



GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

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"Cultivating Success in Every Child"

Friday, January 8, 2016



Thoughts for the Week

By Richard Marotta, Ph.D., Headmaster



First let me wish all of the members of our Garden Community a happy and healthy new year. I hope that the winter break was a restful as well as productive time for all of our students and their families.

As we move into the New Year, I have just received the latest issue of *Independent School*, the scholarly quarterly journal published by our parent organization, NAIS (National Association of Independent School). The entire issue is devoted to presenting and exploring "The New Skills" that seem to be emerging as 21st Century competencies. The lead article, *21st Century Competencies*, written by Charles Fadel, raises some very tantalizing questions about the nature of 21st Century teaching and learning. Fadel, who is the founder and chairman of the Center for Curriculum Design and visiting scholar at the Harvard Graduate School of Education, has outlined

the five areas that he believes to be the keys to mastering these developing competencies. They are as follows:

Knowledge	Character
Skills	Meta Learning
Making it all work together	

His idea of knowledge encompasses some of the traditional areas of learning and studying, but also insists that these areas be integrated with developing areas in those disciplines. So that math should be accompanied by lego-robotic and engineering, history by a recognizing of global themes, science by understanding biosystems and many other forms of literacy, including digital design and environmental literacies.

For skills, we need to work on what are the traditional literacy and computational skills; however, we need to add other dimensions to what we consider to be skills. He calls the other skills, the higher order skills, the "4 C's:" creativity, critical thinking, communication and collaboration. By moving skills from the traditional to the modern, the idea is not to eliminate basic competencies but instead to recognize that other competencies have gained in importance and can be fused with our notion of basic.

Character defines how with 'engage in the world.' In order for that engagement to be effective we need to focus on educators as models of behavior, on the nature of history, understanding public support, recognizing cultural, societal, personal and global challenges. These areas emerge as areas of character because of the necessity to engage in this kind of broad spectrum activity that depends on understanding oneself as well as the world.

One of the more interesting points Fadel makes is about Meta Learning. His definition of Meta Learning is essentially that one has to be aware of learning and cognitive ability, experience and type so that the ability to reflect and grow becomes as important a skill as any other. With the rapid advance in learning in our new technological and global society, being aware of one's own style of learning and the effective of learning assumes a far more important role than it had in a purely prescriptive learning environment.

Finally, the idea is that any type of curriculum design has to be able to bring all of these forms of skill and knowledge, including traditional knowledge into a coherent pathway of learning. In a world that changes quickly, our schools need to reflect the *how* and what of those changes in meaningful and appropriate curriculum experiences. Notice that I avoided using the world model to describe curriculum because of the inherent rigidity of the idea of a model; rather the goal and the challenges is to create curriculum experiences that reflect the dynamics of the new world and the new learning.



Garden School General Assembly, Thursday, January 21st at 7:00 PM

Making The Difference

(Reprinted from December 18th edition)

Dear Garden Families:

As the year comes to an end, the Board of Trustees would like to thank all who have contributed to the Annual Fund and who support Garden School every day of the year. Garden families exemplify the true spirit of giving and that generosity comes in so many, much appreciated forms.

The Board has set priorities for necessary school improvements that your giving to this year's Annual Fund will help support. They include:

1. Technology infrastructure upgrades
2. Physical plant upgrades such as replacing courtyard windows

Our mission remains to make the difference in your child's educational experience. And, we are doing just that. Of course, the proceeds from the Fund extend far beyond the classroom and include many practicalities that are making our facility a high functioning educational center.

Should you wish to make a donation prior to December 31st, it would be most appreciated. But, remember, the Annual Fund extends throughout the year. It is a continuous effort to enhance our children's lives.

We will keep you updated on the Fund's progress and keep you current on the improvements made. We look forward to seeing parents at the General Assembly on Thursday, January 21st.

Thank you for supporting us in every way! Happy Holidays!

Board of Trustees, Garden School

Help us ensure that Garden remains a strong organization financially and worthy of our reputation as the finest independent school in Queens. Thank you!

[Donate Now](#)

(Please participate. No gift too big or too small!)



DATES TO REMEMBER:

- Thursday, January 14 – Thursday, January 21: Upper Division Midterm Exams
- Friday, January 15: Lower Division Pajama Day
- Monday, January 18: School Closed for Martin Luther King Day
- Thursday, January 21: All School General Assembly, 7:00 PM Gymnasium
- Friday, January 22 : Marking Period 2 Ends
- Thursday, January 28: Report Cards Distributed
- Friday, January 28: Report Cards Returned
- Friday, January 28: Movie Night for Lower Division

Athletic Department Game Schedules

Girls Varsity Basketball

Day	Date	Opponent	Location	Time
FRI	1/11	MMD	HOME	4:45
MON	1/13	LREI	HOME	5:00



Girls Middle School Basketball

Day	Date	Opponent	Location	Time
THUR	1/7	BFS	HOME	4:00
TUE	1/12	DWIGHT	HOME	4:45
THUR	1/14	CHURCHILL	HOME	3:45
WED	1/20	BWL (NL)	HOME	3:30



Boys Varsity Basketball

Day	Date	Opponent	Location	Time
MON	1/11	MMD	HOME	3:45
WED	1/13	BWL	HOME	3:45
FRI	1/15	CHURCHILL	HOME	4:00
MON	1/25	CHURCHILL	AWAY	4:00
THUR	1/28	YORK PREP	AWAY	4:00



Boys Junior Varsity Basketball

Day	Date	Opponent	Location	Time
Tue	1/5	BWL	HOME	3:45
Wed	1/6	York Prep	HOME	4:00
THUR	1/7	BFS	AWAY	4:00
TUE	1/12	DWIGHT	HOME	3:45
THUR	1/14	CHURCHILL	HOME	4:45
WED	1/20	BWL	HOME	3:45



Boys Middle School Basketball

Day	Date	Opponent	Location	Time
Fri	1/8	BFS	HOME	4:00
Wed	1/13	BWL	Basketball City	4:15
Tue	1/19	Browning	HOME	4:00





Garden School PTA

By: Maria D'Amore (PTA Secretary)

Happy New Year Garden School Parents!

Our first event of 2016 is the lower division Garden School Movie Night scheduled for January 29th! BUT...We still need a chairperson for this event! This event is always well-received and fairly straightforward to organize.

If you would like to chair or have any questions regarding this event, please email us ASAP!

Diane Sarro: dbartonesarro@aol.com or Maria D'Amore: diamore533@aol.com

Thank you for your continued support!

Garden PTA

Daniel Webster Debate Society Team Sweeps Competition

By Richard Kruczek

On Saturday, December 12th, the Daniel Webster Debate Society participated in a NY Debate League tournament.

There were two simultaneous tourneys: one for experienced debaters (our team of Joelle and Liam) and one for Novices (3 teams: Cecilia/Daniel/Sarah; William/RJ/Olivia; Zune/Aditya/Camryn).

The Experienced team took two top ten speaker awards and a top six team award. The novices won their tournament! The teams took 4th, 2nd and 1st (Cecilia/Daniel/Sarah) and Aditya took the first ever Speaker of the Tournament award: the coveted gavel! In addition, Garden took overall team of the tournament! For 11 debaters, Garden took home 15 awards!



Well done to the students - they were magnificent!

Garden School Pre-K For All Program

By: (PKFA Teacher)

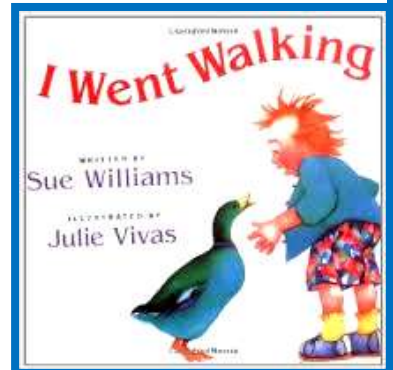
Following our holiday break, we began our new unit on Transportation that we will be focusing on for the month of January.

Throughout this unit, students will be exposed to new vocabulary relating to different types of land, air, and water vehicles as well as engage in various hands-on activities to expand their knowledge on how people travel from one place to another. Understanding that traveling on foot is considered a form of transportation and learning to recognize different emergency vehicles around the community will also be topics incorporated into this unit.



This week, students learned about what transportation means and discussed how they get from home to school every day. This is a great way to acknowledge similarities and differences between students and their home lives and routines. In the math center, we created bar graphs displaying the different forms of transportation that each student uses most often to get from home to school. In the art and writing centers, students recreated different land vehicles using different art materials and practiced writing vocabulary words such as car, train, bicycle, and bus. Some of the stories that were used throughout this week's lessons include *We All Go Traveling* by Sheena Roberts, *I Went Walking* by Sue Williams, and *Getting Home* by Leroy Taylor.

We look forward to learning about other forms of transportation next week!

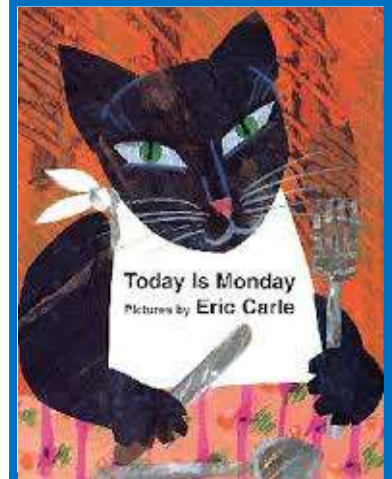


Early Childhood

Nursery - Social Studies

By: Carmella Knopf (Nursery Teacher)

Nursery came back to a brand new year, 2016! We've been learning about not only the new year but the new season we're in: winter. Using the smart board and songs, we introduced the days of the week and the months of the year in the order in which they occur. We talked about how the months repeat just as the seasons do but the year keeps changing. We read *Today is Monday* by Eric Carle to reinforce the days of the week.



Pre-Kindergarten - Social Studies

By: Eileen Reyes (Pre-Kindergarten Teacher, Dean of Early Childhood)

The Pre-Kindergarten class has been studying holidays and traditions in their social studies class.

Students have been bringing in items that represent the holiday that they celebrate for a "holiday show and tell". Each child is given the opportunity to share with their classmates. Some students have brought in store bought items that they use in their homes while others have made their own creations with symbols that represent their holiday. We discussed similarities and differences between the holidays.

We would like to say a special thank you to Hannah's parents for visiting our class and teaching about Hanukkah. The students made apple sauce for cooking that they enjoyed eating with the delicious latkes Hannah and her parents cooked and shared with us. Mr. Heineman accompanied Hannah's parents teaching the children Hanukkah songs and dances. We had a lesson on the symbolism of the menorah as Hannah's parents lit the candles.

Exploration of different holidays has proven to be informative as well as enjoyable for all.





Kindergarten - Social Studies

By: Kristen Ahlfeld (Kindergarten Teacher)

As part of Social studies curriculum we celebrate the January 15th birthday of Martin Luther King Jr., one of our country's greatest leaders. This week our class has read many children's stories about this famous American. The students are in awe of our nation's history where once segregation was legal. They begin to notice themselves and their friends and realize we are all beautiful different colors, and how fortunate we are to live in a time where all children are allowed to go to school, parks and restaurants together.

The kindergarteners have also learned about the Montgomery, Alabama Bus Boycott. Through the smart board they have met Rosa Parks and Martin Luther King Jr. The children have expressed their ideas about these inspiring and brave leaders in beautiful drawings and paintings. Their biggest question is why were people treated unfairly? We cheer Rosa Parks and Martin Luther King Jr. for helping to change the laws that inflicted prejudice in our nation.



Elementary

Grade 1-3 Physical Education

By: Fiance Dervishi (PE Teacher, Chair of Athletics Department)

This week, the kids have been introduced to a few new games in PE; encouraging kids to use different motor skills.

On Monday, we introduced the students to a new Tag game, Scorpions and Flies. The game requires 4 Scorpions which are the taggers to move around in a scorpion form using their hands and feet with their backs towards the floor. If they tag a fly, the fly must become a scorpion. The last 2 standing win the game. On Tuesday, we introduced them to Tumbling Tuesday; they learned how to pencil roll and forward roll. On Wednesday, they had a blast with Wacky Wednesday playing freeze dance and having a dance competition afterwards. On Thursday, they learned how to throw a beanbag into a goal, with the distance becoming harder as the kids completed their challenges. We also learned how to balance ourselves with obstacles and how to go through hoops in a spider walk. Friday, they will end the week with parquet Friday.

Grade 4-6 Fine Arts

Art

By: Tiina Prio (Fine Arts Teacher and Department Chair)

The Fourth, Fifth and Sixth grade artists are learning about the magical world of Romero Britto, the internationally known pop artist who uses vibrant colors and bold patterns. He creates in a visual language of hope and happiness, reflecting his optimistic faith in the world around him.

The art students will create a bold image and then color it in with tempera paint. Small motor control with eye-hand coordination will be practiced along with instruction of how to hold a paint brush for optimum control. Instruction will also include information about which type of brush is best used for different areas of the painting. The art elements and principles of art utilized for this project will be line, color, pattern, emphasis and unity.





Since Garden School's focus is on positive character traits, it is important to let students know about prominent people who practice these traits. Romero Britto is passionate about helping others and has donated a number of pieces for auction to support charities such as St. Jude Children's Research Hospital and The Andre Agassi Foundation for Education. He also created the Britto Foundation which supports individuals and organizations that promote education and humanitarian initiatives for children.

Romero Britto is a firm believer in the role of an artist as an agent of positive change and he is committed to developing and supporting the powerful role art plays in world issues.

Music

By: Tom Heinemann (Music Teacher)

Lower division students gave a very fine performance at this year's Winter Show. Fourth through Sixth graders sang about and considered various aspects of character in preparation for the show, and also had an opportunity to demonstrate their ability on instruments. Very fine work!

Students in 4th and 5th grade are revisiting their studies of the science behind sound. They are examining both how sound travels and how we and animals hear. Fifth grade is now delving into Owls' advanced auditory system and incredible ability to triangulate sound to detect the exact location of their prey. Because owls are primarily nocturnal and may hunt with precious little light, they must rely chiefly on their hearing to survive.

Sixth grade students have begun their exploration of The Beatles and their musical evolution in depth, as an academic study and through performance. Although they will be focused on the music, students will be learning about the culture and history of the period, as well. Upon completion of the unit, 6th graders will have had the experience of singing over 25 Beatles songs. Through this study, they will be expanding their knowledge of the essential components of Western music and how it is discussed and analyzed.



Middle School

7th R Grade Mathematics

By: Natalie Sangiovanni (Mathematics Teacher)

The 7th graders have been working on expressions and equations and the differences between them. They have learned how to solve equations. They've practiced how to translate word phrases into expressions and evaluate them by performing the order of operations. The 7th graders understand how to combine "like terms" to help simplify expressions and equations. Lastly, the 7th graders are solving one and two step equations by using the properties of equality. After midterm week, the 7th graders will continue to learn to solve multi-step equations with fractions, decimals and absolute value.

8th Grade Mathematics

By: Lucien Gherghi (Mathematics Teacher, Math Department Chair)

Eight grade honors has been working on application of first degree equations by solving different types of word problems. Besides learning how to translate words into equations, students can see how algebra helps in solving real life situations such as applying percents and estimating the return in some types of investments. Starting next Monday we will begin reviewing for midterm.



High School

Grade 9 Science

By: Marlene Dapice (Science Teacher, Science Department Chair)

Students in biology class recently investigated diffusion and osmosis. One section used a decalcified egg to mimic a semipermeable membrane and observed either the uptake of water by the egg or the release of water by the egg to its environment. One egg was submerged in distilled water, another in honey. Students noted that there was a tendency for the egg to absorb water and increase in mass when it was placed in the distilled water. This demonstrated the fact that the egg was hypertonic to the distilled water. The egg placed in honey decreased in mass, indicating that it lost water to its environment. This helped demonstrate the fact that the egg was hypotonic to its environment. The other section of biology class utilized a piece of dialysis tubing to mimic a semipermeable membrane, such as that found surrounding a cell. In this exercise, students noted that some substances (such as IKI) were small enough to enter the bag while others (such as starch) were too large to leave the bag. Exercises such as these help to visualize and reinforce concepts such as water potential and dynamic equilibrium.



Students have also carried out paper chromatography of chlorophyll pigment. It surprised some students when the chlorophyll separated into different colored bands. Students were required to calculate the R_f values and then identify each band as one of the following: chlorophyll a, chlorophyll b, carotene, or xanthophyll. It is the goal of exercises such as these to afford students an opportunity to experience phenomena described in the text.

Grade 10 Science

By: Marlene Dapice (Science Teacher, Science Department Chair)

Students in chemistry class have just completed a unit on writing proper chemical formulas for and naming binary and ternary ionic compounds as well as binary molecular compounds. We are exposed to chemicals every day of our lives. They are in the food we eat, the clothes we wear, the cars we ride in, and the very air we breathe. Having some insight into which elements make up these various compounds as well as knowledge of their names will enable students to make better choices in life. Some choices may even be life saving. Students will use the skills they have acquired to determine oxidation numbers for various substances. They will then write and balance equations for oxidation-reduction reactions.

Grades 11 and 12 English

By: Marcia Elkind (English Teacher)

Students in the Bible as/in Literature class have just concluded their analysis of the story of Job. This story is considered one of the "wisdom" books of the Bible. It is the tale of a righteous man who tries every day to do the right thing. He has much success in life, both professionally and personally. But one day it is all taken from him. His only question of God is, "Why?" The subtitle for the text is "Why do the righteous suffer?" and it is a good question.



Accompanying the text are an excerpt from Robert Frost's poem, "The Masque of Reason" and a poem by Richard Eberhart, "New Hampshire, February." Both collateral readings relate directly to the Biblical passage. In all the writing the central question remains: Why do some suffer and others not? Why do those who do evil prosper and those who do good suffer? It is the nature of existence that puzzles many who believe the moral teachings imbued in us early in life. We are taught that good is rewarded and evil is punished. But our life's experience tells us that is not so - at least not all the time. So how do we come to terms with that? How do we find justice in the world? These are weighty questions. They resonate in our lives today. Looking at the suffering of those in war zones around the world, we sit with Job and ask, "Why?"

Grades 11 and 12 English

By: Jim Pigman (English Teacher, English Department Chair)

What marks a Garden graduate? Ivy Rosado, who graduated four years ago, still comes by school to get books and recommendations from her former English teachers. It is not by accident that she loves to read and she loves books. Ms. Elkind's 10th graders exchanged favorite books before the holidays, each person getting a favorite from another. Then, after the winter break, the students return the books and compare likes and styles and authors. It makes for a lively discussion and students feel the thrill of seeing someone share your interest and enthusiasm about favorite books.

Students in Creative Writing and Themes in Literature, electives for juniors and seniors, were given a Solstice Celebration book by Mr. Pigman. The books ranged from "How to Draw a Radish" to "Fiasco," the history book about the Iraq War. Each student had to investigate the book, read for an hour, pick out a few parts, and write a reaction to the book. The point is to show students the variety of topics and forms that books take. One young fellow grabbed his Simpsons book and read the descriptions of all the episodes of the first eight seasons. His wasn't a new topic but he was reading and reacting and involved in the book.

We give books as prizes at graduation, for poetry success, for departmental awards. Teachers walk around with books for their personal reading and we are always happy to exchange recommendations for reading. And from Kindergarten and "The Very Hungry Caterpillar," to AP English and Dr. Marotta's latest French novel, Garden graduates have a cultivated love for books and reading.

Garden Alumni News

By Lydia Nieto, Garden Class of '13

My name is Lydia Nieto and I am a Garden School alum (Class of '13.) I am currently a Junior at NYU on a pre-medical track studying Psychology.

On January 9th, 2016 over January Winter Break, I will be going with 11 fellow students on a trip to Managua, Nicaragua to offer community service to Los Quinchos and Hotel Con Corazon to support youth development. I am incredibly honored and excited to take part in this service initiative! During my time at Garden School and NYU, I have enriched my knowledge of social issues in ways that cannot be accessed through a classroom setting. Garden School molded me into the service minded student that I am today and gave me the tools to not only give back to my local community, but communities around the world.





Taking Spanish with Mr. Melara allowed me to learn and become confident speaking a second language while Key Club exposed me to the needs of our communities and how each and every one of us, as young as we are, have so much power to make a difference. I wouldn't have been able to take advantage of a community service trip to a Spanish-speaking country had I not improved my Spanish in Mr. Melara's class, neither would I have been confident in my ability to give back as a community member had I not gone to a school whose fundamental values are built upon molding students who will distribute the wealth of knowledge they have gained as well as the fruits of their advantages with those who need it the most —creating a brighter future for all.

As with any volunteer program, cost is always a factor! Alternative Breaks is partially subsidized by the NYU Center for Student Activities, Leadership & Service. And, each student accepted into the program must also fundraise to help underwrite the cost. As a participant, I hope you can help support our efforts by making a tax deductible gift of \$20 - \$100 to the NYU Alternative Breaks Program “Engaging, Empowering, and Rehabilitating At Risk Nicaraguan Youth” Winter Break Trip. Although we are asking for \$20 - \$100, any amount of money would help support our cause!

Donations are accepted online at <http://www.nyu.edu/life/student-life/nyu-service/local-national-service/alternative-breaks/ab-giving.html>. At this site, please enter your contact information and donation amount, then select the following options from the drop down menus:

Type: Gift

Program: Alternative Breaks

Specific Purpose: Donate to Specific Student OR Donate to Specific Trip

Student Name: Lydia Nieto

Specific Trip: Nicaragua: Comunidad Connect

Together we can make a difference!

Thank you very much!