



# GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 95 Number: XVII

"Cultivating Success in Every Child"

Friday, March 9 2018

## Thoughts for the Week



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



Recent events in our country have seen an upsurge in racism in many forms, from hate speech, violence, insulation and scapegoating. These have occurred in almost all of our social and cultural institutions, including government, the press, and in our schools and colleges. For whatever reason, attacking others because of race has become more prevalent in our society. In addition, a number of major European elections have been swayed by anti-immigrant platforms, fueled by much of the same rhetoric that we have seen in the United States.

Considering that the United States has had a more than fifty-year period of progress in race relations, this strikes me as a particularly sad moment for our culture. From the middle fifties through the Civil Rights Act of 1964, there has been a steady if slow and even movement forward in race relations. Now adding to the complexity of attitudes toward race is the immigration debate that has in some ways co-opted our

conversation about race. W.E.B. Dubois wrote a century ago that "the problem in the twentieth century is race;" I would add to Dubois' insight that it is also the problem of the twenty-first century.

Universities, colleges, and schools have not been immune to the growing racial tension and, which I consider to be a set-back in an enlightened society. While there have been moments of progress in the media, the real, down to earth daily relationship among various groups of citizens has become more indifferent, less charitable and, at times, openly hostile. This saddens me and everyone around me in our school.

Schools have a mission to fulfill in terms of educating students about understanding others, about accepting differences and about cherishing the beautiful variety in human beings. Our task is not an easy one, since many of these feelings of alienation and hostility emanate from some very powerful social and familial structures. As an enlightened school, we hope, our role concerns the enlightening and the supporting of students and faculty in their understanding and embracing of difference. Our country is built on differences. When President Franklin D. Roosevelt addressed the Daughters of the American Revolution as "my fellow immigrants," he was criticized and rejected for that opinion. However, he was right. We are all immigrants in our great country and need to recognize that fact, embrace it, and live it.

Some of the despicable racist language has re-emerged in our culture after years of what appeared to be a growing sensitivity to others and to recognition of the reality of others. When racist language appears, it is essentially a denial of the other person's existence and worth. The individual becomes reduced to a historical generated and invalid term of derision. These racial terms speak to the humanity capacity, born of fear and inadequacy, to reduce others and hence aggrandize ourselves.

Let's as a school dedicated to justice, equality, and to the individual, reject all of the racial terms; let us reject the attitude that organizes others by race and ethnicity; let us reject the solipsistic ignorance that degrades others to enhance ourselves. Racism has no place in our society. Let us take a stand that shouts out loud and with conviction that we will not tolerate racism in our government, in our country, in our city, in our school and in our lives.

Richard Marotta, Ph.D.  
Headmaster



**Reenrollment Contracts for 2018-2019 were due to be signed and returned with the deposit by Monday, February 26th. If you have not returned your contract, we will assume you are not returning next year and will fill your space with another student. If this is in error, please inform the school immediately.**

#### **DATES TO REMEMBER:**

- **Friday, March 9: GALA Kickoff @ 7PM TONIGHT No RSVP! Join us!**
- **Monday to Wednesday, March 12 to 21: Garden School Spirit Week! Wear a different color each day!**
  - **Mon: Red Tue: Orange Wed: Yellow Thurs: Blue Mon: Green Tues: Purple Wed: RAINBOW!**
- **Friday, March 16: School Closed for Faculty Workshop Day**
- **Friday, March 23: Marking Period #3 Ends**
- **Monday, March 26 - Monday, April 2: School Closed for Spring Break**
- **Tuesday, April 3: Classes Resume**
- **Thursday, April 5: Report Cards Distributed**
- **Friday, April 6: Report Cards Returned**
- **Friday, April 13: GALA <<< Click link for more information and tickets!**

#### **Garden School PTA**

**By: Maria D'Amore (PTA President)**

*The Gala Committee is working tirelessly to bring you an amazing event!*

*By now, you should have received our formal invitation in the mail.*

*We encourage all Garden families to show their support by attending this annual event.*

*In addition to this, there will be a journal honoring teachers, students, honorees, etc.*

*We would love for each class to have a page representing their grade!*

*Please consider donating a small amount of money to go towards your class page.*

*Collectively, an entire page can be purchased and designed to represent your class!*

*Please submit your donation, along with your child's grade in an envelope and mark it*

*Attention: Maria D'Amore*

*The deadline is fast approaching, so kindly submit ASAP.*

*Again, please purchase your tickets today! It's going to be a fantastic night...*

*Follow the link for quick online payment!*

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



[Garden School  
interland3.donorperfect.net](https://interland3.donorperfect.net)

Garden School

*Thank you for your continued support...*

*If you have any questions, please feel free to contact me!*

*Maria D'Amore 347-697-9076*



**Annual Gala Kickoff Party Friday, March 9th  
Be Our Guest  
7PM in the Library**

**Join the Gala Committee and help kick off the  
2018 Garden Gala**

News From the 2018 Garden School Gala

Come to the Gala Kickoff Wine Tasting. It is an annual event held every March to show support for our most important fundraiser of the year. Be our guest and join the Garden School Community for a toast to the Gala.

The wine comes to us courtesy of Wine Stop\* and the food is complements of Favela Grill\* and Despaña Brand Foods\*\*. These generous businesses are owned by Garden School families. Join us in the Garden School Library at 7pm for a fun evening. Meet our honorees!

Tickets to the Gala and raffle tickets will be on sale. Pick up a Journal form or Auction donation form. Speaking of Journal ads and Silent Auction donations, our committee is happy to follow up with any businesses or contacts that you may have. Send us the information and one of our committee members will reach out on your behalf. Journal ads are due on March 23<sup>rd</sup>.

We are in the middle of our Family Participation Pool Party Contest. Information is in this newsletter or on the Garden School web site.

<http://www.gardenschool.org/gala/>

Please contact us at [gala@gardenschool.org](mailto:gala@gardenschool.org) with any questions. Hope to see you at the Gala!

Thank you to our generous donors and sponsors!

\* [Wine Stop 30-8 Broadway](#), Astoria & [Favela Grill 33-18 28th Ave.](#), Astoria  
The Frison Family

\*\* [Despaña Brand Foods 86-17 Northern Blvd](#), Jackson Heights 11372  
The Intriago Family



GARDEN GALA  
2018  
*Masquerade Ball*

*Honoring*

**THE GARDEN SCHOOL AMATEUR RADIO CLUB**

&

MR. JOHN HALE

*Faculty Advisor & Station Trustee  
Garden School Amateur Radio Club*

MR. GERARD PILATE

*President, Hall of Science Amateur Radio Club  
Founder & Mentor, Garden School Amateur Radio Club*

MR. MICHAEL RICATTO

*Vice President, Hall of Science Amateur Radio Club  
Founder & Mentor, Garden School Amateur Radio Club*

*Join Us*

**TERRACE ON THE PARK**

*Flushing Meadows Park  
New York*

**FRIDAY THE THIRTEENTH OF APRIL**

*6:30 pm - Midnight*

Cocktails & Open Bar • Hors d'oeuvres & Stations • Silent Auction  
Scholarship Pledge • Dancing & DJ

**BUY TICKETS NOW**

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



GARDEN GALA  
2018

*You're Invited to The*

2018 GALA

KICKOFF  
WINE TASTING EVENT



The Garden Gala Committee cordially invites you to be our guest at an evening of  
Wine Tasting

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

We will have a tasting of regional wines expertly chosen by Andreia Frison (P'21) and her sommelier at Wine Stop\* paired with some nibbles and desserts provided by Favela Grill\* and Angelica & Marcos Intriago's (P'22) Despaña Brand Foods\*.

**Come kick off the 2018 Garden Gala in style!**  
**RSVP at [gardenschool.org/gala](http://gardenschool.org/gala)**

Gala Tickets, Journal Ads and Apple Watch Hermès Raffle tickets will be on sale.

\*Wine Stop | 30-08 Broadway, Astoria | \*Favela Grill | 33-18 28th Ave, Astoria | \*Despaña | 86-17 Northern Blvd, JH  
Garden Gala 2018 | Terrace on the Park | Friday, April 13, 2018 | [gardenschool.org/gala](http://gardenschool.org/gala)



**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

### 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

### 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

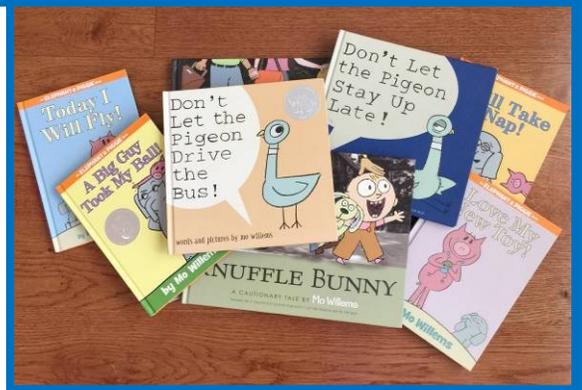
Grocery



## Pre-K For All - Personal Growth - Books

By: [Miguel Ortiz](#) (PKFA Faculty)

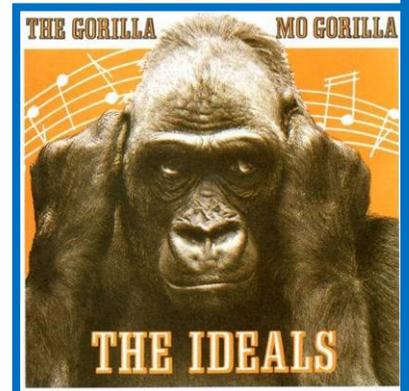
This week in PKFA the children have begun a new unit on books. Using weekly author studies from greats such as Eric Carle, Dr. Seuss, and Mo Willems, the children will prepare for an art show which will take place on Friday March 23<sup>rd</sup>. The children are encouraged to explore all kinds of different texts and choose a few of their favorites. They will create their own work of art that will be on display for their families to come in and enjoy. The children have come a long way from the beginning of the year to today where they are showing persistence and recognizing themselves as a unique individuals having their own abilities, characteristics, feelings, and interests.



## Nursery, Pre-K, Kindergarten Fine Arts - Music

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

In early childhood music, we have learned many dance moves that the classes can perform when moving to music. Students recognize well-known moves if they are called out randomly, such as The Monkey, The Twist, and The Swim and its variants. Kindergarteners are now familiar with an extensive variety of moves, including The Frug, The Jerk, The Boogaloo, and the Mashed Potato. All grades have been doing The Gorilla, a dance in which they beat their chest to the music's pulse. Through the duration of the song, students also execute a slide step, a move in which they shake their hips and dip their shoulder, and gorilla-like motions such as scratching, climbing trees, peeling a banana, and eating said banana. Most animal-related activities go over well with the students, so it's no surprise they would go ape over The Gorilla!



## Grades 1- Math

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

In math recently, we have been covering many topics including estimation, counting with 10 numbers, and reading graphs and data. The students have been having hands on fun with all of these concepts.

One activity the first graders particularly enjoyed was creating a life-sized Olympic medal graph during the recent Pyeong Winter Olympics. Students interact constantly with real-life data without knowing it. Using Olympic events to record the medal count of countries was an exciting way to incorporate their graphing knowledge. In class, we monitored new medal counts, and the students cut yellow, gray and brown circles to represent the gold, silver, and bronze medals. We then placed the medals over the flags of countries in the top ten medal winners.



After the closing ceremonies, the students answered questions using our graph. The students were easily able to see the leaders of different medals, and duly noted that Germany and Norway tied for the most gold. The students also enjoyed answering questions such as "how many more silver medals did Canada win than the Netherlands?" We look forward to using "Lucky Charms" cereal to graph marshmallows next week!

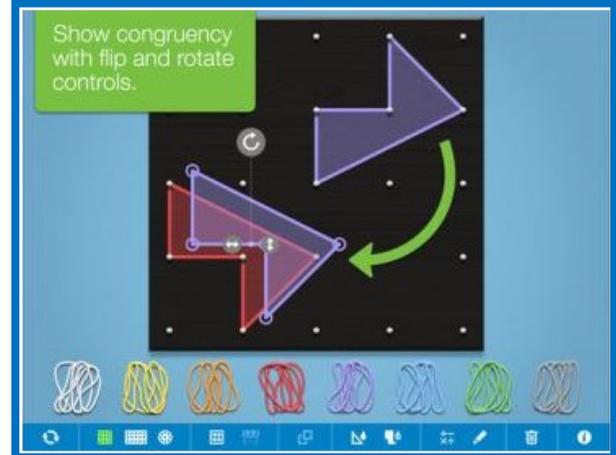


## Grades 2 - Math

By: [Paula Sirard-James](#) (Second Grade Teacher, Grades 1-3, Dean)

Geometric shapes are all around us, and the second grade students have been building on their knowledge of 2D and 3D objects over the past week. Using hands-on manipulatives, the children are identifying and demonstrating their knowledge of solid figures, they are also learning about symmetry, and how shapes can change by making slides, flips, and turns. We have done practice work in our workbooks, and the students have also enjoyed playing a game using Geoboards.

The game involves task cards with various challenges. Each card's difficulty builds on the last, and the player must complete the challenge in the given amount of time. There is an online Geoboard game that the children will have an opportunity to practice with during our computer time. The students also have participated in a geometry scavenger hunt to identify shapes in our everyday life. We searched around the classroom and on the playground for a variety of different shapes. Over the next few weeks, students will continue to explore shapes in the world around them.

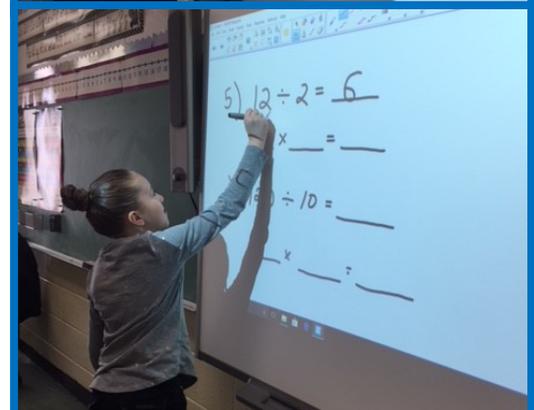
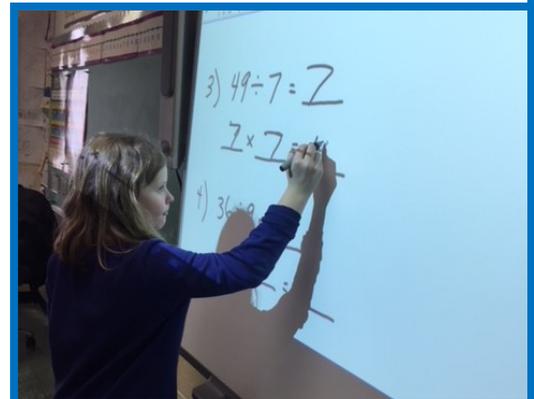


## Grades 3 - Math

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

The third graders have been progressing well in mathematics. They have recently mastered their understanding of multiplication and how it relates to addition. The third graders have been reinforcing their multiplication skills playing Multiplication Bingo, which they greatly enjoy. Concurrently, the third graders have been learning multiplication in Mandarin. The children have also enjoyed learning multiplication through song. They sing their multiplication tables to the tune of popular songs. They have also been working hard at solving word problems of various complexities. They have learned to use a number of different strategies to tackle these problems, including making charts, drawing diagrams, finding a pattern, and recognizing when more than one step is required.

This week, they have begun their exploration into division. They are learning how division relates to multiplication, as well as learning new vocabulary (dividend, divisor, and quotient). It is important for children to fully understand both multiplication and division. Like addition and subtraction, they are tools that will be useful throughout their lives. These third graders have been enjoying this new challenge!





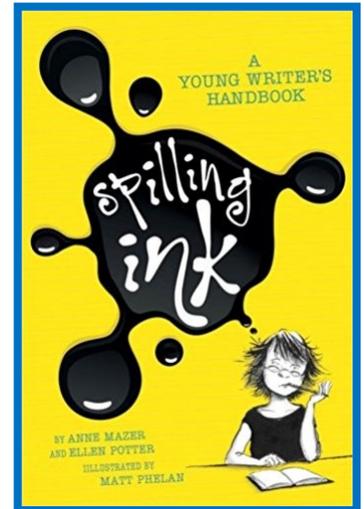
## Grades 4 - Language Arts

By: [Phil D'Anna](#) (Language Arts Teacher, Grades 4-6, Dean)

In the last couple of weeks, the students of the fourth grade have had the opportunity to grow their writing skills. They did not focused solely on the mechanics of writing, though. Instead, they spent time learning the art of storytelling through a Creative Writing unit.

To start, we read excerpts from *Spilling Ink*, by Ellen Potter and Anne Mazer. This book is a guide for beginning writers. Potter and Mazer taught the fourth graders that stories are driven by imagination. One's ability to dream up a story and breathe life into it comes almost naturally. Young writers are often empowered by their own fascinations and imaginary worlds where anything is possible, but sometimes that isn't enough. Each student is a wealth of knowledge about a different subject matter. Everyone has lived through their own experiences that they've longed to tell others about. Stories cannot exist independent of reality. When we combine our imaginations with the knowledge we've gained through experience, stories are born.

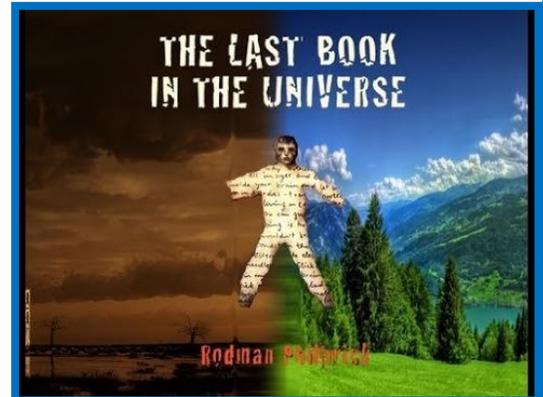
In this unit, fourth graders read short stories and learned to recognize the essential elements of each one: characters, setting, problem, solution, and a clear beginning, middle, and end. This unit has helped to not only develop an understanding of story elements and the writing process, but it also has encouraged creativity and imaginative thinking that was supported through writing. Each student explored their favorite genre of storytelling and developed their ideas until they created wonderfully constructed tales.



## Grades 5 - Language Arts

By: [Phil D'Anna](#) (Language Arts Teacher, Grades 4-6, Dean)

What does the future look like? Will it be a prosperous and perfect utopia, or will it be a barren wasteland? Will it be a country of equality and tolerance, or will technology create a distinct social class of genetically-enhanced citizens? These are the questions that are answered by Rodman Philbrick's The Last Book in the Universe. Set in the distant future, the citizens of The Urb are surrounded by futuristic technology despite their run-down living conditions. They no longer read or write; instead, they use mind probes (like virtual reality) to directly implant experiences into their brains. On the other hand, the *Proovs* have been genetically modified to be absolutely perfect, and consequently, live apart from "normal" people in the land of Eden. But when young Spaz learns that his adopted sister, Bean, is sick, he and his friends Ryter and Little Face go off on an excursion to help her. Along the way, Ryter attempts to finish writing the last book in the universe.



This intriguing novel asks students to evaluate the importance of reading and writing as part of their education, but it also analyzes the importance of social climates, equality, and technology. As the fifth graders read more of this book, they will continue developing their own reading and writing skills. There will be more great opportunities to practice five-paragraph essays in preparation for the sixth grade, and it will also be a time for the students to establish successful, independent work habits.





## **Grades 8 - Science**

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

The 8th grade just started their investigation of heat and thermal energy. They learned about the four different temperature scales, Celsius, Fahrenheit, Kelvin, and Rankin, as well as the types of heat transfer.

As part of an ongoing project, most 8th grade groups have finished and tested the building of their water rockets. They will now start to devote their efforts to creating a 30-minute lesson they will need to present to the Kindergarten to Third Grade at the beginning of the fourth quarter.

For their next chapter, they will be investigating the different properties of waves and how they relate to sound, light, energy.

## **Grades 9 - Modern European History**

**By:** [Richard Kruczek](#) (History Teacher)

The students have just finished the Age of Metternich, 1815-1848. After Napoleon left the stage, Europe was in a state of chaos.

Metternich, Austrian foreign minister, sought to restore order by having Europe revert back to the old ways - royal lines and a lack of a constitution across the continent. There was one problem with this: the people of Europe wanted to rule themselves, rather than being ruled by those chosen by Metternich. The thirty-three years in question bear witness to the power of the voice of freedom and self-rule, as revolutions broke out across Europe. In 1848, these movements proved largely unsuccessful; within a generation, those voices rang victorious, as nationalism ruled the day in Germany and Italy. The lesson, as always: oppression of freedom is never a good thing.

### **Age of Metternich: 1815-1848**

- VERY conservative era in Europe.
- Four Powers rule according to Metternich System.
  - Reinstated the Ancien Regime (Absolute Monarchy)
  - Suppress nationalistic ambitions through force.
  - Stop the spread of liberal ideas through censorship and restraints on civil liberties.



## **Grades 10 - Ancient and Medieval History**

**By:** [Richard Kruczek](#) (History Teacher)

The students have just finished their study of the Roman Republic, from the founding up to the era of one-man dictatorial rule, and will test on it this coming Wednesday. It's been fascinating to see how many innovations in government - i.e. tribunes looking out for the most vulnerable citizens - to everyday life in Italy - i.e. coinage and road-building - came about in this era. It's also fascinating to see how corruption and a lack of civic duty led directly to rule by autocrats, backed by a loyal military following. The lesson, as always: adhere to your civic duty and stand for liberty, or watch it get taken. The lesson is timeless.

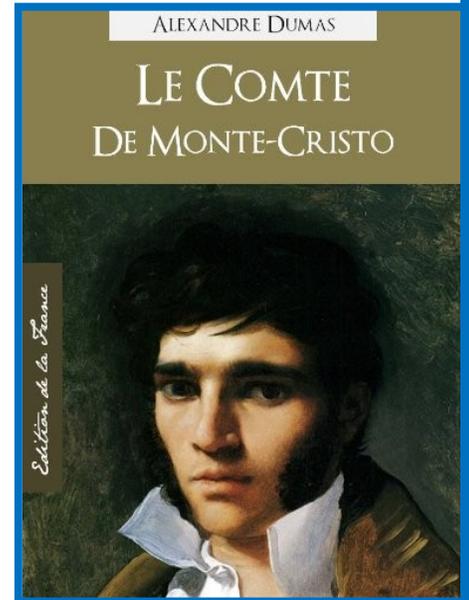


## Grades 11 and 12 - World Languages - Spanish IV/AP

By: [Agustín Melara](#) (Chair, World Languages Department)

As part of the cultural component to our syllabus, students in Spanish IV / AP class have been learning about the Spanish Civil War. To better understand the historical context of this topic, we watched a documentary that outlines the causes and the effects of the war and started reading three of Manuel Rivas' short stories found in his work, *¿Qué me quieres, amor?* One of the stories ("La lengua de las mariposas") narrates the close relationship between six-year old Moncho and his liberal teacher under the Fascist regime of Francisco Franco. Sadly, Moncho's life is drastically transformed as his teacher is arrested by Franco's forces when the war breaks out in 1936. This brutal conflict was a precursor to World War II.

Juniors in French IV are on their second novel of the year, *Le Comte de Monte-Cristo*. This two-part novel, published by Alexandre Dumas in 1844, recounts the story of a young man (Edmond Dantès) who is wrongfully imprisoned in the infamous Château d'If off the coast of Marseilles. After a daring and seemingly impossible escape, Dantès sets out to seek revenge on those responsible for his unlawful 14-year incarceration. Students in both classes will watch the film adaptations of, "La lengua de las mariposas," and *The Count of Monte-Cristo* upon completing the novels.

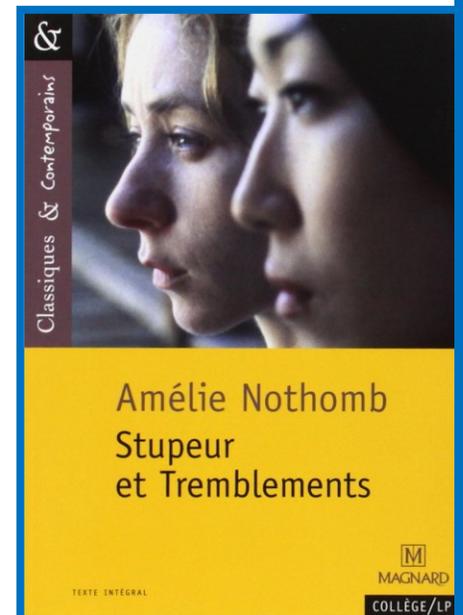


## Grades 11 and 12 - World Languages - French Literature AP

By: [Richard Marotta](#) (Chair, World Languages Department)

These last few weeks have been a productive time in AP French. We finished Maupassant's *Pierre et Jean*, a nineteenth century novel exploring the complex relationships within a family in the style of the great Flaubert, the primary influence on Maupassant. Following this we read a more classical work by Molière, *Le Tartuffe*. Molière, we explored the classical French stage and the pleasures of reading a rhymed drama with one of the more famous (or infamous) characters from one of the great French playwrights.

Now we have begun a reading of Amelie Nothomb's *Stupeur et tremblements*, one of her earlier works and a rich blend of comedy and satire within the culture conflict of European and Japanese business ethics. Following Nothomb, we will venture into another contemporary French writer, Frédéric Beigbeder. We will read *L'amour dure trois ans* as we venture into the culture of literary Paris with all of its subtleties.







**Congratulations to Garden alum, Jamie Williams, class of 1994, on your Oscar for your work on the animated film COCO! (Above, in red, holding the little guy...)**

After Garden, Jamie studied computer science at NYU and was part of the team that did the set design for this wonderful film.

Jamie is married with two children and lives in California.

We are all very proud of you, Jamie! Go Garden Griffins!