



The Thales Times

FOR ALL THALES ACADEMY FAMILIES

MARCH 2024



WE HOPE YOU HAVE A BALL THIS SPRING BREAK, THALES ACADEMY!

Happy Spring, Thales Academy! We have reached the end of the third quarter, and we look forward to a trend toward warmer weather, exciting upcoming spring field trips, and a new class of soon-to-be Thales Academy graduates in the final quarter of the 2023–2024 school year.

In the meantime, we want to congratulate all of our students and faculty for their hard work in the first months of the new year. We hope each of you enjoys a restful spring break! See you in April!



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From The Founder's Desk

Dear Thales Academy Families,

As we head into our final quarter of the 2023–2024 school year, I must say how much our schools continue to impress me. From our hard-working staff, to our accomplished students, to our supportive parents, I consistently am so proud of our Thales Academy community.



For example, this issue features our Thales Academy Raleigh campus's recent STEM Day and its special honor in being chosen as a NASA In-Flight Education Downlink school (see page 3). The faculty leading these events and the parent volunteers showed great work ethic, teamwork, and leadership, and the resulting learning enrichment for the students and all who participated was stellar on many levels.

Also highlighted in this issue is a Thales Academy Rolesville high schooler who demonstrated initiative, hard work, and virtuous leadership along with dreams and aspirations to change the world with her international service project (see page 7). We place great value on community service at Thales Academy (see page 10 for more about our high school community service requirement). We teach our students to give their time and talents to their community to improve the world around them, and we encourage them to find ways to nurture self-reliance rather than dependence when possible in their service efforts as that creates the strongest ripple effect for long-term, positive change.

With our graduating classes of seniors starting to close in on the 100 graduates mark each year, we certainly have come a long way since our first senior class of three graduates in 2016! We hear more from that first class in our Alumni Spotlight, which features an interview with Michael Bono, our very first Thales Academy valedictorian (page 9). Indeed, our Class of 2024's many college acceptance letters and scholarships are rolling in as we speak. Our next issue will include all of the college acceptances from this class, but this issue (page 6), we recognize one notable acceptance—Alec Yang, our first Thales Academy student accepted to Duke University!

Thales Academy continues to produce strong academic outcomes, a high priority for any school. However, we are most proud of the strong character outcomes as they emerge in our students. Families and faculty are important role models in this pursuit of virtue, and we are most grateful for a community that continues to keep the value on virtue first and foremost... for without that, we fail before we begin.

Regards,

Bob Luddy
Founder & Chairman, Thales Academy

**"Silver is of less value than gold,
gold than virtue."**

Horace



THALES ACADEMY RALEIGH CHOSEN FOR LIVE Q&A WITH NASA INTERNATIONAL SPACE STATION ASTRONAUT + HOLDS SPACE-THEMED STEM DAY

Thales Academy Raleigh students and faculty had a true out-of-this-world experience this January when their campus had the very rare opportunity to have a Q&A session live with an astronaut direct from her assigned post on the International Space Station, courtesy of NASA's In-Flight Education Downlink program.

Marc Fusco, who teaches Junior High Literature and Trivium at Thales Academy Raleigh, served for a decade as a NASA ambassador to schools prior to coming to Thales Academy and knew about the program. Mr. Fusco produced and submitted the in-depth application back in early 2023, hopeful for a slot in the competitive program (**Out of all of the schools in the country, only about 5 are selected annually!**).

Thales Academy Raleigh was thrilled to find out in November 2023 that it was selected, but details for the Downlink event date were not shared until mid-December, as Thales Academy was beginning its winter break. The assigned In-Flight Education Downlink event date was January 9, 2024, which provided the Raleigh campus less than 4 weeks to get ready and prepare (and over the holidays nonetheless!).

However, thanks to the tireless efforts of Mr. Fusco, Dr. Corrie Struble (Technology teacher at Thales Academy Raleigh), along with Administrator, Janice Holton, and Assistant

Administrator, Lindsey Marion, the campus leapt into action to organize, produce, and submit individual videos of students asking questions about living and working in space and special videos from Mrs. Holton and Thales Academy founder, Mr. Bob Luddy. In the meantime, Dr. Struble and Mr. Fusco also worked to organize and prepare a space-themed STEM Day to take place the day after the In-Flight Education Downlink.

On the morning of January 9, 2024, the Thales Academy Raleigh campus gathered together to watch the live feed from the International Space Station as **astronaut, NASA Expedition 70 Flight Engineer, Jasmin Moghbeli, answered their questions live from space.** (Other Thales

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THALES ACADEMY RALEIGH CHOSEN FOR LIVE Q&A WITH NASA INTERNATIONAL SPACE STATION ASTRONAUT + HOLDS SPACE-THEMED STEM DAY

(Continued from page 3...)



Academy campuses also tuned in to watch from their classrooms to witness the special event!) Thales Academy Raleigh buzzed with excitement as students, faculty, and some parents awaited the 9:20am ET Downlink start time. When the live feed began with a verbal check from Mission Control Center in Houston, Texas to the International Space Station for NASA Expedition 70 Flight Engineer, Jasmin Moghbeli (“Station, this is Houston, are you ready for the event?” with an answer from her: “Houston, Station, ready for the event!”), smiles erupted, and everyone at Thales Academy Raleigh leaned in to listen to the incredible technological connection from space to earth, addressed personally to them!

The Downlink then shared a pre-recorded video greeting with opening remarks from Mrs. Holton, and then videos of students from Thales Academy Raleigh asking questions to NASA Expedition 70 Flight Engineer, Jasmin Moghbeli, which she then answered live in real time. The students asked a great variety of questions,

such as: “How do space suits generate oxygen?” and “Does sleeping in space mess with your circadian rhythm?” and **“Do you get a head rush when you flip upside down?” (the last to which Moghbeli demonstrated a flip as part of her response!)** After a very interesting and educational Q&A session, the event concluded with a pre-recorded thank you from our founder, Mr. Luddy, followed by a closing goodbye with a wave from Moghbeli.

When asked about the experience, Estelle, a sixth grader, commented: “I loved how I got to ask a question about space, and I had such a talented astronaut answer the question. She also had a daughter with my name. It was such a big privilege.”

Alex, a fourth grader noted, **“It was so cool because she [the astronaut] was up there, right now, talking to us.”**

Ben, a fellow fourth grader expressed, “It was very rare, and we got to do it!”

Thales Academy Raleigh parents were also excited: “Well done, Thales Raleigh! That was so neat and informative! Well-organized, and the kiddos asked AMAZING questions. What a unique opportunity. Thank you!” remarked Rachel Fitzthum-Johnson.

Mr. Fusco smiled as he observed the excited students and adults, noting possible broader life lessons that could be gained from the experience as he reflected on the event: “It is inspiring to all if you consider the astronaut we spoke to was a political refugee and now is living and working in the most exclusive place. If you can dream it, you can be it!”

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THALES ACADEMY RALEIGH CHOSEN FOR LIVE Q&A WITH NASA INTERNATIONAL SPACE STATION ASTRONAUT + HOLDS SPACE-THEMED STEM DAY

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The day after the In-Flight Educational Downlink, **Thales Academy Raleigh continued its exploration of space-themed science and technology with its annual STEM Day.** STEM Day has become a Thales Academy Raleigh tradition and was started several years ago by Dr. Struble. STEM Day’s purpose is to engage students in themed challenges that reinforce the Science, Technology, Engineering and Math Skills they have been learning in class, as well as emphasize the Thales Academy Top 15 Outcomes, particularly being a critical thinker, continuous learning, astute problem solver, cooperative and contributive team member, strong work ethic, and communication skills. This year’s STEM Day tied into the space excitement with a "Mission to the Moon" theme, and parent volunteers and staff led students through various activities such as lunar module design, rocket building, launches, and more.

Students particularly enjoyed the STEM Day building activities. Second grader, Weiland, commented, "I liked building the lunar module because it was really challenging."

Fellow second grader, Charlie, echoed, "I liked building the lunar module because I made a cup holder, and it helped the astronaut survive. I made a really large cup holder, and it worked."

Fifth grader, Shria, remarked: "It was cool to see how everyone built and decorated their rockets. Some of them didn't go as high as others, but each one had a different personality."

STEM Day is also appreciated by the parents. One parent volunteer, Richa Gupta Dolia, noted:



"I had the privilege of volunteering in two different grade levels, and as I observed those lessons, I started to wonder the number of activities happening in each homeroom and across various grades. This must be so much of planning and material preparation. A heartfelt thank you for your tireless dedication in preparing STEM Day for our kids!"

Dr. Struble, Thales Academy Raleigh’s STEM Day lead director commented about STEM Day and this year’s special additional educational bridge from the day before: **"I hope that this helps encourage our students to apply the concepts they learn in the classroom to real-world problems. STEM Day challenges them in ways they are not routinely pressured, in real-world situations.** This year, this came alive with our interview with an astronaut on the space station. It illustrated that the problems they are solving throughout the day are being solved EVERY DAY by people around the world."

"We are grateful to Mr. Fusco and Dr. Struble for their passion, time, and initiative to take additional small steps that helped create giant leaps in learning for our Thales Academy Raleigh students!" sums up founder, Bob Luddy.

Watch the full video from Thales Academy Raleigh’s In-Flight Educational Downlink:

https://youtu.be/eNJbOUSwzOE?si=Wb4_KUQWDCHcwDki

View a rocket launch from STEM Day:

https://fb.watch/qkxxQlqeO_/

THALES ACADEMY CELEBRATES FIRST DUKE UNIVERSITY ACCEPTANCE: AN INTERVIEW WITH ALEC YANG, APEX JH/HS CLASS OF '24

Q. How does it feel to be the first Thales Academy graduate to be attending Duke University?

A. I am very excited (and surprised)! I hope more students will soon follow.

Q. Did you consider any other colleges, or did you only apply to Duke?

A. I did! I applied to UNC Chapel Hill, NC State, University of Illinois Urbana-Champaign, and Georgia Tech for my early action choices. I also planned to apply to several other schools including Cornell and Yale.

Q. What are you most excited about as you head to Duke?

A. I am excited for the basketball games, the scenery and the food! The atmosphere at Duke is unmatched.

Q. What are you considering majoring in, and what future career interests you?

A. I am double-majoring in computer science and biomedical engineering. I intend to work in biotechnology.

Q. What is your favorite community service you have done in high school?

A. My favorite community service is tutoring! I tutor both inside and outside of school. I enjoy sharing knowledge with others and helping them overcome hurdles in their learning.



Q. What other extracurricular activities do you enjoy?

A. I enjoy practicing piano. I dabble in coding or 3D modeling as well.

Q. In what grade did you start attending Thales Academy, and which campus(es) did you attend?

A. I have attended Thales Academy Apex since 9th grade.

Q. What are you carrying with you from your experience at Thales Academy that you think will help you be successful during your time at Duke and in your future?

A. I think that the classical curriculum is a huge plus! The emphasis on the Western tradition, along with essential skills like clear communication and critical thinking, are vital to have at a liberal arts institution like Duke.

Q. What advice do you have for next year's rising senior class at Thales Academy?

A. Take as many rigorous courses as you can realistically handle, including honors, APs, and dual enrollments. Most importantly, don't overdo yourself—you don't need to be good at everything or be involved in every club. Do your research on schools too—dive into the really niche things!

Q. What will you miss most about Thales Academy?

A. I would probably miss the small classroom environment. I like being able to know everyone in the grade's names!

Q. What is your favorite quote?

A. "What is reasonable is real; that which is real is reasonable."

- Georg Wilhelm Frederick Hegel

THALES ACADEMY ROLESVILLE JH/HS JUNIOR, LEAH EBRON, ORGANIZES SPECIAL SERVICE PROJECT WITH TRIP TO ETHIOPIA



Thales Academy Rolesville JH/HS junior, Leah Ebron, has always loved working with children, but this year, she took the leap of applying this passion to a global cause by helping an international organization with special ties to her Ethiopian heritage—The Nehemiah Autism Center. Leah learned about the center from her mom and grandmother as they were discussing how public education in less developed countries struggles to meet the needs of children with disabilities. Leah comments: “I have had the privilege of growing up in America and having a private education. However, my family grew up in a place where easy access to education was not common.”

Leah researched specific needs with the Nehemiah Autism Center and then collected items on the list to deliver to the Center. Ashley Bahor, Thales Academy JH/HS Senior Administrator, comments: **“Classical education focuses on wisdom and virtue, and this opportunity allowed Leah to apply both her knowledge and character to experience the joy of leading a project to serve others. We are so proud of her for bringing this vision to life.”**

Leah traveled to Addis Ababa, Ethiopia over the 2023 winter break with her mom and older brother (who is a Thales Academy Rolesville JH/HS alumnus now attending NC State University) to deliver and present the items to the founder of the Nehemiah Autism Center. She also was given a tour the school and worked with the students

(primarily ages three- to five-years-old) while she was there. She notes, “The most meaningful memory from the entire service project was hands down when we arrived at the center....**The happiness and gratitude that we received from the children and faculty was incredible, and I will never forget it.**”

Leah’s Ethiopian trip over winter break was about two weeks long, and she spent the bulk of her time in the capital city of Addis Ababa. Luckily, since English is taught in the school system in Ethiopia, a language barrier was not a big issue. In addition to her service project visit, she also took time to visit parks, museums, and ancient castles while there. This was not Leah’s first trip to Ethiopia, as she had been to Ethiopia when she was seven-years-old, but she notes she does has a limited recollection of that trip due to her young age at that time.

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THALES ACADEMY ROLESVILLE JH/HS JUNIOR, LEAH EBRON, ORGANIZES SPECIAL SERVICE PROJECT WITH TRIP TO ETHIOPIA

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During her recent winter break trip to Ethiopia, she noticed: "There was an extreme contrast between the different parts [of Ethiopia] I visited. In some parts there were extravagant hotels and beautiful buildings, but only down the street you could see some of the most economically disadvantaged places you will ever see....My mindset was definitely broadened during this experience. I learned that many things that are taken for granted in America are unheard of in not just Ethiopia, but in many other parts of the world."

In terms of hurdles she encountered during the project, Leah says the most challenging part was "definitely having steady and clear communication with schools from entirely different continents" as well as collaborating with the Ethiopian airlines for the luggage "as they waive the fee for travelers' luggage used for service projects like this." She notes that the majority of her time spent preparing for her trip was making sure their luggage was in order ahead of their trip and that the school was prepared for their arrival. However, despite the challenges, she is inspired to do this sort of service again in the future. She remarks: "This experience has made me an overall better person. I went into this not fully understanding what I had, and now I know to never take anything I have for granted. This project has also greatly enhanced my passion for helping others in need, which I will continue to do."

Leah's National Honor Society advisor, Brittany Rathvon remarks: **"We are so proud of Leah's work with this personal service project. She truly exemplifies the Thales Academy Top 15 Outcomes of Virtuous Leadership and Dreams and Aspirations to Change the World....**Her initiative reflects her compassion and commitment to making a positive difference in the lives of others....Her selflessness and dedication embody the true spirit of leadership and service that National Honor Society seeks to foster in its members."

As far as advice for others interested in pursuing a similar big project, Leah says, "I would definitely say to not be intimidated to have big ideas. Some things can seem so grand and impossible at first, but **when you consistently work at it, things will come together.**"





MICHAEL BONO
THALES ACADEMY ROLESVILLE
JH/HS CLASS OF '16

First Thales Academy Valedictorian from the first graduating Thales Academy class!



Q. In what grade did you start going to Thales Academy as a student? Which campus(es)? **Michael:** I started going to Thales Academy in 6th grade at the Wake Forest campus and transitioned to the Rolesville campus once it was finished being built.

Q. How did it feel to be in the first Thales Academy graduating senior class and the first valedictorian, and what was unique about being a trailblazing high school senior graduating that year? **Michael:** I was beyond honored to be part of the first ever graduating class from Thales Academy with two of the most driven and smartest students I've ever met, James Bury and Evan Gales. Being the inaugural class at

Thales Academy was a lot of hard work—it meant that every year, we were taking classes that had never been taught before, and in many cases, helping teachers craft an effective curriculum and figuring out what works and what doesn't. This experience was also very rewarding, as it meant we got to consistently act as leaders and mentors within the school. It's also always fun to be able to one-up anyone that says they graduated from a small high school!

Q. Where did you attend college, and for what degree(s)? **Michael:** I attended the University of North Carolina at Chapel Hill (Class of 2020), where I received my Bachelor of Science in Business Administration and my Bachelor of Science in Statistics and Analytics.

Q. What do you currently do for work, and what is your favorite thing about your job?

Michael: I currently work on the Digital Supply Chain Transformation team at Toyota, specifically creating more advanced vehicle forecasting and planning models. I love being able to leverage my business knowledge and my technical skills together to drive meaningful changes at one of the biggest companies in the world.

Q. What are you carrying with you from your experience as a student at Thales Academy that you think will help you be successful in your career?

Michael: My experience at Thales Academy above all else taught me to think critically and independently. My ability to analyze information, question assumptions, and craft my own informed opinions has helped me learn so much, solve so many problems, and lead a fulfilling life so far—and I know that it will continue helping me throughout any situation in the future!

Q. What advice do you have for current students in this year's senior high school class at Thales Academy? **Michael:** Whatever you choose to do after Thales Academy, you are about to enter the most exciting time of your life. You're about to encounter a wealth of new perspectives, backgrounds, and experiences. Be curious, eager to learn, and ready to explore whatever you can, but also make sure that you are taking time to have fun and make memories of your own. Follow your interests, find new hobbies, build connections, and take risks! You have your whole life ahead of you.



Dear Thay-leez, 

As Plato noted: **“Good actions give strength to ourselves and inspire good actions in others.”** Thales Academy values teaching students to give back to their local communities and learn leadership skills through service for others. In hopes of promoting a feeling of community, citizenship, and character development, **we require our high school students to complete a total of 100 hours of community service as a graduation requirement.**

Students can begin earning their official graduation requirement community service hours the summer before 9th grade. They are encouraged to complete a minimum of 25 hours per high school year, although they have the option of completing all of their community service hours at any time in the course of grades 9–12. Students who enter Thales Academy in the middle of high school must complete a minimum of 25 hours per school year until graduation.

The community service hours requirement may be fulfilled in a variety of ways; students may earn hours through activities that involve direct service to the community through independently arranged activities or through participation through established agencies. However, students should be involved in activities that are volunteer opportunities only, and they are encouraged to gain pre-approval of activities prior to completing them. Non-performing activities through church youth groups, cultural organizations, and established non-profit agencies are good choices. Our campuses also offer service options throughout the year via various clubs (e.g., Key Club; NHS), and extra volunteers are sought for athletic games, conferences, and school-wide events. Any community service activity in question should be pre-approved before completing the activity to ensure it will satisfy requirements. Some recent club/class service projects include: a litter sweep (*shown right*); singing at a retirement center; packing lunches for the hungry; making cards for lung

WHAT IS THE COMMUNITY SERVICE REQUIREMENT FOR THALES ACADEMY GRADUATES?

cancer patients; quality-checking/sorting clothing donations at a local clothing charity; preparing gift bags for children undergoing chemotherapy; loading groceries into cars at a local food pantry; and more.

Students must provide documentation of service hours by filling out a community service form (found in the Community Service Hours Assignment in Canvas). The form should be saved in PDF Expert or printed out to be signed by the organization supervisor at each submission. Forms may be submitted/resubmitted to the Community Service Hours Assignment in Canvas upon completion.

As hours are approved/recorded, the "grade" for the assignment and course will be updated to reflect the total hours earned for the school year, and each year, the total amount of service hours is reported on the bottom of the student's transcript. All hours must be submitted to the office within 6 months of completion, and all hours must be completed by the end of May of a student's senior year or the student will not graduate. Those who apply for the Thales Academy Chairman Scholarship must have Community Service hours submitted by the conclusion of third track Senior year.

Thales Academy students often find they enjoy the community service, and our community of high schoolers grows together as humans and leaders in this shared honorable pursuit. Although the service hour requirement may feel cumbersome at times along the way, we hope they emerge rewarded, encouraged, and embodying George VI's wisdom: **“The highest of distinctions is service to others.”**





TOP 15 OUTCOME #15 – A HEALTHY MIND, BODY, & SPIRIT

Our Top 15 Outcomes are incorporated in all classroom lessons and teacher/student interactions to encourage students to better themselves and reach new heights. By graduation, each of our students will have mastered all fifteen of these Outcomes.

Being a healthy human is a clear, critical aspect of success in life. However, maintaining optimal lifelong health requires education, modeling, and ultimately the ability to make independent smart choices. Thus, **our final Top 15 Outcome** focuses on three core factors in this pursuit—A Healthy Mind, Body, & Spirit.

At the basic level, fostering a Healthy Mind, Body, and Spirit in our students means teaching them to live well, in other words, take care of themselves. **In its greater sense, it is striving to offer the freedom to operate at an optimal level and achieve a higher sense of fulfillment.**

The most important factor in success on this Outcome is establishing healthy habits, ideally from an early age, but from any age forward.

- **For a Healthy Mind:** Providing positive brain growth by continuous learning and critical thinking; avoiding negative brain input such as obscene or inappropriate media; minimizing stress; addressing depression and/or anxiety at the root; resting our minds intentionally; and more.
- **For a Healthy Body:** Exercising; eating a nutritious diet; breathing clean air; drinking clean water; maintaining good hygiene; getting enough sleep; attending to illness/injury with rest and/or medical attention; maintaining personal safety; and more.
- **For a Healthy Spirit:** Maintaining strong character; having a good attitude; creating moments of peace and tranquility; finding time to reflect or pray; serving others and giving back to the world around us; connecting with our communities of faith, friends, and family; and more.

At Thales Academy, we work to contribute to the development of these healthy habits in our

students and to promote the general health of our community in a variety of ways:

- **For a Healthy Mind:** We offer a rich curriculum with a plethora of learning opportunities; we focus on developing critical thinking with an emphasis on objective truth, goodness, and beauty; we provide a disciplined, orderly environment to minimize stress; our track-out breaks encourage an ideal schedule for both learning retention and rest; and more.
- **For a Healthy Body:** We encourage exercise with daily recess in grades K–5, Physical Education classes in grades K–9, and extracurricular sport options; we teach nutrition and other positive health habits in Health classes in grades 6–9; we account for rest and recovery with our year-round track out breaks and makeup policies for sickness; and more. Furthermore, we provide the highest indoor air quality and clean, orderly, safe learning environments.
- **For a Healthy Spirit:** We integrate character formation into all grades and honor individuals with strong character; we demand an anti-bullying culture; we encourage giving back to the world and require community service in grades 9–12; we have strong faculty role models and a positive community; and more.

Our namesake, Thales of Miletus, said: **“Who is happy? This is a person, who has a healthy body, is dowered with peace of mind and cultivates his talents.”** At Thales Academy, we hope to help our students be happy, aided by lifelong health in mind, body, & spirit.

15 HEALTHY MIND, BODY & SPIRIT
Live Well

15 HEALTHY MIND, BODY & SPIRIT
Take Care of Yourself

Fun-damentals

At Thales Academy, we develop the whole student, and fun is fundamental to achieve this. Check out these fun ideas from our campuses, with links to learn a bit more!

Hold a book swap with your friends or neighbors!



Volunteer at a local food bank!

Build a moving boat with a propeller & battery cell using soda cans!



Separate out iron from your cereal with a magnet!



Make and demonstrate a tsunami model

Q3, '23-'24

Campus Collage



High Notes



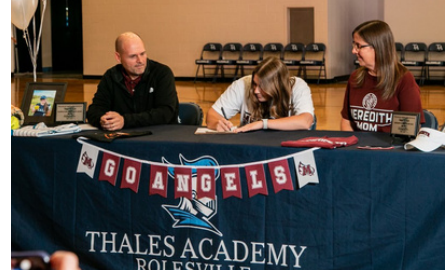
Junior High & High School Milestones

CLT8 Exam 2024 National Rankings:

#4 – Thales Academy Raleigh
 #13 – Thales Academy Apex JH/HS

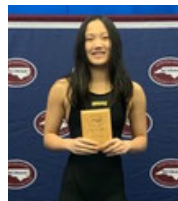
College Athlete Letters of Intent:

Kailey H, Rolesville –
 Women's Softball, Meredith College



RAAC Conference Season Champs:

JH Girls' Basketball, Apex
 JH Boys' Basketball, Apex
 JV Boys' Basketball, Rolesville
 Varsity Women's Basketball, Apex



NCISSA All-State Athlete:

Varsity Women's Swimming: Grace Y, Apex

RAAC Conference Player of the Year:

Varsity Women's Basketball: Anna M, Apex

RAAC All-Conference Athletes:

Varsity Men's Basketball: Nathan P, Apex; Malcolm F, Rolesville | Varsity Women's Basketball: Anna M, Kate S, Kenna S, Apex; Ursula F, Rolesville | Varsity Men's Swimming: Austin W, Alex S, Collin G, Rolesville | Varsity Women's Swimming: Grace Y, Apex; Charlotte N, Evelyn P, Rolesville



School Record Achievements:

Varsity Men's Basketball: All-Time Leader in Points; Single Game Scoring Record: Nathan P, Apex

RAAC Conference Tournament Champs:

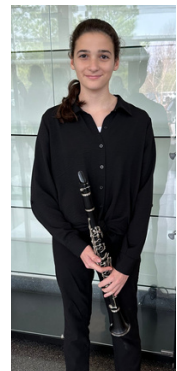
JH Girls' Basketball, Apex
 JH Boys' Basketball, Apex
 JV Boys' Basketball, Rolesville

Terry Walls Holiday Invitational All-Tournament Team:

Varsity Men's Basketball: Nathan P, Apex | Varsity Women's Basketball: Anna M, Apex



NC-ECDBA All-District Band Clinic Participant (Auditioned Selection): Tilly S, Rolesville



CCA Cheer Competition: Division 1st place, Varsity Cheer Team, Rolesville

Wake County Early Voting Sticker Design Contest Winner:

Shannon F, Knightdale

High Notes



Junior High & High School Milestones (Continued)

College of Charleston Math Meet:

1st place, All-Day Sprint KenKen:
Kerry L, Apex | 1st place, KenKen
Timed Sprint: Nick S, Apex



AMC8 (American Mathematical Competitions):

Scored in Top 5% Nationally:
Andrew G, Luke M, Apex



Harvard National Speech and Debate

Tournament: Triple-Octofinalists: Public
Forum Debate – Anushka G & Audrey H, Apex
|| Other Participants: Charlie M, Eithan A, Divy
C, Daria B, Ditya V, Jonathan M, Apex;
Makayla R, Olivia M, Ashton S, Amelia H, &
Cameron C, Cary; Chloe C, Lillian W, Ella C,
Maggie W, & Grayson L, Rolesville

March Coolidge Debate Tournament:

Team/Argumentation: Varsity (HS): 3rd
place: Manav D & Gracie E, Apex | Novice:
3rd place: Raghu H & Soleil B, Apex | JH: 1st
place: Sophie D & Masha S, Waxhaw; 3rd
place: Aarushi S & Anna K, Apex || *Speaker
Points:* Varsity (HS): 3rd place: Veronica D,
Apex | JH: 1st place: Lorenzo F, Waxhaw;
2nd place: Caira R, Waxhaw

DECA Career Development Conference (CDC) State Competition:

Top 10 Finish: Marketing Math – Max S, Jake R,
& Sarah J, Apex; Travel and Tourism – Charlie M,
Apex | Finalists: Buying and Merchandising Team
Decision Making – Rebecca M & Lillian M, Apex

Durham Regional Science Olympiad

Tournament: High School (Division C):

Team Honors (Apex): Varsity: 7th place | JV 1:
2nd place || *Event Honors (Apex):* Varsity: 2nd
place: Arhaan P & Audrey M, Fossils | 3rd
place: Arhaan P & Divy C, Wind Power | 4th
place: Hannah D & Audrey H, Forensics | 5th
place: Kerry L, Alec Y & Hannah D, Robot Tour
| 7th place: Kerry L & Jonathan M, Scrambler;
Julia B & Alec Y, Geologic Mapping; Jack C,
Nick S, & Audrey M, Codebusters || JV 1: 2nd
place: Diya P, Varunika G, & Carol Z, Anatomy
& Physiology; Nevinka L & Mia M, Flight; Carol
Z & Luke M, Geologic Mapping | 3rd place:
Diya P & Maia T, Disease Detectives;
Harshitha G & Emmy L, Forensics | 4th place:
Carol Z & Harshitha G, Optics; Harshitha G &
Luke M, Robot Tour | 5th place: Noah M &
Ally R: Air Trajectory; Gabe P & Maia T,
Scrambler; Macayla M & Emmy L, Towers |
6th place: Varunkia G & Anna M, Experimental
Design; Noah M & Garrett D, Forestry || JV 2:
1st place: Harper D & Madison P, Forensics |
3rd place: Octavia W & Raghu H, Microbe
Mission | 4th place: Shrey S & Shreyes C,
Fossils; Avanti J & Harper D, Towers | 5th
place: Divya C & Parnika K, Experimental
Design | 6th place: Octavia W & Noah H,
Anatomy & Physiology; Arnav K, Shreyes C, &
Shrey S, Geologic Mapping; Raghu H & Noah
H, Robot Tour || **Junior High (Division B):**
Team Honors (Apex): JV 1: 3rd place || *Event
Honors (Apex):* Varsity: 4th place: Garv K,
Optics || JV 1: 2nd place: Avish P & Nicolas S,
Wind Power; Dexter B & Mohammad B,
Fossils; Liam B, Ecology | 3rd place: Dexter B,
Disease Detectives; Olivia W, Anatomy &
Physiology || JV 2: 3rd place: Abrianna M &
Maanya V, Ecology; Kavish M & Abrianna M,
Experimental Design; Maanya V & Eli A,
Forestry; Sean G, Meteorology



Do Try This @ Home!



MAKE A WATERING CAN SUN-CATCHER FOR YOUR PORCH OR YARD!

Bring a little sparkle and spunk to your outdoor space and recycle at the same time! Create a spout of “water” with beads pouring out of an old watering can to catch the sun!

Materials:

- Watering can (vintage style cans look especially nice!)
- Beading wire
- Colorful translucent/shiny beads or crystals
- Wire cutter
- Ruler or measuring tape
- Super glue (optional)
- Earring hooks (optional)



Photo Credit: ShinyTinFoil.com

Instructions:

1. Count the number of holes on the spout/nozzle of your watering can.
2. Decide how long you want your bead strands to “pour down from the spout” adding an extra few inches for finishing off each end, and cut the same number of wires as holes on the nozzle (or a bundle to twist together for a single hole spout).
3. Remove the holed nozzle of the watering can if possible (If not easily removed, earring hooks can be used to hang the strands from the holes).
4. Thread a wire into one hole on the watering can nozzle and secure it on the inside of the nozzle so a long strand hangs down from the front of the nozzle (or attach an earring hook to one end of a strand per your choice in Step #3). Thread the remainder of that wire with your choice of beads leaving ~2" at the end to secure the end once all beads are on that strand.
5. Repeat Step #4 until all strands are threaded, beaded, and secured.
6. Re-attach the nozzle to the watering can, using super-glue if desired (OR hang the earring hooks from the holes on the nozzle if you did not remove the nozzle in Step #3).
7. Hang the watering can from its handle from a tree branch or a bird feeder or planter hook in a place that catches good sunlight, adjusting the angle so it looks like it is pouring.

What's Up @ Thales?



Limited spaces left at some campuses!

Applications are now first-come, first-served for remaining seats. Tell a friend to apply today!



NC Opportunity Scholarship Applicants:

Priority application has ended. Applicants will be notified by NCSEAA of their award status starting in April. [NCSEAA.edu/K12/Opportunity](https://www.ncseaa.edu/K12/Opportunity)



Thales College Summer Institute 2024:

Join the popular week-long program for high school upperclassmen June 24–28 in Wake Forest, NC. Apply by April 15 for Early Bird Rate: ThalesCollege.org/SI



April 3 – First Day of Quarter 4
(Except Franklin, TN = April 1)



May 27 – Memorial Day Holiday (NO SCHOOL!)

HigherEd



A Biannual Update from Thales College*

**Thales College is a new affordable college option in the Raleigh, NC area started by our founder, Bob Luddy. Majors include: Entrepreneurial Business (B.A.), Mechanical Engineering (B.S.), and Classical Education (Teaching) (B.A). TC welcomed its inaugural undergraduate class in 2022. Thales College is open to all students, not just those from Thales Academy.*

SUMMER INSTITUTE '24

JUNE 24–28, 2024

Apply by April 15 for Early Bird Rate!

ThalesCollege.org/SI

Join our popular week-long, daytime in-person institute **for rising high school juniors and seniors!** An excellent résumé builder!

This year, choose from **3 separate track choices in technical drawing/SOLIDWORKS, marketing, and teaching the historical imagination.**

All tracks include **interactive student projects & field trips plus optional college credit** (transfer credits to other institutions not guaranteed).



THE VIRTUOUS ENGINEER

MARCH 14

The Sydney & Cecile Smith Lectures on Virtue

A new series of lectures focusing on the nature, value, and practical application of virtue in 21st century America.

What does virtue look like for an engineer? We will consider relevant Scripture related to virtue, describe some well-known cases where engineering was not virtuous, look at how biblical virtue might be applied to engineering in general, and more!

events@thalescollege.org



Presented by **Dr. Charles E. Baukal, Jr.**

Director & Professor of Engineering, Oklahoma Baptist University

FALL 2024 UNDERGRADUATE PROGRAM STILL ENROLLING

Thales College operates on a rolling admissions process throughout the academic year.

Schedule a visit with our admissions team: admissions@thalescollege.org

Learn more & apply: ThalesCollege.org

HAVE A GREAT SPRING BREAK!

*Happy
Spring!*

See you in April for Quarter 4!



Thales Academy[™]
DEVELOPING CLASSICAL THINKERS