

# BRADFORD BULLETIN

BRADFORD ACADEMY'S PARENT UPDATE

## SPECIAL POINTS OF INTEREST:

- 02/09 - Art Club - K-3rd
- 02/10 - Chess Club
- 02/12 - Wrestling Club
- 02/12 - County Spelling Bee
- 02/16 - Presidents' Day
- 02/20 - Grandparents' Day
- 02/23 - Art Club - 4th-7th
- 02/26 - Volleyball Club - 5th and 7th grade girls

## PRAYER

Please pray for God's supply regarding specific needs:

- 1) Continued peace and unity
- 2) Scholarship fund
- 3) Plans to expand into HIGH SCHOOL program. Plans for facilities to house our growing school.
- 4) Please start praying for the SPRING AUCTION



# COUNTER CULTURE

During the first year of Bradford Academy, I posted a picture on Facebook of our students standing in line. A board member from my previous school commented on how she liked how sharp our students looked. I replied that I liked being counter cultural. I meant it with a hint of irony. While our students may appear very conservative, I do actually believe we are counter cultural. The irony is in the typical associations that accompany the term. A "counter culture" usually considered social rebels or a group of people who deviate from the cultural norms (think beatniks of the 50's, hippies of the 60's, or any of the groups that deviate from common culture from skinhead gangs to benign steampunk, or even civil war re-enactors or Star Trek convention devotees.

When I referred to our students as counter cultural, I meant it in a literal sense. I believe that the prevailing culture

today promotes sloppy dress to accompany our sloppy lives, immodest dress to underscore our immodest lives, and branded and labeled dress that screams out our devotion to our commercialized lives. I believe that there is very little of the classical ideas of truth, beauty, and goodness.

If we were to visit a typical high school, we would find little of Paul's sentiment of Philipians 4:8... "whatever things *are* pure, whatever things *are* lovely, whatever things *are* of good report, if *there is* any virtue and if *there is* anything praiseworthy—meditate on these things." Instead we would find young ladies who have trouble thinking because their jeans are so tight and young men who also cannot think because those jeans are so tight. Our culture teaches the children that their identity is wrapped up in their exterior appearance. Rather than judge one another by the content of their character, our culture teaches our children to judge one another by the cut of their clothing. So, in the sense that I want to counter that culture, I am and Bradford Academy will be counter cultural.

That is not to say that we will intentionally be "nerdy" just to be different. We will strive to hold ourselves and our students to a higher standard for the sake of beauty and goodness. I have heard of Christian schools that ban rather innocuous fashions because of some definition of worldliness. Humorously, they adopt the "worldly" fashion of a decade earlier. We want to adopt a uniform that has a pleasant appearance, is comfortable to those around us, and does

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## Does your child prefer to play indoors or outdoors?



Tea Party with Teacher



Camping with Teacher

Both exclusive experiences up for grabs April 24, 2015!

 Bradford Gala & Auction 

# From the Teacher's Desk

## MRS. MITCHELL (KINDERGARTEN)

**Math:** Trading dimes for pennies; place value with tens and ones; 2 digit addition with regrouping; telling time to the ½ hour.

**Phonics:** Building vocabulary for new book; read *Ben and His Pen*; Target sound Jj.

**History:** The Feudal System.

**Art:** Finished Grandparent's day project: mosaic artwork.

**Music:** American folk music; practiced for Grandparents' Day.

**P.E.** Basketball; bounce passes; played dodge ball.

**Science:** Began new unit on mammals and big cats.

**Hymn:** "Jesus Paid it All", vs. 2

**Verse:** Proverbs 14:34

## MRS. CAMPBELL (1ST GRADE)

**Math:** This week we practiced identifying the place value of a three-digit number; ordering three-digit numbers; identifying the median of a set of numbers; telling and showing time to five-minute intervals; adding three two-digit numbers with a sum greater than 100

**Phonics:** Target: UE/EW as Long U

**Reading:** *Red Hood*

**Grammar:** Pronouns (They, them, their, theirs)  
Poem review: "Work"

**History:** Each student began labeling the border states on a map of the United States.

**Art:** Students were introduced to our artist of the quarter, Norman Rockwell, and began an imitation of Rockwell's "The Family Tree".

**Music:** Whole notes; practiced for Grandparents' Day.

**P.E.** Ultimate Frisbee

**Science:** 3 Main Types of Rock (Sedimentary, Metamorphic, Igneous), Bird of the Month: Yellow-Bellied Sapsucker

**Hymn:** "Jesus Paid it All", vs. 2

**Verse:** Review week.

## MISS STEVENSON (2ND GRADE)

**Math:** Finding the Square Roots of Perfect Squares, Finding the Length of the Side of a Square Given the Area, Adding Money Amounts (Decimals), Reading and Showing the Temperature on the Celsius Scale, Identifying the Number of Days in Each Month, Identifying the Number of Days in a Year

**History:** Early New Kingdom in Egypt

**Grammar:** Review

**Phonics:** Ghost Letter Digraphs

**Spelling:** Compound Words

**Reading:** *Little House in the Big Woods*

**Latin:** Food Words (food, water, dinner, I eat, I drink)

**Science:** Test

**Music:** Continued watching Mozart's *The Magic Flute*; practiced for Grandparents' Day.

**Art:** Students were introduced to our artist of the quarter, Norman Rockwell, and some of his famous works with a special emphasis on 'The Four Freedoms'.

**PE:** Ultimate Frisbee

**Memory:** Philippians 4:6,7

## MR. JOHNSTON (3RD GRADE)

**Math:** The students have been doing very well with their multiplication speed drills so this week we began DIVISION! Don't forget to keep reviewing those subtraction facts. This week we worked on using mental math for subtracting two 3 digit numbers, multiplying multiple digits and making change for a dollar and ten dollars. We also reviewed elapsed time.

**Reading:** We have been enjoying the wonderful children's classic *Misty of Chincoteague*.

**History:** Roman rises to world power!

**PE:** Ultimate Frisbee

**Grammar:** Sentence pattern two, more with capitalization and punctuation rules, editing letters, Chapter 13 test.

**Latin:** Chapter 17: Imperfect Tense, continued. Describes ongoing, continuous action in the past; parsing verbs (Person/Number/Tense) in two tenses.

**Writing:** We finished our story of Croc and Croak, a retelling of one of Aesop's fables.

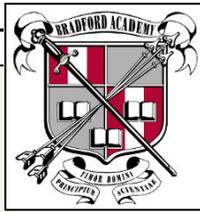
**Science:** Students learned the characteristics of each planet in the Solar System.

**Music:** Continued watching Mozart's *The Magic Flute*; practiced for Grandparents' Day.

**VERSE:** Psalm 19:1-6

## MRS. HAMILTON (4TH GRADE)

**Math:** Students continued using money to model decimal numbers, learned the decimal parts of a meter, learned to read a centimeter scale, and wrote tenths and hundredths as decimal



numbers.

**History:** The fourth graders were very excited to learn about the travels of Marco Polo.

**Literature:** E.L. Konigsburg's award-winning book, *From the Mixed-up Files of Mrs. Basil E. Frankweiler*, is the frontrunner to be our favorite from this year's reading selections. As the runaway siblings Claudia and James are making Metropolitan Museum of Art their new "home," they begin to notice strange happenings.

**Writing:** Students began working on a three-paragraph story about the fall of Babylon, focusing on dialogue.

**Grammar:** We continued our intense work with capitalization and punctuation rules through various assignments.

**Latin:** Students memorized the declensions of the number two, added more words to their vocabulary list, and learned to read and write Roman numerals.

**Art:** We continued working on our cube sketching skills by learning to draw a house.

**Science:** After the wonder of stars, supernovae, and gamma-ray bursts, we began learning about galaxies.

**PE:** We continued our basketball unit this week.

**Music:** Practiced singing for Grandparents' Day; practice recorders up to and including pg. 17.

### MISS WINDES (5TH GRADE)

**Math:** Lengths of Segments; Complementary and Supplementary Angles; Reducing Fractions before Multiplying; Review and Test; The Coordinate Plane.

**History:** After the Battles of Lexington and Concord, the colonist forces mustered their troops to fight the Battle of Bunker Hill; while the British did take over the hill, the British also lost over twice as many men in the battle.

**Reading:** Since Washington's expedition is taking months longer than anyone had anticipated, winter has come and journeying back to Williamsburg means forging through freezing conditions.

**Grammar:** We learned about and practiced "complex sentences," sentences in which two clauses are joined with a subordinate conjunction (when, while, where, etc.).

**Writing:** The students finished their imitation poems.

**Art:** Continued working on our Tolkien projects.

**Music:** Practiced singing for Grandparents' Day; practice recorders up to and including pg. 11.

**PE:** We continued our basketball unit this week.

**Science:** This week the students took a test on what they have learned so far in science.

**Verse:** Philippians 2:10-11

**Upcoming Tests:** Grammar, history, and spelling on Friday.

### MR. GARBER (6TH GRADE)

**Math:** This week math 8/7 learned about geometric solids, volume, and scientific notation.

**History:** This week the students learned about the Spanish-American War.

**Literature:** We continued reading *Around the World in 80 Days*.

**Logic:** This week we learned about the strawman fallacy.

**Science:** This week the students learned about galaxies, different types of stars, and the layers of the Earth.

**Grammar:** Sentence pattern three, recognizing and labeling direct and indirect objects, more practice with oral classification, using quotes in dialogue.

**Composition:** Conflict and characterization; IEW Chapter 14; focus on unity, including topic sentences and clinchers.

**Art:** We began a pencil drawing project based on recreating Norman Rockwell's paintings and especially focusing on the expressions of the figures.

**Music:** Continued enjoying Rossini's "opera buffa" (comic opera), *The Barber of Seville*; practiced for Grandparents' Day, working specifically on harmony.

**Verse:** Ephesians 3:4-6

### MR. HAMILTON (7TH GR.)

**Math:** This week math 8/7 learned about geometric solids, volume, and scientific notation. Algebra ½ learned about graphing inequalities, right circular cylinders, and powers of fractions.

**Logic:** This week we learned about the difference between contrary and contradictory statements.

**Science:** This week the students reviewed the atmosphere and took a test on what we have learned so far.

**Grammar:** Practice with the structure of formal compositions; constructing an original mock resume and cover letter.

**Composition:** More editing practice; the essential components of literature; internal conflicts and moral dilemmas; building narratives around conflict; complex characters and characterization.

**Greek:** Chapter 15 grammar, vocabulary, and quiz.

**Omnibus:** This week we continued to read Plato, focusing on his dialogues "Apology" and "Phaedo." We used these dialogues as springboards into discussions of morality and ethics, comparing and contrasting Greek and Christian worldviews and formulating skeletons of moral theories based on biblical data.

**Art:** We began a pencil drawing project based on recreating Norman Rockwell's paintings and especially focusing on the expressions of the figures.

**Music:** Continued enjoying Rossini's "opera buffa" (comic opera), *The Barber of Seville*; practiced for Grandparents' Day, working specifically on harmony.

# HOW to BE a BLESSING to BRADFORD?

## PRAY

We really do believe that any mighty working of God will be preceded by humble and genuine prayer. The Scriptures remind us in James chapter four that we “have not because we ask not.” Again in chapter five of that same book we read that “the fervent prayers of a righteous man avails much.” Jesus specifically entreated us in many places to pray for all that we need. If you can do nothing else, remember that you can always pray and it is not a vain effort!

## STAY INFORMED

Be sure to read the *Bradford Bulletin* each week and note upcoming events and prayer items. Past editions can be found here:

[bradfordacademy.org/parents/bradford-bulletin](http://bradfordacademy.org/parents/bradford-bulletin)

You may find that you have a talent or idea to share after reading about what is being covered in a class or simply recognize a need that you might be able to fill.

## GIVE

### Support the Spring Auction!

Efforts are underway to host a Spring Dinner Auction for Friday, April 24th. Currently, we are procuring various donations that can be auctioned off. Thank you to those who are already assisting in securing or offering a donation!!! All proceeds will go to Bradford's high school project. Please inform Tony Fairchild or Ashley Morrison if you know a company or an individual who may have a donation to contribute.

**Bradford Academy is a 501(c)3 Charitable Corporation**

**All donations are tax deductible.**

**VISIT our WEBSITE to make an online donation or set up automatic regular contributions.**

## SHOP

### AMAZON!!!

Please note we now have an Amazon affiliate link. We can raise money for Bradford when we make any Amazon purchase! Simply click the link below and make your purchases. The link can also be found on our webpage: [www.bradfordacademy.org](http://www.bradfordacademy.org). Tell all of your family and friends!!!

<http://bradfordacademy.org/how-you-can-help/>

## Don't forget...

- **Harris Teeter** - link your VIC card
- **Lowes Foods** - “Cart to Class” -link your card
- **BoxTops for Education** - they give us 10 cents for every top...it adds up!
- **Labels for Education** - we earn credit for PE, art and other school supplies
- **HWY 55** - 30% of meals on 3rd Thursday of each month (from 4-9pm)

## COUNTER CULTURE (CONTINUED FROM PAGE 1)

not draw inappropriate attention to appearance but reflects an orderly, modest, and disciplined life. We want to encourage our children’s creativity in what they do and accomplish. We don’t want to encourage a mock creativity by pretending that if you dress like the latest pop artist or musician you actually are an artist.

At the end of the day we need to remind ourselves that clothing itself is a result of the fall. The very shame of our first parents is now the very thing we are tempted to primp and preen about like some vainglorious peacock. If we can teach our children to dress well but avoid the idolatry of fashion we will have accomplished a great deal. If we can raise them to believe that a person’s inner beauty is to be cherished above all else we will spare them the heart ache and agony of vanity and lust. If we can teach them to not be conformed to the patterns of this world but be transformed by the renewing of their minds (Rom.12:1), we will have blessed them with real spiritual wisdom. May the Lord accomplish this and more.

## TUITION RATE FOR THE 2015/2016 SCHOOL YEAR

**Option A: Monthly Payment Plan (11 payments by bank draft only) June, 2015 through May, 2016 - No monthly tuition is assessed in March 2016 to assist families in making the contract deposit for the following academic year.**

Grade	Total Tuition	Contract Deposit	Due	Monthly
K	\$3,349	\$500	\$2,849	\$259
1-8	\$5,615	\$500	\$5,115	\$465

**Option B: Lump Sum Discount Payment (Pay in full by 6/1/2015)**

Grade	Total Tuition	Contract Deposit	Lump Sum Due June 1st
K	\$3,049	\$500	\$2,549
1-8	\$5,315	\$500	\$4,815

## DRESS CODE AND UNIFORM GUIDELINES / RATIONALE

Listed below are a few reasons why Bradford Academy chose a uniform code.

- The neat appearance created by a uniform code enhances a ready-to-learn atmosphere.
- A uniform code instills school spirit and a sense of belonging, while providing enough choice to allow for individual expression. The student is part of a group. The identity and traditions of that group will foster a unified reputation for striving for excellence.
- The uniform code addresses security. On field trips, students in uniform aid the teachers in keeping track of everyone. On the playground or in the school, teachers and staff can clearly identify students from outsiders.
- The uniform code should save parents money. The uniform code de-emphasizes the social impact of dress and helps focus the students on character and academic issues. The selected clothes were chosen with price and durability in mind for an overall good value for the money. Growth features in some of the garments may also cut down on total wardrobe expenditures.
- A uniform code should save parents time, since most uniform items, including accessories, can be purchased at the same source. This may save parents not only time, but energy as well. In addition, time may be saved each morning as the “what to wear” issue is eliminated.
- Every school has a code of dress. In some, it is defined by the students (which in turn is defined by the profiteers of youth culture). Everyone draws the line somewhere. We want to draw the line at a place that is pleasant and attractive. We are training students to live in an adult world, not a perpetually segregated youth culture. We believe that a conservative school uniform is one part in fostering the purpose-driven, others-focused climate at Bradford Academy.

