



Father Marquette Catholic School

Father Marquette Elementary School

500 S. Fourth St.
Marquette, MI 49855
(906) 225-1129

Father Marquette Middle School

414 W. College Ave.
Marquette, MI 49855
(906) 226-7912

March 15, 2017

Dear Parents and Grandparents, Teachers and Staff, and Alumni and Friends
of Fr. Marquette Catholic School,

Enclosed please find a copy of the first edition of our newsletter, *The Vision*. The name of the newsletter was inspired by our school logo, the eagle and the cross. The beloved disciple John is symbolized over the centuries by the eagle. St. John was a soul-mate of Jesus and thus has the eyes like that of an eagle able to gaze deeply into the mystery of God. John was there at the foot of the cross when Jesus died. He witnessed the fullness of God's love. We pray that the Holy Spirit guide us with the vision of St. John as we lead our school forward.

After much prayer and discernment, research and evaluation, the Diocese of Marquette, led by Bishop Doerfler and the Department of Education, has directed all of our diocesan schools to implement a classical Catholic curriculum. Fr. Marquette School is in the process of fully implementing that curriculum. There are numerous reasons for this movement and we are very excited to be a part of it.

Helping our children to learn to love learning and thus to become life-long learners, helping our children to become disciples of Jesus and thus to become people of faith, helping our children to become analytical thinkers, critical readers and inspiring writers are just a few of the reasons for the classical curriculum. Together we will seek the good, the true and the beautiful, through Him who is the Way, the Truth and the Life.

We have also enclosed an information sheet that offers numerous links to data supporting tested and proven results achieved by classical curriculum programs already in place. We strongly encourage all of our parents and our entire school family to learn more about the curriculum and its corresponding methodology of teaching. We pray that you will all share our enthusiasm and excitement for the vision of our school as we move boldly forward.

Yours in Jesus and Mother Mary,

Fr. Glenn Theoret

Msgr. Michael Steber

Fr. Greg Heikkala

Mrs. Mary Jo Scamperle



FALL 2017 CURRICULUM

Parent Resources



OVERVIEW

Why the Switch?

<http://dioceseofmarquette.org/catholicschools/catholicschoolnews>

What is Classical Curriculum?

<https://welltrainedmind.com/a/classical-education/>

MATH

Singapore Math Resource Handouts

<https://singaporemathsource.com/resources/handouts/>

Math in Focus: Kindergarten through Eighth Grade Curriculum Overview

<http://www.hmhco.com/shop/education-curriculum/math/math-in-focus-singapore-math#why-math-in-focus-singapore-math-research-and-efficacy>

POETRY

Ten Reasons You Should Memorize Poetry

<http://www.giftedguru.com/ten-reason>

Poetry Memorization: Methods and Resources

<https://classicalacademicpress.com/product/latin-for-children-primer-a-test-packet-pdf/s-you-should-memorize-poetry/>

LATIN

A look inside Latin for Children Level A

<https://classicalacademicpress.com/product/latin-for-children-primer-a-test-packet-pdf/>

Song Latin Program (Audio)

<https://classicalacademicpress.com/product/song-school-latin-book-1-cd-only/>

LITERATURE

Classical Core Curriculum Books: Fairy tales, Myths and Fables, etc.

<https://www.memoriapress.com/curriculum/classical-core-curriculum/>

Common Core: Literature without representation

<https://whatiscommoncore.wordpress.com/2014/02/10/the-story-killers-by-dr-terrence-moore-book-review/>

SCIENCE

STEM solutions for K-8 Science

https://store.schoolspecialty.com/OA_HTML/xxssi_ibeBrandPage.jsp?docName=V700811&minisite=10206

Next Generation Science Standards

<http://ngss.nsta.org/>

PISA Mathematics Scale 2009**

1	Shanghai-China	600
2	Singapore	562
3	Hong Kong-China	555
4	Korea	546
5	Chinese Taipei	543
6	Finland	541
7	Liechtenstein	536
8	Switzerland	534
9	Japan	529
10	Canada	527
11	Netherlands	526
12	Macao-China	525
13	New Zealand	519
14	Belgium	515
15	Australia	514
16	Germany	513
17	Estonia	512
18	Iceland	507
19	Denmark	503
20	Slovenia	501
21	Norway	498
22	France	497
23	Slovak Republic	497
24	Austria	496
25	Poland	495
26	Sweden	494
27	Czech Republic	493
28	United Kingdom	492
29	Hungary	490
30	Luxembourg	489
31	United States	487

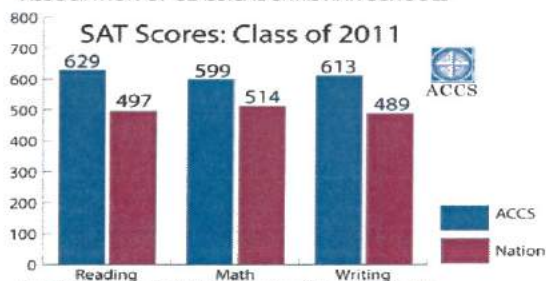
OECD Programme for International Student Assessment (PISA)
In 2009, Singapore participated in the PISA study, which assesses 15-year-olds in industrialized countries. Singapore was a top-performing nation in math, and while Singapore students scored significantly above the international average, the United States scored below the average, ranking #31 out of 66.

Classical Education Statistics

Give your child the classical education advantage! Our curriculum provides them with the best possible education that allows your child to excel according to his or her individual potential. Each student will be aptly prepared for high school and beyond.

ASSOCIATION OF CLASSICAL CHRISTIAN SCHOOLS

SAT Scores: Class of 2011



Why Teach Greek & Latin Roots?



90% of multisyllabic English words are of Latin origin-most of the remaining 10 Greek!

Roots provide an instant basic meaning to words for at risk readers.

75% of the Spanish language is derived from Latin.

Children are entering every grade level with a language deficit in compared to years past.

Roots provide a depth of word knowledge for higher readers.

Roots provide patterns in vocabulary development supported by brain research.





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The Vision

Volume 1, Issue 1

March 2017

Education for Life, Faith for Living

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414 West College Avenue
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Pastoral Committee

Fr. Glenn Theoret – C
Msgr. Michael Steber
Fr. Greg Heikkala

Principal

Mary Jo Scamperle

School Council

Matt Maskart—C
Mary Friggens— V.C.
Andrew Grosvenor
Glenn Johnson
Warren Vonck
Karin Markey
Tina Conklin
Josh Gorsalitz
Neil Newcomb

Catholic Identity Committee

Msgr. Michael Steber—C
Jenny Lochner
Melissa Pillifant
Julie Smigiel

Marketing Committee

Karin Markey—C
Lisa Alexander
Andy Grosvenor
Jess Croney
Heidi Gorsalitz
Marcia Parkkonen

Finance Committee

Glenn Johnson—C
Richard Schaefer—V.C.
Ronald Katers
Fredrick Taccolini
Mary Friggens

Buildings and Grounds

Warren Vonck—C
Neil Newcomb
Josh Gorsalitz

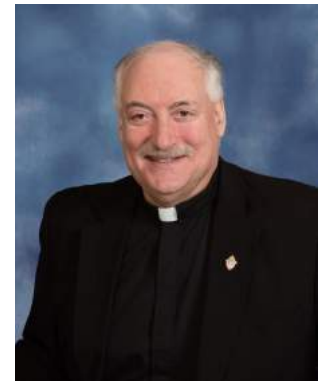
The Pastoral Vision—by Fr. Glenn Theoret

I was blessed to have had the privilege of attending Holy Name High School in Escanaba. At Holy Name we were immersed in a Catholic Classical Curriculum. I had no idea what that was at the time.

I had two solid years of Latin. We studied the great Greek Philosophers, the lives of the saints and many other great men and women who lived the faith, and learned of the rich history of the Roman Catholic Church. We studied scripture and the teachings of the Church. We studied English and American Literature.

Most importantly we were inspired by the Christian Brothers and the Franciscan Sisters to be the best that we could be. We were inspired to love learning and thus become life-long learners. We were challenged to become disciples of Jesus and to become leaders in His Church and faithful to Him into eternity.

We learned how to study and how to be successful in the academic world. We were always taught that if we could be successful in school that we could be successful in the world. We learned how to study, how to



read and think analytically, how to write and speak effectively and even poetically.

Now I want to give back to God through the wonderful children at Fr. Marquette School that same beautiful experience that I was given many years ago.

The Principal Vision—by Mary Jo Scamperle

Amo, amas, amat, amamus, amatus, amant.

In my mind's eye, I can see back to freshman year in high school. Sister Wilfrid's petite size 5 foot stomps along as we chant the Latin verb conjugations.

In her eighties, she is an intellectual powerhouse, a former Classics major at the University of Chicago and the founder of our small school. Sister knows everybody: from famous

movie directors to each and every girl that graduated from our school. In her class of three students, there is nowhere to hide. We learn Latin declensions and earn high praise when we make connections from our translations to our other studies and current events. All knowledge seems related, rather than boxed into individual categories of History, Literature, Language and Mathematics. My head is



ready to burst with all these connections!

(Continued p. 2)

The Principal Vision—by Mary Jo Scamperle (Continued)

By senior year, it is just Sister Wilfrid and me. When the four-year academic awards are announced at graduation, many chuckle when I stand. I am the only remaining four-year student of Latin!

Mr. Timothy O'Donnell taught Religion and Church History. He and his wife had just had their first baby. Mr. O'Donnell was charismatic, cool and a man of faith. At parent-teacher night, he told our parents that he became a teacher because, "I love Jesus Christ." My mom al-

most fell out of her chair! As a convert, this was music to her ears. Mr. O'Donnell exposed us to papal encyclicals, the early Church Fathers and Scripture in light of the Magisterium. The Faith became alive: intellectual, meaty and personal.

I tell these teacher stories because they helped shape my personal and professional outlook. I had faith-filled parents, but they couldn't do it alone. Good schools matter. Good teachers make a difference.

Mr. O'Donnell teacher and

catechist is now Dr. Timothy O'Donnell, M.A., S.T.L., S.T.D. and President of Christendom College in Virginia, an expert on the Sacred Heart, and who can be seen on EWTN.

Sister Mary Wilfrid, SHCJ has long been enjoying her heavenly reward. I like to think that she looks down upon us at Father Marquette School, and smiles at our attempts to teach the ancient language of Latin to 21st century students. She would remind me to stomp my foot while we chant.

"I tell these stories because they helped shape my personal and professional outlook. Good schools and good teachers make a difference."

Fr. Marquette School is making a difference!

The Curriculum Vision—Curriculum Highlights—Fall of 2017

Latin

Grade 4: *Sing Song Latin Program* by Classical Academic Press. Introduces Latin Grammar and Vocabulary through songs and rhymes.

Grade 5 - 8: *Latin for Children Level A* by Classical Academic Press.

Latin grammar and vocabulary, including 240 of the most frequently occurring words using mnemonic aids of songs and chants.

Science

Grades K - 8: *Delta Science Program* - an Inquiry-based, hands-on curriculum by School Specialty Science. Aligned with Next Generation Science Standards (NGSS).

Poetry

Grades PreK - 8: *Anthology of Poetry & Prose Series* - a three-volume series customized for use by Diocese of Marquette schools. Poetry readings and recitations. Memorization of 6-8 poems per year.

Writing

Grade K - 8: *Imitation Model Program* - Institute for Excellence in Writing (IEW)

Literature

Grades K - 6: Fairy Tales, Myths and Fables, Classical Stories & Read-Aloud Selections.

Featuring:

Grade K: *Aesop's Fables, Fairy Tales* by Perrault, *Stone Soup, Clown of God*.

Grade 1: Hans Christian Anderson tales, *Peter Rabbit, Velveteen Rabbit*.

Grade 2: Selected Grimm Fairy Tales, Greek Myths, *Just So Stories* by Kipling.

Grade 3: Norse Myths, *Fairy Tales* by O. Wilde, *Arabian Nights* by Colum.

Grade 4: *Blue Fairy Tale Book, Phantom Tollbooth, The Wonderclock* by Pyle.

Grade 5: *Tales of Shakespeare* by Lamb, *Fairy Tales* by MacDonald, *Alice in Wonderland*.

Grade 6: *King Arthur* by Green, *Jungle Book, King of the Golden River* by Ruskin.

Math

Grades K - 8: *Singapore Math Series* using Primary Mathematics (U. S. Edition). Singapore Math uses the *Concrete > Pictorial > Abstract* approach encourages mastery, independent practice and active learning.

Inquiry Based Learning—by Andy Grosvenor

WHY STUDY SCIENCE USING INQUIRY—BASED LEARNING?

Teacher A describes the daily lesson: “Class, please open your textbooks to pg. 123, and find the terms in bold print. Write these words and definitions about the skeleton system in your notebook.” Teacher B begins class with: “What are you eating when you eat a chicken wing? Remembering your laboratory skills which include safety precautions we practiced (which are what?), today we are dissecting part of Gallus Domesticus

What are some words you know about the skeletal system? Using these words describe and draw what you see in your lab notebook.” What are the students learning? How are the students engaged?

What will the environment be in each classroom? Are scientific methods being used? In both cases, the goal is to learn about the anatomy of animals, including understanding bones, muscles, ligaments, tendons, and cartilage.

Teacher A is using a fact-based approach to learning scientific knowledge. Teacher B engages the students with inquiry-based learning. Inquiry-based learning asks questions and engages students in the learning process. Instead of defining facts and more facts and trying to connect the knowledge, inquiry-based learning starts how any curious adventure begins – with a question. The inquiry serves as a foundation in which all additional information is ordered to find an answer. Science is



Andrew Grosvenor
(Educator with experience in Classical Curriculum and current FMCS parent of 4)

inquiry. Children and curious people use the scientific method all the time, as we are asking questions, observing, researching, and experimenting. Inquiry-based learning in science will create a life-long learning experience.

Classical

vs.

Common

“Common core helps students pack a skill bag of tools and resources as they prepare to move into their life in the world. Classical Curriculum not only helps students pack their tool bag with skills and resources that will equip them for their future, but also helps them identify their purpose in life by examining history through the eyes of great thinkers who have gone before.” Mary Stevenson

“I have seen further standing on the shoulders of giants.”
Isaac Newton

Teacher Spotlight—Abby Shunk

For Abby Shunk every day is a walk down memory lane. She attended Fr. Marquette (formerly St. Michael’s Catholic School) Kindergarten through 8th grade. Abby now teaches 5th and 6th grade in the

classrooms that she sat in as a student, which provides one of the many examples of loyalty and tradition alive in this fine school.

Born and raised in Marquette, Abby was given the gift of a Catholic education.

She went on to graduate with honors from Marquette Senior High School in 1998 and then earned a bachelor’s degree in Elementary Education from Northern Michigan University, graduating with high honors in 2002. Abby credits her strong educational foundation from Fr. Marquette as a key component to her academic success. The tradition of Father Marquette continues in Abby’s own family. Abby and her husband Karl are proud to have their children Lily (8) and Wyatt (6) attending Fr. Marquette.



“A Catholic school teacher has the privilege to educate not only the mind of a child, but their heart as well.”

- Abby Shunk



Little Eagles Preschool—3 and 4 Year-Old Programs



Nurturing Children through Fun and Learning

At Father Marquette Catholic School we are committed to provide a quality and affordable preschool experience for the children of our community. Through a diverse and well rounded schedule of daily activities, we will help your child develop important verbal, social and other skills to prepare them for Kindergarten.

Meet the Little Eagles' Professional Teaching Staff



As a child Julie Smigiel attended Catholic grade school and loved learning and living her faith at school and home. After high school, she earned a bachelor's degree in Language Arts with an Early Childhood minor from Aquinas College in 2005. In 2010, Miss Smigiel earned a Master's in Curriculum and

Instruction. This is her fifth year living in Marquette and teaching Pre-K, and it's her 12th year teaching overall. She previously taught 1st and 2nd grades downstate at Saints Peter and Paul School in Grand Rapids, followed by teaching 2nd grade at Ludington Area Catholic School.

Miss Smigiel loves living in the U.P. and especially enjoys basking in God's glorious beauty all around. She is a member of St. Peter Cathedral and is the Middle School Faith Formation Catechist. She has a holy hour of adoration each Thursday and prays for all of the school families. Miss Smigiel enjoys reading, hiking, spending time with her niece and nephew, and growing in her faith.

Kari Jurecic has a bachelor of arts degree in Elementary Education from St. Norbert College in De Pere, Wisconsin with a minor in Early Childhood Education. She taught kindergarten at Father Marquette School from 2011 to 2015 and now we are blessed to have her teaching in the 3 year old classroom. During the past school year she moved to Boston for her husband to attend graduate school. While there she substitute taught in a local Catholic school. We are so excited to have her back at Father Marquette as a part of the new Little Eagles program.

We are truly blessed to



have two certified teachers with early childhood endorsements in our program. Our Little Eagles preschool and pre-kindergarten provide a stimulating education that prepares students well for kindergarten. This foundation is proving vital entering our accelerated academic program.