



Thoughts for the Week

By [Richard Marotta, Ph.D., Headmaster](#)



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

The final curriculum area that I would like to discuss is our science program. Just as all of our other programs, the study of science begins in our Early Childhood Program. Our reasoning for beginning so early is that it is important to cultivate a sense of inquiry into our youngest children. Science asks different questions from the other disciplines, focusing specifically on the 'why' things are the way they are. Science also looks closely at how elements in our experience and our world are structured. Essentially the goal of science education involves developing an understanding of the grammar of the material nature of our lives and then using that

grammar to enrich those very lives.

In the Early Childhood Program our students begin to explore weather, living things, colors, the senses, earth, sky, air, water, the human body, magnets and magnification. These very basic elements introduce the young child to the world of observation, cause and effect. While the teacher may not use that vocabulary, the impact on the child's mind raises the idea of why does something happen. This mode of inquiry greatly enhances the process of observation for the purpose of understanding. Stimulating this sense of inquiry creates a context for the exposure to other elements within the science curriculum. Observation forms the basis for the idea of finding a reason for something being what it is or appears to be.

Once the basis of scientific inquiry has been established, our program in first, second and third grades moves forward with increasing scope. Here our children study plants, animals, how living things grow, the senses, the life cycle, habitats, sequencing the food chain, energy, movement and environmental awareness. All of these curriculum elements support the idea of inquiry and further the idea that cause and effect form a part of our world and our thinking. We want our students to observe the world around them with this scientific perspective so that the process of discovering a rational explanation for our physical world emerges as a way of thinking.

Grades Four, Five and Six move this process forward by studying the solar system, water cycles and erosion, adaptation and flight, ecosystems, a STEM component focusing on radio, atoms, cells, force, laws of motion and gravity, the sun as an energy source, electricity, magnetism, radio technology, genetics and evolution, environmental adaptation, lab safety and ecosystems and wetlands. It becomes clear during these years, that the content area of science becomes significantly more challenging and reflective of some the environmental concerns that have emerged as important markers of how our world functions and needs to function.



With the beginning of the Upper Division Curriculum, each year is dedicated to a particular branch of science. The Seventh Grade studies Life Science, the Eighth Grade, Physical Science, the Ninth Grade, Biology, and the Tenth Grade, Chemistry. Beginning in Eleventh grade, student must study science but now can make elective choices. Some of the electives include Advanced Placement Biology, Physics, Forensics, Engineering and Bioethics. Each of these courses involves studying major topics in science, such as genetics, human biology, microorganisms, matter, chemical name, forensic pharmacology, kinetic theory, human chemistry, function, moral reasoning, significance of physical evidence, energy, Newton's laws and much more. There are so many topics covered over these years that it would impossible to list them all in a single article. Each branch of science, physical, biological, chemical, structural and moral are studied in detail. Students learn how to construct experiments, create lab reports, and learn how studying science fits into their lives, their education and for future coursework at the college level.

Our program is built on the belief that by encouraging scientific inquiry, we engender in students a desire to find answers to questions about the physical world. Inquiry based learning is a great motivator as well as an intellectual discipline. From this whole school experience with science, our mission is to support critical and analytical thinking, an understanding of the logical steps involved in proving a hypothesis and finally to promote an engagement with the scientific imagination.

DATES TO REMEMBER:

- Friday, October 19: School Closed for Faculty Workshop
- Tuesday, October October 23: [Bake Sale to Renovate the Weight Room](#) (above the gym)
- Tuesday, October 23: Board of Trustees Meeting at 6:00 PM
- Wednesday, October 24 - Friday, October 26: [Ship to Shore Trip](#) for Grade 7 in Mystic, CT
- Wednesday, October 24: United Nations Trip for Grades 4, 6 & 8
- Thursday, October 25: Dress in International Attire
- Friday, October 26: Halloween Parties in classrooms. PKFA [parent workshop on "Healthy Habits"](#) @ 1:00
- Wednesday, October 31: Join Garden Families in the [Jackson Heights Halloween Parade!](#) 5 PM
- Friday, November 2: Marking Period 1 Ends
- Wednesday, November 7: [Upper Division Trip](#) (*To Kill a Mockingbird* on Broadway!)
- Wednesday, November 7: Museum of Natural History Trip for Grades 2 - 4
- Thursday, November 8: Report Cards Distributed
- Wednesday, November 14: [Parent/Teacher Conferences \(3 – 8 PM\)](#)
- Thursday, November 22 through Friday November 23: Thanksgiving Recess (school closed)
- Monday, December 3 - Wednesday December 5: PTA Holiday Boutique
- Saturday, December 8: Merit Scholarship Exam / School Open House
- Friday, December 21 - Monday, January 7: Winter Break (no school)



International Night 2018

Last night's international night celebration was a success. Parents, students, and teachers came out en masse to refashion the gym into an international space. Food was on full display and folks were able to taste delicacies like Momo from Tibet, Chicken and Rice from Colombia, Po'Boys from New Orleans, Turkey Chili from the United States, Empanadas from Latin America, as well as deviled eggs, Swedish Fish, cookies, Mr. Grutsky's famous baked goods, and other assorted goodies.

We are so happy to announce that because of everyone's dedication and contributions we will be able to donate \$1,400 to [UNICEF](#) - the United Nations task force that will send aid to earthquake-stricken Indonesia.



Raian A. and Adam A. help out in traditional Lebanese dress



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OF GARDEN SCHOOL

DYLAN TSE
EDITOR-IN-CHIEF

Limited Time Sale!

\$65 FOR A SHORT TIME (regular price \$85)

Child's Name: _____ Grade: _____

Parent's Name: _____

Parent's E-Mail: _____

Please choose your yearbook:

- Yearbook \$65.00 (limited time cost)
- Personalization (name engraved on cover) +\$7.00

- Yearbook Signature Package \$79.00
 - Yearbook
 - Personalization
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Add-ons:

- Color Autograph Section +\$3.00
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Total: \$ _____ (Cash or Check)



YEARBOOK CLUB

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DYLAN TSE
EDITOR-IN-CHIEF

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All Dedication related text and or images should be sent to keyclubsoda@gmail.com
The deadline is February 1, 2018



WEIGHT ROOM

BAKE SALE



ON OCTOBER 23



BE THERE





Garden Academic Pages:

Read about what teachers and students are learning!

Nursery - Discovering Shapes

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



Our Nursery class has been learning how to identify different shapes. We have already completed our lessons on circles, squares, triangles, and rectangles. Ovals, hearts, stars, and diamonds will also be introduced. Everyday, we read our [Lakeshore collection of shape books](#) which feature engaging, kid-friendly pictures and easy to read text. On the smart board, we identified and described shapes learned by making pumpkin faces. We incorporated a pumpkin shape worksheet using a key code to color their faces. We listened to shape songs which teach in a fun and appealing way and we sang songs together from our favorite [Storybots characters](#). We colored different shape pages to take home and review. We also added pumpkins to our class bulletin board which have shape features. The children are excited to look for shapes and colors throughout our community with their families.

Pre-K for All - The Five Senses

By: [Dimitria Grafanakis](#) (PKFA Faculty)



This week students continued learning about the five senses. We explored our immediate surroundings at Garden School using our senses. While walking to the playground, students were asked to look at the various trees, grasses, and bushes in and around our beautiful school. Students spoke about the changes that are occurring due to the weather getting colder and the change in seasons. Students noticed how leaves have changed color and that they, along with twigs, branches, acorns and pine cones, have fallen from the trees. As a class, we collected these nature objects and placed them in our classroom sensory bin. After reading the story *Leaf Man* by Lois Ehlert, students created their very own “leaf man”

(or animal) portrait using the materials collected from our nature walk!



Pre-Kindergarten - Cubism and Surrealism - Art

By: [Eileen Reyes](#) (Pre-Kindergarten Faculty)



Alberto Giacometti was one of the important sculptors of the 20th century. His work was particularly influenced by artistic styles such as Cubism and Surrealism. Around 1935 he gave up on his Surrealistic influences to pursue a more deepened analysis of figurative compositions. In 1958 Giacometti was asked to create a monumental sculpture for the Chase Manhattan Bank building in New York, which was beginning construction. His work on the project, which was never completed, resulted in four figures of standing women, his largest sculptures. The Early Childhood students were inspired to create family sculptures using the very shapes they have been exploring in math since school began in

September. Developing an awareness of self as an individual has been an evolving process for all of our students. Studying the artists of early Cubism and Surrealism has helped us reach the next step of developing an awareness of self within the context of family. Come see our artwork showcased in the main hall.

Pre-Kindergarten and Kindergarten - Life Skills and Social Studies

By: [Eileen Reyes](#) (Pre-Kindergarten Faculty) and [Lauren Yandow](#) (Kindergarten Faculty)



Learning what to do in an emergency is an important life skill; therefore, fire safety was the unit of study in the Pre-K this week. Lessons were taught through books, educational videos, *Weekly Readers*, games, Smartboard activities, and songs. Our kids love to role play; so that was a favorite activity! Kids played “firefighter” and put out pretend fires; we practiced the *Stop, Drop, and Roll* technique, and learned how to dial “911” to report pretend emergencies on the toy phones. To follow up this unit of study, the Pre-K and Kindergarten classes took a walking trip to the local fire station. Learning fire safety skills from the local firefighters was exciting. We watched the

firefighters exit the fire station on a fire truck for a real emergency!

Students even got to explore inside the firetruck and Ms. Yandow dressed up in all the firefighter gear! She couldn't believe how heavy it was! In school throughout the week, the Kindergarten students engaged in



various activities relating to fire safety in order to reinforce important rules and concepts that were discussed with the firefighters on our trip. Students practiced Stop, Drop, and Roll on the carpet, learned a firetruck song, created patterns in the math center with different fire safety symbols, and also practiced their writing skills by writing thank you cards to the firefighters we visited. This week was extremely enlightening for both the students and teachers in regards to the importance of fire safety and the role of a firefighter in our community. We look forward to learning more about other community helpers this year!

Kindergarten - Soccer - Physical Education

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



We are having a great year so far! We finished our swimming pool unit - until next Spring! We have begun our soccer lesson. We always start the class with a warm-up game - including Turtle Tag, Toilet Tag, Catch If You Can, and Banana Tag. After the warm-ups, we stretch - and students lead the class in stretching! I really want the students to learn the vocabulary for soccer and to memorize the body positions. Students have learned which part of their foot they need to use to kick, how to dribble, and then move around objects while dribbling, trapping the ball, and then shooting. We will continue to do these drills and then finally have them split into teams and do half court soccer games, leading up to full court soccer games using the whole gym.

Grades 1 - 8 - Art

By: [Christopher Zelles](#) (Fine Arts Faculty)



Inspired by Kate Seredy's book, artist [Laurie Marshall](#) founded [the Singing Tree Project](#) in 2000 when 8-year-old Meredith Miller asked her "What if the whole world made a painting together?" Having no clue how to undertake such an exciting and daunting project, Marshall read Kate Seredy's central story of a single tree left standing in World War I with birds who are not usually together singing a song that had never been heard before. She saw that the earth is like the Singing Tree of the galaxy, surrounded by no life for billions of miles. Humans can choose to destroy each other and the planet, or create something beautiful that has never been heard before.

Grades 1 - 8 worked on the Singing Tree for two weeks, each working on different parts of the project. The objective was to inspire a sense of unity and collaboration among the student body, while giving students a chance to work with a variety of different mediums. I have been amazed by the amount of ownership and pride many students had while making this project, and the end results is fantastic.



Fourth, Fifth, and Sixth Grades - Music

By: [Tom Heineman](#) (Fine Arts Faculty)

Students in Fourth grade recently picked up drums and small percussion instruments and produced some brief compositions. They were given a lot of freedom to fashion music to their liking, but the general guidelines and goal was to have all students playing their own, independent parts, so that no two individuals were playing the same thing. They organized their pieces as a class and were very excited about the end results! Fifth Graders, as a group project, also used the instruments to create compositions based around the sounds we might hear during a storm. They mapped out the sequence of the sounds on paper and discussed ways of making their work sound more interesting, such as having underlying rhythms beneath the sounds, having sounds created by multiple instruments, and having sounds overlap. A short video with their visuals and group recordings will be created upon completion of the project.



Sixth grade students have been learning about the complex musical dialogues that take place between Jazz musicians when they improvise. We discussed what needs to happen in order for individuals to carry on a normal conversation and how this applies to a musical setting. Jazz musicians share a common vernacular and follow a melody and a structure to a song- these are constants. They could be described as the joint 'topic' of the conversation. Call and response, the expression of definite rhythmic ideas, and heavy participation

and listening really fuel the high-level interaction that takes place between these musicians. The understanding that the students have embarked on will allow them to truly appreciate the incredible American art form that is Jazz.

Grades Two through Six - Students of the Week - Physical Education

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

I am so proud of our students of the week in Second through Sixth Grades! Students earn this honor by showing that they listen in class, do not disturb others, and display honorary sportsmanship attitude. This week we've honored Second and Third grade students Cristo D. and Sebastian C. who have shown outstanding esteem. Student of the week recipients get to select one day out of the week to plan out the whole gym period. They come up with the warm up game, they stretch the whole class and they come up with the main activity. It's a great opportunity for them to shine and be in charge and for the other students to work hard to get the award too. We will be doing this for the whole school year.





Seventh Grade - Math

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



Ever thought about how far away the North Star is from Earth? The answer is 2,545,000,000,000,000 miles. Would you like to be a grad student writing about the history of ocean exploration who needs to repeatedly write this number? Most of your essay would be full of zeros. Or how about med students who write about carbon, which is 0.00000000669291 of an inch. This is why mathematicians (and scientists) invented scientific notation, which allows us to say that Polaris is 2.545×10^{15} miles away, and that carbon is 6.6929×10^{-9} inches. Look at how much paper I saved right there! ...well, if I was writing on paper.

Scientific notation uses our knowledge of place value and

powers of ten to save space when writing very large or very small numbers. In previous years students learned about exponents, as well as decimal operations. Now students are putting it all together. We will be computing how much sand can fit into a paper cup, and how long it will take our generational ship to reach our closest neighbor star.

Eighth Grade - Algebra

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



In our first period Algebra class, we just finished up a unit on operations with polynomials and solving equations. We covered adding, subtracting, multiplying, and dividing polynomials. We also covered solving equations, including absolute value, and literal equations. Starting next week, we will move on to factoring.

In our seventh period Algebra class, we recently finished a unit on operations with monomials. We covered multiplying and dividing monomials. We also studied to properties of arithmetic and number systems. We have moved on to operations with polynomials.



Ninth Grade - Biology

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

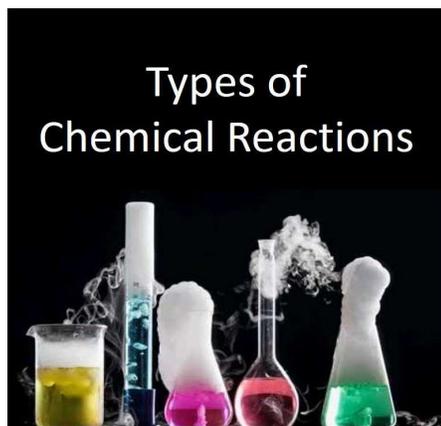


The Ninth grade are working diligently in Biology class. We have discussed many topics including Spontaneous Generation, taxonomy, basic chemistry, and organic chemistry, to mention a few. We have looked at macromolecules that make up complex structures such as proteins, RNA, and DNA. We looked at the significance of water molecules in living things. The properties of water are like no other liquid. Water is a versatile solvent that is necessary for important chemical reactions to occur in all living things, especially humans. Students performed a simple experiment to observe some of the properties of water. They used micropipettes to place as many drops of water on the presidential side of a penny without spilling any of the

water. Students were fascinated with their results. We are working hard to discover, understand, and correlate many important topics in biology.

Tenth Grade - Chemistry

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



Chemistry students eagerly look forward to the laboratory exercises performed in class. This hands-on component of the curriculum affords an opportunity for students of all learning levels to explore the concepts being presented in class. They recently completed an exercise on chemical reactions and, as a part of their written reports, will explain the differences between observation and interpretation based on the data obtained. The upcoming laboratory exercise will test their ability to discern and accurately report data that they cannot see. This will provide an awareness of what scientists of the past encountered when trying to describe the structure of the atom.

Eleventh and Twelfth Grade - The Great Gatsby - American Identity

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

The 11/12th Grade English Elective, American Identity, has been having a great first quarter. This inquisitive, creative, and stimulating group of students have been doing a close reading of "The Great Gatsby." We have talked about what qualities stand out as being uniquely American (some answers offered were freedom of speech, immigration, racism, McDonald's, obesity, and the American dream). We have also talked



about how wealth — and the concept of an aristocracy in a country founded on democratic ideals — plays out in America in general, in the post World War I America presented in “The Great Gatsby,” and in contemporary America. The students have done “body biographies” of the characters in groups as well as acting the story out as well as the discussions that develop from doing a close reading of “The Great Gatsby,” as well as continually relating it to current events. Overall, I look forward to many more stimulating and inquisitive discussions and activities from this group of students.

Eleventh and Twelfth Grade - A Raisin in the Sun and This Is Our Youth - Contemporary Plays

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

Eleventh and Twelfth graders who are taking creative electives are engaged in the writing process. For Contemporary Plays, the seniors are crafting their one act plays while critically reading and acting out Lorraine Hansberry’s *A Raisin in the Sun* and Kenneth Lonergan’s *This is Our Youth*.

Eleventh and Twelfth Grade - To Kill A Mockingbird - American Literature Through Different Genres

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

The 11/12th Grade English Elective American Literature Through Different Genres has started the year by reading *To Kill A Mockingbird* — an American classic, taught in many American schools, but not in Chinese, Palestinian, or Thai schools. The students in this elective — from these diverse backgrounds — have brought a unique perspective to our reading of *To Kill A Mockingbird* and discussing how it relates to current events — aided by our resident expert on the South, Mr. Roselli (native of Louisiana).

Twelfth Grade - AP English

By: [Richard Marotta](#) (English Faculty)

This year in AP English we began with our study of Greek Tragedy. We read three plays by Euripides, *Medea*, *Hecuba* and *Electra*. Our study focused on some of the important elements of Greek Drama as discussed in Aristotle. We looked the three unities, (time, place and plot), explored the idea of decorum (no violence on stage) and most importantly how Euripides provides female characters with an authentic voice, even a challenging voice that deconstructs the idea of masculine heroism. Following our reading and discussion, our students wrote an essay on Euripides, exploring some of these ideas.

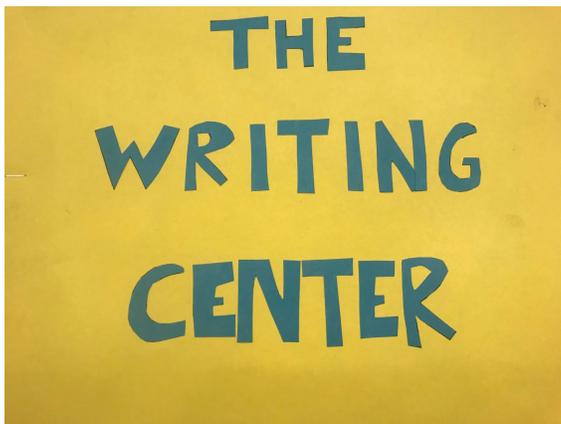
Once we finished with the Greeks, we moved on to Shakespeare, in particular, *Othello*. Here we examined how language can be used to created fictions within a fiction and become the chief motivator for plot. We also examined the psychology of evil, as embodied in the character of Iago, and how his inner world affected the language he used, which in turn created some of the outcomes of the tragedy. Following our reading of the play, students wrote an essay, examining a specific passage in the play and how it helped explain a character, a motive or a theme.



We have now begun our study of the 19th Century novel, with a reading of Bronte's *Wuthering Heights* (1848). We are examining the idea of narration and narrator during our class discussions. In addition to examining the emotional and psychological tensions in the novel, we are looking at the manner of storytelling, the inclusion of multiple narrators and styles, and the question of what credible or not credible in storytelling. Following this, students will write an essay, examining a particular episode in the novel.

Garden School Writing Center

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



Garden School's very first student-based writing center is open for business! We meet in Room 23 on Tuesdays after school. We welcome students at any stage of the writing process. The writing center is an open space for discussion and students can work freely and gain confidence as a writer, reader, thinker, and speaker. The writing center is ready to help students craft their college application essay, assigned research papers, essays and/or an assignment that you are not sure how to start.

Our student writing consultants include: Dylan T. (12), Matthew V. (12), Patrick Z. (12), Leah G. (12), and Aviva A. (12).

Grade 10 English - Introduction to Film

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

Students are drafting their scripts. Everyone is at different stages of development, yet all students are drafting and improving their short scripts! This week we screened and studied two Oscar winning live shorts, *Ave Maria* (Basil Khalil) and *God's Love* (Luke Matheny).