



Garden School Newsletter



Richard Marotta, Ph. D., Headmaster

Volume 96 Number: XX

“Cultivating Success in Every Child”

Friday, February 15, 2019

Thoughts for the Week

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

Considering parenting in today’s fast-paced world.

Parenting has become a topic among educators, researchers, and psychologists in more ways than anyone would have ever thought. Parenting should be the most natural activity human beings can engage in over the course of a life; yet, it has become the subject of studies, speculation, data-gathering, satire, and confusion. Here in the United States, parenting has become the focus for how we conduct our lives and the lives of our children. In Europe, where I’m sure that parents love their children as much as Americans do, there is far less of a focus on the philosophy and practice of parenting. In New York, the Parent League annually puts out a guide for parents about negotiating the ins-and-outs of the independent school world. Over more recent years, the Guide has expanded to contain ideas on parenting itself. On a regular basis, articles about the various aspect of parent appear.



Thoughts for the week continued . . .

They are usually well-researched, well-written, and well-thought out. Whether they are helpful is another questions. In last Friday's New York Times, there was an op-ed piece by Pamela Druckerman, titled "Helicopter Parenting Works," in which Ms. Druckerman makes the case, based on some recent research, that so-called « helicopter parenting » has some beneficial effects on a student's success. Her point focuses on some recent studies that suggest that, as she puts it, 'hovering gives kids a real leg up in a competitive unequal economy.' Her point is that as economic inequality increases, parents need to engage in 'hovering' to ensure their children have a greater chance of success. She makes a reference to the 'Pisa' exam, which is an international exam, gauging the academic success of children. She concludes from this that children whose parents consistently pushed them did better on the 'Pisa' exam. However, she doesn't mention that children from Finland regularly score higher than any other county, and Finland is a test-prep free country without the academic pressures that we see in our country. There is relatively little pressure and hovering in Finland and yet their students outperform others on a regular basis. As I think about my years in educations, I have certainly seen parenting undergo many changes. From my own educational experience as a Baby Boomer, (in which we were virtually never 'hovered' over by our parents and yet seem to have been a very successful generation, and seeing the more stringent and daily parenting that our current culture seems to endorse, my sense is that parenting has to

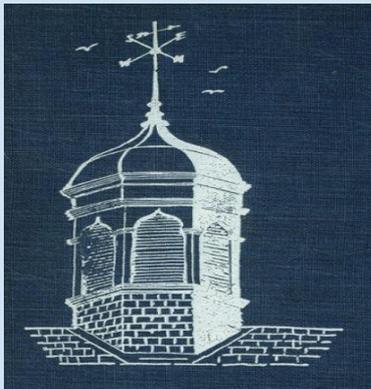
embrace the concept of balance: our children need us to support them throughout their educational years, but they also need us to instill in them a sense of independence and value. This balance is not always easy to achieve; yet, for us to raise children who are ambitious, who know how to focus, and who want to achieve success, it is important for their future. Equally important for our children is to be independent, self-reliant, and self aware. I like to tell students that they are the measure of their own success; and, not necessarily measured by the social standard. What I particularly disagree with in Ms. Druckerman's article is her emphasis on economic success. This is nothing more than retreading some of the social values of the 1950's, in which success was defined solely in economic terms. Economic success is very important ; however, so too is personal success. Sobriety, successful interpersonal relationships, social responsibility — these are equally important to financial success. As we embark on parenting on a daily basis, we should all remember the two key values in that process: support and independence. It is not easy to balance these two concepts, especially in our very complicated world of social media, internet fakery, political deception, economic inequality and more. Yet it is worth the struggle to encourage our children to be successful, independent and capable of enjoying life for all of its qualities.



Dates to Remember:



- Friday, February 15: Students in 7th-12th grades depart for the international trip to the Netherlands, Belgium, and France.
- Monday, Feb. 18 – Friday, Feb. 22: **School Closed for February Break**
- Monday, February 25 : Classes Resume
- Thursday, February 28: [Bully the Bully: Artists Against Hate](#)
- Friday, March 8: Wine Kick-off for the [Gala](#)
- Friday, March 15: [Faculty Workshop](#) (School Closed)
- Friday, April 5
 - 7th and 8th Trip to See *A Midsummer Night's Dream*
 - [Garden Gala](#) at Terrace in the Park



The theme of the yearbook this year is “Our Fable”. Buy your copy [online](#). Get it at the Yearbook dance later this year!



GARDEN GALA

2019

- *Blue Diamond Ball* -

Anything From Denim To Diamonds

Honoring

- RICHARD GRUSKY -

*Fifty Years of Teaching
at Garden School
1969 - present*

- BOBBI GIORDANO -

*Founder
Bobbi & The Strays
1998 - present*

- BOBBI & THE STRAYS -

*Non-Profit Animal Rescue Organization
New York*

Join Us

TERRACE ON THE PARK

*Flushing Meadows Park
New York*

FRIDAY THE FIFTH OF APRIL

6:30 - 11:30 pm

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

BUY TICKETS NOW

gardngala.givesmart.com



GARDEN GALA

2019

WIN A POOL & PIZZA PARTY FOR YOUR CLASS

Help support the 2019 Garden Gala on April 5 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.

Gather points for your class by:

Class Points

10 points each

Pool together funds to purchase a class Journal Ad. Price ranges from \$150-\$1000.

Create a themed class basket for the Silent Auction. 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 \$135 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 (TBA).

Donate an item to the Silent Auction.

Make a donation to the 2019 Gala of \$10 or more.



Visit gardngala.givesmart.com 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.

[Download the Spring 2019 After School & Foundations Brochure](#)



GARDEN SCHOOL & TAINO THEATRE COMPANY: Bully the Bully - Artists Against Hate



There is little that differentiates us in terms of bones and matter and DNA - but there is, always has been, and maybe always will be a yearning for us to be different from one another. While some choose to see differences as positive and contributing to a full and well-rounded human society, others choose to bully those who step away from the “norm”. We want to challenge these assumptions; so, we have partnered with the Taino Theatre to provide a mentoring program for student actors and writers Join us and support our student actors and writers as they tell the stories that need to be told. An original mixed media work featuring poetry, scenes, and dance - this show drives home the importance of human connection and kindness in our charged political climate. Tickets are limited - You can purchase online by clicking this [link](#).

\$20 General Admission



GARDEN GALA

2019

JOURNAL ADS

The 2019 Garden Gala will be held on Friday, April 5th at Terrace on the Park in Flushing Meadows Park, New York. We will be honoring Richard Grusky for his fifty years of teaching at Garden School as well as Bobbi Giordano and the non-profit animal rescue organization she founded, Bobbi & The Strays.

JOURNAL ADS & MESSAGE PAGES will be printed in color and are available in the following sizes:

- | | | | |
|---|----------|---|-----------|
| <input type="checkbox"/> Congratulatory Message (1-2 Lines) | \$25.00 | <input type="checkbox"/> Full Page (Gold) | \$500.00 |
| <input type="checkbox"/> Business Card (1/2 of a Page) | \$50.00 | <input type="checkbox"/> Inside Cover (Front) | \$750.00 |
| <input type="checkbox"/> Half Page | \$150.00 | <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 | | |

Class Page Contribution: Grade _____ \$ _____

- Email artwork / text to gala@gardenschool.org with Subject: **Journal Ad** -or-
 Copy attached Copy to follow Repeat last year's ad

Company: _____

Name: _____ Email: _____

Street: _____ Phone: _____

City: _____ State: _____ Zip: _____

Credit/Debit Card: AMEX VISA MasterCard Discover Cash Check # _____

Name on Card: _____

Card #: _____ Expiration Date: _____ Security Code: _____

I have enclosed my employer's Matching Gift Form.

Please return this form by **March 8th**, along with payment and any enclosures to Garden School.
Garden School: 33-16 79th Street, Jackson Heights, NY 11372

For more information or questions, please go to gardenschool.org/gala, email us at gala@gardenschool.org or call us at (718) 335-6363. Garden School is a Non Profit 501(c)3 organization, Tax ID #11-1631783. Your contribution is tax deductible as allowed by law.



GARDEN GALA

2019

Auction Donation Form

Donation Brand: _____ Item: _____
(ex: Hermès) (ex: Watch)

Donation Item Description: (ex: large, blue) _____

Value: \$ _____ Contact Name: _____

Delivery Date: _____ Method: Enclosed Email Deliver/Mail Pickup

Solicitor / Item Donor Name _____ Company _____

Email _____ Phone _____

Street Address / Apartment Number _____

City _____ State _____ Zip Code _____

Affiliation: Current Parent Alum Parent Alum Board/Faculty Business Friend

Deliver all donations to Garden School on or before the **Deadline on March 22nd, 2019.**

Attach any materials (e.g. brochures, reviews, ads, photos) that would help us promote your donation. Garden School is a Non for Profit 501(c)3 organization, Tax ID #11-1631783. Donations are tax deductible as allowed by law. For more information or questions, please go to gardenschool.org/gala, email us at gala@gardenschool.org or call us at (718) 335-6363.

THANK YOU FOR YOUR GENEROSITY

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.

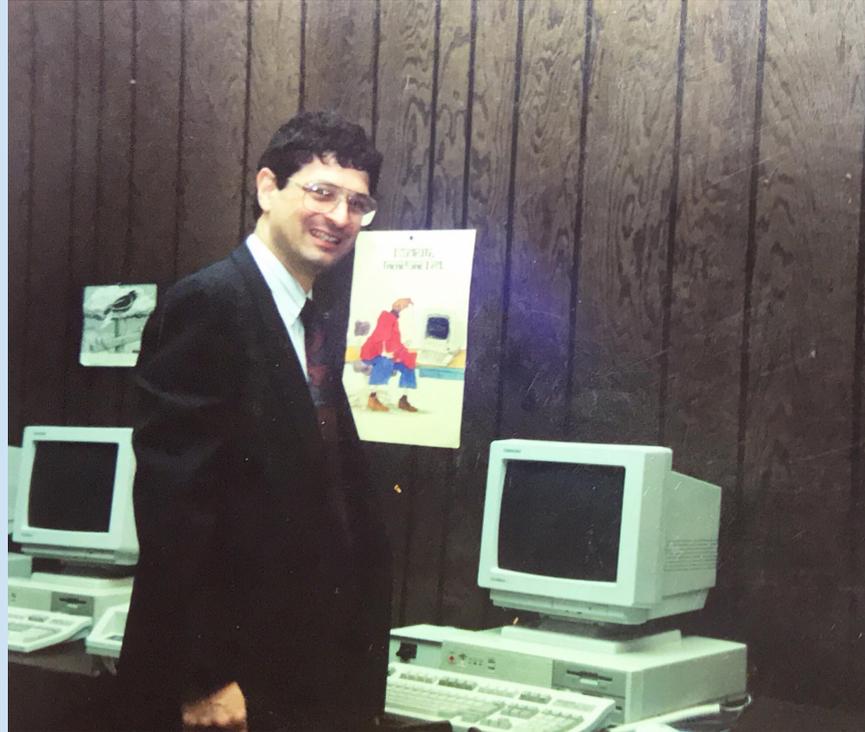
The Blue Diamond Ball “Anything From Denim to Diamonds” Friday, April 5th Terrace on the Park by Jean Kinn

The 2019 Garden Gala - Blue Diamond Ball, will take place on **Friday, April 5th** at Terrace on the Park in Flushing Meadows Park, New York. We are excited to share that our theme will be The Blue Diamond Ball and the dress code is “Anything from Denim to Diamonds.” So dress to impress but make sure you add some glitz, your favorite denim or a fabulous blue item. How about silver sequins, a sharp blue suit, blue satin shoes? So, let’s get creative! Mix and match. Follow us on Instagram for some fashion ideas! Bedazzle something. Our invitations are out and tickets are available on our [Gala page](#). Come and dance to our new DJ. Pose in front of our Step and Repeat and leave with a commemorative photo. All Photo Booth photos will be available on the Gala Page after the party. The Gala Wine Kick Off will be held on Friday, March 8th at 7PM in the Library. The Frison Family P ’21 will be providing the food and wine, courtesy of Wine Stop and Favela Grill. Be our guest and spend an evening spent with the Garden Community. Buy a ticket and consider placing a journal ad. Diamonds are, well you know, our best friend! The 100/\$100 Diamond Raffle is back. The odds are in your favor, only 100 tickets are sold at \$100 a piece. The 2019 Diamond piece will be on display at the Wine Kick Off. We are keeping it under wraps ‘til then. Another reason to drop in at the Wine event. The Gala will be honoring Richard Grusky for Fifty

years of Teaching at Garden School. Mr. Grusky joined the Garden School faculty in 1969 and is Chair of the History and Social Sciences Department. We will also be honoring Bobbi Giordano, founder of Bobbi & The Strays. Bobbi & the Strays is an animal rescue organization working within the Long Island and Queens communities. We will be recognizing Ms. Giordano for her community service. Garden School is pleased to be celebrating **Ninety-Six** years of educating students in the Queens Community. The Gala is both a celebration of our community and a fundraiser to support its future. Dine and dance amid spectacular city views. Tickets are \$135.00 and can be purchased in advance [on our website](#). The evening will include both a silent auction and a scholarship pledge and will be captured in a commemorative journal. We are accepting donations to the Silent Auction and Journal Ads are on sale. Please visit the [Gala page](#) for more information. Auction donations can be dropped off in the main office. Please [contact](#) the Gala Committee if you have any questions or suggestions. Our committee is open to new members so consider joining us! We need volunteers to solicit journal ads and auction gifts. Do you have some expertise that will improve and enhance our annual Gala? Please share it with us! Please come celebrate with us and help continue our legacy. Jean Kinn, Gala Chair Member, Garden School Board of Trustees Development & Marketing Committee Chair Mobile Phone: (718) 637-1895 | Email: jkinn@gardenschool.org

Garden Academic Pages:

Read about what teachers and students are doing in their classrooms together.



#Throwback: Dr. Marotta opens the computer lab at Garden School (check out the computers!)



In the New York State Pre-Kindergarten Foundation for the Common Core Curriculum, we are implementing a Community Helpers unit.

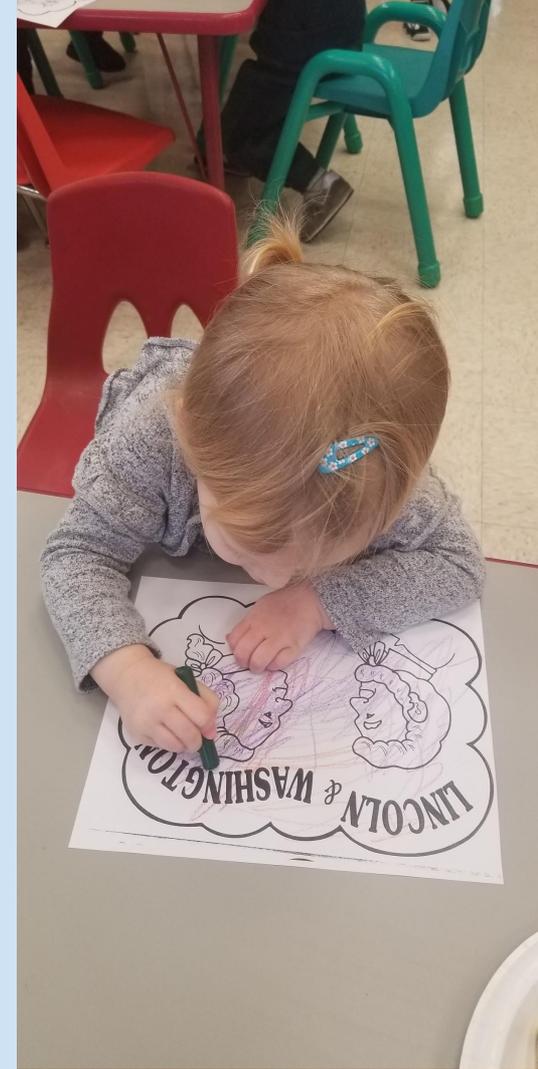
By: [Lauren Murray](#) (PKFA Faculty)

This week, as we continue our unit of study on “Community Helpers,” I am emboldened by our investigation of what a community is, and discussing various types of helpers. We are focusing on why community helpers are important. The students had discussions in a variety of ways - including exploring texts, viewing videos, and listening to CDs. By using differentiation, all students are able to make stronger connections. During centers, some students explored some of the different community helpers’ costumes and acted out what their job was and shared how they help the community. This aligns with NYS Pre-Kindergarten Foundation for the Common Core. Exploration allows students to not only use their imagination but it leads to an increase in vocabulary and higher level thinking.



Nursery News by [Carmella Augello-Knopf](#)

This week, the nursery focused on Valentine's day, George Washington and Abraham Lincoln as part of their social studies unit. We worked on different activities for Valentine's day such as collaging their first name initial with candy hearts, made gifts for their parents and colored a crown to wear home. We read There was an Old Lady Who Swallowed a Rose by Lucille Colandro and Pete the Cat - Valentine's Day is Cool by Kimberly and James Dean. On the smart board, we listened to other stories and sang along with some songs. Presidents day was also a fun theme! We learned that George Washington was our first president and he can be found on a quarter and a dollar bill. We also learned that Abraham Lincoln was our 16th president and he can be found on a penny and a five-dollar bill. On the smart board, we listened to Presidents Day by Anne Rockwell. The children colored a president-theme sheet to take home and tell their families what they learned. Hope everyone has a great winter break!



Grace is coloring her president's page

Our Pre-K Social Studies class studies Presidents and the deeper meaning of Valentine's Day

by [Eileen Reyes](#)

The Pre-K students have been celebrating Presidents' Day in social studies class this week. The focus has been on George Washington and Abraham Lincoln and how they both helped our country and people become free. Much fun was had as the children thought of things that have the name *Washington* or *Lincoln*. The Washington Monument and the Lincoln Memorial were just some of the things viewed on the Smartboard. Pennies, quarters, and dollar bills were examined. Most everyone knew the name of our current president. The Presidential responsibilities were discussed, and the students even took a virtual tour of the White House. Lessons were reinforced through books, videos, and art projects. Replicas of the log cabin that Lincoln grew up in were made using peanut butter and pretzel rods. *Celebrating Presidents' Day* by Trisha Callella and Joel Kupperstein and *Presidents' Day* by Anne Rockwell are two of the books read this week to support this unit of study.

Valentine's Day was celebrated in Pre-K this week as the children learned about love, friendship, and kindness. They explored the traditions of this holiday by making valentines for their parents and sending valentines by mail using the Smartboard. *Valentine Mice* by Bethany Roberts, *Day it Rained Hearts* by Felicia Bond, and *Pete the Cat: Valentine's Day is Cool* by James Dean and Kimberly Dean are some of the valentine books we read.



First, Second, and Third Grades build community in our Physical Education classes by [Michelle Ferreira](#)

We have introduced something new to the 1-3 graders. We are doing team building games which are a great tool for helping students learn to work together, listen carefully, communicate clearly and think creatively. They also give students the chance to get to know each other, build trust as a community and best of all, have some fun. In the pictures below you can see we have created separate teams and the objective is you must get your team members from one side to the other side without touching the floor which is water using the boat only which is the scooter. It was great to see how well each of the teams try to work together and come up with different ways on how to get across. We will continue to incorporate more team building games for the rest of the year because it helps build



Students in Fourth Grade are expanding their studies of the science of sound

by [Tom Heineman](#) (Fine Arts Faculty)

They are learning about what occurs when we perceive a sound and how people and animals hear. The class is currently delving into owls' auditory systems. Because owls are primarily nocturnal and may hunt with very little light, they must rely primarily on their hearing to survive. We began by drawing an owl and then considering how different owls look when compared to other birds and animals; their facial discs, which are adapted to collect and funnel sound to their ears, are quite large compared to the owl's overall size. The class cupped their ears to simulate the owl's keen hearing when focused on their prey. Certain species of owls have one ear higher than the other, which enhances their ability to triangulate their prey's exact location.



In Fifth Grade Students Jazz it Up!

By [Tom Heineman](#)

Students in 5th grade are studying one of America's greatest contributions to the world: Jazz. They will experience the music during the unit through listening, viewing, singing, playing instruments, reading, and writing about the art form. Currently, they've been studying Duke Ellington's extraordinary contributions as composer, band leader, and piano player. We watched a teacher-designed documentary on the inspiration for Billy Strayhorn's 'Take the A Train,' Duke Ellington's Band's theme song; "Take the A Train" was a part of the directions Ellington left Strayhorn in order to make his way to Ellington's house in the Sugar Hill section of Harlem after they first met. Strayhorn wrote the song to impress his soon-to-be employer, and their partnership would last until Strayhorn's passing. We are also in the middle of reading a teacher-penned biography on Ellington which is accompanied by illustrations from an Ellington book and recordings. Ellington and Strayhorn's compositions are beautiful and complex, and it's a great experience for the 5th Graders to be able to appreciate and gain an initial understanding of music of this caliber.



The Sixth Graders Explore Beatles Mania

By [Tom Heineman](#)

The Sixth grade students are in the middle of their Beatles unit. They have enjoyed singing and listening to the diversity of styles the Beatles brought to Popular Music. We're tracing the Beatles' evolution through their music, and how they helped alter the definition of Pop music during their brief history. We've also been examining the cultural impact that the band had. Students read about what a unifying force the Beatles were for the culture of their day. Students viewed footage of several seminal moments in The Beatles' career, such as their arrival and press conference at JFK airport in Queens in early 1964, their first performance on the Ed Sullivan Show in Manhattan shortly thereafter, the opening to the film *A Hard Day's Night*, and the performance at Shea Stadium in Queens in 1965. Many of the Beatles' pivotal moments and performances were also some of the most important in Pop culture history, too.



From the Aurora Borealis to Self-Portraits . . .

By [Chris Zelles](#)

The 4th, 5th, and 6th graders have hit the ground running in 2019, and have done some stunning work. The 4th graders just completed their Northern Lights project. Here students created a composition inspired by the work of Frederic Edwin Church and the aurora borealis. Students used the following elements and principles in their landscape: color, space, texture, balance, proportion, and unity to achieve a soft and stunning look of the aurora borealis using chalk pastel. The students had a great time working on this project and the results were fantastic. The 5th and 6th graders have been working hard on their self-portraits. For this project students learned the correct way to draw eyes, noses, mouths, and ears. Students then learned how the different parts on the face relate to one another, and that while all faces look different, they are all in the same proportion. Once students drew their self-portraits they learned how to shade their faces and were encouraged to show as many different values as possible to create depth to the drawings. Many students took ownership of this project and the results speak for themselves. Attached below are examples of the 4th grade Northern Lights and 5th,6th grade self-portraits.



Fourth Grade Aurora Borealis Art



Sixth Self-Portrait - Can you guess who I am?

In Seventh Grade Math, we match up various inequalities in an epic card game marathon

by [Sarah Blakeley](#)

This week we wrapped up inequalities. Unlike the liberal arts world, inequalities in math as a much more benign meaning. In Math, to use an inequality is to compare two quantities which are unequal. We usually use a greater than symbol or a less than symbol. In mathematics land, inequality is the symbol of opportunity. Your variable can be any number wants, so long as it does not exceed or is lesser than the number to which it is being compared. We can represent inequalities in three ways. The easiest is to compare a single number to a single variable using an inequality symbol. The next way is to represent that comparison on a number line. The third, and most complicated way, is to create what looks like an algebra equation, but rather than use an equal sign we replace the equal sign with an inequality symbol. This multiple way of representing the same idea lends itself well to card games, as you can see in the picture.



Are you radical? Our Eighth Grade Math class sure is!

by [Lauren Little](#)

Algebra Honors: In 8th grade Algebra Honors, we recently finished a unit on radicals. The students learned how to simplify, add and subtract, multiply and divide, and solve equations containing radicals. After break we will begin a new unit on quadratic equations. First, they will learn to solve quadratic equations, then they will learn about the graphs of quadratic equations and their applications. Quadratic functions have many real world applications, for example the height of a falling object.

In 8th grade algebra, the students just finished up a unit on lines. The students learned about the Cartesian coordinate system (the xy plane) and how to graph lines in it. They learned about different characteristics of lines, such as their slopes and x and y-intercepts and how to find them. When we return from break, we will begin a unit on systems of equations. The students have already learned how to solve an equation for one variable, now they will learn how to solve for two variables in a system of equations.

Our Ninth Grade Ethics Class Come up with solutions to cure loneliness.

by [Greig Roselli](#)

The novelist Kurt Vonnegut, Jr. once said that loneliness is the biggest problem we have to face in our modern society; in fact, it is akin to a disease. In class, we talked about the differences between being alone and being in solitude. Is loneliness something teens deal with or is it just a passing phenomenon? I think, as a teacher, kids want to discuss important issues like this one; and, even though loneliness is an uncomfortable topic, I noticed that just talking about the topic helped the kids to recognize that loneliness is a rather human issue. I look forward to our future conversations in Ethics. Please take a moment and talk to your child about our class.



The 10th Grade Science Class digs moles!

by [Marlene Dapice](#)

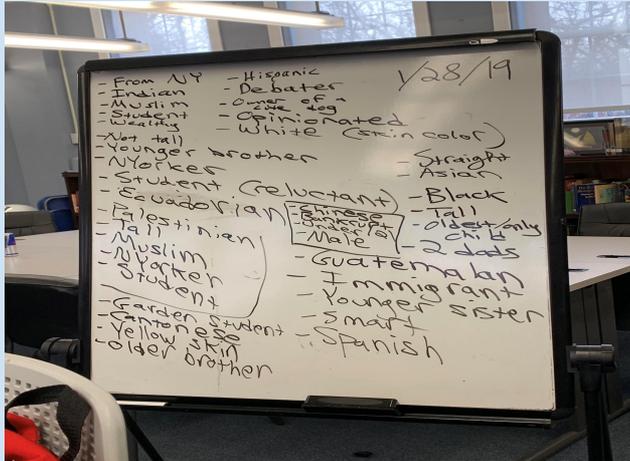
Students are currently embarking on a study of Avogadro's number and the mole. The mole is a chemist's amount of a substance. It relates to representative particles (atoms, ions, formula units, and molecules), mass, and volume. An understanding of this basic concept will be needed, as students will soon encounter stoichiometric calculations.



In our American Identity course we think about intersectionality from the Point of View of a Bengali American

by [Amira Booth-Soifer](#)

The 11/12th Grade English Elective, American Identity, has been focusing on the intersectionality of identity, particularly in immigrant families, and different ideas of conflict, resolution, heroism, personal and collective growth, respectively. American Identity is nearing the conclusion of Jhumpa Lahiri's debut novel *The Namesake*, which follows the story of Gogol Ganguli, a first-generation Bengali American, as he grows up, goes to an Ivy League University, and suffers loss, experiences love, and comes to terms with his dual identities (and his dual names, hence the title of the novel). In our dissection of this novel, the 11th and 12th graders have been sharing and exploring different parts of the American experience and unpacking the idea of there being such a thing as a "typical American." In one such exercise, pictured above, students were asked to list the first five identities that they would use to describe themselves, which led to the collective discovery that different students value or notice different parts of their identity when seeking to make a first impression, revealing that everyone, in some sense, struggles with the question of their own American Identity.



The Twelfth Grade English Elective Literature Through Different Genres Class Reads The Shining by Stephen King

by [Amira Booth-Soifer](#)

We have begun an exploration of pulp/horror novels through reading and discussing Stephen King's "The Shining." As the class has been reading through "The Shining," we have been delving into how a rich backstory, foreshadowing, and attention to detail in language propel a horror story. I look forward to continuing to explore "The Shining" with this insightful, droll, and creative class.

The Shining

Stephen King

11th and 12th Grade English

4th Period - Room 23

Ms. Soifer Spring 2019

Novel unit

Horror and Suspense

What's going on at the Overlook hotel?

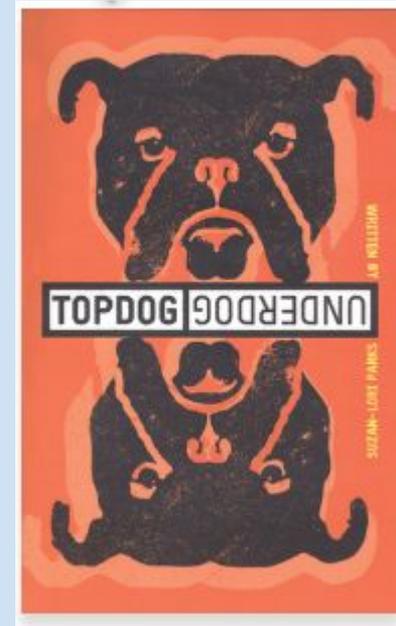
"All work and no play makes Jack a very dull boy"

Fahmi, Jingkan, Ping, Ziqiao, Shane, Brian

In our Eleventh and Twelfth Grade Elective Contemporary Plays We are reading a play by a Pulitzer Prize winning Author

by [Christopher Vallario](#)

For Contemporary Plays, we are reading Suzan-Lori Parks's 2002 Pulitzer Prize winning piece *Topdog Underdog*. In the 1980s Parks took a writing class with James Baldwin which sparked her writing career. *Topdog Underdog* hones in on who is up and who is down through brotherly tension and examines the family identity of what it means to be black in society. The students are focusing on the themes of older brother/younger brother, freedom/slavery, and family myth both past and present. Parks establishes the time and setting to be any place at any time, which opens it up for even more discussion and interpretation.



The Art of the Feature Film

by [Christopher Vallario](#)

For the Art of the Feature Film, we finished screening and discussing the plot points for Roman Polanski's *China Town*. The plot was eye opening for the students, as they witnessed the corruption of the water suppliers in California. At the same time, prior to this film, we screened *High Noon* (Fred Zinnemann), *Alphaville* (Godard), *North by Northwest* (Hitchcock), which all establish and display the investigational lens of the hero character who ultimately is saved or does the rescuing. *China Town* is quite the contrary, as it demonstrates the harsh realities of deteriorating nature and people through money and power, and does not have a happy ending. The students are moving forward as they are learning the major elements of the feature film: the establishing shot, the inciting incident, the plot points, and the resolution.

Extra! Extra!



Joe in Eleventh Grade and Mrs. Ambarsom make dumplings for fun to celebrate Lunar New Year.