

BRADFORD BULLETIN

BRADFORD ACADEMY'S PARENT UPDATE

SPECIAL POINTS OF INTEREST:

- **10/6: Field trips:** 3rd, 4th, 6th, 8th, 10th grades
- **10/6** - End of Quarter
- **10/9 - 13** - FALL BREAK
- **11/10:** Veterans Day (observed), no school
- **11/16:** Bradford Night / Open House, 7 PM
- **12/1:** Prospective Parent Open House, 9 AM

PRAYER

Please pray for God's supply regarding specific needs:

- **Students:** Academic success and growth in virtue and love.
- **Staff:** Wisdom, grace, and creativity.
- **Financial:** Funds for our scholarship program and future capital improvements.



A CASE FOR CASES: THE VALUE OF LEARNING LATIN TODAY

by MaryLou Dovan

Classical Christian educators are frequently asked the question: Why Latin? The importance of bilingualism is at an all time high. Shouldn't we focus on Spanish or Chinese rather than dedicate time to studying a *dead language*?

The first step to answering this question is to acknowledge the validity of learning any language at all. To begin broadly, language is the currency of human experience. It transforms individual thought into a common idea, providing us with belonging and shared meaning rather than isolation. A language that is diverse in its vocabulary and complex in its ideas accomplishes at least two important things. First, it reflects the values of a culture. For example, in her essay "Imagination and Community", writer and professor Marilynne Robinson notes that English has a great number of words to describe the behavior of light. She mentions glisten, glow, glare, shimmer, shine, and sparkle among others. English speakers haven't collected these words because they are useful, but because of a value placed on the "aesthetic attention" of "pleasing distinctions". Secondly, because it is the external expression of our ability to reason and empathize, language reassures us of our humanity. Ancients used the term "barbarian" (coming from the verb "to babble") for outsiders with unfamiliar language, perceiving them as uncultured. To use indistinct sounds would be to lower ourselves to the realm of the beasts, but to share language is to create belonging and develop our reasoning.

If our first language can accomplish this much, learning a second multiplies these benefits. Speaking another language expands

our sense of humanity, causing us to revel in the possibilities of unexplored perspectives. We find that our individual experience, which then became communal through language, is actually global. The words we use to fit our thoughts only describe one surface of a multi-sided die. When we enter a new culture, the sounds of the words or their shapes on our mouths conjure different images in our minds, and the ideas behind the translations may be wholly separate. Consider the American idea of chocolate. Name brands, plastic wrappers, abundance, and sweetness all come to mind. The French word, *chocolat*, (like most French words to American ears) connotes luxury, something to be savored, made by an artisan rather than a factory. Those who speak the West African dialect of French in Ivory Coast, Africa have yet another view of chocolate. They think of the cacao plant, long hours in the sun, and little reward, having never tasted the final product. The word may translate back and forth on Google Translate or in a pocket dictionary, but our associations are distinct. We ought to wonder at these distinctions. If this much perspective exists among a few languages on one small thing like chocolate, what do all languages have to say on the great mysteries of life like beauty, love, or the supernatural? Language, regardless of its geographical location or survival on a timeline, will enrich our understanding of the world, for these many perspectives do not oppose each other, but they complement one another, showing the world to be more multifaceted than we had imagined. We cannot reduce a second language to another feather in our cap, an

Continued on page 12.

TIMOR DOMINI PRINCIPIMUM SCIENTIAE



Join Team Archer?

We would like you to become an ARCHER and stand with us. We need a large group of DONORS who commit to making small regular donations to help fund our scholarship program. You can join the team and make Classical Christian education available to the children of this community for years to come! We are engaged in a great battle for the minds and hearts of the next generation. Will you contribute to victory? Please visit:

www.BradfordAcademy.org/donate/

INTERESTING OPPORTUNITIES

Events and Happenings In and Around Our Community for Families and Children

Special Olympics of Alamance Haw River Trail Run

5k & 8mile

SAT. Oct. 7th. 8:00 AM

Register [HERE](#) and more info at <https://m.facebook.com/SpecialOlympicsAlamanceTrailRun/>



Women in Prayer

Please join us as we come together to pray for the school, the teachers and the students.

Mondays

8:00 am

**at Bradford Academy
(in the Lobby)**

The prayer of a righteous person is powerful and effective.

James 5:16



From the Teacher's Desk

Transitional K (Mrs. Davis)

Bible

- This week we learned about the story of Adam and Eve and how sin entered the world. The children learned how Adam and Eve disobeyed God and there were consequences for them. Even though God was disappointed God's love was still greater by providing for Adam and Eve even through discipline.
- Next week we learn about God giving humanity a new beginning with Noah and the Ark!

Theme Adventure

- The students' hard work with sequencing and following steps paid off with the reward of baking apple pies from scratch! The children peeled, cored and sliced 3 types of apples. They tasted each type and compared them. The children also smelled and tasted every spice used to make the filling. The next day the students rolled, stamped and cut their own pie crust for a miniature apple pie. The results were beautiful and delicious!
- The garden is growing faster than we anticipated! The children comment on the garden's growth each day. A few days we were blessed with a beautiful rainbow in the water from the sprinkler.

Literacy

- This week was a review week in language, literacy, readiness, and writing. The children reviewed practice with capital letters L, F, E, H, T, I, and U.
- They played with rhyme and talked about emotions and feelings by identifying



with characters in books.

- We continued work with crayon grip and coloring.
- We completed the week with writing on chalk boards for the first time. This is a fun activity as each child practices the letters using a wet sponge, tracing the wet mark of the letter using a small piece of dry paper towel, then writing the letter with chalk. Cleaning up the chalk

mark is even more practice.

- The children were most excited about reading buddy time with 5th and 3rd grades. What a reward it is to partner with older children and listen to their favorite stories!

Math

- We worked on writing numbers 1-4. The students shared their own designs with pattern blocks and teddy bears. Each day the students worked extensively with following steps to reach a math oriented goal.
- Next week we will begin comparing numbers through class created pictographs and counting using one-to-one correspondence.

Arts and Sciences

- In Music class the children explored an electric guitar and amp. They listened for changes in tone and volume.
- In science the children created invisible ink with lemon juice, wrote a secret message only to have it revealed through a heat lamp. Though we try to hide sin sometimes, God knows our hearts and loves us enough to discipline us and help us grow to be wise!



From the Teacher's Desk (Continued)

Kindergarten (Mrs. Rivera)

Language Arts

• This week our focus was on the letters "S" and "F." Our kindergarten scholars read their first words- map, mad, and bat. Percival took us into the "Special Exhibit" room. In the Special Exhibit wing of the Phonics Museum we find odd and unique words like : and, the, this, is, a, to, on, and in. We cannot identify them by their letter sound. They must be memorized. The final "T" sound was introduced on the end of familiar three letter words. After putting on their "elephant listening ears," they were able to correctly identify every word ending with the letter "T."

• We continue to stress the importance



of holding the pencil correctly, sitting up straight, and holding the paper while writing letters. Our guidelines help the students to make the proper strokes for the letters "F" and "S."

• Next week we will introduce the letter "R" and add more words to the Special Exhibit wing of our museum.

Math

• We continued to memorize our doubles facts with sums up to 18. They enjoyed lining up and reciting the facts until one student was left standing. We used a balance to compare the weights of objects around our classroom. They completed Written Assessment 5 and Oral Assessment 3.

• Pattern blocks, adding 1 to a number, and counting backwards from 10

History

• The Old Kingdom in Egypt- The



From the Teacher's Desk (Continued)

age when pyramids were built and pharaohs reigned throughout Egypt. The pyramids were thought to be a means by which pharaohs entered into the afterlife. Considerable wealth was buried with the pharaoh to assist in his journey into the afterlife. We contrasted the Egyptian idea of the afterlife with that of the Christian. Christians believe you cannot take your wealth with you and their reward would be in heaven. Unlike the Egyptians, Christians believe in one true God.

- Moses

Science

- It is a beautiful time of year to start our study of trees. Through nature, God is able to teach us, speak to us, and provide for us. We discussed the parts of a tree: roots, trunk, branch, twig, leaves, and crown. Our students met a chatty woodsman named Crinkleroot who shared the secrets of the forest. "Let the heavens rejoice, let the earth be glad; let the sea resound, and all that is in it. Let the fields be jubilant, and everything in them; let all the trees of the forest sing for joy."

- Unit on Trees

Music

- Our Kindergarteners began Music Class with prayer this week, and then we watched our Music Lesson Video that was based on the subject of "The Conductor." We also had the chance to enjoy listening to the beautiful music of our Quarterly Composer, Chopin, while we colored a picture. We spent the rest of class singing and praising the Lord while we practiced the music we will sing for Bradford Night!

Art

- Our focus for the next few weeks will be on the color wheel. A color circle, based on red, yellow, and blue, is traditional in the field of art. Sir Isaac Newton developed the first circular diagram of colors in 1666. Our kindergarten scholars learned about primary, secondary, and tertiary colors.

- The Color Wheel

P.E.

- Hopping, axial movements, and review
- Jumping, walk, run, and leap

Memory Work:

- 1 John 1:9
- Exodus 15:2

1st Grade (Mrs. Campbell)

Language Arts

- First graders continue to discover consonant blends with the two-letter and three-letter S blends being our focus for this week (st, sl, sm, sn, sw, sc/sk, scr, str, spr, spl, etc.) It's fun to hear excitement when they realize there is an S blend in a familiar word - like their name!
- Next week we will begin our third Veritas primer, *My Clara*.
- In Grammar, we continue to learn about proper nouns (full names) and students are learning to answer questions about a story in complete sentences.

Math

- Identifying and sorting geometric shapes by attribute; drawing picture and writing number sentences for a story problem; identifying fractional parts of a whole; dividing a square in half two different ways; fact and written assessments

History

- We continue to enjoy the story of *Columbus* and add entries to our history notebooks.

Geography

- Making Maps - After we practiced making a map of our classroom, students were given the assignment of creating a map of their bedroom at home. Map is due on Tuesday!

Science

- Students created a small book with characteristics and pictures of mammals, fish, birds, amphibians, and reptiles.

From the Teacher's Desk (Continued)

- We will be having our first test in Science next **Wednesday, October 4th**. A study guide is in their black folder.

Music

- Our students began music class with prayer this week, and then we spent some time listening to the beautiful music of our quarterly composer, Chopin. We had a short music history lesson about the Romantic Period, and then moved to our music theory lesson based on the names of the notes on the spaces of the bass clef staff. We stood up, warmed up our voices, and praised the Lord while practicing the music we will perform for Bradford Night!

Art

- Students observed the use of value in the photographs of Ansel Adams and practiced coloring a picture using variation in light and darkness.

P.E.

- Bradford Bootcamp practice** - have your child practice sit-ups and push-ups at home in preparation for our timed bootcamp next week!

Memory Work:

- 2 Peter 1:20-21

2nd Grade (Mrs. Jones)

Language Arts

- The Boxcar Children chapters 8-11
- Nouns, verbs, adverbs, adjectives, article adjectives
- Alphabetizing

Math

- Students learned a fun song to help them remember how to count by 7s
- Calendar math
- Fractions

Parents-please be sure to check over your child's math homework each night. Look for errors and help them to find the correct answers. They need reinforcement at home of the concepts we learn in

school.

History

- We watched a video about the beginnings of the Ancient Egyptian empire and its dependence on the mighty Nile river. The students continued to work on their Pharaoh Menes crowns as we discussed the significance of the double crown.

Science

- We will be having our first test in science next Tuesday, October 3rd. Two study guides were sent home in their red folders to help them.

Music

- Our students began music class with prayer this week, and then we spent some time listening to the beautiful music of our quarterly composer, Chopin. We had a short music history lesson about the Romantic Period, and then moved to our music theory lesson based on the names of the notes on the spaces of the bass clef staff. We stood up, warmed up our voices, and praised the Lord while practicing the music we will perform for Bradford Night!

P.E.

- Bradford Boot Camp!
- Have your child practice push ups and sit ups at home.

Memory Work:

- Philippians 2:14-15

3rd Grade (Mrs. Mitchell)

NOTE:

**FIELD TRIP NEXT FRIDAY
Greensboro Science Center**

Language Arts

- Reading: We continue to see the true character of Achilles as his vengeance for Hector knows no bounds. A good example of how we

From the Teacher's Desk (Continued)

do NOT want to conduct ourselves. We do not want to nurse our anger.

- Writing: Students have worked on a 2nd key word outline, learning this week how to add who/which clauses to make sentences more interesting.
- Upcoming: Next week we will hope to finish *Black Ships Before Troy* and then act out the death of Achilles once our armor is complete.

Math

- Identifying even and odd numbers; multiplying by 0, 2, 4, 6, & 8; identifying facts and products; identifying the Commutative Property of Multiplication; labeling a number line using whole numbers, fractions and mixed numbers; measuring and drawing line segments using 16ths of an inch; identifying and writing multiples; assessments.
- Tests are typically on Fridays. There will be no test next week.

History

- The Olympics: We have enjoyed looking at the ancient Greek Olympic traditions; discussing modern Olympic traditions in addition to Bradford Greek Olympic traditions.
- Upcoming: We will be working on armor in the afternoons next week. There will be no new history card and no test next week.

Science

- Students presented group projects on the biomes that they have studied with their seat partner.
- The homing pigeons, which we hoped would be back at the Patton's farm by now, have taken up temporary residence here. The rain that came in on Thursday afternoon probably interfered with their ability to orient and return home fairly quickly. They will hopefully take flight soon.
- Upcoming: Field Trip 10/6

Latin

- Chapter 7 introduced the "to be"

verb sum. We also began to translate Latin sentences!

- Upcoming: Next week will be a review week.

Music

- Our students began music class with prayer this week, and then we spent some time listening to the beautiful music of our quarterly composer, Chopin. We had a short music history lesson about the Romantic Period, and then moved to our music theory lesson based on the names of the notes on the spaces of the bass clef staff. We stood up, warmed up our voices, and praised the Lord while practicing the music we will perform for Bradford Night!

Art

- We applied our newly acquired knowledge of how to draw a cube and drew stacking tables.

P.E.

- This week we took a break from soccer and played Nuk'em - a fun version of volleyball that focused on eye hand coordination.



From the Teacher's Desk (Continued)

Memory Work:

- 1 Peter 3:8-9 and new verse 1 John 1:5-6
- Upcoming: Next week we will review all the verses for the quarter in a mini verse bee.

4th Grade (Mrs. Hamilton)

**NOTE: FIELD TRIP NEXT FRIDAY, Oct. 6
NC Museum of Natural Science (downtown Raleigh)**

Language Arts

- Reading: *Rolf and the Viking Bow*—Rolf and Frodi are trying to win their freedom after becoming slaves to Einar's prideful son, Grani.
- Writing: Students have completed their fantastic stories based on the music they heard from Mussorgsky's *Pictures at an Exhibition*, after working on improving their plots and revising their drafts. The last week of the quarter we will be concentrating on poetry.
- Grammar: We began working with prepositional phrases, added eight more words to our vocabulary list, and continued working with practice sentences.

Math

- Students learned the division algorithm, how to read scales, how to measure time and elapsed time, and how to multiply by multiples of 10 and 100.

History

- Mohammed and Islam—students learned about the beginnings of Islam and how this event changed the flow of history to the present time.

Science

- After a comprehensive review of all we have studied this quarter, students completed the Kingdom Plantae assessment.

• **Field trip to NC Museum of Natural Science (downtown Raleigh): Friday, October 6.**
Latin

- We studied third-person plural pronouns and began focusing on the Genitive case.

Music

- Our students began music class with prayer this week, and then we spent some time listening to the beautiful music of our quarterly composer, Chopin. We had a short music history lesson about the Romantic Period, and then moved to our music theory lesson based on the names of the notes on the spaces of the bass clef staff. We stood up, warmed up our voices, and praised the Lord while practicing the music we will perform for Bradford Night!
- We then finished class continuing to learn and practice playing, "Ode To Joy," with our recorders for Bradford Night!

Art

- We learned this week about drawing in one point perspective; the students drew rooms in one point perspective using a vanishing point at the back of the room.

P.E.

- This week we took a break from soccer and played Nuk'em - a fun version of volleyball that focuses on hand-eye coordination.

5th Grade (Ms. Windes)

Language Arts

- Reading: This week we learned to identify the arc of a plot, beginning with the setting and introduction of characters and continuing with the action rising towards the climax and then resolving with the conclusion. We used *The Hobbit* and other books the students have read to identify these parts. We also continued reading, joining our travelers' plight as the despair of Mirkwood's gloom begins to weigh them down.
- Writing: The students studied and imitated Tolkien's opening description of the setting of Mirkwood as they begin to create a setting that might turn into their own story.
- Grammar: Finding the different types of sentence structures in various magazines

brought a new understanding to the class as they searched and questioned various styles of writing.

Math

- After taking a test, the students practiced reducing fractions, adding and subtracting mixed numbers, naming the parts of a circle, identifying angles, and multiplying fractions.

History

- We have been studying the colony of Jamestown this week, learning about the trials and successes of this first permanent English settlement on the continent. The students have also been doing an excellent job creating a model of the Jamestown fort and its surroundings.
- Upcoming: Friday, October 6: Mayflower Lands Test

Science:

- We completed our brief overview of the circulatory system and blood components and began a comprehensive review of the Anatomy unit.
- **Body Systems Project and Presentation Due:** October 3rd (before the break) OR October 17th (after the break).

Latin

- After finishing a review of the vocabulary from chapters 1-6, we began reviewing the present, imperfect, and future tense verb endings - all part of the present



system.

- Upcoming: Wednesday, 10/4: Chapter 7 Test

Music

- Our 5th Grade Class began Music with prayer, and the students who had memorized the Weekly Praise Verse recited it to the teacher. Our students began music class with prayer this week, and then we spent some time listening to the beautiful music of our quarterly composer, Chopin. We had a short music history lesson about the Romantic

Period, and then moved to our music theory lesson based on the names of the notes on the spaces of the bass clef staff. Then we warmed up our voices and began learning the special piece that 5th and 6th Grade will sing for Bradford Night!

- By the way parents, please make sure that your student spends some time listening to, and practicing the CD that they brought home. It is considered homework for Music Class!

Art

- The students added chess pieces and bark-textured blocks to their still lifes; they are doing an excellent job working carefully to add realistic shading!

P.E.

- Volleyball enters the scene as students learn the basics of the game, the rules, and practice some new moves on the court. The students also watched an Olympic Men's team to get a sense of the fierce competition of the game and to recognize the various types of hits.

Memory Work:

- This week: Romans 12:17-19



- Next week: Romans 12: 20-21 We will complete memorizing all of Romans 12 next week!

6th Grade (Mrs. Garrett)

NOTE: FIELD TRIP NEXT FRIDAY NC Museum of History, Raleigh

Language Arts

- The class is reading historical pieces about the fight over Texas land in the early 1800's. The students are seeing both the American and Mexican point of view, and learning how to read the accounts with a sharpened sense of the veracity of the reports. The tumultuous history of the Texas border, the Alamo and the men fighting on both sides surprised many of the students.
- Practicing using quotations, prepositional phrases, and transition words along with using the imagination has been an enjoyable task for the students this week. The topic and concluding sentences have been reviewed and worked through as well.
- The hyperbole and its many uses in daily conversation, writing and speeches has fascinated the students as they discovered new ways to express their opinions in an exaggerated fashion.

Math

- Fractions, angles, greatest common factor

Latin

- The students continued to review direct objects and the accusative case this week, especially slowing down to practice translations from Latin to English and English to Latin. We also began learning the second declension noun endings.

Music

- Our 6th Grade Class began Music with prayer, and the students who had memorized the Weekly Praise Verse recited it to the teacher. We enjoyed listening to the music of

our quarterly composer, Chopin, and then had a short music history lesson about the Romantic Period. We continued our studies with a music theory lesson based on the names of the notes of the spaces on the bass clef staff. Then we warmed up our voices and began learning the special piece that 5th and 6th Grade will sing for Bradford Night!

- By the way parents, please make sure that your student spends some time listening to, and practicing the CD that they brought home. It is considered homework for Music Class!

Art

- Shadow and shading continue to be the theme as the class focuses on the human face and the source of light casting darkness and light.

P.E.

- Volleyball enters the scene as students learn the basics of the game, the rules, and practice some new moves on the court. The students also watched an Olympic Men's team to get a sense of the fierce competition of the game and to recognize the various types of hits.

LOGIC & RHETORIC SCHOOL

Mr. Hamilton

7th Grammar/Comp

- This week we worked once again on the academic essay, focusing in particular on structure. We also examined the steps of the writing process and began to prepare for our final assessment, which takes place next week!

7th Omnibus

- We continued on our journey with Odysseus as he and his men escape the island of Circe, pass between Charybdis and Skylla (not without much horror and loss of life), and end up on the island of the Phaiakians. Up next: Odysseus' dramatic return home, where the suitors loll unsuspectingly.

9th Logic

- More uses of the shorter truth table method: this week, tests for consistency and

equivalence.

9th History

- We wrapped up our study of the age of the explorers. Of particular interest was the Columbian exchange, which is the transfer and flow of goods and other entities (such as diseases) between the old and new worlds, and the dramatic changes that took place in both as a result. We also examined the rise and impact of Jesuit missionaries in the New World and the lasting impact of slavery.

9th Literature

- We continued in *Of Plymouth Plantation*, reading of new colonies founded (Massachusetts Bay and New Amsterdam), of growing distrust and iniquity, of the fate of several fascinating characters who join the pilgrims, and of the original settlers' steadfastness and perseverance in the face of growing challenges.

9th Theology

- Of special interest this week was the Christian's attitude toward economics, government, and work. We had several outstanding extended discussions in preparation for our quarter exams.

Mr. Miller

7th Latin

- This week we reviewed the dative case of Latin nouns in relation to the accusative case, which, when translated into English, is the equivalent of "indirect objects" in relation to "direct objects."

8th Omnibus

- This week we worked a lot on our first quarter essays, which give us the opportunity to engage more deeply with a part of the first quarter reading that we found particularly interesting. We also continued reading Bede's *Ecclesiastical History* (in history/literature) and finished our reading of Athanasius' *On the Incarnation* (in theology). After completing this classic work of theology, the students seem to have a much better understanding of the Incarnation of Christ and its importance.

8th Logic

- We studied the difference between "self-supporting" and "supported" statements. The truth value of the former is found in the statement itself, whereas the truth value of the latter is found outside the statement.

10th Literature

- We finally finished the *Iliad*! The students really enjoyed it overall, and they found the end of the book (the death and burial of Hector) quite sad, but satisfying.

10th History

- We are quickly reviewing Plato's *Republic* (which the students had to read over the summer) through student-led discussions of various portions of the book. The students are doing a great job of highlighting the important parts of Plato's argument and considering how we should evaluate them.

10th Rhetoric

- The students spent the week working on their first quarter project, which requires them to write and present a speech from the perspective of one party in either of the two conflicts we've read about this quarter (i.e., either Trojans or Greeks in the Trojan War, or Athenians or Spartans in the Peloponnesian War). I look forward to hearing these next week!

Mrs. Frueh

7th Grade Science:

- Students demonstrated their knowledge of the nature of science and theories on the origins of the universe with a unit exam.
- We will end the quarter next week with a culminating class discussion and a look ahead at our 2nd Quarter Unit Study: The Celestial Sphere.

8th Grade Science:

- Students spent time this week learning about the changes in thermal energy that occur during changes of state. Ask your student to point out endothermic and exothermic changes in the world all around us.
- We will end the quarter by learning to make

calculations using the Heat of Vaporization, the Heat of Fusion, and the Gas Laws.

Mrs. Orlovski

7th Pre-Algebra

- This week we learned how to find the area of a shape by subtracting out the missing areas from a rectangle. We reviewed Mode, Median, Mean, and Range, then applied these concepts to word problems, proper, improper, and mixed number conversions. We learned how to calculate the area of a triangle, and ended the week with charting bar, broken-line, and pie graphs.
- Test 4 on Thursday, Oct. 5.

8th Algebra I

- We worked on solving more complex algebraic equations this week, then worked on applying the distributive property using the product rule for exponents. We worked on translating fraction word problems into equations, and began to learn functional notation. The week ended with learning how to interpret and manipulate negative exponents.
- Test 4 on Thursday, Oct. 5.

Mrs. Gregory

7th and 8th Music

- This week we began music class with prayer, and the students that had memorized the weekly praise verse recited it to the teacher. We spent some time enjoying the music of our quarterly composer, Chopin, and had a short music history lesson about the Romantic Period. Then we moved on to music theory, and had our lesson based on the names of the notes of the spaces of the bass clef staff. We had a discussion about the upcoming Christmas performances and what we will perform for them. Then we finished class praising the Lord with our Quarterly Hymns!

Mrs. Dovan

9th Spanish 1

- This week we added classroom words to our vocabulary and have been practicing talking about schedules as we continue to tell time. We will be on our way with the present tense and AR verbs next week!
-

10th Spanish 2

Spanish 2 is learning a lot about ser, estar, and the present progressive tense (phrases with "ing"). We will add direct objects tomorrow and hopefully be conversationally confident in these topics by next week. Students should be expecting grammar quiz checkpoints along the way.

Mrs. Byrd

9th/10th Algebra 2

- We completed our third test of the quarter on Monday. The remainder of the week was spent on our class project....fitting lines to data and finding their equations. We are looking at trends in the average age of first marriage for men and women over the last one hundred years. Next week we will take a look at simplifying more complicated rational expressions and some more uniform motion problems.

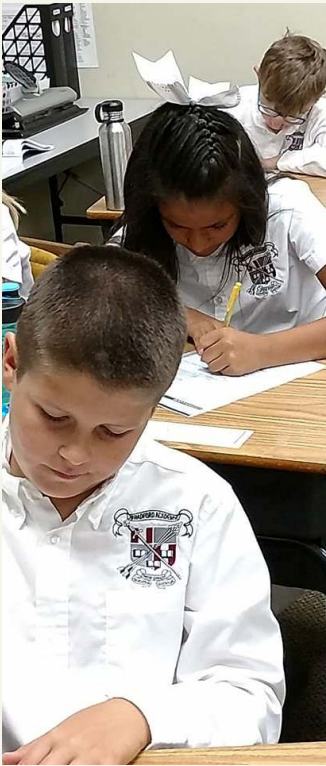
A CASE FOR CASES

Continued from page 1.

extension of our resume, or mere code for English; it is a gateway into another world where we lay aside our presuppositions to understand others on their own terms. We could apply these arguments to the study of modern languages, but as we consider our own foreign language experience in high school, how worthwhile was it, really? Were we diligent to continue our study, or did we abandon it with our memories of the periodic table and the quadratic formula? At the time, it just seemed like a requirement to graduate high school, and we couldn't see its value in the marketplace. For the majority of us (actually, about 99%*), our study of foreign language is more a vague memory than a well-maintained skill. This is because the best modern language learning takes place by immersing ourselves in culture. (No, not an immersion classroom. A single teacher can immerse fifteen students as effectively as a glass of water can immerse a car). Ancient languages, on the other hand, can *only be learned in the classroom, and we ought to use the language classroom accordingly.*

If the previous points are true, then learning Latin creates a pathway to seeing the world with Roman eyes. Why would we want to do this? One reason is that learning an ancient language is, for now, our most efficient means of time travel. It allows us direct contact with great minds like Virgil, Cicero, and Augustine without a mediator. Here lie the foundations of Western civilization; let us access them in their fullness rather than accepting insufficient summaries and translations. Because Latin instruction was central in the education of many English voices we esteem, familiarity with Latin also cultivates deeper understanding and greater appreciation in reading Milton, singing hymns, or studying our nation's founding fathers (all of which, by the way, are typical expectations of a student enrolled in a classical Christian school). Furthermore, the prevalence of Latin in its conversational era intersected with great strides in science, literature, theology, and philosophy. In this sense, Latin is the language of much of our cultural heritage and the foundation of the knowledge we enjoy today.

But third graders won't be reading *The Aeneid* or *City of God*, so how do we justify teaching Latin to young children? While learning the fundamentals of Latin will eventually allow a child some access to these works with continued practice (C.S. Lewis was reading Latin classics by age 13), the beginning years have an immediate purpose of their own. If we argue against Latin because it is

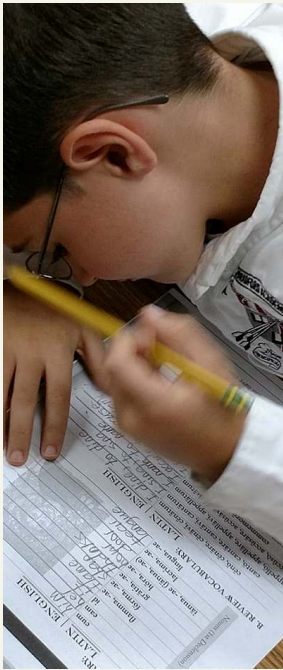


conversationally extinct, we ought to reject the multiplication tables, the Psalms, and the dates of history on the same grounds. In fact, websites that mock learning without direct parallels in the "real world" are becoming increasingly popular. One widely shared image reads, "I'm glad I learned about parallelograms instead of taxes in school. It's really come in handy in this parallelogram season". Dismissing Latin for its impracticality stems from the same attitude. What every parent should know is that classical Christian education is not a utilitarian one. We teach parallelograms in order to teach spatial reasoning, to sharpen logic, and to train the affections to delight in creation's design; parallelograms are not an end in themselves. Likewise, Latin connects students to realities greater than themselves: the advanced in their study of Latin texts and the young in their study of Latin grammar.

As young children encounter the structure of Latin, they are also learning the system of English grammar for the first time. Synchronizing the instruction of introductory Latin with the foundations of English grammar reinforces understanding in both. A matrix for understanding other subjects, the study of grammar is a key that unlocks doors of expression and wisdom. Dorothy Sayers' apology for Latin in her essay "The Lost Tools of Learning" depends almost entirely on this argument. She writes, "the inflected languages interpret the uninflected, whereas the uninflected are of little use in interpreting the inflected. I will say at once, quite firmly, that the best grounding for education is the Latin grammar." Inflected languages like Latin do not depend on the order of words as uninflected languages like English do. Instead, every word communicates its purpose in a sentence with a unique ending. In this way, Latin offers a concrete approach to grammar and communication whereas the rules of English are more abstract. Even if students

do not retain their memories of the endings of various declensions, cases, and tenses in Latin, learning its specificity will affect a student's approach to all other learning. Latin also complements English grammar because of its regularity. For the most part, it follows a predictable set of rules, attuning students to nuance. Unless we first establish a sense of normalcy, we cannot recognize exceptions. In a postmodern culture that rejects standards and forms, Latin grammar teaches students that strict order creates complexity, beauty, and meaning; accuracy is not arbitrary.

Furthermore, the variety of cases and their power to communicate sharpens clarity of expression. As complexity of thought increases, students influenced by Latin will be able to articulate their ideas. When a student who has studied Latin uses the word "with", for example, he may pause to specify



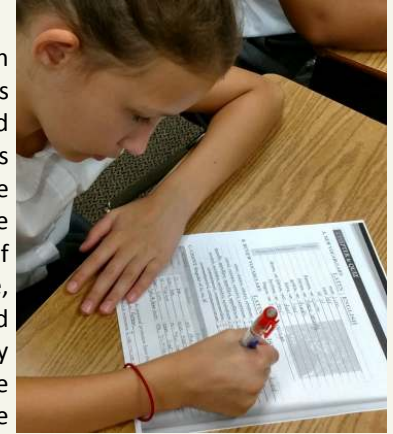
his meaning -- do I mean "alongside" or "by means of"? Or, in a phrase like, "to the store", English might refer to a destination (I'm going to the store), or it might imply an indirect object (I donated these items to the store"). Such distinctions are inherent in Latin but require precise wording in English. A student of Latin will perceive the difference and manipulate his use of English to be as clear as possible. As students grasp the effects of syntax and spelling, they become articulate speakers, clear writers, and careful readers of English. Such clarity results because the highly regular rules of Latin grammar provide a

means for interpreting experience. Just as calculations in math class lead to objective answers of intangible concepts, the rules of language allow us to pull a concrete string of words out of a cloud of experience. In this way, Latin appeals to the students who enjoy problem-solving as well as to those who are enchanted by language's power of expression.

Latin also reinforces skills in English and other modern languages because it is the source of much of our vocabulary. Most parents (parens), even those asking, "Why Latin?" will assent (assentio) to this idea (idea). After all, they want the benefit (beneficium) of good SAT scores. Although recognizing (cognosco) Latin roots builds an impressive vocabulary (vocabularium), it also gives students a sense (sensus) of heritage (heres). Many of our words are not really ours at all; they are recycled ideas that have survived (super, vivo) throughout generations (generatio) in Western civilization (civilis). And so the roots that comprise a large (largus) percentage (per centum) of our words are not merely letters (littera), but vessels of human (humanus) history (historia). The use of Latin in our modern (modo) languages (lingua) reminds students that words do not merely exist; everything has an origin (origo). Speaking a language is an opportunity to participate (participo) in history and interact (inter) with the events, people, and ideas of the past. Such a broad perspective (perspectus) humbles (humilis) the student, and thereby prepares (praeparo) him to receive his education (educatio) with more eagerness. We do not study Latin to claim a high score as our prize. It is a means to receiving a far richer

inheritance.

Finally, Latin humbles students both in its simplicity and vastness. Learning Latin as an adult forces one to be like a child, relearning the first principle of language. At the same time, learning Latin as a child delays pride in one's ability to reason or intuit as he faces the expanse of the unknown; the most difficult works in Latin still lie ahead of him. With requirements to memorize vocabulary, categorize endings, reason in translation, read ancient texts, and compose original sentences, the study of Latin touches on many modes of thought, and rarely does an individual excel in them all. The convergence of varied learning teaches a student to recognize his weaknesses and make adjustments in his other areas of study. Students then learn to admit these areas of weakness, practicing patience and deferring to others. The Latin class, then, is a place to grow character and practice virtue.



When we enroll children in a Latin class, we empower

"Latin doesn't help to turn out factory-made mini-consumers fit for a globalised 21st-century society. It helps create curious, intellectually rigorous kids with a rich interior world, people who have the tools to see our world as it really is because they have encountered and imaginatively experienced another that is so like, and so very unlike, our own."

Charlotte Higgins, Guardian, 05/24/2009

them with both heritage and expression. In the novel *Cloud Atlas* which spans four centuries, author David Mitchell illustrates the evolution of language. As he narrates the future, the vocabulary of English is quite shallow, echoing the abbreviations we use in our present-day dependence on keyboards. He makes a strong point: whatever language survives into the future will be a remnant of what we protect today. Will we settle for slang words, lyrics of popular music, and hashtags, or will we delight in the

storehouse of literature, philosophy, and history that has its foundation in Latin? Latin has been a dead language for more than a thousand years, but only in the last century have we begun to doubt its relevance and remove it from the classroom. Postmodernity trades heritage for newness, and powerful expression for images and impressions. Are we teaching our children to merely fulfill requirements (perhaps like we did in our own foreign language study) without being changed by the material? If students are driven by utility and performance alone, they may graduate "Summa Cum Laude", but sadly they will not know what these words mean.

*This article from *The Atlantic* cites a study that says only 1% of American adults are fluent in a language they studied in high school.

<https://www.theatlantic.com/education/archive/2015/05/filling-americas-language-education-potholes/392876/>