



GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 96 Number: III

"Cultivating Success in Every Child"

Friday, September 28, 2018



Thoughts for the Week

By Richard Marotta, Ph.D., Headmaster



(This is the second in a series of Headmaster articles about the whole school curriculum, probing into the design of our major academic departments.)

Social Studies and History form an important part of the Garden School curriculum and bring students in daily contact with the conditions of their world, of their society, and of their history. These two disciplines taken together are designed to cultivate an awareness in our students of their surroundings, both physical and social, and through the study of history, create a chronological framework in which students can understand the past and its influence in shaping and explaining the present.

In our Early Childhood Program, the process of understanding the world around the children begins with socializing with peers, learning about many global cultural holidays, experiencing the life and community of the classroom, looking at maps to locate where other people live, and beginning to understand that there are world cultures with different languages and holidays. This examination of the local environment begins to develop a sense of community within the minds of our youngest learners and guides them through a socialization process reflective of the larger world environment. They learn how to count to ten in different languages, which expands their sense of the world. For children to understand a holiday that recurs every year is really a means of introducing them to the concept of history, time and culture. Our teachers explain and illustrate the importance of these seasonal events as a means of enlarging the viewpoint of three to five year-olds who are naturally extremely ego-centric developmentally. In addition to the calendar, student also learn about individuals who have influenced our world. To move the child from seeing or experiencing only him/herself, the introduction of a world within and without the classroom creates a visual, tactile and oral experience that expands the child's vision.

As our students move into the first, second and third grade cluster, the curriculum explores communities more deeply including how they are organized, through laws and rules and institutions. To strengthen the student's sense of the world, there is more emphasis placed on geography, map study skills, the development of the fifty states, and the role of character within a social structure. Students examine the United States in terms of its regions, history, economy, local history, and the relationship with the rest of the world.

Within the fourth, fifth and sixth grade cluster, the emphasis on history intensifies, as does the examination of specific periods and areas of American history, such as Native American tribes and regions, the colonial period, the European settlements of North America, western movements, etc. Essentially, a full year is spent on studying the history and development of the United States. From here, the viewpoint moves outward to



other regions of the world, including ancient Egypt, Sumer, Greece, and to a global examination of culture in India, China, and Africa, and some modern historical events as well.

Once students enter the Upper Division beginning in Seventh Grade, the history/social studies program focuses less on cultures and more strongly on history. Seventh graders study American History; eighth graders study global history; ninth graders study Ancient and Medieval History, Tenth Graders study European History (either regular or AP), eleventh graders study United States History (either regular or AP) and twelfth graders may choose from a series of electives, including Political Philosophy, Economics, and/or Revolution and Terror.

These Upper Division offerings carefully bring our students into contact with the subtle shifts in culture resulting from history. They engage in an examination of the philosophy of politics, of government, and of social structure. History becomes yet another context, like literature or the arts or science, in which to examine the human condition and the forces that have come together to create the complex moment of our present time. This study modulates between the historical fact and the political impact of history on our lives. The direct connection between ideas and actions filters through these studies as a vehicle to enhance the students 'and the teachers' understanding of our world.

The study of history and social studies on this level fuses the instructional needs with the mature assessment of our world. Our curriculum leads to a clearer understanding of world, how it became what it is, and how it may evolve in more developed and enlightened ways. Studying history is studying life.

DATES TO REMEMBER:

- Wednesday, October 3 – Friday, October 5: Camp Herrlich for Grades 5 & 6 www.campherrlich.org/
- **Monday, October 8: School Closed for Columbus Day**
- Tuesday, October 9: [Afterschool Foundations Program](#) begins! Brochure published online next week!
- Wednesday, October 17: Coffee With the Garden School Board
- Thursday, October 18: International Night! 4 PM Gymnasium

Enrollment and Communications - Did You Know...?

By [Jim Gaines](#), Director of Outreach and Upper Division Admissions

Garden Referral Program - Strengthen our Community, and Save Money!

Our weekly Open Houses are a great opportunity for current Garden families to take advantage of Garden's Referral Program and to refer new families to attend the Open House and consider enrolling at Garden.

Remember, **for every NEW full-time Garden student that enrolls** and the family pays the tuition due in full and that indicates you are the referring family, **the referring family will receive \$1,000 tuition credit**. For **each additional new student that enrolls, the referring family will receive a \$1,500 tuition credit** once the new family has paid the tuition in full. Using a referral card, available in the school office, allows us to keep track of your participation in a new family's enrollment. You can also choose to send an email with the information on the card directly to Jim Gaines, Director of Outreach, at jgaines@gardenschool.org. With your permission, we will follow up with the prospective family.



Afterschool Foundations Classes Begin the Week of October 8th!

Along with our dance, karate, art and cooking classes, here are some of the NEW classes we have planned!
New Brochure is publishing next week!

Junior Robotics

Monday 3-4PM

Pre-K4–2nd Grade

A perfect mixture of fun and learning using LEGO® bricks, students will build a variety of robots. Students will also learn how to program and operate their creations using a laptop or computer. Students will learn basic mechanical concepts of motors, axles, gears, belts and pulleys. Students do not get to take home any LEGO® projects. No computer or robotics experience required to join!

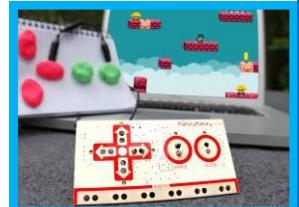


Scratch Programming with Makey Makey Circuit Board

Monday 4-5PM

3rd-6th grade

Imagine designing a piano using veggies or create a custom digital training program using aluminum foil... Now, envision playing video games using just your body, a bit of wire and your own imagination! Students engineer their own customized video game controllers using a Makey Makey device and materials that can be found in just about any kitchen. Through application of circuitry, acoustical engineering and video game design, students discover new ways to interact with technology, all while creating unique designs in a fun collaborative environment!



Act as if Etiquette

Tuesday 3-4PM

1st-6th Grade

Do You Value the Importance of Basic Good Manners & Social Skills? If so Join Us! Act As If Etiquette & Protocol offering a fun, modern, empowering program for both boys and girls. Our goal is to “partner with parents” in reinforcing, strengthening, and teaching proper manners to help your child succeed and prosper in society.



Cartooning

Thursday 3-4PM

3rd-6th Grade

Garden's own art teacher, Mr. Zelles, is teaching an Illustration class! Students learn about cartooning , drawing caricatures, and will make their own comics. Students benefit by improving their ability to tell stories, to focus, and to pay attention to important details.



Money Matters

Friday 3-4PM

K-2nd Grade

Financial literacy is an essential 21st century skill that will benefit all students, no matter where life takes them. This innovative class on financial literacy lays the foundation for healthy financial habits early in life, empowering students with the mindset to start making sound financial decisions and develop into responsible global citizens. Role-playing and fun activities keep students engaged.



Budding Entrepreneurs

Friday 4-5PM 3rd-6th Grade

If you like “Shark Tank,” this class is for you! Join other intrepid students and learn what it takes to launch your own business. Students build self-confidence while gaining a valuable exposure to the business fields of strategy, marketing and finance. Students select a “business idea,” learn to develop a business plan and make a “pitch” presentation on the last day. They even create a real website (no coding required) and design their own business cards.





Garden School Music Conservatory

We have spaces available in Garden School's Music Conservatory!

The Music Conservatory is an ideal way for your child to discover an instrument of choice that suits his or her own unique talents. Professional musicians provide individual instruction for students in Garden School's upper and lower divisions.

Instrument Choices:

- Private Piano, Guitar and Voice instruction for K and up—30-minute lessons, 25 weeks at \$550.
- Other private instruction for grades 3 and up—45-minute lessons, 25 weeks at \$625.



Each lesson involves music technique, sheet music reading, and learning and practicing songs. At-home practice is necessary.

Please note that it is the responsibility of each student to attend his or her scheduled lesson. Missed lessons cannot be made up.

In the event of a teacher's absence, parents and students will be notified and an experienced substitute will fill in for the lesson. Any class that cannot be scheduled in this way will be added to the end of the lesson period.

All Conservatory students are invited to perform in the Annual Spring Music Recital at the end of the school year!

Please contact [Ms. Kim](#) for more information





PKFA – Social Studies

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

This week in PKFA, we are finishing our unit on “All About Me”. During these first few weeks of school, we have focused on acclimating the children to each other, the classroom, and their teachers. By building these strong relationships, we can teach children a lot about themselves and what they can do. The children have started taking their first few steps towards independence. As the year progresses, we can look forward to the children growing in their understanding of literacy, mathematics, sciences, and social emotional connections which ultimately will translate into achieving yearlong goals.



Nursery Social Studies

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

Nursery has been celebrating the arrival of the new season Fall/Autumn. We've worked on many different projects to decorate our classroom including coloring apples, painting apple cores, making an autumn mobile, dotting apples, and we even made a Nursery Apple Tree using our handprints as the leaves. From our Weekly Reader subscription available on the Smart Board, we read along with Clifford to learn the steps of harvesting apples from growing on trees to buying them at the store. We learned the song “Way Up High in the Apple Tree” which is sung to the tune of “This Old Man” and played a game sorting apple by color. We read Under the Apple Tree by Steve Metzger to help us reinforce our lesson.



On Wednesday, September 26th, we celebrated Johnny Appleseed’s birthday by making a puppet and learning about him with a story on the smart board. We look forward to many more apple activities throughout the fall.

Kindergarten and First Grade Physical Education

By: [Fiance Dervishi](#) (Athletics Department, Chair, PE Teacher)

The Kindergarten and First Grade attitude towards their PE classes is amazing. Last week, we worked on rules of Physical Education class, including large spaces, wall line, bleacher line, door line, stage line and circling up.

We started the year with learning how to play soccer. On Monday, we learned how to dribble, stop, pass and pick up the soccer ball. On Tuesday, we learned a new tag game named *Turtle Tag* which the students love to play! We also played a fun soccer game called *Green Light, Red Light* which works on the student’s locomotor



skills. The children have been doing a fantastic job following directions in class and they are picking up skills very well.

We start our classes with a warm-up tag game to get their blood flowing and go into different types of stretches. On Wednesday, the First Graders went swimming. On Fridays, we treat the children to a fun game where they must work together to complete a mission. This Friday, we played "Gold Hunters". We will continue with soccer the following week and students will start to play a mini soccer game against each other. Looking forward to a fantastic year!

Grades 1 to 3 Fine Arts - Art

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

September is Hispanic Heritage month. To commemorate this the first, second and third graders are making Mexican Tin Art. For this project, students learned the history of how many ancient Hispanic people worshiped the sun and were shown several examples of the art that it inspired. Students were given a template of an Aztec sun and taped in onto embossing aluminum. They traced the image onto the aluminum using a colored pencil making sure that the design was coming through. Next, the students learned how to emboss the image by pushing in and pushing out different parts of the sun, which gives project a great 3D look and a unique texture. So far, the work the students have done has been outstanding and the students are having a great time working with a new medium. Here are some examples from the 1st grade.



Grades 1 to 3 Fine Arts - Music

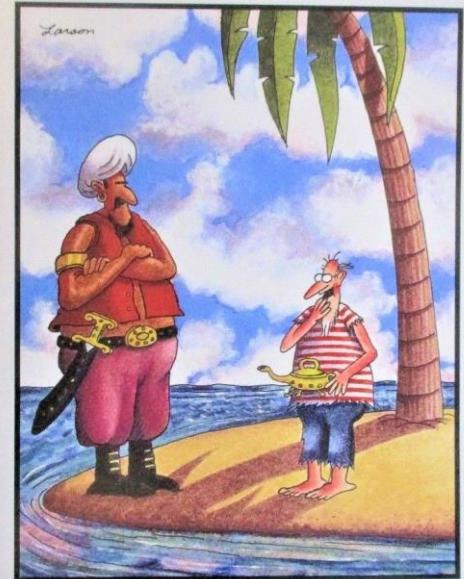
By: [**Tom Heineman \(Fine Arts Department, Chair, Music Teacher\)**](#)

In an effort to expose students to more Jazz and increase their appreciation of great American music, 1st through 3rd Graders have learned to sing George Gershwin's 'I Got Rhythm.' This Jazz standard's harmonies, what are referred to as 'Rhythm Changes,' are the basis for hundreds of tunes; they are encountered more frequently than any other set of changes in Jazz after the blues. We will sing 'I Got Rhythm' with Jazz recordings employing other tunes; it will be a challenge to sing with some of the breakneck tempos associated with the changes.

All students have had the opportunity to play instruments in our opening weeks. They are focused on following hand signals indicating stop and start, loud and quiet, and fast and slow. Students will be broken up into different groups and observe different sets of hand signals, as well as following and creating their own rhythms in ensuing lessons.



3rd Graders encountered Rimsky-Korsakov's piece 'Flight of the Bumble-Bee' this week. They took guesses as to what animal the music was portraying and what instruments perform the bee's winding melody. They also moved to the music, and demonstrated the bee's feeding process, hovering when the strings repeatedly play low notes in rapid succession. Next week, they will also show the bee flying with greater weight after having filled up with nectar. The movements they do will be demonstrating their listening comprehension of musical themes and events that occur at specific moments.



"Well, let's see—so far I've got rhythm, I've got music...actually, who could ask for anything more?"

Grades 4 and 5 Math

By: [Michelle Bruzzese](#) (**Math and Science Teacher**)

Our fourth and fifth grade classes both started Mathematics off at full speed! Reviewing what the students learned last year, we then took a dive into place values.

Fourth grade expanded their place value charts to cover the millions place, focusing on standard, expanded, and word forms of numbers. And our fifth graders stretched to the billions! Tapping into topics from last school year, our fifth grade mathematicians worked with place values from the billions to the thousandths. At the conclusion of our place value units, we worked our way into addition and subtraction. Over the next few weeks our fourth grade mathematicians will be focusing on addition properties, addition strategies, subtraction concepts, and writing our own addition and subtraction sentences. Fifth graders will focus on estimation, adding and subtracting larger numbers and wrapping up with Roman Numerals. Developing a strong foundation with these topics gives the students the abilities to carry this on to future topics in their mathematic careers.

Both of our grades wrapped the week up with their first "Word Problem Friday"! Word Problem Friday gets all students involved as they break into small groups and brainstorm through some challenging problems and concepts. Taking what they learned about breaking the problem down into parts and looking for key words, each group was eager to get working. During opportunities like this one, each student gets to analyze and apply critical thinking skills to help their team towards success. This method can be carried on through future classes and encounters they may have.

Grade 6 Math

By: [Sarah Blakeley](#) (**Math Teacher**)

Friday we wrap up our first big topic: Integers. Integers are positive and negative whole numbers that we use in our daily life, such as when we speak about the increase and decrease of amounts. If you asked your child about math class and they responded "math is full of war", well, they aren't wrong! During the course of



learning how to add and subtract positive and negative numbers we use the analogy of 'armies', as in, the positive and negative armies are fighting (subtraction) or two of the same armies combine (add). For example, $-3 - 5 = -8$ vs $-3 + 5 = 2$.

Next week we start learning about the order of operations (you might remember PEMDAS) and how that interacts with the laws of exponents.

G7 and G8 English

By: [Nancy Massand](#) (Middle School Dean)

In Seventh Grade English we are reading Harper Lee's *To Kill a Mockingbird*, an American classic. Students are exploring the subtleties of language that Lee uses to expose the hypocrisy in the sleepy Alabama town of Maycomb during a time of segregation in the Depression era. Our study will culminate in seeing the Broadway version when it previews the first week in November. The theater community is buzzing about the script written by Aaron Sorkin, best known for writing "The West Wing" and "The Social Network." Garden will be among the first audiences to see this historic production, and the whole upper school is invited. We have bought out two sections of the Shubert Theater. Watch for student reviews next month!



Eighth Grade English classes read *To Kill a Mockingbird* over the summer and explored the controversial text together in class during the first two weeks of school. Like the 7th grade, they are anticipating seeing the Broadway version in November. Now we are reading *Cry, the Beloved Country* by Alan Paton as they study the history of South Africa in Area Studies. Inspired by events of his time, Paton exposes the injustices of pre-Apartheid South Africa in the poignant story of a family torn apart by poverty and corruption just as their country is torn apart. Both liberals and conservatives are passionate about their solutions to the problem, but they cannot reach a common ground. Students are quick to see contemporary parallels, which sparks lively discussion in the classroom. We will culminate our study with projects which offer a choice of media including writing, art, music, or drama to illustrate the themes in *Cry, the Beloved Country*.





Grades 9 and 10 World Languages - French

By: [Gabriel Gomis](#) (World Languages Department Faculty)

French 9 reviewed the present tense of both regular and irregular French verbs. They took a test on Thursday to evaluate their understanding. We also organized oral skills discussions this past week.

The Tenth Grade discussed social media impact on kids, and the generation conflict in French class. They also reviewed the passé composé and the imperfect, the most common past tenses in French. They will be tested on the past tenses this coming Monday.

Grades 9 and 10 World Languages - Spanish

By: [Agustín Melara](#) [Gabriel Gomis](#) (World Languages Department Faculty)

The start of a new school year offers a refreshing opportunity for students to continue building upon their language abilities. Returning students often claim that they "forgot" their Spanish over the summer but I am always encouraged by how much they *do* remember. Some students reinforced their abilities by traveling to countries where Spanish is spoken (Mexico, Costa Rica, and Puerto Rico were favorite destinations) while others practiced their skills by watching programs or by speaking to Spanish-speaking friends and relatives.

To make this transition easier, a thorough review of the present tense was necessary during the first three weeks of school. Not only is this advantageous for returning students but also beneficial for our new members in class. Soon, we will move into new topics where many other learning opportunities will be presented.



Grade 11 Physics

By: [Michelle Sclafani](#) (Math and Science Teacher)

Our senior class enthusiastically jumped right into Physics this school year! Beginning our studies with general Physics terminology, we were able to forward full speed covering Velocity and Displacement. Connecting velocity to several real life examples we are excited to begin our next unit that covers Acceleration! Connecting these fundamentals into everyday activities such as riding a bicycle and driving a car, the students are building off of this knowledge to much broader topics such as Planetary Motion and Gravitation.

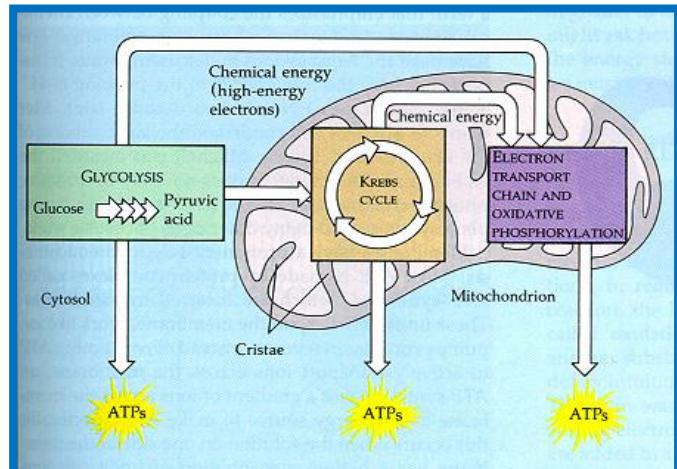
The first half of the school year will continue along this pace as we learn about how Physics influences everything around us with some great examples and hands-on experiences!



Grade 11 and 12 Science - AP Biology

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

Students are settling in to the rigors of the course and are rising to meet the challenges put before them. They are currently engaged in carrying out a laboratory experiment on cellular respiration. Laboratory exercises in this course are arduous and have a two-part component: a guided inquiry and a student derived inquiry. In the former, a predetermined set of instructions are followed to familiarize students with the underlying concepts they have been studying. In the latter, students must design and implement their own experimental ideas. In both cases, data must be carefully obtained and analyzed, and conclusions thoughtfully presented.



Grade 11 and 12 Science - Forensics

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

The Forensic Science class has just finished their discussion on the science behind entering the crime scene. They are preparing for their first analysis of a mock crime scene. They will need to enter the scene properly, collect all the relevant evidence, and then recreate the crime scene. Next, they will investigate hair and fibers as physical evidence. Using microscopes, they are looking at the hair's cuticle, cortex, and medulla to figure out which animal species different hair comes from, and they will learn how to categorize human hair into different race types. Once the students finish their investigation of hair, they will work on identifying natural and synthetic fibers and how to use this evidence in helping law enforcement officers solve crimes.

*Great Job Middle School Soccer Team on your first win!
2-0 against BWL! Bravo Francois G. on your two goals!*





Girls Varsity Volleyball Team Now 2-0!

Next Game, Friday, October 5th at 4:00 PM

