



GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 95 Number: IX

"Cultivating Success in Every Child"

Friday, December 22, 2017

Thoughts for the Week



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



As we prepare for the holiday break, I hear so many voices in the hallways articulating plans for the next two weeks. Whenever that voice comes from one of the teachers, I usually hear how "I am going to rest for a few days and then begins planning my spring curriculum or activities for the student." That is a fairly typical teacher statement at this time of year, but it is also exactly representative of how teachers think about their students and their jobs. For a teacher, working with students occupies all of their time, because of the responsibility and the passion the feel for the children in front of them.

Each day a teacher must think about how to reach all of the children in a class; how to help them understand the material; how to assist them in developing as thinkers and as human beings; how to arbitrate disputes with other children and sometimes with other teachers; how to move a child through difficult transitions in life that happen all the time to young children and often to older children; how to facilitate relationships with other students in the class. All of this takes place every day, and all of this requires skill, patience and dedication.

When you think about what it means to see the same children every day for an entire school year and sometimes for many years, then as a teacher you are both humbled, frightened and inspired by the opportunity that it presents. But this opportunity comes with tremendous responsibility. A teacher has to know how important that day to day contact with a student is for both of them. I have known students in the years that I have been teaching who need the support and encouragement in the class more than anything else. And sometimes as a teacher, you can't gage the impact you may be having on a student until years later. It is a humbling experience when a student tells you how important you were to them when they were in your class. It is humbling because sometimes you don't know what affect you may be having on a student, and yet the student may need certain supports at that time that are critical to his or her growth.

In today's world, school forms the major part of a student's day and becomes the center of the imaginative and rational growth that each student undergoes. As teachers, we have to recognize how important the role we play is in the lives of students not only today but tomorrow. In some ways this knowledge is a burden, and in others it is up-lifting. Responsibility can restrict or it can liberate; however, it can never be ignored without consequences. It is something all teachers take on with love and commitment and make the center of their professional lives.

This is a long way of saying thank you to all of our teachers for the work it took to get you here, for the work you do every day with students, for the awesome responsibility you take on of being the mentor for a child's intellectual and social well-being, for the huge amounts of work that occupy you at home and during vacation, for you never-failing optimism about the success that every child can have, for threading your way through relationships with parents, colleagues, administrators and a world that doesn't truly value your work, for the dedication of doing this everyday with energy, humor and concern—for being you.

Have a Happy New Year!

Richard Marotta, Ph.D.

Headmaster



DATES TO REMEMBER:

- Friday, December 22 : Noon Dismissal
Lower Division Show at 9AM
Upper Division Winter Trip
Faculty Gathering: 1-4PM
- Monday, Dec. 25 - Friday, Jan. 5 : School Closed for Winter Break
- Monday, Jan. 8 : Classes resume
- Thursday, Jan. 11 – Thursday, Jan. 18 : Midterm Exams for Upper Division
- Monday, Jan. 15 : School Closed for Martin Luther King Jr. Day
- Friday, Jan. 19 : Marking Period #2 Ends
- Thursday, Jan. 25 : Report Cards Distributed
- Friday, Jan. 26 : Return Report Cards

**New for 2017-
2018
Newsletter!**

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

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

Garden Griffin Basketball Team Plays at Barclay Center!

After watching a thrilling game between the Nets & Sacramento Kings, the boys basketball team played on Wednesday, 12/20 at the Barclays Center on the court! They met many NBA players and played for an hour against a traveling Greek team (Super Athletic Greek League). The players and parents had an amazing time!





Garden School Annual Fund Appeal Letter 2017

Dear Garden School Families,

School is back in session, and it is time once again for all Garden families to support Garden School's most significant fundraiser, The Annual Fund.

All independent schools depend on fundraising every year, and in particular, on families donating to The Annual Fund. Tuition does not cover all the expenses of providing the first-rate, well-rounded, and enriched education that you have chosen for your child and your involvement in fundraising is expected in order to close that gap.

Last year, this community raised \$50,000 towards The Annual Fund and we thank you for your support in achieving that milestone. With your help, we continue to improve our educational offerings and our physical plant in ways seen and unseen:

- Ensuring our continued excellence through NYS AIS accreditation
- Improving campus security
- Upgrading the school heating system for cost efficiency
- Renovation and bricking of the front entrance walk
- Renovation of Upper Division's Room 23
- Installation of two hydration stations to reduce bottle waste and keep Garden "green"
- New doors for our Main Hall rooms

Also, through a generous alumni donation, we launched Garden's popular Amateur Radio Club that adds to our technology and science offerings, and which recently won a Blue Ribbon at the NY Makers Faire. These and other improvements are made possible by your donations. More necessary program and facility improvements are planned, and your participation in The Annual Fund remains critical. Longer term plans include renovating the Science Lab in the Main Hall and renovating several more classrooms. We need your help with these capital projects and for you to support the successful implementation of Garden School's mission!

We count on every Garden family being generous, and our more imperative goal is 100% family participation. We must have your help to achieve that goal! Our Board of Trustees has demonstrated its leadership once again by pledging over \$10,000 in contributions to the Annual Fund—all in support of Garden School's Mission. We ask you to make a donation to The Annual Fund and help us reach our goals.

Please join me in celebrating our school and in supporting its mission to educate our students to the highest of academic, social and personal standards.

Please go to www.gardenschool.org/giving for information or to make your donation online. On behalf of all alumni, current, and future generations of Garden students, we thank you for your generosity.

Sincerely,

Richard Marotta, Ph.D.
Headmaster
Alumni Parent '00
Current Grandparent '31, '34

Michael Rakosi, '64
President, Board of Trustees

Jean Kinn, Alumni Parent '06
Chair, Annual Fund
Member, Board of Trustees



Hall of Science Amateur Radio Club
**Take Your Amateur Radio
License To the Next Level**

Garden School Amateur Radio Club
For interested people with a Technician License

Amateur Radio General Class License Upgrade Training:

- If you have a Technician Class license and you're ready to get onto the worldwide HF bands, it's time to upgrade to General Class!
- This class gives you everything you need to pass the written examination for a General Class amateur radio license. At the end of the class, you'll take the exam – if you pass, you'll leave with your new privileges!
- The General Class exam is similar to the Technician Class exam you already passed – 35 multiple-choice questions taken from a published pool of questions – but the information you need to know is more technically complex. Even if you got your Tech license on your own, you should let us help you prepare this time.



The **Hall of Science Amateur Radio Club** in conjunction with the **Garden School Amateur Radio Club** will be holding a General License course where you can learn everything you need to earn your General FCC Amateur Radio License. Depending on the class size it should take 10 classes to complete the course. The General License gives you privileges to contact HF stations all over the world using voice, digital and other modes on a larger number of bands and frequencies.



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 for the Monday classes and 9:00 AM and should end no later than 12:00 PM for the Saturday classes

The class is free but you will need a textbook (The ARRL Ham

License Manual 3rd Edition - Level 2) about \$30 on Amazon and the test will cost \$15.

We have 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>



Pre-K For All - Science

By: [Vanessa Melendez](#) (Pre-K for All Faculty)

The students in UPK have been learning all about **Where We Live**. They have been focusing on using their math skills to count how many windows or doors are in their homes, or how many houses or apartment buildings they see along the way on their walks. The children have also created charts to compare and contrast how many people live in their homes. They have answered questions like, who lives with the most people. Who lives with the least amount of people? Throughout this unit, the children have become aware of the diversity within the environment around them and the different types of homes New Yorkers live in.



Nursery Social Studies

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

Nursery has continued learning about different holidays this week. We focused on Christmas and Kwanzaa. For Christmas, we made Christmas tree puppets, made Rudolph reindeers using packaged cheese crackers and colored kinaras for Kwanzaa. We talked about what we put on our Christmas trees such as ornaments, lights and a star. We also learned the sequence of the kinara candles, 3 red, 1 black and 3 green. We read *Kwanzaa* by Lisa M. Herrington and on the smart board, we listened to *Llama Llama Holiday Drama* by Anna Dewdney and *Pete the Cate Saves Christmas* by James Dean. We sang some songs such as 5 little santas jumping on the bed and reindeer pokey. We want to wish all our family and friends a Happy Holiday season and a Healthy 2018!





Pre - Kindergarten Social Studies

By: [Eileen Reyes](#) (Dean, Early Childhood)

'Tis the season for holidays! The students in Pre-K have been developing a basic awareness of their own culture and other cultures. Holidays celebrated by people all over the world, throughout the year, has been the unit of study these past few weeks. Traditional holiday decorations, dances, foods, clothes, and customs were introduced to help the children understand each individual holiday. The children, along with their families, prepared a *holiday show and tell* with objects that represent the holiday that they celebrate in their homes. Books, decorations, foods, and rituals were just some of the things shared. Home made projects were even made by some children and family members. The lessons along with the tangible objects helped the students develop an appreciation of their own culture as well as other cultures as they compared similarities and differences of each celebration.



Kindergarten Science

By: [Lauren Yandow](#) (Kindergarten Faculty)

This week's discussions in science revolved around our new season: winter! We have been learning about so many winter holidays this month, so the students were excited to hear that it's finally winter! We began our winter unit by discussing the type of weather we experience in this season, what we wear, and different winter activities we engage in, like building a snowman or going ice skating! Students got to have some fun using their senses in the water table with fake snow! They built their own snowmen and igloos, and used tools like cups and spoons to pretend play other winter activities. It's wet, cold texture made it feel so real! We hope that it will snow again soon so we can explore in our water table with the real deal!



Another winter activity students engaged in this week was related to the story *The First Day of Winter* by Denise Fleming. As a whole group, we read (well, sang) the story which follows the tune of "The 12 Days of Christmas" and students held up corresponding sequencing cards as we moved from page to page. Each page describes something new that is added to the snowman character in the story, whether it be four acorns, two mittens, or eight berries. The students were challenged to remember the sequence of the story, what objects were added, and how many. It was not only silly, interactive, and allowed the kids to move around throughout the read aloud. After the



story, students had a chance to create their own snowmen by cutting and pasting the parts of a snowman onto construction paper, and then adding their own accessories using different art materials. Students were also asked to count out how many of each object they were choosing to glue onto their snowman, and to discuss whether their snowman shared any similar traits with the snowman in the story. We have had such an exciting week learning about our new season as well as the winter holidays and we look forward to experiencing more of winter with our families over the winter break! Happy holidays to all!

Grades 1-3 Physical Education

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

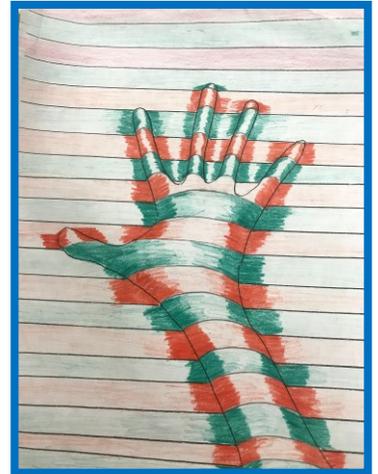
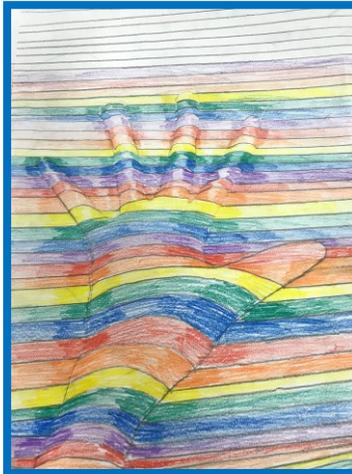
So, we have started a layout for each week. Mondays and Thursdays, we are focusing on a skill each week and changing it the following week. This week we are focusing on dribbling using your hands (basketball) and feet (soccer). On Tuesdays it's Tumbling Tuesdays where we focus on basic gymnastic moves so far, we have done pencil and tuck roll, Wednesdays are Wacky Wednesdays which they love because it's a chance for them to dance around and express themselves through music and might I add it's fun to see them have so much fun with dancing. Finally, on Fridays it's Fun Fridays where we use the parachute and do certain activities with it. Keep in mind that for the 2nd and 3rd graders since we don't have them on Tuesday we do Tumbling Thursdays instead for them. The students enjoy so much of our themed days that they come right into class sitting on their floor spots ready to go. We do still warm up the class before any major activity and stretch them too. Enjoy the holidays everyone and can't wait to see you all in the new year.



Grade 4-6 Fine Arts - Art

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

I have been doing lessons on how to use different types of lines with the 4th, 5th, and 6th graders and the results have been great. Students have been doing exercises on how using different lines can show various emotions, movement, and dimensions. One project that really sticks out (no pun intended) are the 3-dimensional hands the students drew. For this project students traced their hands and while using a ruler drew straight horizontal lines behind the hands. On the hand student drew arched lines that connected to the horizontal lines that were drawn behind it. Next, students learned how light reflects off the hands and where to place the various shadows using crayon or color pencil, the results were incredible. Below are examples of student work starting at the 4th grade and ending with the 6th grade.



Grade 4-6 Fine Arts - Music

By: [Tom Heineman](#) (Music Teacher, Fine Arts Department, Chair)

The 1960s-themed Groovy Garden Winter Show is being performed today. Students in grades 4-5-6 are contributing mightily in activities that all stem from the era. I have adapted my program notes below as they relate to those grades. Happy Holidays everyone!

The decade of the 1960s was an incredibly transformative one. There was incredible turmoil during the period accompanied by remarkable development and growth. The political and culture shifts of the era are still being borne. In American Popular Music, the decade began rather quietly, with output from the '50s artists along with new genres such as Surf Music, Girl Groups, and the Motown sound. R&B artists made some waves and penned a number of tunes based around dance crazes at the time, all stylized and somehow representative of the era, with several represented on this year's program.





4th and 5th grade have individual dance moves that they will perform, The Gorilla and The Jerk, respectively. By decades end, however, several revolutions had occurred and Popular music had been transformed.

The first upheaval was profound. In 1964, **The Beatles**, The Kinks, and **The Rolling Stones**, all found audiences in the U.S., as the British take on American musical forms provided so many with the impetus to form their own bands and create their own music. 6th Graders are singing the Beatles' 'Ticket to Ride,' a song that marks a real change in their direction, and the closer in this year's program is 'Hey Jude.' Other British acts such as **The Who**, **The Zombies**, and **Cream** would follow soon after. 5th and 6th grades are performing The Who's 'Pinball Wizard' from their rock opera Tommy, Cream's mythological 'Tales of Brave Ulysses' and expansion from their blues-roots 'I Feel Free.' The latter has a three-part acapella opening that the students tackled enthusiastically. Stateside, artists were spurred to greater heights by the quality set forth overseas, as The Beach Boys, Jimi Hendrix, **The Association**, The MC5, Joni Mitchell, and **The Free Design** presented a diverse array of American styles. **James Brown** blazed his own path, creating his own genre, funk, in the process and completely changing Soul, R&B, and dance music. **Aretha Franklin** showed the power that an artist could bring to a song. 4th Grade are performing two great numbers from the Free Design ('You Be You and I'll Be Me') and Aretha Franklin ('Don't Let Me Lose This Dream'). The former contemplates individualism and partnership and splits into two-part harmony at times, before returning to unisons. 4th grade is also taking part in a dance which incorporates six different '60s dance styles to a song by James Brown. 4-5-6 are all participating in a rendition of The Association's 'Windy' in which 4th and 5th sing the lead part, 6th grade sings harmony, and 5th and 6th perform the recorder melody. Many of the students mastered on recorder what is a quite challenging tune at the brisk tempo in which the song is taken.

During the decade, amplification, feedback, numerous effects such as flangers, phasers, and wah-wah pedals, and the capacity of the recording studio were produced or greatly expanded, and an electronic revolution was sparked by Robert Moog and Donald Buchla with the creation of the synthesizer. In Jazz, John Coltrane and Miles Davis pushed boundaries and helped redefine the music. Artists from outside the U.S. and Europe, such as Miriam Makeba, Joao Gilberto, and Ravi Shankar, added to the ongoing musical dialogue and fueled further experimentation. To this day, we live with the overwhelming influence of all of the technological and musical innovations brought about during a remarkable era.

Grade 6 - Science

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

The 6th graders have started their investigation into engineering and the principles of project-based learning. To enhance this investigation, the students are working as teams to design, test, and build a race-car powered by the spring action of a mousetrap. By the end of this project, they will have an understanding of the engineering design cycle, be able to analyze the parts of their vehicle and how they affect the performance, solve problems relating to Force, Acceleration, and Movement. They will also get a chance to present their project to the class and run it during a competition.



Grade 7 Math

By: [Sarah Blakeley](#) (Mathematics Faculty)

This week we wrapped up chapter 5, polynomials. Most of this chapter focused on the ability to break apart and recombine various aspects of advanced algebraic expressions. Students were introduced to the concept of factoring, a topic which is key in 9th and 11th grades.

As we go further into the 7th grade curriculum and the math we learn becomes more and more theoretical, I often get asked the question "how does this apply to my future life?" The surface-level answer is "It doesn't, but isn't it fun to learn rocket science!"

(This is actually not a joke. Factoring plays a large part in calculating the flight path of spaceships exiting and entering the atmosphere.) What students need to understand is, as math gets more advanced, they are learning how to recognize patterns, decide the best approach to solving complicated problems, and apply prior knowledge to solving multi-step problems; making them an excellent future candidate for CEO.

Grade 8 Math - Algebra

By: [Lauren Little](#) (Mathematics Faculty)

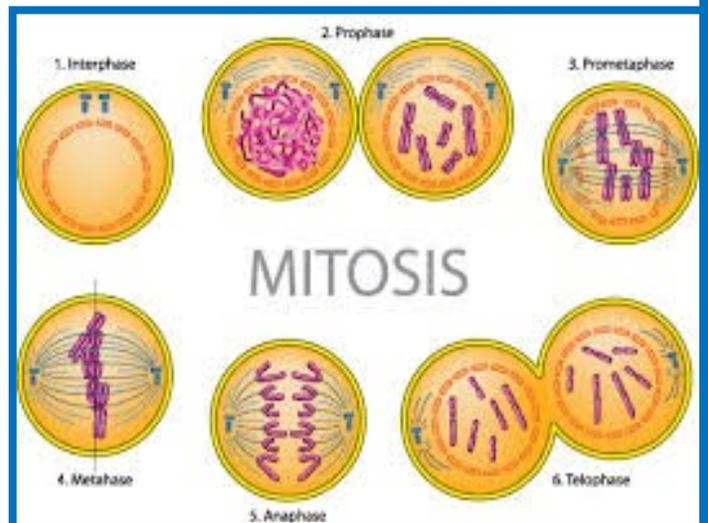
In Algebra 1 honors we just finished a unit that covered different types of factoring and operations with rational expressions. We first studied how to factor problems with a greatest common factor, difference of two squares, and trinomials. Then we used the knowledge of factoring to simplify, multiply, divide, add, and subtract rational expressions. After the students come back from break and take midterms, they will learn how to solve equations involving rational expressions.

In Algebra 1 we are finishing up a chapter on solving equations. The students started by solving one and two step equations. Then they moved on to solving equations where they needed to use the distributive property and combine like terms. They also learned how to solve literal equations that contain only variables and equations involving absolute value. When the students return from break they will see how solving equations can be applied in real life scenarios with word problems.

Grade 9 Science

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

The ninth graders have been working hard to understand cell division. They were reintroduced to the process of Mitosis. The intricacies of interphase, prophase, metaphase, anaphase, and telophase were discussed and observed. Students are amazed at how the process occurs and how cell division and growth occur from one cell. A full discussion of chromosomes was included in our investigation. Cancer cells were





discussed. We then moved onto Meiosis. A process that occurs in sexually reproducing organisms. The value of chromosome number for various species further enhanced our investigations. Students were in awe of how chromosome number is a significant factor in species determination. We will be discussing Genetics in a few weeks.

Grade 10 Chemistry

By: [Marlene Dapice](#) (Science Faculty)

Students in chemistry are busy learning about ions and ionic bonds. Applying what was previously learned about the electron configurations of atoms to their position in the periodic table of elements, students can now discern the relationship of group positioning to the charges acquired as atoms gain or lose electrons. This knowledge is essential to their ability to write formulas for ionic compounds and is helpful as they learn more about naming ionic compounds.

Grade 11 and 12 English

By: [Christopher Vallario](#) (English Faculty)

For Creative Writing, the tenth and eleventh graders came up with an original idea for their TV show and are working on composing their pilot episodes. From our initial meeting, we screened TV shows, read scripts, studied strategies, and brainstormed individual ideas based on lived-experiences, themes, journey characters, and universes. This week, each student gained structure and a plan of action as we workshopped their loglines. As a group, we added and/or removed components and language to strengthen their visions.

Students are knowledgeable on the basics, as we heavily focus on how to develop a protagonist, the very world they reside, along with the antagonist and/or obstacles, which get in the way of their journey character's goal. Thus, setting up their pilot with the hopes of leaving the reader wanting more. Over the break, they will draft their pilots, and when we return, we will have one more round of revisions before the final project. The tenth and eleventh graders are imaginative and intelligent, and as they continue to develop as writers, my goal is to provide them with the tools and confidence to carry out their original idea from start to finish.

Grade 11 and 12 English

By: [Amira Booth-Soifer](#) (English Faculty)

In their *Psychology and Literature* course, 11th and 12th grade students have recently completed the first of the course's novels, *Middlesex* by Jeffrey Eugenides. Students were able to examine different characters' reactions to particular events through a psychological lens by participating in in-class activities such as debates and through both analytical and creative writing assignments. Students examined the point of view of many different characters and questioned the role of gender in the life of the main character, Cal/Callie Stephanides, who is born intersex. Over the course of a week, students researched and presented an impressive in class debate about whether gender is learned or inherent (through class discussions revealed that most students found the answer to lie somewhere in the middle). Most impressively of all, students were able to argue



against what may have been their own deeply held beliefs in order to learn how to present arguments-- and consider points of view-- from a number of sides.

Since finishing *Middlesex*, students have been exploring the link between mental illness and creativity, focusing on how categories and classifications develop in particular societies, what “rules” lead certain mental conditions to be classified as problematic, and how the seemingly problematic can contribute to and even inspire some incredibly creative and talented artists. The class started this unit off by learning about schizophrenia and how it affects the way the world may appear to those who have it. Students watched a TED talk in which Cecilia McGough, a mental health advocate who has schizoaffective disorder, explained the hallucinations that she has experienced and how she has learned to manage to work “around” or “through” them. Students then examined a short story by Zelda Fitzgerald, the wife of F. Scott Fitzgerald, the author of *The Great Gatsby*, who suffered from schizophrenia in her lifetime but was able to use aspects of the unique perspective that her condition offered her to become a successful author and artist. Over the winter break, students will select an artist who was diagnosed (either currently or posthumously) with a mental illness and examine how that may have affected that particular artist’s work. I look forward to seeing what the students come up with!

In *Women in Literature*, 11th and 12 graders finished Marjane Satrapi’s *Persepolis* and are now about halfway through the sequel *Persepolis 2: The Return*. In reflecting on the content of these graphic novels, students have discussed different gender standards for men and women and examined the effect of national and global culture on individualized stories, including students’ own. This is a class in which each member (including the teacher) speaks a language other than English and has lived in other countries, and it has been an exciting and truly enlightening experience to have students use their own unique experiences to help them analyze a text and the political and cultural issues therein. I look forward to continuing to delve closely into literature with this class as the year continues.



Our Groovy '60's Winter Show!

