



GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 95 Number: XIV

"Cultivating Success in Every Child"

Friday, February 9, 2018

Thoughts for the Week



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



Last Monday's *New York Times* had an article, by David Shimer, on a very unusual topic. Mr. Shimer wrote about Yale University's most popular course: Psychology and the Good Life. This is a course helping students understand how to be happy and lead lives that bring them joy as well as success and satisfaction. Apparently, this has become the most popular course at Yale, with about 1400 students enrolled, which is about one fourth of Yale's undergraduate population.

My first thought in seeing the headline for the story was why. Mr. Shimer offers some explanations. The professor teaching the course said that "Students want to change, to be happier themselves and to change the culture here on campus." It seems that what they want to change is the very mindset that they needed in order to gain acceptance at the college of their choice. Dr. Santos, the professor, went on to speculate that "...because in high school, they had to deprioritize their happiness to gain admission to the school, adopting harmful life habits that have led to what she called 'the mental health crises we're seeing at places like Yale.'"

I found this entire story somewhat disturbing. To think that the pressure in high school to enter a specific college is so great that it is causing a serious and widespread sense of unhappiness among college students raises some significant questions about the nature of education, and clearly about our culture's goals in educating young people. If our goals are measured by one or two determinants only, then our life's activities become subordinate to those determinants in order to achieve that success. In his wonderful book, *Where You Go is Not Who You'll Be*, Frank Bruni makes it very clear through an analysis of our nation's most successful CEO's that success is determined far more by the qualities that you have rather than the college which you attended.

I have heard Bruni speak on this issue and wonder how it applies to Garden School. Of course, we all want our students to attend strong colleges and universities and to have the best chance for a successful life. Yet no one wants students to feel that their lives will be changed for the worse if they don't attend this or that college. What we want is to help build strong students, with a powerful sense of self, who enjoy learning and who know how to move through our culture successfully and happily.

Learning and happiness are not and should not be exclusive. If a student enjoys learning and pushes her or himself in a clear direction, then success will follow. Having to go into therapy in college in order to repair the damage done to get into that college raises questions that encapsulate the absurdity in our lives.

Students shouldn't have to recover from the process of getting into college; they should be able to embrace their new lives with joy, passion, intensity and focus. Our responsibility rests with guiding students into their best choices, while preserving what is best about them. Education and the human need to be the same.

"Garden School fosters the self-worth necessary to succeed."

Richard Marotta, Ph.D.
Headmaster



Remember!

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

DATES TO REMEMBER:

- **TUESDAY, February 13th - JV/V Griffin Basketball Playoff Game in the Garden Gym!!!**
FAMILIES, STUDENTS, ALUMNI, FRIENDS WELCOME!
- **Monday - Wednesday, February 12-14 - PTA Book Fair**
- **Monday, Feb. 19-Friday, Feb. 23: School Closed for February Break**

NEXT WEEK, TUESDAY, FEBRUARY 13TH AT 4:15 PM, GARDEN GRIFFINS BATTLE FOR A SPOT IN THE FINALS!! COME CHEER THE ON IN THE GARDEN GYM!



GARDEN SCHOOL JUNIOR VARSITY
BASKETBALL
— SEMIFINALS —



TUESDAY FEB 13 | 4:15 PM | GARDEN SCHOOL



— 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
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

gardenschool.org/gala | gala@gardenschool.org
33-16 79th Street, Jackson Heights, NY 11372



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 for information on these activities. Email us at 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 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.

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 9TH 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.

FOLLOW & LIKE US ON SOCIAL MEDIA

For all updates regarding the 2018 Garden Gala.



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Pre-K For All Social and Emotional Learning

By: [Mosammat Khalid](#) (PKFA Teacher)

This week we have started learning about community helpers. A unit or theme about “Community Helpers” is a wonderful way to broaden children’s interest and help them learn about the world around them. Community helpers are special people who help and protect us: policemen, firemen, doctors, nurses, dentists, mail carriers, grocers, bakers, librarians, etc. In school, we will talk about safety rules especially relating to pools, fire, medicines, contagious germs, and so on. We have talked about health rules that doctors/nurses teach us and why they are important (get plenty of sleep, eat lots of fruits and vegetables, wash your hands, keep clean, brush your teeth, etc.). We have transformed our dramatic play area into a Clinic where the students pretended to care for sick babies.



In addition, other areas we have focused on are social and emotional learning. In dramatic area, children pretended to be community helpers such as doctors, dentists, and nurses among themselves. They used different tools that doctors use. It helped them feel empathy, interact with each other, develop a sense of community, build relationships, recognize and label emotions, and engage in cooperative play.

Nursery Math

By: [Carmela Augello-Knopf](#) (Nursery Head Teacher)

Due to the Punxsutawney Phil’s prediction, we are continuing to explore winter in our Nursery class. This week we combined it with a math theme. We focused on sequence corresponding.

One task we worked on included gluing the correct sequence of steps (1-5) in making a snowman. Another activity was counting the number of buttons (1-4) on the snowman and gluing the corresponding number hat. We also glued the correct number (1-4) of foam shape buttons onto snowmen. On the smart board, we matched snowmen with different numbers (1-8) of buttons to the hats with the same number. We worked on understanding the relationship between numbers and quantities.





Pre-K Math

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

Mathematical Patterning is a unit of study this year in Pre-K. This unit includes being able to recognize, extend, create, and copy patterns. Patterning is not restricted to a specific learning area but permeates the curriculum. Patterning opportunities occur across the curricula in the areas of science, art, language, music and physical education. Hence, from children's earliest years, patterning is foundational within and beyond the mathematics curriculum because it assists children to make sense of their everyday world.

The Pre-K children think playing with patterns is fun. Gluing shapes in a pattern on sentence strips, creating patterns with blocks, using animal and fruit manipulatives to create patterns, and finding patterns while navigating through a maze on the Smartboard are all fun ways patterns are being explored in the Pre-K classroom. *Pattern Fish* and *Pattern Bugs* by Trudy Harris, *Busy Bugs: A Book About Patterns* by Jayne Harvey, and *Teddy Bear Patterns* by Barbara Barbieri McGrath are some of the books we read.



Kindergarten - Math

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

This week in Kindergarten, students have learned a number of different math terms and concepts that relate to many real world experiences. These concepts allowed us to make personal connections, apply ourselves through hands on activities, and facilitate meaningful discussions in whole and small groups.

We began our week by learning about wholes, and halves, and how we can take one whole, like a pancake, and cut it in half to make two equal parts. The teacher cut a real tortilla in half to show a real example. Students were able to cut out their own shapes to make whole objects and then cut their shapes in half to make two halves. We practiced using these terms "one half" or "two halves" and discussed how when we talk about more than one thing we put an 's' on the word, and sometimes the spelling of the word changes as well. Other examples we discussed were knife and knives, and calf and calves. Students labeled the parts of their shapes "whole" and "half". After learning about





halves, students were introduced to the term "fourths", or four equal parts. We reviewed how to split a whole object into two halves, and then students tried cutting objects into fourths on the Smartboard. We practiced saying "one fourth, two fourths, three fourths, four fourths." Students also folded and labeled construction paper into fourths independently.

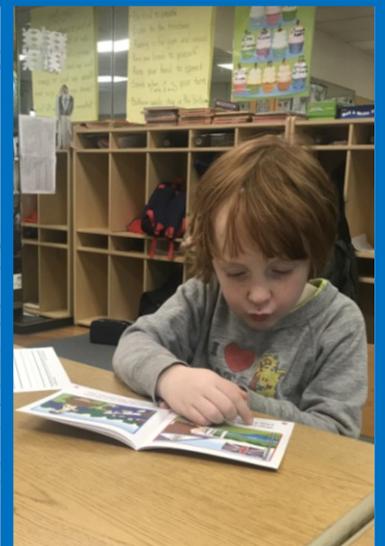
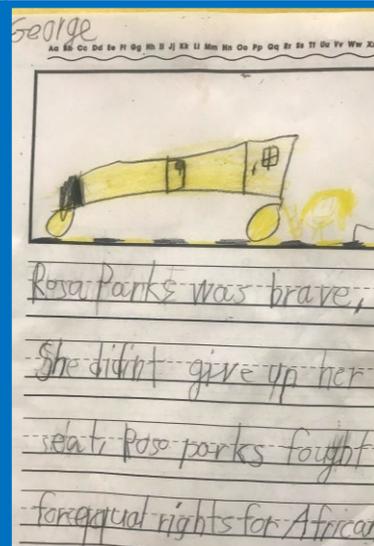
After becoming familiar with these terms, we looked at spinners and jars with marbles in them, and discussed the probability of getting certain colors. If a spinner is three fourths blue and only one fourth red, is it more likely, less likely, or equally likely to land on blue? If we have a jar with three green marbles and three purple marbles are we more likely, less likely, or equally likely to pick a green marble? This activity allowed us to apply older concepts of more, less, and equal that students were familiar with as well as make predictions. We look forward to beginning a new math unit on simple addition next week!

Grades 1 - Language Arts

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

The first graders have ventured into expository writing. The purpose of expository writing differs from creative writing assignments in the sense that this writing is to inform and provide information about a topic. Objectives at this level focus on writing a paragraph with a main idea and telling important information that supports it.

After modeling, the students are given independent practice to tell their readers important information in an organized text. The writing activity builds new skills and relates new information to prior knowledge. The students are enjoying choosing biographies of famous historical figures. After reading their books, the students are learning to generalize information, form a main idea and search for facts that support it. The students are also learning to write a concluding sentence that connects back to their main idea. The students use text information and visual cues to determine the sequence in a story and use drawing to express thoughts, feeling and ideas. Learning to write in an organized manner can help readers comprehension and retain information. Pop up to the third floor to see expository writing samples by the first grade.

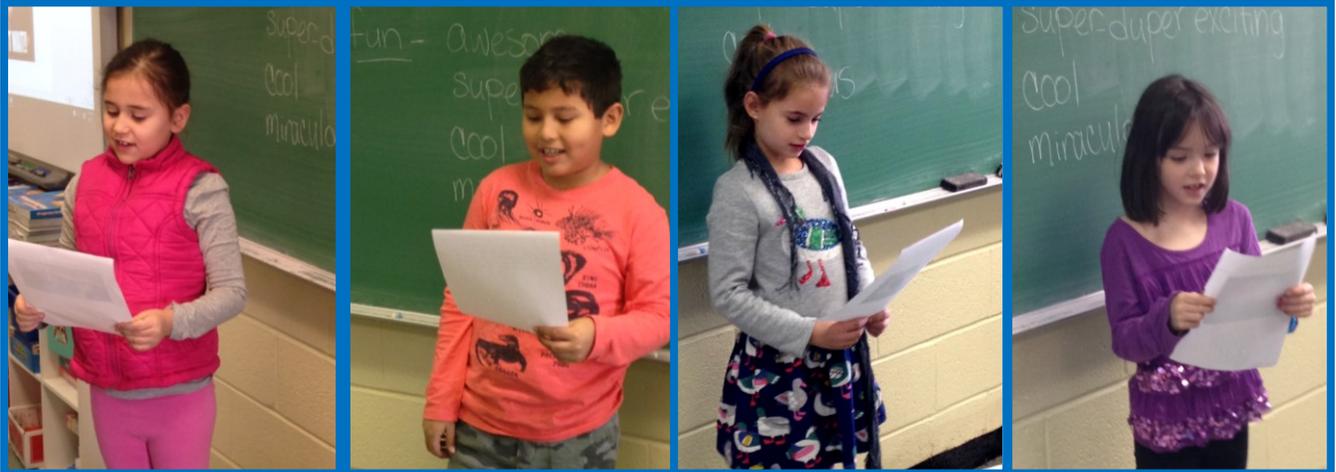




Grades 2 - Language Arts

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

In Language Arts, second grade students continue to build their writing skills using the paragraph structure. They have been working on a short composition about something exciting that has happened or was going to happen. They came up with a variety of topics from, getting a new pet hamster, to spending an amazing day at a water park.



The first step was to get their ideas on paper, and they used their morning journal to compose a draft. Each student met with a teacher to edit their work. Next, they practiced their skills using a dictionary to check spelling, and a thesaurus to help find expressive words to help convey their enthusiasm to the reader. Once finished, the students took their stories to the computer lab. This quarter, the children are building skills in keyboarding, working with Word documents, and searching for images to illustrate their work. They successfully typed their stories and found pictures related to their chosen subject. The students had an opportunity to present their short story to their classmates, and their work will be posted on the bulletin board outside the second grade room. Please stop by and enjoy our exciting stories!

Grades 3 Language Arts

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

The third graders have been working hard to improve their writing skills. They've been focusing on format, spelling, sentence structure and adding supporting detail to their writing. Composing a well written piece of work is a crucial skill to master in our ever increasing need to communicate. The ability to express themselves effectively will serve them well now and in years to come.

With Valentine's Day around the corner, the third graders are writing about their friendships with their classmates. It's an opportunity for them to reflect on the positive attributes of their peers. In collaboration with our ongoing Kindness Campaign as part of Garden's Character Education Program, the third graders will share their thoughts with each other in the form of a Valentine's Day booklet, comprised of letters from their classmates. Each child has expressed what they like about each other and why their friendship is special. The booklet will be theirs to keep at home as a reminder of how their friends feel about them. The class is looking forward to getting their Valentine's Day booklet next week, on Valentine's Day!





Grade 4 - Science

By: [Marlene Dapice](#) (Science Department, Chair)

Students in grade four just completed their study of human body systems. The last system studied was the immune system. They learned that this system helps to protect their body from invading microorganisms and viruses.

An exercise was done to demonstrate how pathogens spread from organism to organism. One student pressed their hand into powder (the pathogens), shook hands with their neighbor, and then pressed their own hand onto a piece of dark construction paper (A). The second person shook hands with a third, and then pressed their own hand onto another piece of construction paper (B). The third person shook hands with a fourth and repeated the steps (C). The fourth person, the last in the chain, just needed to press their own hand onto a piece of construction paper (D). The results, as you can see from the photo, show how pathogens can be spread from person to person. Even the last piece of construction paper (D) had visible traces of the powder. This exercise was done with powder, the particles of which are much larger than actual viruses or bacteria. Just imagine how easy it actually is for those tiny, tiny germs to spread when you can't even see them!



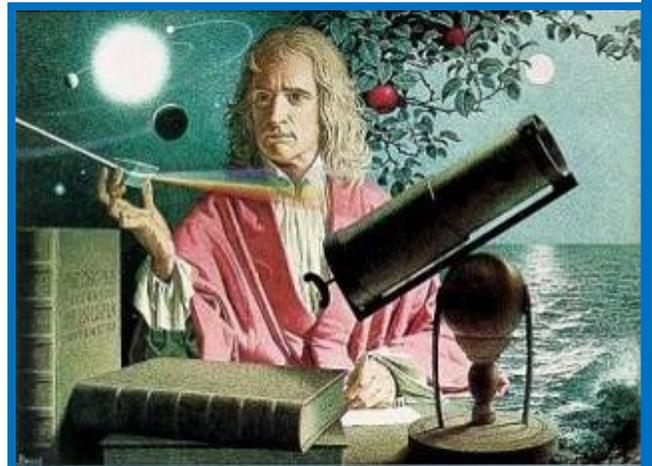
The fourth grade knows how important it is to cover their mouths when they cough, their noses when they sneeze, and wash their hands with soap and water. Hopefully, we'll all follow their example, especially during this flu season.

Grade 5 Science

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

Our enthusiastic fifth graders have ventured into the study of stars and galaxies. Students became acquainted with the history of Astronomy, from ancient civilizations to modern times. We discussed the significance of [Stonehenge](#). Several of the students were familiar with the location of the site in England, built more than 5,000 years ago.

Our discussion then led us to the Pyramid at Chichén Itzá in Mexico, built over 700 years ago. Early tools, such as the Astrolabe, used in Europe and the Middle East from 200 BC to 1700 AD, Galileo's telescope, as well as, Newton's reflecting telescope were discussed. Students are mystified about how early astronomers were able to learn so much about stars and galaxies.



Moving forward, fifth graders will be expanding on their knowledge of the sun, stars, black holes, and constellations.



Grade 6 Science

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

The sixth graders have embarked on a new adventure this week. They will be studying outer space. They will learn about star formation, the definition of a planet and try to understand the size of the universe. Currently, they are investigating the properties of the Sun and the Moon and how they relate to life on Earth. They are also putting their final touches on a project they started last quarter, the Mousetrap Race-cars. They should be ready to compete their cars by next week.

G7 and G8 World Languages - French

By: [Gabriel Gomis](#) (French Teacher)

French 7 reviewed the different comparatives (superiority, inferiority, and equality). They are able to compare people, animals or things using this new tool. We mainly did oral practice this week. Using the textbook, we reviewed the prepositions and the directions

For the past week, Eighth Grade French students studied the direct and indirect object pronouns. They were evaluated on the subjects through a quiz last week, and a test this week. We also learned about the vocabulary of sports. French use the verbs "*jouer*" or "*faire*". The choice of the verb depends on whether a ball is in use. We also had our regular oral practice on the direct and indirect object pronouns and the sports vocabulary.

Grade 9 and 10 Physical Education

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

The Ninth and Tenth Grades are now focused Ultimate Frisbee, which some people might not know how to play. It's very similar to football but played with a Frisbee and with no contact or tackling.

The first week, students were paired up with someone and they learned how to hold the Frisbee correctly and how to throw it accurately. They then practiced throwing short and long passes to each other. The students were then split into teams and they practiced with their teammates to get comfortable with one another and to come up with strategies for the game. We started having them play this week so that they can understand all the rules and what is expected of them during the game. We will soon go into our tournaments. They all seem to enjoy this unit very much!

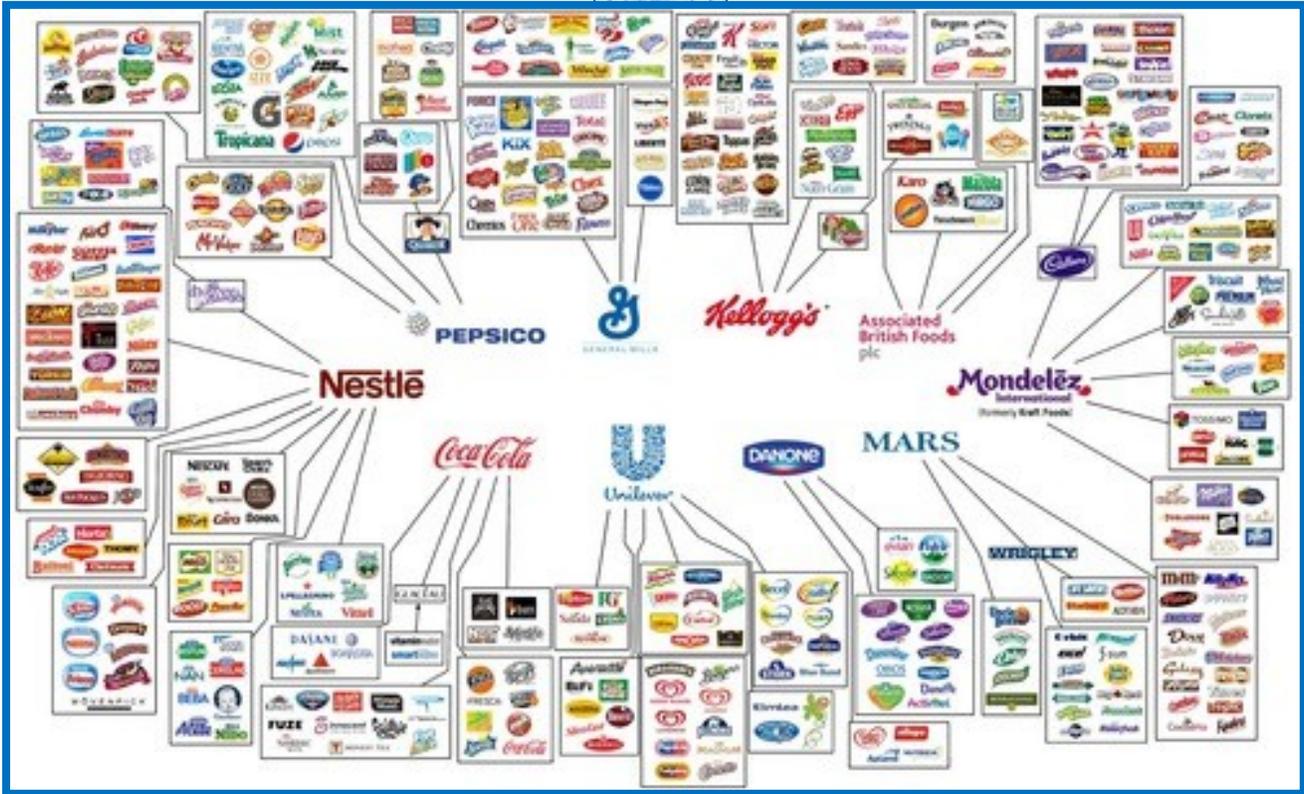


Grade 11 - AP United States History

By: [Richard Kruczek](#) (History Faculty)

The APUSH students are currently studying the Progressive era. It was a time marked by badly needed change engineered by some of the most well-meaning people in our history. It is a tale of every age and its own age, all at once - every, in that the unequal distribution of income and corrupt politicians seem to plague us in every era of US History - and its own,

as



they were beset by "monopoly capitalism" and dire quality of life conditions. The more things change, the more they change - and stay the same.

Monopoly Capitalism

Grade 11 - United States History

By: [Sarah Smith](#) (History Faculty)

"We hold these truths to be self-evident: that all men and women are created equal"
 Words that represent the fight for equality that began with women such as Elizabeth Cady Stanton, Susan B. Anthony, and Sojourner Truth. Women who wanted to make a



I WELLED THE SHADOW TO SUPPORT THE SUBSTANCE
 SOJOURNER TRUTH.



difference in the United States when there was so many problems.

These pioneers emerged from the Abolitionist movement which pushed to end the horrifying system of slavery in the United States. These women spoke out and realized that a woman's voice was not heard in public forums. Students in my eleventh grade American History were amazed at this distortion of rights. We had an intriguing conversation about the role of women in various countries of the world. Many discussed how there were still nations where women still did not have equal access to the rights and privileges of humanity. Lastly, we realized how far our nation has evolved and thankfully accomplished so much for our diverse nation.

Grade 12 History - Economics

By: [Richard Kruczek](#) (History Faculty)

The Econ students are just wrapping up their study of Gross Domestic Product, the leading indicator of the health of a nation's economy. It is completely accurate? Does nominal GDP matter? Are all four components of the Expenditure Model crafted correctly? Would Alexander Hamilton like it? Do you have any more gum? These and other questions are the ones that have been pondered, answered and digested by this remarkable collection of minds.

Expenditure Components of GDP

- Consumption (C)
 - total payment for consumer goods and services
- Investment (I)
 - purchase of new plant, equipment, and buildings
 - additions to inventories
 - Purchases of new housing
- Government spending (G):
 - government purchases of goods and services from firms
 - excludes “transfer payments” such as Social Security, Unemployment Insurance
- Net exports (X-M)
 - (exports-imports)
 - Imports subtracted because counted as part of C,I,G and are not part of domestic production.



Help Jam Kancer In The Kan

Jam Kancer In The Kan is a unique fundraising platform dedicated to helping those in need.

Help us help those impacted by cancer by donating to this great cause!

Proceeds from this fundraiser will go to The Children's Hospital at Montefiore.

Fundraising money is due by February 20, 2018

Thanks for your help!
The Garden School Key Club
Gabriella Gladstein

Donate here!

<https://www.crowdrise.com/o/en/campaign/gabriella-gladstein>