

"I think for the kids it gives them the empowerment that they can help. It lets them get a one to one connection," said Hale.

Students receive messages by email, then transfer those messages to a Radiogram form using no more than 25 words. The radiogram is sent out through what's known as the Big Apple Net and the National Traffic System and from there the message is relayed from New York, New Jersey and Florida and then eventually to Puerto Rico. It is then left up to emergency radio networks set up by the likes of the Salvation Army, Red Cross or FEMA to transmit out to Puerto Ricans.

"We have to revert back to things we can rely on like radio and even though it may seem archaic, it works," said Garden School Senior, Jasmine Petrov.

President of the club, Lea Marie Medina said, "I think of these messages, I read them and I say this needs to be done and that's what I wake up to every morning."

The radio club's equipment was donated to the school by an alumni and the New York Hall of Science Radio Club. The program within a city school is one of the only ones of its kind in the New York area.

*If you would like to get a message transmitted to Puerto Rico, you can email the school and its students at [K2GSG@gardenschool.org](mailto:K2GSG@gardenschool.org). Make sure to include as many personal details of the person you are trying to reach as possible, including name, address, phone number and email address.*



*March with Garden in this Year's Parade!*

The 27th Annual  
Jackson Heights  
**HALLOWEEN PARADE**

ART BY JOHN CEBOLLERO

**Tuesday Oct. 31 5 PM**  
From 89th to 76th Streets on 37th Ave.  
Sponsored by the Jackson Heights Beautification Group  
Co-Chairs John McCaffrey Jr., Nuala O'Doherty and Edwin O'Keefe Westley

*Meet at 4:45 pm on SE Corner of  
37th Ave. and 89th Street. Jim Gaines for more details...*



## The Great Typo Hunt

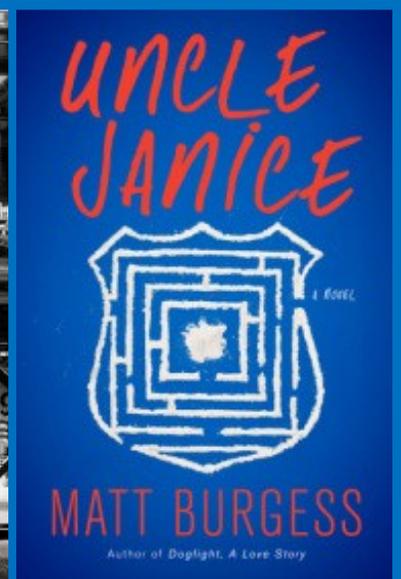
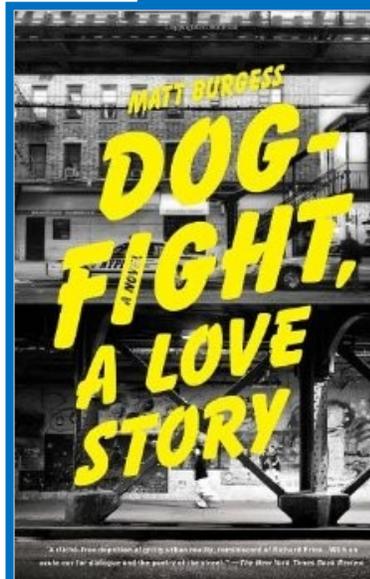
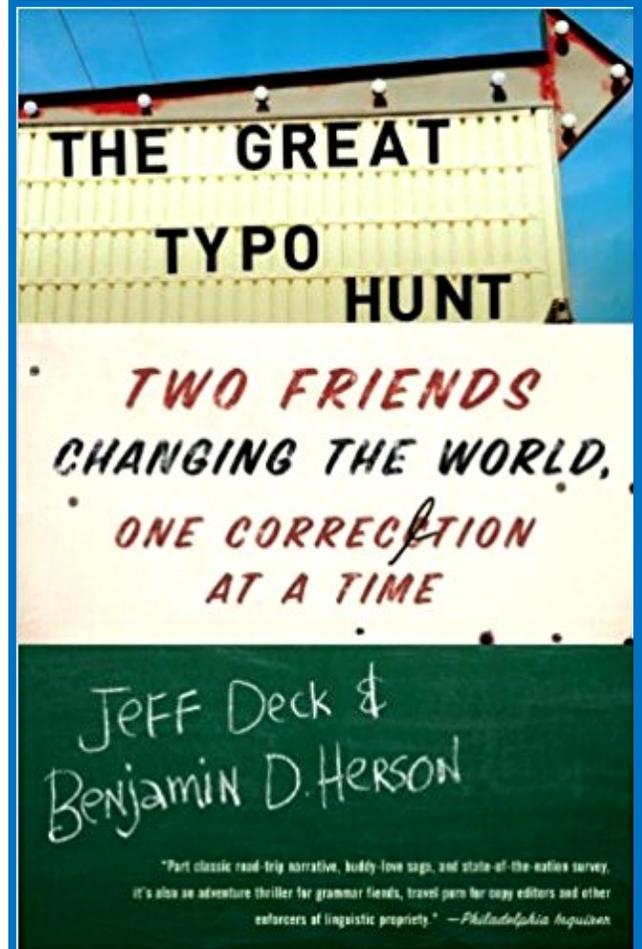
By: [Bill Vogel](#) (Lower Division Head and Admissions Director)

Throughout the day, Garden School students have many opportunities to communicate orally and in written form. While writing, students use extensive vocabularies and are reminded to apply appropriate grammar, punctuation, and spelling! Teachers support students and their writing through modeling; providing specific reading and writing opportunities, lessons and assignments; and assisting students in proofreading work.

I recently had the pleasure of reading an adventure book, *The Great Typo Hunt: Two Friends Changing the World, One Correction at a Time*. Written by Jeff Deck and Benjamin Herson, both graduates of Dartmouth College,\* the book chronicles their journey across our country seeking misspellings, punctuation errors, and grammatical mistakes in signs, posters, and billboards. At times, they attempted to make corrections, or at least point out the errors to those who could affect the necessary changes.

While this was a fast read, with some humorous situations, my mind kept drifting to the importance of these foundational skills for children. These authors assist writers by offering their compiled, short version of common errors made by people. The next time you come across a sign with a typo, or see an error in print, you and your child can make a mental correction. We must continue to proofread our work, incorporating these “mental corrections” to ease and improve our written communication.

\*Editor’s Note-Matt Burgess, Garden graduate Class of 2000, is also a graduate of Dartmouth College and the University of Minnesota's MFA program. He is the author of novels *DOG FIGHT, A LOVE STORY* and *UNCLE JANICE*. Currently, Matt is a Visiting Assistant Professor of English at Macalester College in Minnesota. He credits Garden School’s literature and writing programs, as well as his deep Garden friendships, as inspiration for his books.



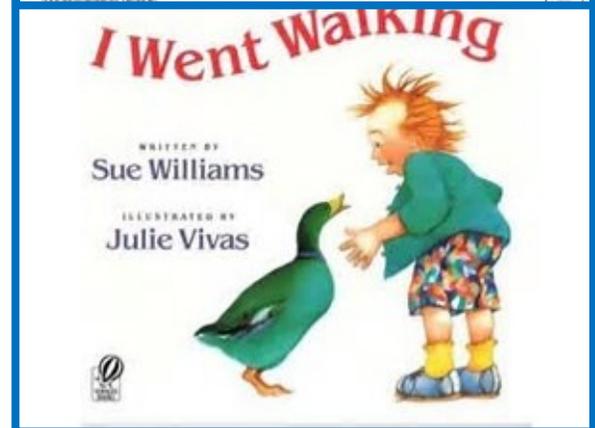
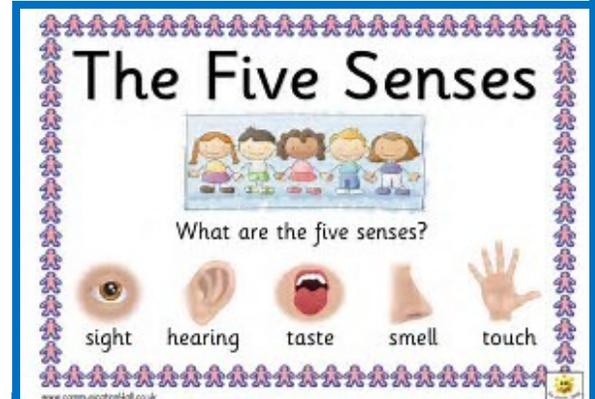


## Pre-K For All - Literacy

By: [Christine Vitiello](#) (PKFA Teacher)

With the PKFA school year well underway, the children have settled into their roles as students and are becoming skilled learners in the classroom. Making friends, sharing learning experiences and responsibilities has brought us together as a community in the classroom.

This month we are exploring the topic "The Five Senses" and will be watching for "Signs of Fall". As we explore, using our senses, we will expand our literacy skills. Engaging in reading and writing on thematic topics such as sight, we read *Brown Bear, Brown Bear, What do You See?*, and *The Listening Walk*, as we discover how we depend on our five senses in everyday life. We will be practicing our writing skills further as we look for signs of Fall using our five senses. The children will observe the environment on our walks to and in the playground, writing about what they can see, hear, smell and can touch. We have much to explore and discover throughout the month!



## Nursery Math

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

Math is all around us in Nursery! We have finished up our Colors Unit and have begun our Shapes Unit this week.

During our Colors Unit, we learned about: red, orange, yellow, green, blue, purple, brown, black and white. For each color, we read books and colored a corresponding color sheet. On the Smart board, we watched *Starfalls Backpack Bear*, an interactive learning experience. He creates color sentences that make the pictures come alive with fun animations, and ends with a catchy song.

For our Shapes Unit, we have already learned about circles and squares. We will continue learning triangles, rectangles, ovals, Hearts, stars and diamonds. We introduce each shape by reading a book from the Lakeshore collection. Then, we color a worksheet and listen to shape songs on the Smart board to reinforce our lessons.

We also combined math with fire safety this week by making firefighter ladders and counting how many steps we used. We all have been enjoying looking for and talking about colors and shapes, so try doing the same at home!





## Pre-K Math

**By:** [Eileen Reyes](#) (Pre-K Teacher, Early Childhood Program, Dean)

Learning shapes and colors allows children to group or classify items as they develop their ability to make logical connections. These concepts are taught in the context of students' everyday lives at school, at home, and in the community.

Not only are shapes and colors taught on paper and the Smartboard; hands-on projects and activities in the math center helps learning take place while playing and doing. Sorting with color bears, playing color and shape bingo, and matching with pattern blocks are just some of the ways the students in Pre-K have fun as they learn. Noticing shapes and colors in the classroom, the playground, at home, and walking to and from school are some of the tasks the children have been asked to do. They then share their findings during morning meeting with their classmates. Connections are made when the students remember noticing the very same or similar things. These are some of the very first math concepts to be explored in Pre-K.



## Kindergarten Math

**By:** [Lauren Yandow](#) (Kindergarten Teacher)

This week, we began a new unit in math: position words. Most of us do not realize how many math terms we use everyday simply in conversation with one another. Terms such as above, below, in between, top, middle, and bottom, are all considered mathematical words to describe the position of an object in relation to another object.

We began with words above and below, and used our different colored counting bears to position some above one another and below one another. We used other objects in our classroom such as pencils and foam blocks to show them above or below a table or a chair. Using manipulatives really helps the students conceptualize these more advanced terms, and we discussed other words we may use to describe these positions such as on top of or under. We even used our bodies to show middle, in between, and next to. Next week we will move on to learning our right and left, as well as before and after, which will lead us to learning ordinal numbers: first second, third, etc.!





## **Grade 1 Language Arts**

**By: [Kristen Ahlfeld](#) (First Grade Teacher)**

In language arts, the first graders are learning to write sentences using capital letters at the beginning of sentences and punctuation at the end. The students use inventive spelling techniques to convey their ideas in written form. Using letters to represent sounds that they hear, the students increase their phonics skills and experiment with spelling patterns they are learning.

We used our recent field trip to incorporate these skills into our writing assignment. The students visited Dr. Davies Farm in Congers, NY. Some of the exciting activities included hayrides, apple and pumpkin picking and a corn maze. The students used their first hand experiences to write and illustrate the highlights of their trip. Stop by the third floor to see their writing samples on display.



## **Grade 2 Language Arts**

**By: [Paula James](#) (Second Grade Teacher, Grades 1-3, Dean)**

In Language Arts, following our apple and pumpkin picking field trip last week, the second grade students were asked to write a silly or scary story for an autumn writing assignment. Their task was to compose a story using a pumpkin and an object that was selected from the "mystery bag" in the classroom. Our mystery bag contained objects like a baseball cap, a giant seashell, an acorn, a small stuffed bat, a kaleidoscope, sunglasses, and a variety of other items.

Our focus over the past weeks has been to correctly use capital letters, punctuation, and eliminate sentence fragments in our daily work. This assignment gave us an opportunity to write a creative short story and begin to follow a more complex writing process where students write a draft of their story, meet with a teacher for a conference to edit their work, and then publish a final corrected document. Students were encouraged to illustrate their story when they were finished. Over the next week, we will present our stories to our classmates. As we get closer to Halloween, the children will share their stories with the kindergarten and first grade students in a silly-spooky storytime.



## Grade 3 Language Arts

By: [Rachel Vidal](#) (Third Grade Teacher)

The third graders have been learning about different literary genres. This week we'll be focusing on legends and the literary elements that are often found in legends. By exploring different genres and exposing the children to a variety of written works, we will find something of interest for everyone. The idea is to encourage children to become lifelong readers.

We will be reading the Native American legend, "The Storytelling Stone." Through this story, the third graders will learn about a legend from the Seneca tribe which has been passed down from generation to generation. In "The Storytelling Stone," Great Stone not only speaks, but tells stories, demonstrating the concept of personification. After which, the children will research other legends and share them with the class. Later the third graders will create their own stories with characters that are anything but human. Given the imagination of these third graders, I'm sure they'll create interesting, outlandish characters. I can't wait!



## Grade 4 Science

By: [Marlene D'apice](#) (Science Teacher, Science Department, Chair)

Students in fourth grade science have been busy investigating the world around them. Most recently, they participated in a lab exercise to demonstrate the differing abilities of bird beaks to pick up varying sizes and shapes of seeds. Using forceps (tweezers) and clothespins, students were challenged to pick up as many seeds as possible in a given amount of time. After collecting and counting the seeds picked up by each instrument, students determined that the forceps represented a beak size and shape best adapted for the task.

Making a connection between the instrument used and its ability to acquire seeds allowed students to understand the role of adaptations in the survival of organisms. The class is currently engaged in germinating seeds and observing the events that will lead to the growth of bush bean plants.





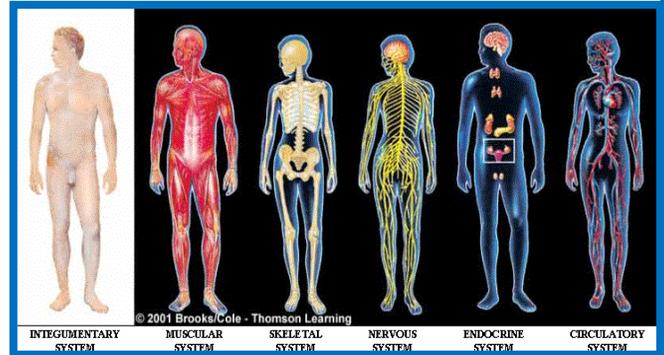
## Grade 5 Science

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

Our energetic fifth graders have resumed their study of science with great vigor. Students were reminded that Taxonomy: the classification of living things, is an essential organizational tool. Students were reacquainted with the history of taxonomy which stretches back to Aristotle.

We compared and contrasted various organism, such as vertebrates and invertebrates, plants and animals, as well as bacteria and viruses. Students were shown the proper hierarchy to classify living things from Kingdom (most general and broad) to Species (most specific and narrow).

We have recently continued our study of living things with the discussion of cells. Student were reminded of the transition from cells to tissues to organs to organ systems and finally, to organisms. We are now discussing the various organs systems and their interrelationships.

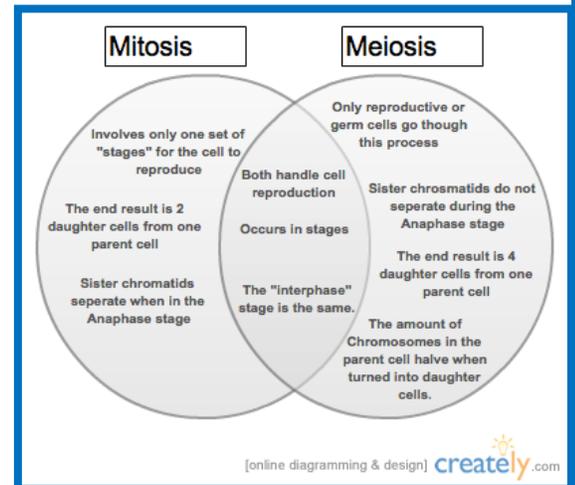


## Grade 6 Science

By: [John Hale](#) (Science Teacher)

The 6th grade science class is just finishing their investigation on how to organize and classify organisms. They researched the differences of a Five Kingdom System and a Six Kingdom System and a Seven Kingdom System.

To help keep their skills up in the laboratory, they will work on their measuring skills using the Triple Beam Balance and Calipers. Now they are putting their studies to the understanding of plant and animal reproduction. They will use microscopes to see the different phases of mitosis and then calculate which phase lasted the longest. With this understanding of Mitosis, they will be able to see how this process relates to Meiosis.



## Grade 6 Mathematics (from last week)

By: [Sarah Blakeley](#) (Math Teacher)

This week we wrapped up our first math unit; Integers. Integers are classified as positive and negative whole numbers. The students learned how to add, subtract, multiply, and divide with positive and negative numbers, as well as how integers appear in their real world life. Along the way they learned a few valuable banking terms such as 'debt' 'overdraw' 'deposit' 'charge' and 'withdraw'.

Other new sixth grade topics we covered in this unit were exponents, absolute value, and the order of operations. The sixth graders were very enthusiastic about these new topics, often requesting more and more challenging problems. They were very proud of themselves when they learned that some of their challenge problems came from the seventh grade workbook. Next week the students will start applying what they learned to algebra.



## Grade 7 World Languages - Spanish

By: **Agustín Melara** (Chair, World Languages Department)

During the first month of the academic year, students in seventh grade learned about cognates, vocabulary related to places around the city, family members, and classroom objects. This week, they were introduced to the concept of subject pronouns and verb conjugations.

They also learned about the three verb categories in Spanish: verbs ending in -AR, (the largest of the three), verbs ending in -ER, and those ending in -IR. While

vocabulary acquisition is important, learning how to conjugate verbs is an essential step in the language process because it allows the speaker to formulate sentences about general activities. For example, "Nosotros estudiamos en la biblioteca," (*We study in the library*) or, "Mi padre toma un taxi al aeropuerto," (*My father takes a taxi to the airport*). Next week, students will have their first major examination of the year based on the topics presented in chapters 1-4.

### The fundamental parts of the Spanish verb

The ending always consists of two letters

hablar ← ar	salir ← ir
comer ← er	conocer ← er
escribir ← ir	costar ← ar
cantar ← ar	correr ← er
aprender ← er	finalizar ← ar
leer ← er	freír ← ir

There are three types or categories of verbs in Spanish: those that end in *ar*, those that end in *er*, and those that end in *ir*

## Grade 7 World Languages - Mandarin

By: **Jie (Kelly) Yang** (Mandarin Teacher)

A very warm welcome to all of our seventh-grade family and friends joining the Mandarin program! Our Chinese studies will be an exciting and interesting foreign language learning adventure. Our seventh-grade mandarin classes will focus on four main topics: Greeting and Introductions, About Me (nationality, the school I attend, family members), Surroundings, and Food.

I will guide the students to build a sound Mandarin language foundation, cultivating their language skills in the four areas: listening, reading, writing, and speaking. We will be participating in a variety of enriching and engaging communication activities, games, songs, as well as many other fun Mandarin-language learning experiences. During these classroom-learning sessions, students will get a multifaceted experience of Mandarin and gain a deeper grasp of this intricate language.



## Grade 8 World Languages - French

By: **Gabriel Gomis** (French Teacher)

French 8 completed the irregular verbs, "aller", "être", "avoir", and "faire" this week. These are the most common irregular verbs in French. They can be used either to express feelings, tell the weather, or talk about the places they go.

We also gave them an insight into their upcoming trip to the UN (General Assembly, Security Council, and Economic and Social Council) and the French restaurant.

 <b>faire</b> 	 <b>être</b> 
<b>Singulier</b> <b>Pluriel</b> je fais        nous faisons tu fais        vous faites il fait         ils font elle fait      elles font	<b>Singulier</b> <b>Pluriel</b> je suis        nous sommes tu es         vous êtes il est         ils sont elle est      elles sont
 <b>avoir</b> 	 <b>aller</b> 
<b>Singulier</b> <b>Pluriel</b> j'ai            nous avons tu as         vous avez il a            ils ont elle a         elles ont	<b>Singulier</b> <b>Pluriel</b> je vais        nous allons tu vas        vous allez il va         ils vont elle va      elles vont

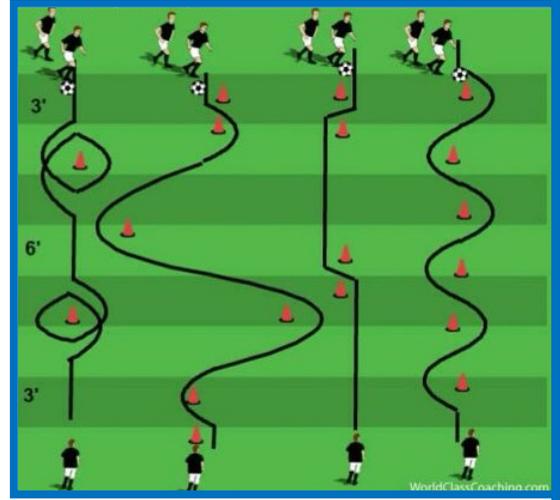


## Grade 9 and 10 Physical Education

**By:** [Michelle Ferreira](#) (Athletics Director, Physical Education Teacher)

Ninth and Tenth Graders started Physical Education this year with a soccer unit. At the beginning of each class, we do drills to help move the blood around and to warm up the body. We then stretch to prevent any muscle injuries and begin our soccer unit.

The first few weeks in September, we focused on perfecting the skills of soccer such as dribbling, passing, trapping, and shooting, before he begin our season tournaments which we are in now. Each team is divided fairly based on skill sets. Everyone in the class is participating on a team and they have been active in playing several tournaments. Next week, we will go into the playoffs and then crown a winning team. The next unit that we will focus on is Basketball.



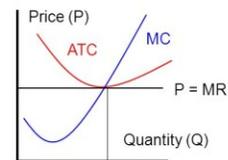
## Grade 11 and 12 History - Economics

**By:** [Richard Kruscek](#) (History Teacher)

The students have wound their way through microeconomics ably, dry as it can be at times. Our study of marginal analysis is well underway, where the students attempt to connect the change of inputs to changes in revenue, cost and profit. It is a challenge, but they're up to it. As a grade, they always have been. They're a pure joy to teach.

### Marginal Analysis

- Economic efficiency
  - Profit maximized where marginal cost = marginal revenue (MC = MR)



Market equilibrium exists when,  
**MR = MC = ATC**  
No "pure profit" (economic rent) to attract new firms to industry

## Grade 11 and 12 History - Advancement Placement US History

**By:** [Richard Kruscek](#) (History Teacher)

The AP US students have been absolutely tremendous this term. From attending morning classes once a week, to taking three exams in one week, they have worked as well as I could have possibly hoped for.

And now they've worked their way into the American Revolutionary era. It always makes me happy to see my friends Paine and Henry again; I always find something new in "Common Sense" or the "Give me Liberty...." speech. I just hope my passion is felt by the students, as passion was fuel for our Founders.



"If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music he hears, however measured or far away."

Henry David Thoreau



**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

- |                     |                |
|---------------------|----------------|
| ☞ Mon - 16-Oct      | ☞ Mon - 13-Nov |
| ☞ Mon - 23-Oct      | ☞ Mon - 20-Nov |
| ☞ Mon - 30-Oct      | ☞ Mon - 27-Nov |
| ☞ Mon - 06-Nov      | ☞ Mon - 04-Dec |
| ☞ Wed - 06-Dec Test |                |

**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!

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.

**We have a limited spots for this class so please register soon. To register or for information please contact: John Hale at [kd2lpm@jrhaleteacher.me](mailto:kd2lpm@jrhaleteacher.me).**