



GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 94 Number: XX

"Cultivating Success in Every Child"

Friday, February 10, 2017

Thoughts for the Week



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



One of the more dramatic issues facing schools and families these days is the overuse of the internet, social media and video games. Each of these areas of a developing technology has moved dramatically beyond some of their earlier manifestations. The games that now engage students tend to be linked player games, so that an entire community of players engages in the same game, sharing the video landscape and actions. The problem stems from the addictive power of these visually stimulating and engaging media.

This topic always come up at any educational meeting or discussion, since most schools know that there is a segment of the population that is engaged in excessive video game use or internet use. We all know that once we are on a computer or a game, hours can simply disappear. It is no secret that once you start checking email, or gaming or chatting, time seems to drift away. How often have we thought I just check my email and an hour or two evaporates.

Unlike reading, the internet or that video game does much of the imaginative work for us. When we lose ourselves in reading, we need to create the images that the words present through an act of cognitive imagination. A landscape, a character, a scene in a book needs to be recreated in the mind of the reader through an active act of the imagination and imaging. The reader shares in the creative process. In a video game, the landscape environment is fully imagined by the programmer and the participant doesn't need to recreated the imaginary landscape but simply navigate it. While this requires some eye-hand coordination on the part of the participant, it does not require the active and creative imaginative act that occurs in reading. The participant accepts the context created by others unlike the reader who recreates that context.

This difference is crucial to the development of intellectual skills. All activities can become addictive; however, an addictive activity that doesn't train and strengthen the imagination ultimately creates a more negative and less developed sense of the world and of oneself. The world of a video game is intrinsic; the world of a book is extrinsic.

Garden School prepares creative and critical thinkers for success in the world who engage in the language of imagination, creation and thought. Garden School's mission is to "recognize each student's individual identity" and create independent thinkers who engage in the world, who enlighten our society and who recreate our world into a community of learners and thinkers. Those skills and that sense of self come from active reflection on a healthy and complete perspective on the world and from vigorous intellectual engagement.



Signed Enrollment Agreements with deposits are due TODAY, February 10th, in order to hold your child's space for next year. Please contact the School Office if you need more time. Thank you.

DATES TO REMEMBER:

- **Friday, February 10: 2017-2018 Reenrollment Agreements Return Deadline**
- **Monday, February 13: Spring 2017 Foundations Classes begin [Brochure and information here](#)**
- **Monday, February 20 – Friday, February 24: School Closed for February Break**
- **Wednesday, March 1: 2017-2018 Financial Aid Applications Deadline**
- **Friday, March 3: Garden Gala Wine and Cheese Kickoff!**
- **Friday, March 31: Garden Gala at Terrace on the Park SAVE THE DATE!**



PLEASE “save the date”
Annual Gala Kickoff party
Friday, March 3rd at 7:00 PM
Share a glass of wine with the Garden
Community, fellow parents, alumni,
administration, faculty, staff and Friends.

Contact us at gala@gardenschool.org or jean.kinn@gmail.com
with any questions or if you would like to help.

We look forward to you joining the celebration on March 31st

Parent Teacher Association

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

HAVE YOU ORDERED YOUR YEARBOOK?

Hurry before prices go up!

Order online now...

Here is the link for your convenience:

http://www.jostens.com/apps/store/productDetail/1054215/Garden-School/Yearbook/20160719043701273121/CATALOG_SHOP/YB_BOOKS/Yearbook/20160719043701293121/



Garden Gala – March 31st, 2017
Terrace on the Park
Save the Date!



Congratulations to our 2017 Garden Gala Honorees

We will celebrate their retirement and academic careers of service to Garden

Marcia Elkind

retired Upper Division English and History Faculty Member from 1983-2016

James Pigman

Upper Division English Faculty Member and Department Chair from 1974-2017

Diane Sarro

P'17 and PTA President, 2012-2-17

The Gala will take place on March 31st, 2017 at Terrace on the Park I Flushing Meadows Park. The Gala Committee hosts an annual Cocktail Party each year to get us in the mood to celebrate Garden School and all the wonderful things it offers our children. The evening is catered by Between the Bread, courtesy of the Martin Family (Grade 8), and wine is provided by Wine Stop, courtesy of the Frison Family (Grade 8). Enjoy sampling varietals hand picked by Andreis Frison while enjoying delicious nibbles and desserts put together by Sean Martin. Share a glass of wine with the Garden Community, fellow parents, alumni, administration, faculty and staffs well as Friends of Garden School.

[Our invitations will be mailed next week but click here for tickets available on our website now!](#)

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

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

Would you like to get involved? Join our committee. We will be preparing the invitations for mailing tomorrow starting at 10AM in the Library. Stop in or contact us and join one of our meetings.

Please email us if you have any questions. gala@gardenschool.org or jean.kinn@gmail.com

We look forward to you joining the celebration on March 31st.



Garden Gala

March 31st 2017

The 2017 Garden School Gala will be held on March 31st at Terrace on the Park.

We will be celebrating the retirement and academic careers of
Marcia Elkind, retired Upper Division English and History Faculty Member, after 34 years of service,
James Pigman, Upper Division English Department Chair, retiring after 43 years of service,
and Diane Sarro, Class of '17 Parent and outgoing PTA President for 5 years.

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

<input type="checkbox"/> Young Alum 2006-2016 Ad	\$35		
<input type="checkbox"/> Third of a Page	\$60.00	<input type="checkbox"/> Full Page (gold)	\$500.00
<input type="checkbox"/> Half Page	\$125.00	<input type="checkbox"/> Inside Cover Front	\$750.00
<input type="checkbox"/> Full Page (white)	\$250.00	<input type="checkbox"/> Inside Cover Back	\$750.00
<input type="checkbox"/> Full Page (silver)	\$300.00	<input type="checkbox"/> Back Cover	\$1000.00

NEW THIS YEAR: Congratulatory Messages 1-2 Lines \$20!

Class Page: Grade: _____ \$ _____

Email Art Work to: 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 15th to the address below
along with any enclosures and payment.**

For more information or questions, please go to the Gala page at gardenschool.org/gala, email us at 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.



GARDEN SCHOOL GALA

March 31st 2017

Auction Donation Form

Name: _____

Company Name: _____

Address: _____

Phone: _____ Cell _____ Email: _____

Garden School Affiliation: Parent Alum Parent Faculty/Staff Alum Friend Business

Description of Donation: _____

Retail Value: \$ _____ Contact Name: _____ To be delivered to Garden on: _____

Donation solicited by: _____

Please deliver all donations to Garden School on or before **March 20th, 2017**.

Please attach any materials (e.g. brochures, reviews, ad copy, and photos) that would help us promote your donation. Garden School is a 501©3 organization, tax ID # 11-1631783. Donations are tax deductible as allowed by law.

Donation Deadline: March 20th, 2017

WE THANK YOU FOR YOUR GENEROSITY

All monies raised benefit our students directly. Join us in celebrating our school and in supporting Garden School's mission to educate our students to the highest of academic, social and personal standards.

www.gardenschool.org/gala

gala@gardenschool.org

718 335-6363



Pre-K For All Language Arts

By: Jessica Rodriguez (PKFA Teacher)

During our month of February students will be learning about “Community Helpers”. In this unit, children are able to develop a concept and awareness of the different Community Helpers that we have in our community. Students will be able to understand that there are different types of Community Helpers (Police Officers, Doctors, Firefighters, Mail Carriers, Hairdressers, etc). They will also understand ways in which they help us.

In our classroom we discussed about which community helper they would like to be. Students were able to name and describe the job of the community helper they choose. Laura said “I want to be a builder, because they build houses”.



Nursery and Pre-Kindergarten - Social Studies

By: Carmela Knopf and Eileen Reyes (Early Childhood Faculty)

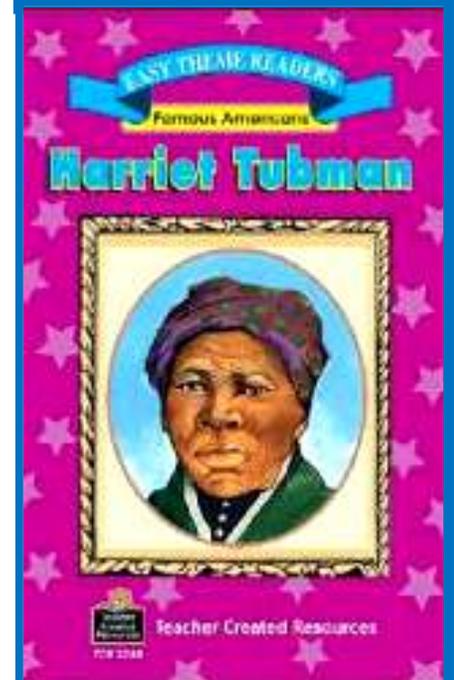
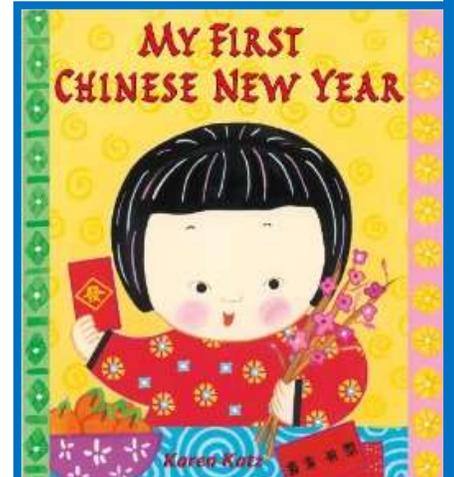
The Nursery and Pre-K explore many topics in Social Studies during the month of February. The most important traditional Asian holiday, *Lunar New Year*, began on January 28, 2017 and lasts until February 15, 2017. With story books, puppets, hats, art projects, and a parade the Early Childhood Department welcomes the *Year of the Rooster!*

The students reflect on the history and contributions of African Americans during *Black History Month*. Continuing with their knowledge of Martin Luther King, Jr., connections were made as the children were introduced to other heroes and scholars such as: Harriet Tubman, George Washington Carver, and Marian Anderson.

With *Presidents' Week* approaching, George Washington and Abraham Lincoln, two famous American presidents will be the topics for next week. Discussions on how these very important presidents changed the world with their ideals and courage will be had. Their amazing accomplishments will be pointed out using the flannel board, Smartboard, books, coins, and art activities.

The children have learned that *Valentine's Day* is a day to show special people that you care about them. Special gifts for parents are in the works in anticipation of this February 14th holiday.

My First Chinese New Year by Karen Katz, *Chinese New Year* by Nancy Dickmann, *Harriet Tubman* by Marcia S. Gresko, *Presidents' Day* by Anne Rockwell, and *Celebrating Valentine's Day* by Kimberly Roark are just some of the books read in the month of February.





Kindergarten - Social Studies

By: Lauren Yandow (Kindergarten Teacher)

This week in Kindergarten, students continued learning about the Inuit people of the Arctic region. We began our Arctic unit by first learning the geography of this part of the world and what countries make up the Arctic circle: parts of Canada, Greenland, Russia, Alaska, Finland, Sweden, and Norway. Then students learned about the type of weather and seasons that occur in this region and why there is no sunlight in the winter in some areas.

After becoming familiar with these aspects of the Arctic, we delved into the different groups of people that inhabit the countries of the Arctic and their unique culture. The Inuit people are one of the biggest groups of Native American people who make up the

northern parts of Canada, Alaska, and Greenland. The students learned how the Inuit have adapted to the harsh weather conditions and way of life by wearing special clothing, eating certain foods, and building different structures in order to stay warm. We learned how the Inuit build igloos in order to stay warm when out hunting and we even tried to construct our own igloos using glue and sugar cubes! This was a fun way for students to transform into Inuit people and be creative with the shape and style of their igloos.

Students also learned about a unique stone structure called the Inukshuk, which Inuit people originally built in order to help navigate the land and find good places to hunt. These stone structures still tower high in the mountains of the Arctic today and are beautiful forms of art to observe. Each one resembles a human body and has two legs, a torso, arms, and a head! Students created their own watercolor painting of Arctic landscapes and sponge painted their own Inukshuk's into their paintings. We loved learning about such a unique culture and group of people!



Grades 1-3 Physical Education

By: Flance Dervishi (Director of Athletics, P.E. Teacher)

In PE class, the students have been learning many different motor skills and playing games along the way. We start with warm ups. At exercise stations, we provide four different exercises for them and they have one minute to complete their station. Stations can include ABC pushups, jumping jacks, wall squats, dips, mountain climber, sit ups etc. After the warm up, they stretch using five different yoga positions.

This week, we challenged them with an obstacle course around the gym where they had to Leap, jump, balance, crawl and run to complete the course. We have really been challenging the kids in so many different ways over the last few months. So, when the kids are having a great week, we also let them play their favorite games such as Everyone's It, we have included Wacky Wednesday and paraquat Friday. Looking forward to our next unit of Wiffle ball!



Grade 4, 5 and 6 Fine Arts - Art

By: Tiina Prio (Art Teacher - Finearts Department, Chair)



The Fourth, Fifth and Sixth Grade artists are learning about Wassily Kandinsky and his wonderful abstract world of color, line and shape. They listened to his biography and talked about his views and beliefs regarding art. “Kandinsky was trying to create the same effect on a viewer of his paintings as a beautiful piece of music has on a listener.” As we viewed his paintings, we marveled at the flow of color and line, how it made us feel and which areas of his paintings made us happiest. One quote by Kandinsky that seems to sum it all up is that, “Color is the keyboard, the eyes are the harmonies, the soul is the piano with many strings. The artist is the hand that plays, touching one key or another to cause vibrations in the soul.”

The first step in this project is to use a notched craft stick dipped into black tempera paint as the line maker on watercolor paper. Lines can be made many ways with the craft stick as one can press straight down, drag paint in an arc or make dots. After drying, undiluted liquid watercolor paint is used to create a variety of hues. The lines can serve as barriers or guides, but the painting doesn’t need to be controlled by the guides. In other words, the paint is allowed to either flow together or create shapes that are beyond what the lines define.

Kandinsky said it best. “Every work of art is a child of its time.”

Grade 4, 5 and 6 Fine Arts - Music

By: Tom Heineman (Music Teacher)

During the course of this year, students in Fourth grade are furthering their studies of the science behind sound. They are learning how sound is created, how it travels, and how we and animals hear. The class is currently delving into owls’ advanced auditory system and incredible ability to triangulate sound to detect the exact location of their prey. We began by considering how different owls look when compared to other birds and animals; their unique facial discs, which are brilliantly adapted to collect sound, are large compared to the owl’s overall size. Because owls are primarily nocturnal and may hunt with precious little light, they must rely chiefly on their hearing to survive.



Students in Fifth grade are currently experiencing just how great Jazz is as an art form. Tracing it back to its origins, we've been focusing on Louis Armstrong's commanding voice and trumpet which altered the course of both Jazz and Popular music. Students will have the opportunity to listen to Ella Fitzgerald wordless vocalizations and forceful singing, Duke Ellington's clever compositional style to



take advantage of the talents within his orchestra, Billie Holiday's uncanny ability to feel and convey the emotion of a song, and peerless saxophonists Charlie Parker and John Coltrane who changed the course of the music completely. As we move into the second half the 20th century, students will experience the internal logic and breathless imagination of Sonny Rollins' solos, Joe Henderson's bracing use of abstraction in his playing, and Woody Shaw's creation of an entirely new harmonic vocabulary, put forth with potent energy and absolute conviction. An appreciation for New York City's history is at the core of the early part of the unit, as many of the above artists spent the majority of their musical careers in New York, and the city figured prominently in nearly every Jazz players' career. The unit will end with visual presentations by the students profiling other Jazz greats.

Sixth grade students are in the middle of their Beatles unit. Students have enjoyed singing and experiencing the diversity of styles the Beatles brought to Popular Music. We're tracing the Beatles' evolution through their music, and how they helped alter the definition of Pop music during their brief history. We've also been examining the cultural impact that the band had. Students read about what a unifying force the Beatles were for the culture of their day. Students viewed footage of several seminal moments in The Beatles' career, such as their arrival and press conference at JFK airport in Queens in early 1964, their first performance on the Ed Sullivan Show in New York City, the performance at Shea Stadium in Queens in 1965, and several promotional videos and additional televised performances. Many of the Beatles' pivotal moments and performances were also some of the most important in Pop culture history, too. The unit will be book-ended by the introductory, animated video from the *The Beatles: Rock Band* game, which highlights the aforementioned milestones in their career.

Fourth Grade French Party

By: Gabriel Gomis (French Teacher)

On Friday, February 10th, the Fourth Grade French Class gathered at lunchtime for the annual French Fete.

Fourth graders celebrated their French day in high fashion. They brought home-made French food such as crêpes, la glace au chocolat, le jambon, saucisson, etc. , and shared with classmates and their educators. They ordered their meal in French, socialized with each other, and showed a great spirit of friendship. French 4 students have recently been introduced to French food, and courtesy words in a restaurant. Today they just passed the test.





Grade 7 Math

By: Sarah Blakeley (Mathematics Teacher)

In 7th grade we have moved on from polynomials into the data filled world of graphing linear functions. The students are currently having a fun time differentiating between a regular equation and a linear function (a linear function is an equation that you graph). We see linear functions in advertisements on the train, the stock market, population growth, anywhere there is a consistent increase or decrease in our data.

This weekend's homework is making art through plotting points. To get students to practice finding points on a coordinate plane they are given clues to create a character from a very famous phone app. I look forward to seeing their creations on Monday!

Grade 8 Mathematics

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

One of the basic skills in algebra is knowing factoring and working with fractional expressions.

Eighth grade students just finished all the different ways for factoring and also multiplication and division for fractional expressions. Next week, they will have a test on these topics and then we will work on addition and subtraction with fractional expressions.

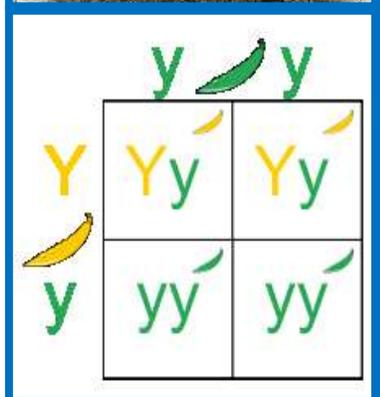
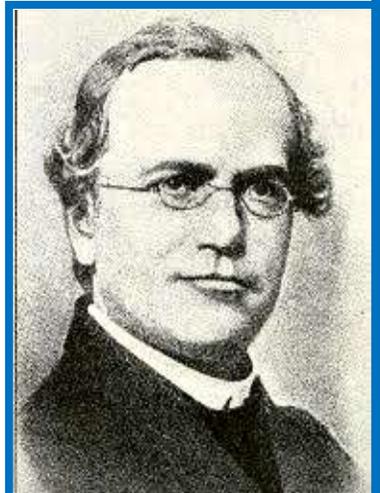
Grade 9 Science

By: Lou Albano (Science Teacher)

In the fascinating world of ninth grade Biology, students have been challenged to understand the complexity of living things on the cellular and chemical level. We have now entered the world of Heredity.

Our focus has been on the work of Gregor Mendel. Gregor Mendel was an Austrian monk. The complexity of heredity was simplified by studying his work. Mendel carried out his work with ordinary garden peas. Mendel studied seven pea plant traits, each with two contrasting characters. The probability of certain traits were shown through the use of Punnett Squares. The discussion of dominant and recessive traits were investigated. Students have been fascinated with the monumental finding of Mendel's work.

Our next adventure will be the discussion of Meiosis and chromosomes.





Grade 11 and 12 English

By: Amira Soifer (English Teacher)

The 11/12th Grade English Elective, American Identity, has been focusing, in its two sections, on the intersectionality of identity, particularly in immigrant families, and different ideas of conflict, resolution, heroism, personal and collective growth, respectively.

First Period American Identity is about to finish reading Jhumpa Lahiri's debut novel *The Namesake*, which follows the story of Gogol Ganguli, a first-generation Bengali American, as he grows up, goes to an Ivy League University, and suffers loss, experiences love, and comes to terms with his dual identities (and his dual names, hence the title of the novel). In our dissection of this novel, the 11th and 12th graders have been sharing and exploring different parts of the American experience and unpacking the idea of there being such a thing as a "typical American." In one such exercise, pictured above, students were asked to list the first five identities that they would use to describe themselves, which led to the collective discovery that different students value or notice different parts of their identity when seeking to make a first impression, revealing that everyone, in some sense, struggles with the question of their own American Identity.

Seventh Period American Identity has continued their in-depth exploration of S.E. Hinton's coming-of-age novel *The Outsiders*, focusing on the unity and disjunction among characters and groups of characters and honing their writing skills as they think about different aspects of the novel from an in depth perspective. In addition, Seventh Period American Identity has been working on re-writing drafts of prompts based on questions brought up by *The Outsiders* and working on grammar exercises in order to continue to improve their writing.

Grade 11 and 12 English - Creative Writing

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

"Call me Ishmael." And thus the Novel class of juniors and seniors plunged into the world of Herman Melville and *Moby-Dick*. As my last book before I retire, I have chosen the challenging work which many regard as the best American novel ever. This will be the fourth time that I have taught this masterpiece. Am I ready for the challenge as I handed out the books and students used two hands to support the 460-page tome. Groans, shrieks, "Are you kiddings?" and the occasional raised eyebrow.

In my years here, I have encouraged Nancy Massand and Marcia Elkind to attend National Endowment for the Humanities summer seminars on Melville. For six weeks, they studied and lived in the world of Ahab and the Pequod and returned to Garden convinced of the greatness of the novel and, indeed, the genius of Melville.

Then, too, along the way, Garden developed the tradition of the spring bicycle excursion to the Island of Nantucket. *Moby-Dick* begins with Ishmael shipping out of Nantucket on the whaler *Pequod*. Every time we approach Nantucket, Ishmael and Ahab come to my mind and everything that happened in the quest for the White Whale. By the time that we go to Nantucket this year, the juniors and seniors will have attained about page 200 of *Moby-Dick*. I will try to look at their faces as they once more encounter the starting land of the novel. Will it ever be the same to them again? Never to me and each spring begins that visionary encounter in Melville's literary masterpiece.



TAKE THE PLUNGE!

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