

Palmarium

The Classical Academy exists to assist parents in their mission to develop exemplary citizens equipped with analytical thinking skills, virtuous character, and a passion for learning, all built upon a solid foundation of knowledge.



Thoughts on Education: *Nathanael Greene*

From *A Letter to Samuel Ward, Jr.*, 1771



“The infant mind is pregnant with a variety of passions; But I apprehend it is in the power of those who are entrusted with the education of youth in a considerable degree to determine the bent of the noble passions and to fix them on salutary objects, or let them loose to such as are pernicious or destructive.

Here then lies the foundation of civil liberty; in forming the habits of the youthful mind, in forwarding every passion that may tend to the promotion of the happiness of the community, in fixing in ourselves right ideas of benevolence, humanity, integrity and truth.”

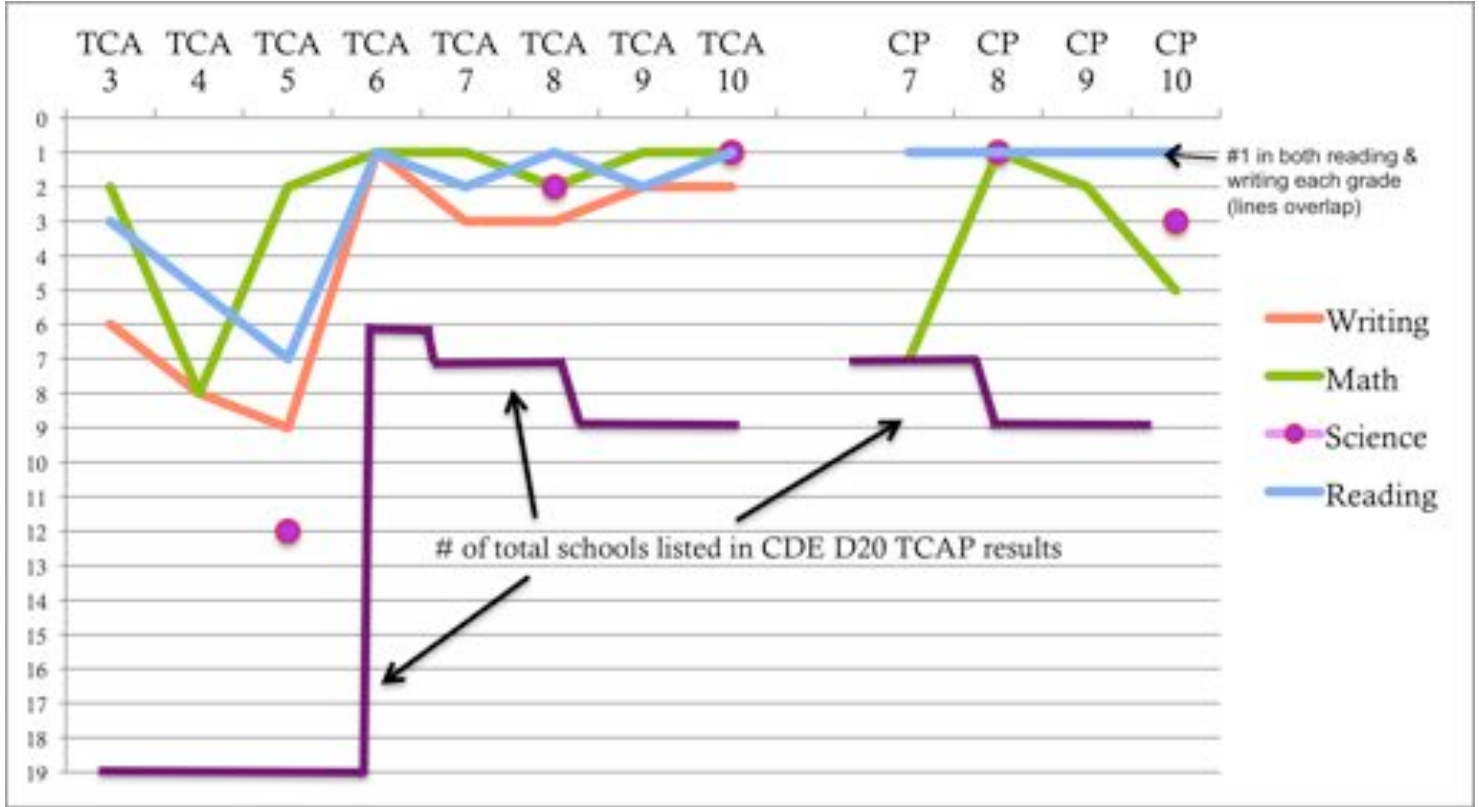
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- Whole Person Focused
 - Relationship Based
 - Classically Oriented
 - Idea Centered

2012-2013 TCAP Results for TCA (compared to other schools within the district)



Wise Words from a President Excerpt from Ronald Reagan's Farewell Address – Jan 11, 1989

I used these words in my address to those present for Grandparents Day at the North Elementary Campus on Sep 26, 2013
 - Wesley Jolly



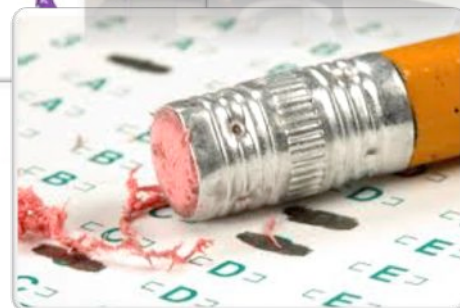
Every elementary school had an overflowing crowd for Grandparents Day last month. The support was outstanding.

"Finally, there is a great tradition of warnings in Presidential farewells, and I've got one that's been on my mind for some time. But oddly enough it starts with one of the things I'm proudest of in the past 8 years: the resurgence of national pride that I called the new patriotism. This national feeling is good, but it won't count for much, and it won't last unless it's grounded in thoughtfulness and knowledge. An informed patriotism is what we want. And are we doing a good enough job teaching our children what America is and what she represents in the long history of the world? Those of us who are over 35 or so years of age grew up in a different America. We were taught, very directly, what it means to be an American. And we absorbed, almost in the air, a love of country and an appreciation of its institutions. If you didn't get these things from your family you got them from the neighborhood, from the father down the street who fought in Korea or the family who lost someone at Anzio. Or you could get a sense of patriotism from school. And if all else failed you could get a sense of patriotism from the popular culture. The movies celebrated democratic values and implicitly reinforced the idea that America was special. TV was like that, too, through the mid-sixties. But now, we're about to enter the nineties, and some things have changed. Younger parents aren't sure that an unambivalent appreciation of America is the right thing to teach modern children. And as for those who create the popular culture, well-grounded patriotism is no longer the style. Our spirit is back, but we haven't reinstitutionalized it. We've got to do a better job of getting across that America is freedom - freedom of speech, freedom of religion, freedom of enterprise. And freedom is special and rare. It's fragile; it needs protection. So, we've got to teach history based not on what's in fashion but what's important - why the Pilgrims came here, who Jimmy Doolittle was, and what those 30 seconds over Tokyo meant. You know, 4 years ago on the 40th anniversary of D-day, I read a letter from a young woman writing to her late father, who'd fought on Omaha Beach. Her name was Lisa Zanatta Henn, and she said, "we will always remember, we will never forget what the boys of Normandy did." Well, let's help her keep her word. If we forget what we did, we won't know who we are. I'm warning of an eradication of the American memory that could result, ultimately, in an erosion of the American spirit. Let's start with some basics: more attention to American history and a greater emphasis on civic ritual. And let me offer lesson number one about America: All great change in America begins at the dinner table. So, tomorrow night in the kitchen I hope the talking begins. And children, if your parents haven't been teaching you what it means to be an American, let 'em know and nail 'em on it. That would be a very American thing to do."

Common Core and State Testing Reference

"It is in fact nothing short of a miracle that the modern methods of instruction have not yet entirely strangled the holy curiosity of inquiry; for this delicate plant, aside from stimulation, stands mainly in need of freedom; without this it goes to wrack and ruin without fail."

- Albert Einstein



Listed below are numerous links for the Colorado Department of Education (CDE) website and other sites concerning content standards for our state, the Common Core initiative, and PARCC testing. Newer items are added to the bottom of the listing.

Colorado Department of Education Standards Links

CDE Main Page <http://www.cde.state.co.us>

Content Areas and Standards

<http://www.cde.state.co.us/contentareas>

(note: in each content area if you click on the discipline the first item in the drop down menu on the left links the state standards for all grade levels within the subject area either in word or pdf format)

Common Core Standards – Varied Links

Controlling Education From the Top: Why Common Core is Bad for America (takes you to link to download essay)

<http://pioneerinstitute.org/download/controlling-education-from-the-top/>

American Enterprise Institute - Common Core: Will Charter Schools Lead or Lag? (takes you to link to download draft essay) <http://www.aei.org/paper/common-core-will-charter-schools-lead-or-lag>

Common What? What is Common core and why is everyone – right, left – so mad about it?)

http://www.slate.com/articles/double_x/doublex/2013/09/common_core_either_you_re_against_this_new_push_for_academic_standards_and.html

Common Core Education Is Uncommonly Inadequate (*Wall Street Journal Op-Ed* by Jamie Gass and Charles Chieppo)

<http://online.wsj.com/news/articles/SB10001424127887324659404578503561386927962> (this article is contained in the

rebuttal below)

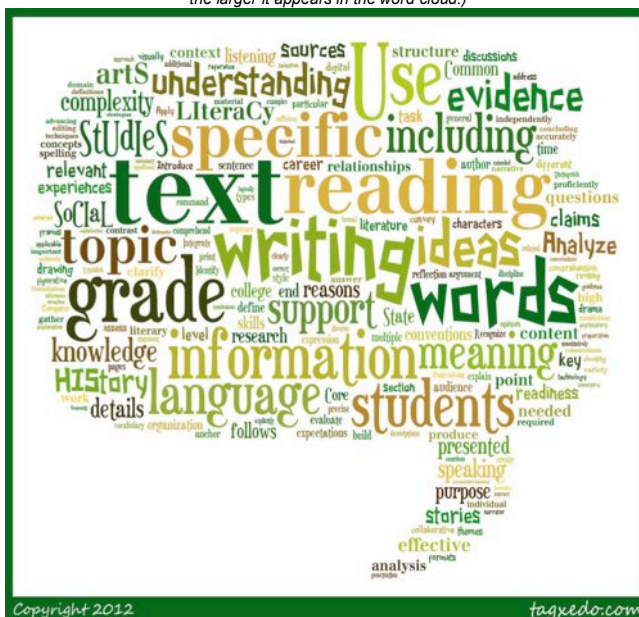
A Point-by-Point Rebuttal of Today's Anti-Common Core Op-Ed in the Wall Street Journal (*Educationnext*)

<http://educationnext.org/a-point-by-point-rebuttal-of-today's-anti-common-core-op-ed-in-the-wall-street-journal/>

The TCA board approved the creation of a temporary joint Board and Administration sub-committee to research the affects that Common Core standards will have on the TCA educational philosophy and Core Values. The sub-committee consists of the following members: *Steve Palmer* (board), *Dr. Kathleen Harrington* (board), *Executive Director* (rep), *Wesley Jolly* (DAS), *Dorothy Simpson* (CCCI), *Blake Galvin* (CCCI), *Don Stump* (principal), *Sean Shields* (principal), and *Bob Swanson* (recorder). The group will be providing updates at future board meetings in November and December.

A COMMON CORE WORD CLOUD for ELA & Literacy taken from the following link:

<http://www.teachingthecore.com/highest-frequency-words-in-the-ccss-for-ela-literacy/> (From the author: I did delete the most frequent word – "standards" but, otherwise, word size is based on frequency. The more a word appears in the CCSS, the larger it appears in the word cloud.)



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Poetry: Penned by TCA Staff

This month PALMARIUM is highlighting the work of two of our published poets - both are a part of the high school staff – see bios below.

Morning Crossing by Cynthia Storrs

I watch you
when you are not watching--
reading poetry.
how the part in your hair unfolds as you bend your forehead
over Ferlinghetti and MacLeish.

I present to you rivers of rhyme.

Your eyes are fishes darting through rivulets of words.
You eagerly plunge, lurch, come up with gasps only for a moment
to toss your shimmering head, showering me with your sparkle.

Then

with a nod,
breathe deep to plummet again.

You are straining, racing, churning towards conclusions
and surface far from the point on which I stand.

Where can I lead you tomorrow--
when you have already outdistanced me today?

You fathom ancient reservoirs with new eyes
-- a firstness I can never have again.

You chart new waters.

I follow in your wake.

Cynthia Storrs has been teaching English literature, ESL, writing, and creative writing since 1975. She has a BA in Language Arts / Education from Bethel University and a M.Ed. from the University of Sheffield (UK), both awarded with highest honors. Her creative writing has appeared on-line, in newspaper, and journal form. She has served on the Colorado Springs board for Poetry West; currently serves on the board of the Pikes Peak Poet Laureate Project; and is listed on the Colorado Poets Home Page. This November she has been invited by the Emily Dickinson Museum to be part of their presentation in Boston at the Annual Convention for the National Council of Teachers of English.

Marsha Childers is a graduate of Louisiana Tech University where she earned her BA in French and English Education. She holds a Master of Arts in English from the University of New Orleans. She began teaching high school English in 1970, has taught pre-school, grammar school, and primarily college level English at Delgado Community College in New Orleans for 25 years. While there, she earned the Seymour Weiss Endowed Professorship for Teaching Excellence. After evacuating to Colorado due to Hurricane Katrina, she and her husband became guardians for two of their seven grandchildren. She taught at Pikes Peak Community College and at the United States Air Force Academy before coming to TCA. Her poems are published in various La. journals as well as in *Poetry While You Wait*, a Colorado publication.

Epithalamion: Lines on a wedding day *in absentia* by Marsha Childers

When I awake, I sense the day, the hour,
But not the place.

Without warning, a face familiar since the womb
hopscoches at random through a vacant crater above my brain.

Slow to rise, I survey toddler faces framed in polished oak:
little boy eyes twinkle between ceramic giraffes and yesterday;
on the desk, a Christmas elf in a blue Scottish souvenir sweat shirt,
with his name plucked from Exodus, Leviticus,
imprinted in fat, oval eggshell letters;
on a den bookshelf, a diminutive cowboy, costumed like Dad,
Western hat, leather boots, fringed jacket, silver cap gun on the hip;
in the hall, the brave before his time boy saying,
"Later, Mom," then goodbye;
on the mantle, photo of a sober handsome graduate, sent by post.

Soon, for boy become man,
approaches the time to walk another aisle,
to recite the lifelong vows,
to give and to accept the band, the bond,
to enter the *bridal bower*.

Maternity assumed reservation of my front row seat,
the invitation safely tucked away.
I folded diapers, mixed whole wheat and honey into hotcakes,
dictated second grade Abeka spelling lists.
I pitched the baseball in a dusk-lit street,
rescued and nursed a three legged turtle from the highway ditch,
(under protest) fed the captive garter live minnows,
housed Mrs. Schienuk's 3rd grade class doves during Christmas holiday.
I boxed scrambled lives,
labeled and packed them away, to who knows where,
still looking for the Coca Cola watch,
locked and bolted the door.

The front row invitation, yet tucked away,
I began afresh with Donne, Milton,
Wordsworth, Byron, Shelley, and Keats.
I vowed "I will" and opened my lap to four.

This evening as church bells chime,
I retrieve the musty envelope
to find my name scratched through,
no date, not time.

Yet my pulse recognizes the day, hastens at the hour,
without being in the place.

I send a crystal offering and wait, again.





Upcoming DAS Meetings and Due Dates:

ALT Meetings:

- Oct 30: ALT Meeting (11:00-12:30) – Blake’s office
- Nov 13: ALT Meeting (11:00-12:30) – Blake’s office
- Dec 4: ALT Meeting (11:00-12:30) – Blake’s office
- Dec 18: ALT Meeting (11:00-12:30) – Blake’s office

Due Dates and Upcoming Events:

- Oct: secondary teacher eval methods (principals/SEP); discussion item at SLT meetings
- Oct/Nov: HS course approval process (principals/SEP)
- Oct 30: ALT evaluation process review (DAS)
- Oct 31: Quarterly Policy Reviews due (see spreadsheet)
- Nov 11: TCA Board Meeting (6:00-10:00 pm)
- Nov 13: *Strategic Plan* – ALT input (led by CCCCI)
- Nov 25-29: Thanksgiving Break
- Dec 9: TCA Board Meeting (6:00-10:00 pm)
- Dec 9: new course approvals presented to board (DAS)
- Dec 20 - Jan 5: Christmas Break for Staff
- Jan 6: Safety and Security – tabletop/practice
- Jan 15: *Strategic Plan* - ALT input (led by SLT + CCCCI)
- Jan 31: Quarterly Policy Reviews due (see spreadsheet)
- Mar 12: *Strategic Plan* - ALT input (led by ELT and SLT)

Please stay aware of the due dates listed on this page of the newsletter. It will help us make sure we are up-to-date on all upcoming requirements/suspenses. See compliance/accreditation specifics in the next column.



Compliance and Accreditation Corner

Check here for updates on compliance and accreditation items as we move through the year:

ITEMS DUE IN OCTOBER:

- **SIPs/UIPs** due to Cheri by *Oct 26* (remember to maintain consistency between TCA mission, site plans, and SIP/UIPs)
- **Complete Review of SAC Bylaws** by *Oct 31* (Cheri will complete)

ITEMS DUE IN FUTURE:

- **Site Planning Training with D20** in *Spring 2014* (coordinate with Cheri)
- **Final Contact Time** Cheri will submit *Apr 30, 2014*
- **Updated Site Plans** due to Cheri by *May 28, 2014*
- **Absolutes Notebook** – Cheri will streamline process & gather appropriate information – due *May 31, 2014* (remember to send Cheri all SAC minutes)

