



# GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 95 Number: XII

"Cultivating Success in Every Child"

Friday, January 26, 2018

## Thoughts for the Week



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



Last week, Mrs. Stiga circulated an article among the faculty about the addictive dangers of video screens for children, what is being called by psychologists and educators as the "new addiction". The [article, written by Dr. Nicholas Kardaras](#), explores how young children can be affected by early and excessive use of video games.

The title he chose for his article, "It's 'digital heroin': How screens turn kids into psychotic junkies," evokes a startling vision of children engaging in what he sees as an addictive and destructive activity. Dr. Kardaras traces the path to 'addiction' of a six year old boy, who's interest level in others, in the world around him, and in leaning deteriorates rapidly as his video game usage increases. Further, in citing a study by Dr.

Kimberly Young, "Internet Addiction, Dr. Kardaras points to her conclusion that 18% "of college-age internet users in the US suffer from tech addiction." This is also a disturbing number.

One more statistic. The American Academy of Pediatrics cites in a 2013 policy statement that "8-10 year olds spend 8 hours a day with various digital media while teenagers spend 11 hours in front of screens. One in three kids relate using tablets or smartphones before they can talk."

In some ways, this problem can't go away. The positive effects of our digital revolution conflict with the negative, and adults too have been caught in this digital tsunami of addiction. Our daily jobs involve using digital media; our students do their research on the internet. Our privacy and leisure time have been transformed profoundly. Evenings, weekends and vacations have been deprived of their privacy and integrity as we check and answer emails and texts and respond to others' business concerns. Even without statistics we all know that we no longer leave our work behind when we go home, begin a weekend or a vacation.

Dr. Kardaras counsels us to detox ourselves, and especially our children, from video and media addiction. As I have written before, schools have undergone a change from being culture-center to counter-culture. Our responsibility as educators demands that we use the newer resources to educate our students and prepare them to enter and compete in their social and business environment. As educators, we would not want to return to the card catalogue as a way of doing research. But, it also demands that we strengthen them to lead healthy and authentic lives.

Obviously this new technology can't be ignored. It needs to be embraced. However, Garden has striven to ensure a thoughtful use of technology in our pedagogy. Teachers teach a hands-on curriculum and later assign books for reading and use ample classroom time for discussion in order to develop critical thinking and communication skills, and to counter the potential isolation of an all-digital world. Our new cell phone policy supports personal communication in school, and meetings between teachers, administrators, students and parents happen in person when possible to ensure understanding and to build the critical community bonds of effective partnerships. We must help our children also to embrace technology with intelligent restraint and moderation. In doing this, we fulfill our mission to educate our students for the world in which they will live, while maintaining their humanity and authenticity as thinkers, learners and individuals.

Richard Marotta, Ph.D.  
Headmaster



**Remember!**

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

**DATES TO REMEMBER:**

- Friday, January 26 - Upper Division Dance Under The Stars
- Monday, February 12th - JV/V Griffin Basketball Playoff Game!!
- Monday - Wednesday, February 12-14 - PTA Book Fair
- Monday, Feb. 19-Friday, Feb. 23: School Closed for February Break

**SAVE THE DATE: GARDEN SCHOOL GALA - FRIDAY, APRIL 13TH!!**

**Tuesday, January 23<sup>rd</sup>, PTA Meeting Minutes**

**State of the School: Dr. Marotta**

- Student Enrollment: The school year is going strong with full enrollment and a full academic and administrative staff. Our four new teachers have been an excellent addition to Garden and our Math and English departments have been stronger than ever. We are having many more teacher meetings this year, which is helping with faculty development, curriculum development and student follow up.
- Our girls and boys basketball teams are winning and will be in the playoffs! Everyone is encouraged to attend!
- The 2017 Yearbook was entered in a national competition and won first prize! Thanks to Matthew Helsing!
- The Garden Gala is fast approaching. It is huge part of our fundraising and one of our long term goals is to update the science lab. The backbone of the Gala is the current parent body and all classes should be represented. Friends and families are welcome.

**Lower/Upper Division Report: Mr. Vogel**

- School is halfway through the year and the Upper Division has already had midterms.
- Second quarter report cards will go out on Thursday.
- Here at Garden, traditional parent/teacher conferences are replaced by being able to request a teacher meeting at any time throughout the year. School is a partnership and you are a member of the school community.
- Now that we are halfway in, you will notice that homework is increasing, as skills are building.
- Please visit the new art installed in the upper division hallways. Students are enjoying Mr. Zellis many great ideas.
- Foundation courses will begin again in February.
- Newsletters go out every Friday. If you are not receiving them, please ensure your email address is correct.
- This is admissions season. Many of our new families come from current Garden families referrals. There is a Referral tuition discount (\$1,000 discount for 1st, \$1,500 for 2nd and so on...) for families that enroll and pay.
- Upper Division has a new administrator, Mr. Battaglia. He is working on structure, has weekly meetings, supporting a team atmosphere and high standards that best meet the needs of the students.

**PTA Report: Maria D'Amore, PTA President**

- Halloween parties and Holiday Boutique all went well.
- We successfully completed Yankee Candle. Thank you to everyone who ordered.
- Sweatshirt sales have been amazing. You can still order. We have a few left!
- I have set up a Book Fair at Garden for February 12, 13 & 14 which will take place in the library during school hours. A local Astoria bookshop will be doing it.
- The Upper Division summer reading material will be available on hand to purchase and will be displayed by grade.
- As a member of the Gala Committee, I am working to get as many families as I can to attend this year's Gala. We need class participation!
- We have sold 122 tickets! The Gala hours have been extended and will run until midnight this year for those who wish to 'party on'! Also, we are excited to announce a Masquerade theme this year! Bring your own mask, or there will be masks for sale on premises. Get your tickets today!

<https://interland3.donorperfect.net/weblink/weblink.aspx?name=E41732&id=9>

- Our Walk-a-thon is in May, which is another huge fundraiser for the school. It is a fun-filled day! Everyone enjoys our yearly neighborhood walk, games, bouncy houses, food, music, etc.! Stay tuned...
- 'Like' the Facebook Garden School PTA page for important announcements & reminders.

[www.Facebook.com/GardenSchoolPTA](http://www.Facebook.com/GardenSchoolPTA)



GARDEN GALA  
2018  
*Masquerade Ball*

SAVE THE DATE

THE TWO THOUSAND EIGHTEEN GARDEN GALA  
MASQUERADE BALL

*Will be held on*  
FRIDAY THE THIRTEENTH OF APRIL  
6:30 PM - MIDNIGHT

*Honoring*  
THE GARDEN SCHOOL AMATEUR RADIO CLUB  
JOHN HALE | FACULTY ADVISOR & STATION TRUSTEE  
GERARD PILATE | PRESIDENT, HALL OF SCIENCE AMATEUR RADIO CLUB  
MICHAEL RICATTO | VICE PRESIDENT, HALL OF SCIENCE AMATEUR RADIO CLUB

***Early Bird Special***  
8 am January 8 - Midnight January 20  
Only

TICKETS ARE ***\$113*** FOR ***13*** DAYS

Get this one time discount at [www.gardenschool.org/gala](http://www.gardenschool.org/gala)  
for a limited time before the price increases to \$130.



**GARDEN GALA**  
2018

100/\$100 Raffle

**APPLE WATCH HERMÈS**  
SERIES 3 GPS+CELLULAR

42mm  
Stainless Steel Case  
Indigo Swift Leather Single Tour

VALUED AT **\$1,199**

100 tickets  
- for -  
\$100 each

**APPLE WATCH | HERMÈS**  
SERIES 3

**BUY  
TICKETS  
NOW**

[gardenschool.org/gala](http://gardenschool.org/gala)



## GARDEN GALA 2018

# WIN A POOL/PIZZA OR ICE CREAM PARTY FOR YOUR CLASS

Help support the 2018 Garden Gala on April 13 by contributing in any of the ways below.

One Upper Division and one Lower Division class with the **highest percentage** of participation in the below activities will win a Pool/Pizza Party.  
The Second Place class receives an Ice Cream Party.

Gather points for your class by:

### Class Points

10 points each

Pool together funds to purchase a class Journal Ad. Price ranges from \$60-\$1000.

Create a themed class basket for the Silent Auction. See back for ideas. Put it together yourself or the Gala Committee can for you. Or, pool together funds to purchase a high-value item for the auction.

Pool together \$125 to purchase a Teacher Ticket for the Gala.

### Individual Points

1 point each

Buy or solicit a Journal Ad of any size.

Purchase a ticket to the Gala. This includes Teacher Tickets.

Purchase a 100/\$100 Raffle ticket.

Donate an item to the Silent Auction.

Make a donation to the 2018 Gala of \$10 or more.



Visit [www.gardenschool.org/gala](http://www.gardenschool.org/gala) for information on these activities. Email us at [gala@gardenschool.org](mailto:gala@gardenschool.org) if you have any questions.

The winners will be announced the week after the Gala. In the event of a tie, the class that purchased/sold the most Journal Ads will win.



## GARDEN GALA 2018

### GIFT BASKET IDEAS

Teacher Basket  
*Filled with Teacher Favorites*

Toys

Sports

Jewelry

Mother's Day

Father's Day

Baby

Books  
*Children or Adult*

Make Up

Perfume or Cologne

College Student

Board Games

Shaving Tools

Men's / Women's

Neighborhood / Borough  
*Taste of Jackson Heights, etc.*

New York City  
*Metro Cards / Subway Map / etc.*

Education

Movies / TV Shows

Alumni

Senior "Welcome to College"

Food / Spirits / etc.

Chocolate

Champagne

Restaurant Gift Certificates

Coffee / Tea

Museum / Zoo Passes

Technology

Wedding Engagement

Sci-Fi

Spring Planting

Grocery



## GARDEN GALA 2018

### JOURNAL ADS

Honor a loved one or recognize a business in the 2018 Gala Journal.  
All ads are printed in color and are available in the following sizes:

- |  |          |   |           |
|--|----------|---|-----------|
| <input type="checkbox"/> Congratulatory Message Line | \$20.00  | <input type="checkbox"/> Full Page (gold)     | \$500.00  |
| <input type="checkbox"/> Third of a Page             | \$75.00  | <input type="checkbox"/> Inside Cover (front) | \$750.00  |
| <input type="checkbox"/> Half Page                   | \$125.00 | <input type="checkbox"/> Inside Cover (back)  | \$750.00  |
| <input type="checkbox"/> Full Page (white)           | \$250.00 | <input type="checkbox"/> Back Cover           | \$1000.00 |
| <input type="checkbox"/> Full Page (silver)          | \$300.00 |   |           |

These ads sell quick! Make sure you order yours in time.  
Go to [www.gardenschool.org/gala](http://www.gardenschool.org/gala) to purchase.

### SILENT AUCTION

Have an item to donate to the 2018 Gala Silent Auction powered by Handbid?  
Make your donation at [www.gardenschool.org/gala](http://www.gardenschool.org/gala).

Past donations include technology, vacations, wine, event tickets, and more.

And be sure to download the **Handbid** app on your smartphone to register for  
"Garden School Gala 2018" to bid in the Silent Auction.



## HANDBID

Garden School is a Non for Profit 501(c)3 organization, Tax ID #11-1631783. Donations are tax deductible as allowed by law. All monies raised benefit our students directly. Join us in celebrating our school and supporting its mission to educate our students to the highest of academic, social and personal standards.



GARDEN GALA  
2018

YOU'RE INVITED

*To the*

2018 GALA

KICKOFF  
WINE TASTING EVENT



GARDEN SCHOOL LIBRARY  
FRIDAY MARCH 9<sup>TH</sup> 2018 • 7:00 PM

Kick off the 2018 Gala in style! We will have a tasting of select regional wines paired with some nibbles and desserts. Spend a great night with the Garden Community, fellow parents, alumni, faculty and friends of Garden School. Gala tickets, Journal Ads and Raffle Tickets will be on sale and the Gala Committee will be on hand to assist you. Be our guest! We hope to see you there! RSVP at [gardenschool.org/gala](http://gardenschool.org/gala).

FOLLOW & LIKE US ON SOCIAL MEDIA

For all updates regarding the 2018 Garden Gala.



@gardenschoolgala



@gardengala



@gardenschoolgala



## Pre-K For All - Transportation

By: [Mrs. Rodriguez](#) (PKFA Teacher)

As we continue with our unit on Transportation, we have been discussing all the different modes of transportation around our community. For example, we see MTA buses, fire trucks, ambulances, police cars and school buses. As we discussed these modes of transportation, the children were encouraged to express how they feel about the different vehicles they see.

Some children could express that they take the school bus to school and it makes them happy because they enjoy the ride each morning. Other children mentioned they ride in their mommy's cars each morning and they feel happy. Some children are walkers and they could express how their feet are there mode of transportation and how excited it made them feel to know this.

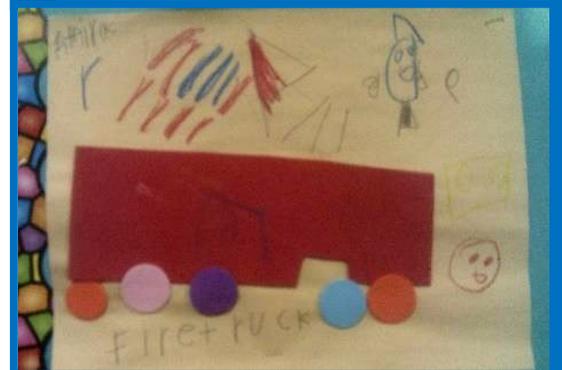
During this unit, children can voice their feelings on how it makes them feel to use a mode of transportation to get to school or home. All children find this unit interesting and it is one of their most favorite units so far.

## Early Childhood - World Languages, Mandarin

By: [Jie \(Kelly\) Yang](#), (Mandarin Teacher)

In this Nursery to Kindergarten Mandarin classes held twice a week, children are learning how to use age-appropriate expressions to identify and exchange information about basic body parts. Students interpret and react to pictures, stories, illustrations, and songs.

Later, students will interact with their teacher and classmates regarding the location and the number of specific body parts. Students will identify pictures that show vocabulary they learned based on oral directions in Mandarin.



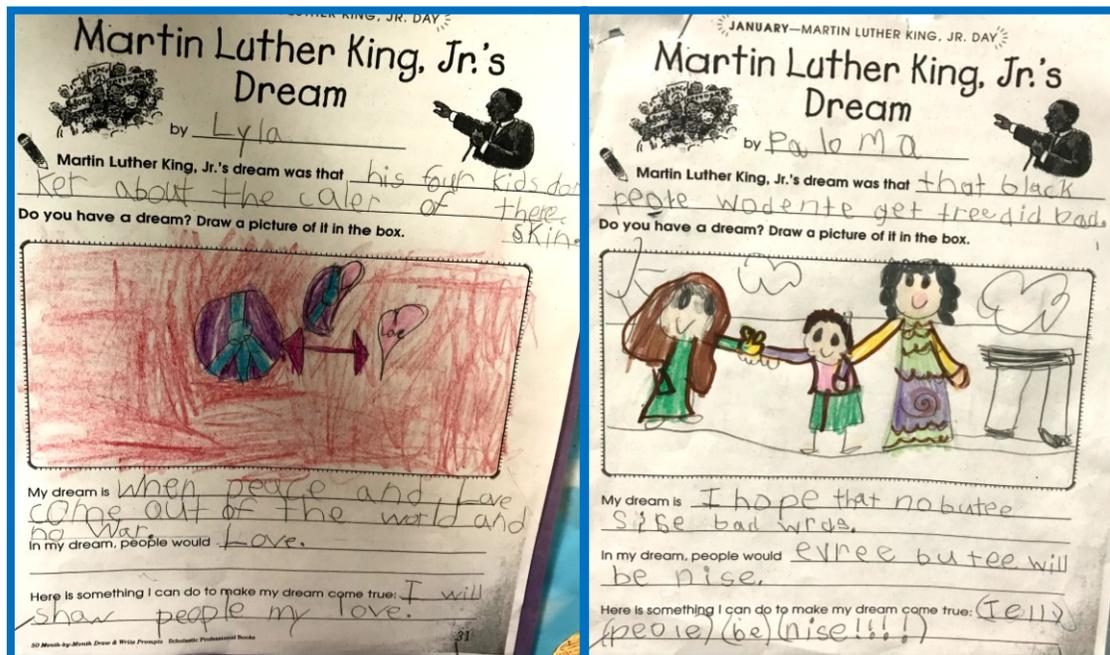


## Grade 1 Social Studies

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

In social studies, the first graders have been studying the roles of leaders in our community, government, and world. We have discussed leaders within our school such as the headmaster, leaders of our city, such as the mayor, our state senators and leaders of our country such as the vice-president and president. We listed traits good leaders have.

In connection with Martin Luther King Jr. Day, the students learned about Martin's work. The students were flabbergasted with how unfair laws were in the south not so long ago. We read many books about Martin Luther King Jr. and Rosa Parks. We reenacted the Montgomery, Alabama bus boycott. The students learned how brave Dr. King and Rosa Parks were. The students identified details that supported the main idea that Dr. King was good leader. The children then wrote about their 'Dream.'



## Grade 2 Social Studies

By: [Paula James](#) (First Grade Teacher)

In social studies, the second grade students have been learning about maps and how to read and use them. It is important for children to learn to read maps, especially in this digital age. It "builds spatial reasoning skills" and helps them "make sense of the world around them. Spatial skills are what allow us to picture the locations of objects, their shapes, their relations to each other, and the paths they take as they move. Maps support spatial thinking by helping children visualize where objects, places, cities, and countries are in relation to one another."

We have had conversations about the distances we travel to get to school from various neighborhoods in Queens. The children shared their knowledge of landmarks and other buildings they pass when traveling in and out of Manhattan as well. We looked at maps of the United States, New York State, and Jackson Heights. Later, we compared the distance from New York City to our nation's capital, Washington D.C, as well as other cities. Our class discussed how cities and roads have to be planned before they can be built, and the children noticed that every map we looked at had a legend, a compass rose, and scale to measure distance. The students were enthusiastic to take on the challenge of creating a map.



Our young cartographers took great care in planning and designing a map of their own imaginary island. Each map contained the required elements, and the students came up with some interesting and amazing creations. Please stop by the second grade classroom to see our maps, and imagine the places you can go.



### Grade 3 Social Studies

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

This week, the third graders have been working on their US state research project. We have been reading about the five regions of the United States and what makes them unique. This has been a good opportunity to reinforce comparing and contrasting skills, which we've been doing not only in social studies, but in language arts as well.

We began the year focusing on our immediate community and we are gradually expanding our focus outward. It is important for third graders to get a sense of perspective as we continue our study of geography, from community to state, state to country, country to continent, and globally. For this week's research project, each student chose a different state in the northeast region. They used the internet to search for information regarding their state, such as its capital, population, industry, agriculture, and more. After they compiled the information, they presented what they learned to the class. Speaking in front of their peers while presenting information is an important skill to master. The children were encouraged to project their voice, stand up straight and speak with confidence. Each child either drew or printed a flag of their state. They found it very interesting how different each flag is from state to state. Some had recognized New York State's flag. I was very impressed with how thorough their research was and how well they presented their information. I believe each child now realizes how different each state can be, even in close proximity. Well done, third grade!





## **Grades 4 - 6 Physical Education**

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

We are working on a volleyball unit but for these grades we are playing a modified version of it called Newcomb.

It's a different version of volleyball where you focus on throwing and catching. Students are split into teams and the first two weeks we teach and practice the skills of spiking, bumping, and serving. For a lot of students, it's hard to serve the ball from the back line and make it over the net. So, with Newcomb you throw the ball. Using the same boundaries as volleyball, you toss the ball over the net and the other team must catch the ball. If the ball hits the floor, then the other team gets a point. To make it fair, every student on the team must throw the ball at least twice so everyone has a chance. We then challenge them by saying they only have 10 seconds to throw the ball over the net and we slowly decrease the time so that it makes it quicker and more challenging.



We finished the playoffs last week and we had our championship game hence the photos of our champions above. Great job to everyone! After the end of this unit we will be going into Ultimate Frisbee.

## **Grades 7 and 8 - Fine Arts - Art**

**By:** [Chris Zelles](#) (Art Teacher)

The Seventh and Eighth grade classes have just started their Andy Warhol inspired negative space projects. For this project, the students must bring in five objects that represent their personality or have special meaning to them. The students then create a composition with the five objects, trying to make it as visually interesting as possible. From there, they must decide which objects they want to represent the positive and negative space. For the background they will include all seven elements of art (line, shape, space, value, form, texture, and color) and create patterns that represent their personalities. The students have been very enthusiastic about the project so far and the results should be fantastic.

## **Grades 7 and 8 - Fine Arts - Music**

**By:** [Tom Heineman](#) (Art Teacher)

This week, Seventh Grade students began a new course curriculum dealing with Popular Music. Most of this quarter will be spent learning about how we break down, analyze, and discuss the music. Students will be tasked with discovering some of the music's inner workings, thereby becoming deeper listeners. The fourth quarter's focus will concern the history of American and European Pop Music and Rock and Roll from the 1950s onward. A small sampling of the artists in which students will explore include Chuck Berry, Carl Perkins, The Kinks, Aretha Franklin, James Brown, Led Zeppelin, Joni Mitchell, Stevie Wonder, Stereolab, and Esperanza Spalding. The final project marks the culmination of the students' newly acquired knowledge and growth; students will examine a piece of music of their choice. Seventh Graders will have the opportunity to unearth aspects of the music that they hadn't noticed before and hear the song in a completely new light.





Eighth Grade students just started their semester of global studies in music. Students posited ideas about ways in which we can attempt to escape from our own cultural perspective: thoughts included learning about and experiencing another culture's music, traditions, food, language and dialects, books and poetry, and history. They also suggested living in a Non-Western country and opening yourself up to new experiences. We discussed how language can give us insight into culture, a concept that is explored in depth through our first unit, a study of Japan.

Two thousand years ago, Japanese spoken dialects had no written form. Japanese people began to adopt the Chinese written language, characters that have evolved from pictographs that contain their own history and meaning. The class attempted to write some of the characters and explored a little bit of their meaning and history. For example, we wrote the characters for fire (火) and field (田). One way of writing 'rice field' is to combine these two characters. This is because rice farmers would use fire to enrich the soil and start their next crop, one of countless examples we will encounter of language informing us about culture.



## **Grades 9 - English**

**By: [Christopher Vallario](#) (English Teacher)**

For ninth grade English, the marking period begins with a new writing lab, which meets three times a week. Students practice modes of writing that are different from traditional literary analyses. This week they defined the word "integrity" and created a rationale to support their definition and ideology. In English class, we are looking closely at how the characters in Junot Diaz's novel evolve and/or stay the same. The writing lab focuses on expository writing, rationale pieces, and creative works. The students have the opportunity to find and develop their writers' voices.

## **Grades 10 - English**

**By: [Amira Booth Soifer](#) (English Teacher)**

After finding many innovative and creative, student driven ways to study for the midterm-- trivia, jeopardy, skits, and student generated summative worksheets-- students were ready for their English midterm, on which many of them performed quite well.

Since returning from midterms, students have begun a unit on J.D. Salinger's "The Catcher In The Rye." Students found, explained, compared and contrasted images of New York City in the 1940s/50s and watched clips of movies filmed then in class-- setting the scene for Salinger's novel (originally published in 1951, set mostly in New York City-- very much a New York city novel).

In preparation for our reading "The Catcher In The Rye," which famously features an adolescent protagonist/narrator, students also read and annotate an article from the New York Times' Learning Network, written by a teenager, which posed the question (within the headline) "Do You Think Teenagers Can Make a Difference in the World?"



Students offered examples, such as Malala Yousafzai and various famous Asian teenagers who have had major influences on popular culture, such as Rich Brians, and a 13-year-old in China who published a successful book series, of teenagers who have made a positive difference in the world. We then contrasted these strong examples with the way that teenagers are often perceived by adults.

With this nuanced notion of the capabilities and complexities of adolescents, both within themselves, amongst each other, and with adults, we are about to start reading "The Catcher In The Rye." I can't wait to see what these creative and insightful students contribute to our reading of this famous coming of age novel.

## Grades 11 and 12 - Math

By: [Lauren Little](#) (Math Teacher)

In pre-calculus we have spent the past week discussing polar form of complex numbers. First, the students learned how to convert complex numbers into polar form, then they learned how to multiply and divide complex numbers in polar form. After that they learned how to raise a complex number in polar form to a power, which is a great example of why polar form of complex numbers is useful. If you wanted to evaluate  $(1+3i)^{30}$ , without polar form you would multiply  $1+3i$  by itself 30 times, which would take a lot of work. In polar form this problem is much easier to evaluate.

This week in calculus, the students started learning about integration. Integration is used to find the area under a curve and above the x-axis, but the students aren't quite ready to do that yet. First they have to learn the process of integration before they can apply it. So, we focused on specific formulas they can use to integrate and a technique called integration by substitution. Next week they will approximate the area under a curve using rectangles, then in the coming weeks they will find the exact areas using integration.

## Grades 11 and 12 - Math

By: [Sonia Ambarsom](#) (Math Teacher)

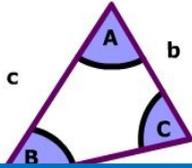
The twelfth graders in Pre-Calculus have been reviewing the foundations of trigonometry, including the six functions: sin, cos, tan, sec, csc, and cot, and their respective graphs. A stronger foundation will allow them to understand the next step better which includes the inverse functions and their graphs, then the right angle approach which will lead them to the Law of Sines and the Law of Cosines. These laws are important in the calculation of distances and lengths.

## Grades 11 and 12 - Computer Science

By: [Sarah Blakeley](#) (Math and Computer Science Teacher)

Now that we finished with our web design and programming unit, we have started the app programming section of the curriculum. Over the course of this unit, students will learn the programming rules governing sprite movement, booleans, randomization, and other related topics in an effort to create their own game app. I look forward to seeing what games they design!

### Law of Cosines



$$a^2 = b^2 + c^2 - 2bc \cdot \cos(A)$$

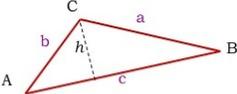
$$b^2 = a^2 + c^2 - 2ac \cdot \cos(B)$$

$$c^2 = a^2 + b^2 - 2ab \cdot \cos(C)$$

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### Law of Sines

**Law of Sines** – For a triangle with angles A, B, C and sides of lengths of a, b, c the ratio of the sine of each angle and its opposite side will be equal.  $\frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c}$



**Proof:**

$$\sin A = h/b; \sin B = h/a$$

$$h = b \sin A, h = a \sin B$$

$$b \sin A = a \sin B; \frac{\sin A}{a} = \frac{\sin B}{b}$$