
THE LION LINE

Learn the True, Do the Good, Love the Beautiful

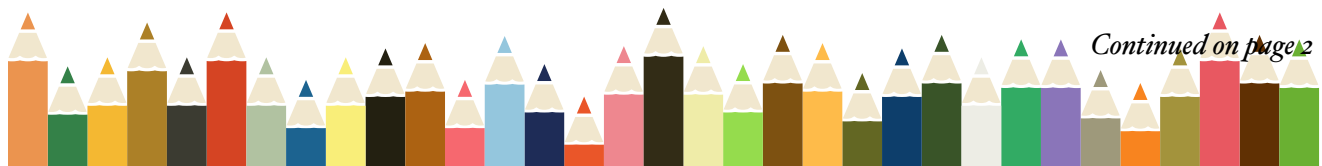
It All Started With a Cow

By Mrs. Satcher, Dean of Curriculum and Instruction

Parents often ask SJCA teachers for spelling lists. Understanding that schools within the BCSI network use *systematic* phonics instruction is crucial. By *systematic*, we mean that we teach our scholars the sounds that letters and letter combinations make; we teach them to break words apart into syllables; and we teach them the rules of the English language. Written languages follow a code. At SJCA, we teach our scholars the English code through phonograms and spelling rules. It has been over a hundred years since students in America have learned literacy this way. When considering spelling, you should not compare how you learned to spell with how your child is learning. Furthermore, we should probably throw out the word “spelling” altogether. At SJCA, we teach *orthography*.

In October, we published an article, “Creating Masters of Our Language,” in *The Lion Line*, explaining our *systematic* phonics program, *Literacy Essentials*. Please take a moment and read through the information provided in that [article](#). Our approach is wholly different than that of our neighboring schools. Firstly, we completely reject the whole language approach, also known as the look-and-say or sight word method. Secondly, while most schools have started to recognize the need for phonics instruction, I argue that none of them have an adopted method that meets the breadth and depth that *Literacy Essentials* provides, hence why they continue to rely on sight words as part of their reading instruction. Conversely, our scholars are learning the *why* behind everything they encounter in their day, including how words are spelled.

Most parents have scholars enrolled at SJCA because they desire a return to traditional teaching methods. *Literacy Essentials* is a return to the way students in this country were taught to read and spell until about the 1930s, when phonics instruction was limited to *systematic* phonics instruction and practice in reading from Noah Webster’s book, *The Blue Backed Speller*. Implementing change in the educational system is a slow process; it takes decades for systemic change to occur. That is exactly how the whole language approach superseded the once common sensical, systematic phonics approach to reading instruction, and it all started with a cow...



Continued from page 1

Back in 1846, a young man was having breakfast and reading the newspaper in a boarding house. A little girl crawled up into his lap. Her father could be seen milking a cow through the kitchen window. The word “cow” was also printed in the newspaper. The man pointed to the cow and then to the word. The little girl realized it was the word “cow.” That’s all it took. An idea was sparked to teach reading in a whole different way. Up to this point, Americans were taught the code of the English language, the phonograms and the rules. This new method of looking at the shape and length of a word began to gain traction. It took almost 100 years, but, by the 1950s, the whole language approach permeated classrooms nation-wide. No research ever proved that whole language was superior to phonics instruction. Some researchers even went as far as to intentionally skew the data when comparing the whole language approach to phonics. Researchers used the definition of phonics very loosely. Their method was actually an inductive form of phonics, not systematic like what is offered at SJCA. With whole language, children were limited to learning a certain number of words per year. *Systematic* phonics instruction differs in that it teaches a child to read through sounds so the number of words that a child can read once they’ve learned *how* to read is too large to be counted.

A portion of the English language is irregular and doesn’t follow the rules; however, the *Literacy Essentials* reading program addresses these irregularities. Scholars are explicitly and directly taught these regularities and irregularities. They are not left to their own devices to inductively figure it out.

As a newer school, many of our scholars have not had the opportunity to learn *systematic* phonics instruction with the breadth and depth offered through *Literacy Essentials*. Our teachers understand these students have many years of bad habits that must be corrected. It takes the application of virtue to learn orthography as an upper elementary scholar. Perseverance is required to strive to do one’s best and overcome orthography’s challenge. Responsibility is essential. Because this method is multi-sensory, scholars have to see it, say it, hear it, and write it (see previous article.) If any part of their brain is not involved in the lesson when implementing this method, their performance on orthography tests will falter. As parents, encourage your child to do their part. Is he/she speaking when their teacher requires a choral response? Is he/she writing and saying the sounds when they are required to do so? Does your scholar correct their word when it has been dictated to the teacher? Parents, you can help us by respecting the approach we use, doing research to better understand why systematic phonics instruction is superior to the whole language approach (including spelling by letter names), and understanding that all scholars learn at a different pace- especially if they have years of bad habits to undo. Patience is necessary and appreciated. For further reading, I recommend the book, *Why Johnny Can’t Read* by Rudolf Fleisch.



From the Third, Fourth, and Fifth Grade Teachers

Third, fourth and fifth graders had a wonderful Valentine's Day doing the good. In lieu of Valentine parties, we partnered with USO at NAS Jacksonville to show love to our deployed military members. Retired Navy Chief Peter Romer spoke with the scholars to explain the importance of supporting those serving overseas. The scholars also created cards to include with care packages that the USO will send out. The scholars donated tons of items to be included in the packages. We are so proud of the scholars. It's amazing to witness them learning the true, doing the good, and loving the beautiful.



International Night

On Friday, April 24th, the inaugural National Honor Society will host an evening filled with foods from around the world from 5 p.m. to 7 p.m. We are asking families to donate a portion of food from their native country that is large enough to serve. The entrance fee is \$6 for adults and \$4 for children. Join us and enjoy delicious food, music, and great company. It's a fun-filled evening you won't want to miss! All proceeds benefit NHS-sponsored activities and renewal fees. Table space is limited, so reserve your spot ASAP.

If you are interested in participating and/or have any questions, please contact Ms. Cosme: anamariacosme@stjca.org.

Kindergarten Egg Hunt

Upper School's Student Council will host an Egg Hunt for kindergarteners on Wednesday, April 8th. Keep an eye out for a flyer with details in your scholar's Tuesday folder.

ASVAB Testing

Tenth grade scholars will be taking the ASVAB at school on Tuesday, March 10th. Testing will begin at 8:30. Please contact the Academic Advisor, Mrs. Livesay, if you have questions.

Flag Football

Scholars who have signed up for a flag football team will practice/play on Tuesdays from 3-4 p.m. each week through April. There are girls and boys teams. Parents, if you are able to volunteer your time or donate bottled water, please contact Mrs. Glod at ellen.glod@stjca.org.

Fine Arts Showcase

Mrs. Glod, Mr. Clarke, Mr. Ross, and Ms. Smith are excited to announce SJCA's Inaugural Fine Arts Showcase. Come out and see all of the beautiful work done by our exceptional fine arts scholars. The event will take place on Thursday, May 28th from 6-8 p.m. Details are forthcoming.

A Note from Mrs. Ellgren

Dear SJCA Family,

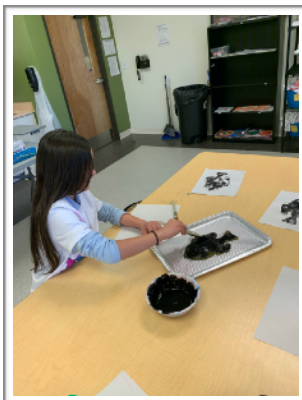
After much thought and prayer, I have accepted a position as a cardiology nurse with my previous employer. Their practice has been through several nurses since I left, and I feel compelled to help them in their time of need. Although I will miss my SJCA family, I know the Health Room will remain in great hands and continue to monitor your children's health with utmost care. Thank you for allowing me to serve your children. I will miss them greatly.

Respectfully,
Nurse Ellgren

Fifth Grade Art with Mrs. Rice

Fifth graders learned about a Japanese art form called Gyotaku. Gyo means *fish*, and Taku means: *print, impression, or rubbing it*. Gyotaku started out as a way for fisherman to record their catch; it quickly became popular as an art form in Japan during the mid 1800's. Fisherman would rub ink onto their catch and rub its impression onto paper to record the size/species caught.

To complete this process, we thinned out black acrylic paint with water and applied it to silicone fish with a large paintbrush. We used newspaper print to capture the impressions. The students chose three different species to print.



Fun Run

St. Johns Classical Academy is hosting a fundraiser. Our goal is to raise \$24,000 to build an Airnasium. This covered pavilion will provide protected, outdoor space as well as access to drinking water for the scholars. In just a few weeks from now, family and friends will support our school by giving pledges towards the number of laps your scholar will run on the day of the Fun Run. We've asked the fundraising experts at Booster to power our program- making our fundraising simpler, more profitable, and more fun.

Lower school students will also experience an amazing character theme, MindSpark: Wild West. Booster's most exciting theme yet combines S.T.E.A.M. skills (Science, Technology, Engineering, Arts, and Math) with character building. While they're teaming up with the MindSpark Kids to save Dr. Shock, our students will learn five character traits that will help strengthen themselves and our world.

Upper school students will experience an excitement-filled color run. Color Runners are doused from head to toe in a different colored powder. Participants wear white at the starting line and finish the race plastered in color.

To increase the excitement and school spirit of this event, we're providing each student with a free, custom St. Johns Classical Academy t-shirt to wear the day of the event, at no cost to our students or school.

Thank you for your support. All donations will go toward the Airnasium and the entire two-week experience. We'll be sharing more information over the next few weeks. Click the link below to learn more about our upcoming program: <https://vimeo.com/177157581>

Pledging Opens: March 3rd

Pep Rally: March 10th

Event Day: March 19th

Algebra I and Geometry Workshop for EOC Exams

Ms. Pelky and Dr. Gonzalez are offering extra practice and review for the end-of-course exams. *All Algebra I and Geometry* scholars are invited to attend. Mark your calendars. Sessions will be held on the following dates: May 4th, 6th, 7th, 11th, 12th, 13th, 14th, 18th, 19th, and 20th from 5:00 to 6:30 p.m. in the SJCA cafeteria. Scholars are required to bring a pencil, scratch paper, notes, and a willingness to learn and focus.

Save the Dates from Student Council

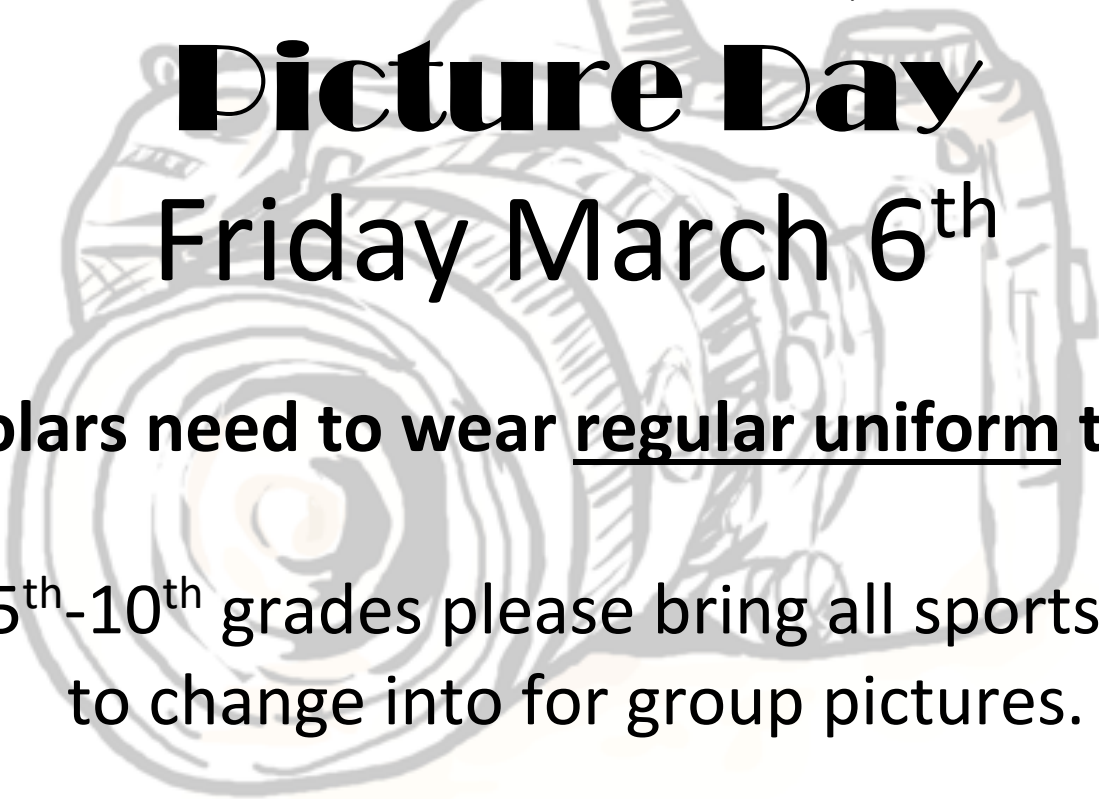
April 18th- Scholars vs. Sailors Nerf Battle

May 9th- Mother's Morning Out

May 16th- Upper School's Spring Dance. This year's theme: *Dancing Through the Decades*.

SJCA Calendar of Events

For more events happening at SJCA in the upcoming months, be sure to check out the Academy's calendar at www.stjca.org.



Yearbook Club/Sports Picture Day Friday March 6th

All Scholars need to wear regular uniform to school.

Scholars in 5th-10th grades please bring all sports or club shirts to change into for group pictures.

FSA/EOC Testing Calendar

April 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 Session #1 ELA Reading 3 rd (80 min)	2 ELA Writing 9 th (120 min) ELA Writing 10 th (120 min) Session #2 ELA Reading 3 rd (80 min) ELA Writing 4 th -6 th (120 min)	3	4
5	6 ELA Writing 7 th (120 min)	7 ELA Writing 8 th (120 min)	8	9	10	11

May 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
3	4 Session #1 ELA Reading 9 th (90 min)	5 Session #1 Math 3 rd (80 min) Session #1 Reading 4 th -5 th (80 min) Session #1 Reading 6 th (85 min) Session #2 ELA Reading 9 th (90 min)	6 Session #2 Math 3 rd (80 min) Session #2 Reading 4 th -5 th (80 min) Session #2 Reading 6 th (85 min)	7 Session #1 ELA Reading 10 th (90 min)	8 Session #2 ELA Reading 10 th (90 min)	9
10	11 Session #1 Math 4 th -5 th (80 min) Session #1 Math 6 th (60 min) Session #1 ELA Reading 7 th (85 min)	12 Session #2 Math 4 th -5 th (80 min) Session #2-3 Math 6 th (60 min each) Session #2 ELA Reading 7 th (85 min)	13 Session #1-2 Science 8 th (80 min each)	14 Session #1 Science 5 th (80 min) Session #1 ELA Reading 8 th (85 min)	15 Session #2 Science 5 th (80 min) Session #2 ELA Reading 8 th (85 min)	16
17	18 Session #1 Math 7 th & 8 th (60 min) Biology EOC (160 min)	19 Session #2-3 Math 7 th & 8 th (60 min each) Civics EOC Group A (160 min)	20 Civics EOC Group B (160 min)	21 Session #1 Algebra 1 EOC (90 min) Session #1 Geometry EOC (90 min)	22 Session #2 Algebra 1 EOC (90 min) Session #2 Geometry 1 EOC (90 min) US History EOC (160 min)	23

Safety Patrol Car Wash

Saturday March 14

9am-1pm

Suggested donation \$5 per car

All proceeds benefit Safety Patrol trip
to Washington DC this summer.

Order your Yearbook

Ybpay.lifetouch.com

Yearbook ID Code:

13311620



April 1st is the final day to order

IXL Math Incentive



Complete the following IXL activities at a 70% or higher to earn a pizza party on Friday May 29, 2020 during lunch time. Pizza & Soda will be provided by Mrs. Flannagan, Mrs. Pelky & Dr. Gonzalez. Below you will find the topics that need to be completed in IXL.

7th Grade

Ratios & Proportions
Expressions & Equations
Statistics & Probability

Pre-Algebra

Expressions & Equations
Functions

IXL TOPICS

Algebra1

Q. Relations & Functions
S. Linear Functions
BB. Quadratic Functions

Algebra2

Polynomials
Logarithms
Trigonometry Identities

Geometry

Algebra Review
Transformations
Congruent Triangles
Circles

Directions to Work on Topics

7th Grade & Pre-Algebra

1. Log into IXL with the log in provided to you by your English or math teacher
2. Under the learning tab, choose FL Standards
3. Choose math as the subject
4. Find the topics that need to be completed and work on the activities that are under each topic
5. The cut off for completing activities is May 22, 2020

Algebra 1, Algebra 2 & Geometry

1. Log into IXL with the log in provided to you by your English or math teacher
2. Click on math as the subject
3. Click on the specific math course
4. Find the topics that need to be completed and work on activities under each topic
5. The cut off for completing activities is May 22, 2020

Sophomore Social

MOVIE EDITION



MARCH 6

EPIC OAKLEAF

Party Room & Movie

Arrive at 6:00 and head to the Party Room. (Party room is to the left after entering).

Price Per Person: \$14.50 which includes party room rental and movie ticket. (Concession is additional).

Exact movie times will be provided from Epic Oakleaf

Join your fellow Sophomore and bring some new 10th graders for

SJCA's

Sophomore Social

Enjoy a great night out with your friends!

SJCA Class of 2022 will enjoy the private party room all night to talk laugh, take pictures and have fun.

After the first hour in the party room, scholars will head to the theater to watch **The Disney's Onward**. After the movie students are welcome to head back to the party room through the end of the evening.

Please bring a snack and or drinks to share in the party room.

SOPHOMORE SOCIAL

Epic Theaters Oakleaf
8368 Merchants Way
Jacksonville, FL 32222

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