



GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 94 Number: VIII

"Cultivating Success in Every Child"

Friday, November 4, 2016



Thoughts for the Week

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



I have written before about how schools, particularly independent schools, find themselves in a countercultural position in the struggle for our students' minds and hearts. Marx wrote that "religion is the opiate of the people." He was wrong. The media is the opiate of the people. Modern media indulges in fact-less, image-based and distorted views of the world around us. We, all of us, students, parents, teachers, need to hone our critical thinking skills so that we can pierce through the morass of misinformation presented to us and arrive at a reasonable conclusion, based on reality.

Each day in the media, whether it is during 'news' programs or advertising, we are fed a steady diet of information that is based more on fantasy than on reality. How many times have we seen commercials, the curriculum of consumerism, tell us that happiness depends on a purchase. Some commercials go so far as to suggest that our personalities will be changed by the acquisition of a product. One such commercial is for a perfume company that makes it clear that if we use one brand of their perfume, we will be elegant and sophisticated; however, if we use their other brand, then we will become spontaneous. Clearly this is nonsense. But when we and our children are exposed to a steady barrage of these falsehoods, we can too easily be convinced that this is reality, instead of what it truly is: a manipulated emotional illusion.

Teaching critical thinking in our school has become more and more important in our modern age. We need to help our students understand the difference between an illusion and a reality; we need to help them understand that life unfolds within the context of history; we need to help them grasp that fact, truth and accuracy matter; we need to assist them in understanding that an image is not a reality. Overall, we need to help our students and ourselves to understand that each day we need to insist that we focus on those things that are real, necessary and humane.

Now more than ever, education needs to focus on the ability to think critically. This means that we all have to learn how to analyze an idea in detail, that we need to understand the implications of ideas and plans that we need to see how the present moment reflects a pattern in history. All of these factors can help us become genuine thinkers. This is possible in every class. In English, we need to understand the critical complexity of a text and the implications of its language. In History, we need to look openly and without prejudice at the causes and effects of a period or an event. In Science and Math, we need to help our students to be analytical in the areas of problem solving and not simply memorize. In the Arts, Physical Education, Music—in all areas of learning—we have an obligation to develop the ability to think critically, analytically and authentically. Our future depends on it.

Richard Marotta, Ph.D.
Headmaster



DATES TO REMEMBER:

- Tuesday, November 15: Japan Club Bake Sale
- Wednesday, November 16: Career Day for Grades 7 to 12
- Wednesday, November 16: Student Council Food/Clothing Drive Begins
- Wednesday, November 16: Parent/Teacher Conferences 3-8 PM
- Thursday, November 17: Nursery Photo Day and "Retakes"
- Friday, November 18: Senior Raffle Begins
- Monday, November 21: College Night for Juniors
- Tuesday, November 22: **"Garden Laughs" Comedy Night Benefit**
See next page for more info and Tickets!

College Visits Next Week:

Wednesday 16-Nov 12:30pm Lincoln University, PA

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

Day	Date	Opponent	Location	Time
Tue	11/15	LREI	AWAY	3:45

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

Day	Date	Opponent	Location	Time
Wed	11/16	LREI Tournament	Away	4:00

Parent Teacher Association

By: *Maria D'Amore, PTA Vice-President*



Garden students wrote on the PTA bulletin board leaves for what they are thankful.

The Garden School PTA would like to remind you of some important dates!

- Not happy with your photos? Nursery & Re-take day is Thursday, November 17th
- Garden School PTA is now on Facebook - 'Like' us today: [Facebook.com/GardenSchoolPTA](https://www.facebook.com/GardenSchoolPTA)

We thank you for your past and continued support. We welcome your input. Contact us with questions and to volunteer your time, vision and talent E-mail us anytime at: PTA@GardenSchool.org.



"GARDEN LAUGHS!"



Garden is taking over *New York City's Premier Comedy Club!*

Tuesday, November 22nd at 7:30 PM

An evening of laughter, food, drinks and prizes!



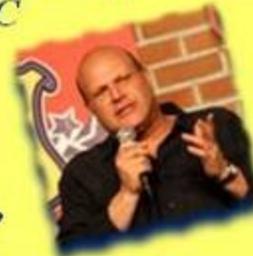
Comic Strip Live

*Second Avenue bet. 81st and 82nd Street
1568 Second Avenue, NYC*



Michael Rakosi

(Garden's "Chair of the Board"!)



D.F. Sweedler

"The most famous comedian among the famous comedians."

Eric Neumann

"One of the hottest rising star stand-up comedians "



Regina DeCicco

Ladies of Laughter Winner - Funniest Female Comic!



José Vega

"Joey Vega Makes them laugh and makes them think!"



Akash Bhasin

First Place in "Catch a Rising Star" Competition



Hosted by: Dan Altano



Tickets: \$55 each or \$100 for two!

VIP Front Row Seating: \$75 or \$140 for two

Available from the Front Office or on the Garden School Website

www.gardenschool.org

[More Information and Purchase "Garden Laughs" Tickets Online Here](#)



Open House and Merit Scholarship Exam Saturday, December 10th, 9:00 AM

Garden School will host our annual Open House and Merit Scholarship Exam on Saturday, December 10th from 9:00 to 11:30 AM for families interested in any grades of the school. No RSVP is necessary.

Please **invite friends, family members and colleagues** who may be interested in learning more about Garden School. There will be a presentation at 9:30 AM on the school and its educational and enrichment programs.

The same morning, we will also be offering the annual Merit Scholarship Exam on Saturday, December 10th. The Merit Exam and the **scholarships are eligible to both incoming new and current Garden students presently enrolled in grades 5-9 (entering 6-10 in 2017)**. Pre-registration using the form from the web link below is required by December 7th.

If you have any questions, please feel free to contact the school at 718-335-6363. Use this link for more information and forms: <http://www.gardenschool.org/admissions/merit-scholarship-program/>



Garden School

Academic Excellence Since 1923



Independent College Prep School
Nursery - Grade 12

MERIT SCHOLARSHIP EXAM

for students entering Grades 6 through 10

and

OPEN HOUSE

for all grades

Saturday, December 10, 2016 9:00 AM



Michael and Asia are Full Merit Scholars starting at Garden School this year.

Garden School

33-16 79th Street, Jackson Heights, NY 11372

Pre-Register Online by December 7th for Merit Scholarship Exam

No RSVP necessary and children welcome for Open House

www.gardenschool.org

(718) 335-6363

"Cultivating Success in Every Child"

Enrollment Referral Program

The upcoming Open House is a great opportunity for current Garden families to take advantage of Garden's Referral Program and to refer new families to attend the Open House and consider enrolling at Garden.

Remember, for every NEW full-time Garden student that enrolls and the family pays the tuition due in full and that indicates you are the referring family, the referring family will receive \$1,000 tuition credit. For each *additional* new student that enrolls, the referring family will receive a \$1,500 tuition credit once the new family has paid the tuition in full.

Although it is not necessary for us to have a referral card available in the school office, it allows us to keep track of your participation in a new family's enrollment. You can also choose to send an email with the information on the card directly to Jim Gaines, Director of Outreach, at jgaines@gardenschool.org. With your permission, we will follow up with the prospective family.



Garden Relief for Haiti

By: Arianna N., Anthony P. and Merna H.

Keep those donations coming!!! We are collecting clothing items, hygiene products and non-perishable foods to send to Haiti in the main hall. We have a GoFundme account to donate money to Haiti. Donations will be accepted for one month. Use this Gofundme link to donate:

<https://www.gofundme.com/GardenHelpforHaiti>

All money and donation items will go directly to the Haitian Consulate. Please donate as much as you can AND spread the word. Your gift strengthens our teams' ability to respond around the world and help people during their most desperate time of need.



Pre-K For All Science

By: Yesenia Lebron (PKFA Teacher)

With child obesity rates and juvenile diabetes continually on the rise, it is more important than ever to keep preschoolers healthy with health themes, lessons and activities. Teachers and parents can provide education on the importance of healthy eating, exercising, maintaining proper hygiene, controlling emotions and taking care of the teeth. Students should learn that they are responsible for making healthy choices.

Teaching children how to stay healthy, happy and beautiful is easy. In class, we focused on diet and nutrition, how to take care of our body and teeth, and how to eliminate germs which prevent us from becoming ill by washing our hands.

Please help us continue this lesson at home by talking and showing your children that eating a balanced diet and nutritional foods is an essential part of maintaining a healthy lifestyle.

Early Childhood World Languages

By: Kelly Jie (Mandarin Teacher)

The early childhood students have begun to learn the words for different fruits. They are gaining the ability to identify different fruits and colors in Chinese, such as apples, grapes, watermelons, oranges, pineapples, and bananas. Students will ask and respond to simple questions about fruits and colors, for example, “Zhè shì shénme ?”(What is this?), “Zhè shì píngguǒ.” (This is an apple.) “píng guǒ shí me yán sè? ”(What color is apple?), “píng guǒ shì hóng sè” (The apple is red.)

Later on, the children will learn how to express their preferences related to fruits and colors. Students will practice sorting according to colors in addition to recording data of class likes and dislikes of colors and fruits.

To make it more engaging, songs and dances are incorporated to reinforce the lesson. I strongly suggest parents or siblings practice with students at home, because I believe this family activity will deepen their skills.

The links to the songs are below:

Fruit Song: <https://www.youtube.com/watch?v=N-lyBdY3Eo0>

Color Song: https://www.youtube.com/watch?v=ZkjO_WdKVOQ





Grades 1 to 3, Social Studies

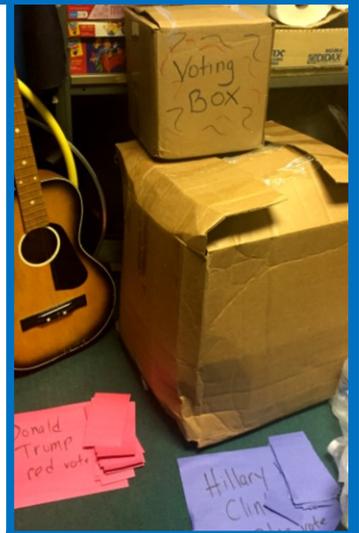
By: Kristen Ahfelht, Julia Schatten (Third Grade Teacher)

This week in Social Studies the Presidential Election was a hot topic. The students in grades one, two, and three have been looking at particular elements of Democracy. Within each classroom students strengthen their understanding of the voting process by actively voicing their preferred choice.

The first graders have been learning about the voting process and the requirements to vote in the United States of America. They were very excited and full of knowledgeable information about both Presidential Candidates. The first graders called upon their math skills, by looking at tally marks, to determine the winner.

The second grade students have been considering the Bill of Rights and the freedoms afforded to those living in our country. Young learners were interested in and shared their thoughts regarding the four candidates. They were full of excitement as they voted for president.

Children in third grade engaged in a mini-unit where specific terminology was discussed and incorporated into their writing and lively conversations. Upon gaining the understanding of a Democracy, they exercised their rights by voting on personalized ballots.



Grades 4-6 Physical Education

By: Cherie Wangenstein (Physical Education Teacher)

Fall into Newcomb!! Last week of the Newcomb unit! Fourth and Fifth Grades are enjoying this variety of volleyball called Newcomb. The tournament has begun! The entire class has been split into fair and competitive teams. Last week was tournament play, and this week we will crown a champion! Students will be continuing with their energized warm-up along with their proper stretching routine. Next week, we will start our new basketball unit!

As for sixth grade, they were introduced to volleyball and developing individual skill sets of bumping and setting. Last week, they played both Newcomb and another modified version of volleyball, during which students are rewarded for using the bumping or setting skill. Students will crown a champion this week. Next week, we will continue with our exciting warm up games along with basic stretching. Then we start our new basketball unit.

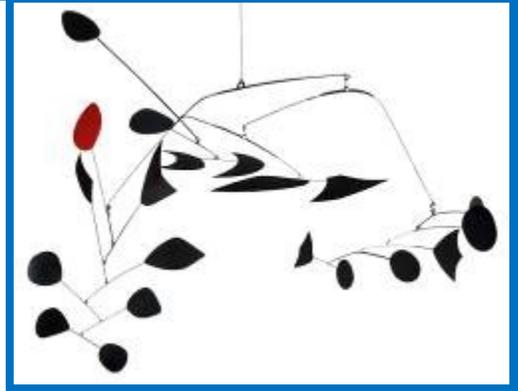
Grades 7 and 8 Fine Arts - Art

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

The seventh and eighth grade artists are studying Alexander Calder and the mobiles he created. The Art Story states that, "Calder succeeded in integrating natural movement into sculpture by assembling elements that balance themselves naturally by weight, surface area and length of wire "arm." The basic equilibrium he struck guarantees compositional harmony among the parts, no matter their relative positions at any given moment. Though many other artists have since created works based on his principles, even now, decades later, Calder is still the undisputed master of this form of sculpture."



The eighth grade artists are using aluminum sheets and wire to form their mobiles. They are tooling the sheets with pictures or symbols and then creating a four tier mobile. The seventh grade artists are using either cardboard, wire or beads to create a four tier mobile. Learning how to use the different types of pliers, understanding biomechanics, and being creative is the focus of the lesson. Each class is excited to create a mobile using imagination to follow a theme. As the balancing act begins and their art is celebrated by random air currents, they realize what a genius Alexander Calder was.



Grades 7 and 8 Fine Arts - Music

By: Tom Heineman (Music Teacher)

Seventh grade students recently began a unit concerning the history of Rock and Roll from its inception. In examining the origins of the music, they submitted that any new art form might be created by an artist with a certain percentage of new ideas who wishes to experiment, but it could also come about through a fusing of pre-existent styles, technological innovation, and by chance. The class discovered that all of these elements were present in Ike Turner's band's 'Rocket 88,' a song often cited as the first Rock and Roll recording. Students also examined several songs by Chuck Berry, considering their symbolism and poetry and the general depth of his artistry, and just started to discover the music of Rockabilly artist Carl Perkins, a man of the simplest beginnings who went on to help shape Rock and Roll.



An overall goal for eighth grade students in music is to attempt to break away from their own cultural perspective and appreciate each culture they encounter from a new viewpoint. Traditional West African culture is fundamentally different from ours, despite the pervasive influence of the culture on our own. It requires a change in thought, when born into this culture, to attempt to understand many of the concepts underlying traditional music from West Africa. For example, most of the languages in the region are tonal, so words have a pitch associated with them that communicates their meaning. It is almost unimaginable to our way of thinking, that variable pitch drums in West African music are often 'speaking' and expressing complex thoughts, and understood by those that understand the native language.



Students also encountered large xylophones from Ghana, called Dzils, that have gourd resonators beneath each key outfitted with spider webs. The webs help create a more complex timbre that speaks toward a different aesthetic of beauty in West Africa as compared to our culture. In the liner notes to an album, it describes a particular piece of West African music as akin to the calls of birds or insects: lacking a strict beginning or end. This notion helps shed light on the music and how dissimilar an approach it is when compared to Western pieces and their notion of progression and development. Students had an opportunity to perform the patterns in a traditional piece of music in order to discover the independent, interlocking parts upon which the music is based. The integration of some of these concepts led to revolutions in popular music by James Brown, and the class will explore the integration of these traditional African and American ideas next.



Grade 9 English

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

Congratulations to the winners of the Whitney Museum Essay assignment. Here is one of the best by Lea Marie M, '18:

It was like being suspended in a vacuum of space, breathing through some mean or another in an nonexistent nothingness while being imbued with color and indefinite contemplation. I was incapable of arriving at conclusions when asked to be specific about what I saw in their many eyes. Some of these eyes did not deviate from mine, and I was perplexed by the depth of the intentions within. From screen to canvas to burlap sack, I was captivated by a certain few; I absolutely mean captivated to the deepest extent-- shall I note that I tend to detest modern art pieces?

Among the few that I took a liking to was a piece I did not consider to be a portrait until the definition was given to me. A portrait is defined as a painting, drawing, photograph, or engraving of a person, especially one depicting only the face or head and shoulders. I did not know that a moving drawing-- better known as a "cartoon" -- would be considered to be a portrait. I simply happened to like this animated piece, centered in a dark room and encased partially within four square walls that did not abut at any point. I could not find a description in the exhibit, as the space was sealed off by ropes. A neon blue, two-dimensional outline of a girl with shoulder-length hair walked through a gridded, three-dimensional space, talking to herself. She seemed lonely. Her head drooped, and her arms seemed to swing with much leisure with her slow pace. As she walked, audio spikes appeared behind and around her from the grid floor. She continued on, talking to herself. I wondered if she was singing something that initiated the spiked growth. It was so simple, nothing out of the ordinary, but I felt that it was relevant to me. Audio spikes display the frequency and amplitude of the sound wave generated by a song as it is played. I appreciate them for the reason that they show how "strong" the song is in terms of treble and bass. Waves can be generated when the source for percussion is struck, too. I theorize that the artist took the concept of teens listening to loud and intense music to drown out the world around them as a way to get lost in their own thoughts and feelings.

Another piece was of two working-class men, standing next to defined, colorful luggages on a blurred apricot and tea-green backdrop. They wore tan working boots and jeans with casual shirts and large, southwestern belts. Their facial features, especially their noses, basically screamed out their nationality. I was not even surprised that the artist took the time to showcase the generalized life of Mexican immigrants. Upon laying eyes on it, I was apprehensive about answering questions relating to interpretation due to my fear of being called a racist for my honesty. The artist was good, I'll admit. Better than what is typically put out as "art," nowadays. It wasn't as impressive as the other two paintings of people to the right side of the elevators, which literally looked like photographs from a distance due to their impressive detail. Nevertheless, the piece had a solemn touch to it, shown by the waiting expressions on their faces and waiting poses. It was viciously brave of the artist to have painted on such a controversial ground in such a controversial time!

That got me thinking about what I hope someone would paint for my portrait. How would I be depicted, and what would I be illustrated doing? To be fair, I think I wouldn't appear in any of those oil paintings like you see of generals, presidents, and historical events. I think you'd have to have a pretty superficial image of me to do that. I would hope that an artist wouldn't simply turn me into a political comic, or worse-- a caricature. Lord have mercy on that fellow's soul. I instead hope that an artist could paint a photo of me leaning against the fuselage of a red plane with the sun setting to my left side, wind blowing my hat's straps and waving a red scarf, somewhat like in that photo of the famous ace Saburo Sakai. I would even be fine if I was painted in black shorts, black turtleneck, and black hair, eyes



darkened away with my headphones on and connected to my computer with my favorite air combat video game home screen being displayed, blue light giving the side of my head a soft, white glow. I really don't think I have a say as to what I would want, precisely, but I do take a liking to pictures that have immense detail and proper shading. As long as it depicts a satisfied, cheerful gaze and my love for blissful freedom and planes, I would be more than thankful.

Portraits capture an emotion, ideas, and a variety of thoughts on life within one still or moving image. Something about making marks with a paintbrush or paintbrush function brings out a mysterious quality of expression. Maybe the individuals painted knew they were being painted. All that is certain is that the artist captured their lives in their basic essence.

Grade 10 English

By: Amira Soifer (English Teacher)

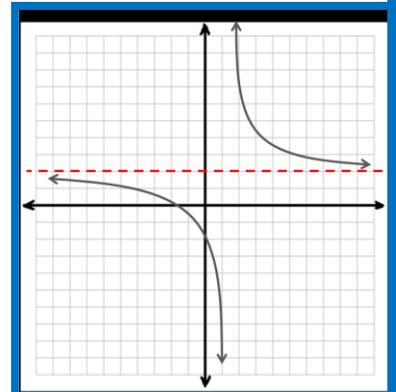
Since finishing our unit on the summer reading by writing, going over feedback for, and re-writing analytical essays, the tenth grade English began their unit on Shakespeare and Macbeth in early October. After going over student's prior knowledge of Shakespeare, extensively learning more about the Globe Theatre and Shakespeare's time period, the tenth grade students began learning about different ways to approach one of Shakespeare's most well known works. We initially had a brief unit on Shakespearean language, wherein students explored and wrote a skit based on Shakespeare's famous insults. Students worked on translating Shakespeare into modern English through various activities.

Soon thereafter, we talked about "Macbeth's" role not only as a tragedy but also (given that we had this discussion throughout a month that ended with Halloween) as something of a horror story, exploring both the legend of the curse of "Macbeth" and defining, finding examples for, and looking for horror tropes (and tropes in general) as we began reading the play. Since beginning the play, we have talked about the role of the witches and female portrayals throughout the play, including the role of Lady Macbeth, arguably one of the most well-known female characters in the Western canon. We are continuing to explore presentation of character, plot, and language as we continue through our reading of "Macbeth."

Grade 11 Mathematics

By: Sonia Ambarsom (Math Teacher)

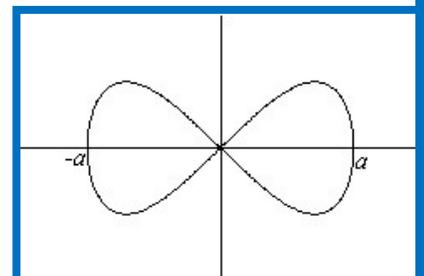
The 11th grade Algebra II & Trigonometry class continues to explore various types of equations and inequalities: quadratic, rational, and polynomial. The next step in the process toward a solution is the elimination of any extraneous or impossible solutions using the various techniques previously learned. Thereafter, practice with union and intersection of solution sets was necessary in order to graph the solution sets. This will lead to the next topic in which we will draw the actual graph of the equation on the Cartesian or coordinate plane.



Grade 12 Mathematics

By: Lucian Gherghi (Math Teacher, Math Department, Chair)

One of the goals in Calculus is the use of derivatives to study functions : graph , extreme values. To be able to use the information given by derivative, we first need to study the rules of obtaining them. We are almost done with that. For the next 2 weeks, we will work on chain rule, implicit differentiation and related rate problems.





Winners of the United Nations Global Knowledge Quiz



Mr. Gomis, Dr. Marotta, Tsewang S., Susie K., Lea Marie M., Syeda (Sarah) R., Kyle C., Ms. Smith



YEARBOOK CLUB
OF GARDEN SCHOOL

MATTHEW HELSING
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You can e-mail text, images or both to yearbook@gardenschool.org with the Subject Line: Dedication. Deadline is December 23, 2016!