



Meeting Minutes: November 17, 2016

The regular monthly meeting of Northside Education Inc. dba Atlanta Classical Academy was held on November 17, 2016 at 6 p.m. at Atlanta Classical Academy, 3260 Northside Drive, N.W., Atlanta, GA 30327, the Chairman being in the chair and the Secretary being present.

In attendance: Matthew Kirby, Scott Yates, Morgan Hamilton, Mark Carlson, Lee Friedman, Cat McAfee, Principal Dr. Terrence O. Moore, Assistant Principal Steve Lambert. Dudley Franklin was absent at the beginning of the meeting, but arrived shortly before executive session.

The board unanimously approved motions to adopt the minutes of the October 27th, 2016 and November 14, 2016 meetings. The board unanimously approved the agenda of this regular meeting.

There were no community comments.

Chairman's report

The Chairman reported that he, Dr. Friedman, Dr. Moore, and Mr. Lambert met with APS Director of Innovation Ms. Gayle Burnett and APS data analyst Ms. Hannah Page on Wednesday, November 16, 2016. A copy of the data that was discussed at the meeting is attached.

Principal's Report & Board Response

The Principal presented the October 2016 dashboard, October 2016 financial reports, and monitoring reports on Policy EL #2b and below (Treatment of Employees) and #2j (Integrity of Instructional Program) (pp. 24-53).

The motion is to affirm that the Principal has presented a reasonable interpretation of Policies EL#2B and below and EL #2J.

Moved: Matthew Kirby
Second: Cat McAfee
Vote: Unanimous approval

The motion is to affirm that evidence presented by the Principal demonstrates accomplishment of the interpretation of Policies EL #2B and below and EL #2J.

Moved: Matthew Kirby
Second: Scott Yates
Vote: Unanimous approval

Required Approvals:

The motion is to approve the School Emergency Operations Plan as presented by the Principal.

Moved: Matthew Kirby
Second: Mark Carlson
Vote: Unanimous approval

New Business:

The motion is to modify the terms of the School's real estate loan by converting the LIBOR-based, variable rate with a fixed interest rate no higher than 4.25% at a cost not to exceed 20,000 dollars, other terms of the loan (including the principal payment schedule) to remain unchanged.

Moved: Matthew Kirby
Second: Mark Carlson
Vote: All voted 'aye', except that Scott Yates abstained from voting

The motion is to convene an ad hoc committee to include, at minimum, the Treasurer and school leader, to review proposed changes to policies EL #2c, #3c, #2d, #3d, #2f, #3f and return a recommendation to the board at a future meeting.

Moved: Matthew Kirby
Second: Morgan Hamilton
Vote: Unanimous approval

The motion is to receive the Principal's notice of compliance email from Georgia Department of Education indicating that the school submitted the annual report, as required by the Charter Agreement and O.C.G.A. § 20-2-2067.1(c).

Moved: Matthew Kirby
Second: Scott Yates
Vote: Unanimous

Board Self Evaluation

Mr. Yates evaluated the board's performance with regard to GPP #3.a.3 under the category of governing style. His report is attached.

Executive Session

The motion is to enter executive session in accordance with O.C.G.A. § 50-14-3.b.2, to discuss or deliberate upon the appointment, employment, compensation, hiring, disciplinary action or dismissal, or periodic evaluation or rating of a public officer or employee.

Moved: Matthew Kirby
Second: Morgan Hamilton
Vote: Unanimous approval

The board took a short recess at 7:27 p.m., and executive session started at 7:40 p.m. Mrs. Franklin joined the group at the beginning of executive session.

At 9:40 p.m., the board completed executive session and continued the regular meeting.

The motion is to extend an offer to Matthew Kirby to serve as Chief Executive Officer of Atlanta Classical Academy contingent on his resignation from the board.

Moved: Dr. Lee Friedman
Second: Cat McAfee
Mr. Kirby recused himself from the vote.
Vote: Unanimous approval

The motion is to nominate Mark Carlson to serve as Chairman contingent on Matthew Kirby's resignation from the board.

Moved: Morgan Hamilton
Second: Scott Yates
Mr. Kirby and Mr. Carlson recused themselves from the vote.
Vote: Unanimous approval

The meeting adjourned at 10:01 p.m.

Respectfully submitted,

A handwritten signature in blue ink, appearing to be 'Morgan Hamilton', with a long horizontal flourish extending to the right.

Morgan Hamilton, Board Secretary

The motion is to extend an offer to Matthew Kirby to serve as Chief Executive Officer of Atlanta Classical Academy contingent on his resignation from the board.

Moved: Dr. Lee Friedman
Second: Cat McAfee
Mr. Kirby recused himself from the vote.
Vote: Unanimous approval

The motion is to nominate Mark Carlson to serve as Chairman contingent on Matthew Kirby's resignation from the board.

Moved: Morgan Hamilton
Second: Scott Yates
Mr. Kirby and Mr. Carlson recused themselves from the vote.
Vote: Unanimous approval

The meeting adjourned at 10:01 p.m.

Respectfully submitted,

Morgan Hamilton, Board Secretary

Board Dashboard As of November 14, 2016

2016-2017 Enrollment

Total Students as of 11.14.16	592
Total Families	352
Withdraws since 8.15.16	8
Additions since 8.15.16	2
Open Seats	7 in 10th

Enrollment By Grade:

Grade	Enrolled
K	54
1	55
2	56
3	55
4	54
5	55
6	54
7	54
8	54
9	55
10	46
	592

Wait List By Grade:

1305 Lottery participants on March 15, 2016

Grade	Day-of-Lottery			Wait Lists Closed
	Preference	Offered	Wait Listed	
K	37	50	320	332
1	1	0	128	158
2	1	0	129	151
3	11	0	126	144
4	14	0	120	136
5	15	0	112	133
6	13	0	132	158
7	8	0	78	97
8	2	0	45	69
9	1	0	55	47
10	0	0	10	0
	103		1255	1425

IEPs 2016-2017

	as of 11/13
Annual IEP Reviews Due 16-17	21
Annual Reviews Completed	2
Scheduled next 30 days:	1
3-year Eligibilities Due	3
3-year Eligibilities Completed	2
Scheduled next 30 days:	-
Amendment Meetings Held	10
Scheduled next 30 days:	-
Initial Eligibilities Held	2
Scheduled next 30 days:	1
Initial IEP Meetings Held	-
Scheduled next 30 days:	-
Total IEP Meetings Held	16
Total Next 30 days	2
SST Meetings Held	29
Scheduled next 30 days:	5

Major Events

11.15.16	Information Session	On Campus
11.16.18	Faculty and Staff Appreciation Luncheon	On Campus
11.18.16	Fall Fine Arts Performance	Peachtree Presbyterian Church
12.4.16	A Christmas Carol	Sutton Middle School
12.4.16	Dracula	Sutton Middle School
12.8.16	Board, Faculty and Staff Holiday Party	103 West
12.9.16	Principals Coffee	On Campus

Board & Committee Meeting Schedule

November 14 Board Meeting
November 17 Board Meeting
November 19 Board Meeting

Attendance

	Number	%
3 unexcused absences	4	0%
5 unexcused absences	1	0%
6+ total absences	1	0%
15+ total absences	0	0%

Charter Metric (15 days absent or more)

	Required	Actual
Year 1	10%	
Year 2	8%	
Year 3	6%	
Year 4+	5%	

Thanksgiving 2014

Mon (44 absent)	9%
Tue (67 absent)	14%

Thanksgiving 2015

Mon (48 absent)	9%
Tue (85 absent)	16%

Thanksgiving 2016

Mon
Tue

	10/31/16 Actual Month	10/31/16 Actual YTD	Annual Budget	Budget Remaining	% of Budget Spent
Revenues					
Governmental Grants	-	-			
Local Funding	561,984	1,688,845	5,671,002	3,982,157	
Contributions - General	20,386	240,760	1,100,000	859,240	
Miscellaneous Revenue	62,533	75,887	124,620	48,733	
Total Revenues	644,903	2,005,492	6,895,622	4,890,130	
Expenses					
Instruction	282,316	1,037,546	3,231,765	2,194,219	32%
Pupil Services	7,887	42,791	156,845	114,054	27%
Professional Development	1,220	41,206	62,000	20,794	66%
Education Media Services	1,046	4,246	12,800	8,554	33%
School Administration	103,657	396,232	1,299,131	902,899	30%
Support Services - Business	3,692	29,740	70,800	41,060	42%
Development	1,340	5,126	161,000	155,874	3%
Maintenance and Operation of Plant	89,519	232,157	559,421	327,264	41%
Student Transportation Services	8,931	16,322	61,000	44,678	27%
Food Service Operation	4,729	10,712	40,000	29,288	27%
Total Expenses	504,338	1,816,076	5,654,762	3,838,686	32%
Capital Outlay					
Capital Assets	8,790	589,252	992,692	403,440	59%
Long Term Loans	4,915	19,999	104,583	84,584	19%
Equipment, Furniture & Fixtures	8,677	16,064	85,000	68,936	19%
Other Assets	-	-	-	-	
Total Capital Outlay	22,382	625,314	1,182,275	556,961	53%
Total Expenditures	526,720	2,441,390	6,837,037		
Excess of Revenues Over Expenditures	118,183	(435,898)	58,585		

	Beginning	Ending	Change
Wells Fargo (Operations)	\$ -	\$ -	
Wells Fargo (Petty)	\$ -	\$ -	
Wells Fargo (Savings)	\$ -	\$ -	
Atlantic Capital (Reserve)	\$ 803,415.49	\$ 822,689.85	
Atlantic Capital (Operations)	\$ 316,793.84	\$ 350,109.24	
Atlantic Capital (Petty)	\$ 28,763.85	\$ 14,208.20	
	\$ 1,148,973.18	\$ 1,187,007.29	\$ 38,034.11

Atlanta Classical Academy

STATEMENT OF CASH FLOWS

July - October, 2016

	TOTAL
OPERATING ACTIVITIES	
Net Revenue	189,415.52
Adjustments to reconcile Net Revenue to Net Cash provided by operations:	
Accounts Payable:2001 Accounts Payable	-497,170.12
2135 Deferred Revenue	-11,050.00
Total Adjustments to reconcile Net Revenue to Net Cash provided by operations:	-508,220.12
Net cash provided by operating activities	\$ -318,804.60
INVESTING ACTIVITIES	
Capital Assets:1302 Land Improvements	-74,797.20
Capital Assets:1305 Buildings	-1,504,610.81
Capital Assets:1306 Building Improvements	-29,089.00
Capital Assets:1401 Construction in Progress	1,019,245.12
Equipment, Furniture & Fixtures:1501 Purchased Furniture	-3,695.20
Equipment, Furniture & Fixtures:1502 Equipment	8,202.63
Equipment, Furniture & Fixtures:1503 Computer Equipment	-17,301.00
Equipment, Furniture & Fixtures:1504 Signage	-3,270.00
Net cash provided by investing activities	\$ -605,315.46
FINANCING ACTIVITIES	
Long Term Liabilities:2205-Modular Loan	-19,998.54
Net cash provided by financing activities	\$ -19,998.54
NET CASH INCREASE FOR PERIOD	\$ -944,118.60
CASH AT BEGINNING OF PERIOD	2,131,125.89
CASH AT END OF PERIOD	\$1,187,007.29

Savings

Deposits and Other Credits

 Date	Type	Num	
 10/28/2016	Receipt	3653	485.20
10/29/2016	Receipt	3651	4,854.70
10/29/2016	Receipt	3652	970.70

Petty Cash

Checks and Payments

 Date	Type	Num	
10/24/2016	Bill	...	53.00
10/31/2016	Expenditure	...	49.07

Operations

Checks and Payments

 Date	Type	Num	Name	
02/12/2016	Bill	3019		30.47
02/19/2016	Bill	3027		30.00
05/06/2016	Bill	3299		17.00
08/05/2016	Bill	...		20.99
 08/25/2016	Check	...		200.00
09/01/2016	Bill	3591		25.00

6	Payment		
09/06/201	Check	3613	25.00
6			
09/08/201	Bill	3622	140.00
6	Payment		
09/26/201	Bill	3711	70.00
6	Payment		
09/28/201	Bill	3718	232.24
6	Payment		
 09/28/201	Bill	3726	529.90
6	Payment		
09/28/201	Bill	3729	31.35
6	Payment		
09/28/201	Bill	3739	221.64
6	Payment		
 10/05/201	Bill	3746	120.00
6	Payment		
 10/12/201	Bill	3806	172.50
6	Payment		
10/12/201	Bill	3808	48.58
6	Payment		
 10/12/201	Bill	3826	63.75
6	Payment		
10/12/201	Bill	3829	47.88
6	Payment		
10/12/201	Bill	3835	135.97
6	Payment		
10/12/201	Bill	3836	2,603.20
6	Payment		
10/12/201	Bill	3837	3,211.12
6	Payment		
10/12/201	Bill	3838	1,420.23
6	Payment		
10/12/201	Bill	3839	8.67
6	Payment		
10/12/201	Bill	3841	34,570.72
6	Payment		
10/12/201	Bill	3842	4,475.48
6	Payment		
 10/13/201	Bill	3771	180.08
6	Payment		
 10/13/201	Bill	3777	120.00
6	Payment		
 10/13/201	Bill	3778	225.00
6	Payment		

	10/13/201	Bill	3784	54.50
	6	Payment		
	10/13/201	Bill	3798	280.00
	6	Payment		
	10/27/201	Bill	3845	225.00
	6	Payment		
	10/27/201	Bill	3846	240.00
	6	Payment		
	10/27/201	Bill	3848	135.00
	6	Payment		
	10/27/201	Bill	3849	480.00
	6	Payment		
	10/27/201	Bill	3850	5.88
	6	Payment		
	10/27/201	Bill	3853	35.74
	6	Payment		
	10/27/201	Bill	3854	976.41
	6	Payment		
	10/27/201	Bill	3855	1,539.80
	6	Payment		
	10/27/201	Bill	3857	357.72
	6	Payment		
	10/27/201	Bill	3858	1,859.13
	6	Payment		
	10/27/201	Bill	3859	3,196.55
	6	Payment		
	10/27/201	Bill	3860	1,364.43
	6	Payment		
	10/27/201	Bill	3861	1,942.42
	6	Payment		
	10/27/201	Bill	3862	175.63
	6	Payment		
	10/27/201	Bill	3863	135.02
	6	Payment		
	10/27/201	Bill	3864	2,203.25
	6	Payment		
	10/27/201	Bill	3865	55.20
	6	Payment		
	10/27/201	Bill	3866	974.87
	6	Payment		
	10/27/201	Bill	3867	5,875.00
	6	Payment		



ATLANTA
CLASSICAL ACADEMY

Atlanta Classical Academy
3260 Northside Drive NW
Atlanta, GA 30305
Phone: 404.369.3500

T.O. Moore
Principal
tmoore@atlantaclassical.org

14 November 2016

Policy EL #2b: Treatment of Faculty and Staff

With respect to the treatment of paid and volunteer faculty and staff, the principal may not cause or allow conditions that are unfair, undignified, disorganized, or unclear.

Principal's Interpretation: In light of the overarching policy and the more detailed EL #3b, referring to clear personnel rules, handling of grievances, protection against wrongful conditions, non-retaliation, preparedness in emergency situations, and full dissemination of policies, the principal sets forth the following:

All teachers and staff are required to participate in faculty and staff training every August before the start of the school year. At the training, employees are reminded of the Employee Handbook kept on the shared drive. Every faculty and staff member has a computer and is linked to the shared drive. Policies currently in the Employee handbook address performance expectations, the work schedule, and issues such as harassment in the workplace. Further, the faculty and staff are prepared for school-wide emergency situations including fire, shelter-in-place, and lockdown, as well as medical emergencies, during the faculty training. Faculty and staff are given ample opportunity to ask for clarity on matters that are not clear.

Policy EL # 3b: Treatment of Faculty & Staff

The principal shall not:

1. Operate without written personnel rules that (a) clarify rules for faculty and staff, (b) provide for effective handling of grievances, and (c) protect against wrongful conditions such as nepotism and grossly preferential treatment for personal reasons.

Report: See above with regard to the Employee Handbook. With regard to (b), we have not officially had a grievance policy heretofore. One has now been written and added to the Employee Handbook as policy III.Y. (see attached). Faculty and staff have been informed of this policy in meetings as of 15 and 17 November. There have been no reports of nepotism or "grossly preferential treatment for personal reasons" or any other "wrongful conditions."

2. Retaliate against any faculty or staff member for non-disruptive expression of dissent.

Report: There has been no retaliation against any faculty or staff member for this or any other reason.

3. Allow faculty or staff member to be unprepared to deal with emergency situations.

Report: With respect to training for emergencies, considerable attention was given to this during the summer training. There have also been four drills of varying kinds since the beginning of the school year, which is compliant with the APS drill calendar. Further guidance on the school's overall emergency preparedness was articulated by Colonel Lambert in his article in *The Chronicle* of 30 September titled "Emergency Preparedness."

4. Fail to acquaint faculty and staff with the principal's interpretation of their protections under this policy.

Report: See Grievance Policy.

5. Fail to inform faculty and staff of this policy or to provide a way to be heard for employees who believe they have not been accorded a reasonable interpretation of their rights under this policy.

Report: With regard to informing faculty and staff of this policy, the principal handed copies of the policy EL #2b, EL #3b, and the new grievance policy to faculty and staff on the 15th and 17th of November.

Principal's Overall Report. One area perhaps falling under EL #3b 1.a. that has required clarification is that of days of personal absence for employees. This was the issue that caused the most confusion over the past two years and perhaps raised the question of whether there is a consistent standard. During the summer training employees were handed a draft of an absence policy that has been used for the last three months and has just been included in the Employee Handbook as policy III. W. The other issue that was overlooked by both the board and the administration was a grievance policy. Now one has been added. I report COMPLIANCE.

Attached: Atlanta Classical Academy Summer Training 2016; Employee Absence Policy; Employee Grievance Policy.

Atlanta Classical Academy Summer Training 2016

Date	Morning (8:30 am – noonish)	Afternoon (1:00 pm – 4:00 pm as necessary)
Wednesday, Aug 3 <i>Lunch Provided</i>	What Is America Supposed to Be? What Is American Education Supposed to Be? What Must We Do in the Making of Americans?	Administrative Matters (Moore/Lambert) -TKES -Mandatory Reporter Training -Field Trip Procedures -Safe Dismissal Training (Outside Trainers)
Thursday, Aug 4 <i>Lunch on your own</i>	(Hey) What's the Big Idea? The Teaching of History (Dr. Moore also begins to meet with individual grades/subjects)	IT Training (Richter) - Computer refresh/IT update - PowerSchool/SchoolMint - Infinite Campus (as necessary)
Friday, Aug 5 <i>Lunch Provided</i>	What's the Big Idea? The Teaching of Literature	Medical Training (Holland) -CPR refresher - Medication Administration Recertification - Nurse procedures refresher
Monday, Aug 8 <i>Lunch Provided</i>	Must complete TKES orientation by this date What's the Big Idea? The Teaching of Science	Discipline & School Culture (Lambert) - School culture & virtues - Uniform policy - Pink slip/discipline/referral policy
Tuesday, Aug 9 <i>Lunch on your own</i> Evening dinner at School *****	What's the Big Idea? The Teaching of Mathematics	Emergency Drill Training (Lambert/Holland) - Go Bag refresh - SIP Kits review - Emergency procedures review
Wednesday, Aug 10 <i>Lunch Provided</i>	Student Services and SST	HR Matters (Tidwell) - Medical insurance/benefits update - LAWSON inputs/update - Onboarding new employees
Thursday, Aug 11 <i>Lunch on your own</i> High School Open House New Student Orientation	Classroom Order and Decorum What's the Big Idea? Why Music Moves Us	School Policies and Procedures (Moore/Lambert)
Friday, Aug 12 Open House 9am-1pm		As Necessary

Employee Absence Policy

The well-being of the school depends upon the consistent attendance of employees, both teachers and staff. The school's quality and efficiency are the result of dynamic, knowledgeable teachers and a lean, professional staff. In such a small organization, an absence is keenly felt and requires other employees to work harder. Nonetheless, there are obviously different circumstances and occasions that warrant employee absences. In order to balance planned absences with the needs of the school, employees should follow the criteria below.

The working year includes all of the days on the school calendar, the staff days and the faculty training in late summer prior to the opening day, the required days the week following the end of the school year, the designated days for staff during the summer break, and the required teacher training in Hillsdale.

Category 1) The following are normally excused absences during either the school year or any required work days mentioned above.

Emergency/Health/Unplanned

Sickness or injury of the employee

Sickness or injury of the employee's child

Bereavement

Family

Unique personal or life-changing events (e.g., father at birth of his child [mother will need more than a day or two], graduation of a child from college)

One-time personal events, usually not an entire day (e.g., closing on a house)

Unique events of close family member (e.g., sister's wedding)

Category 2) In addition to the normally excused absences, the school will allow three personal days per year provided they are . . .

not used to extend a holiday;

not during a major event of the school (e.g., Standardized Testing, Curriculum Day, Graduation);

do not obviously interrupt the flow of learning for students or become a burden to fellow faculty or staff members.

The wedding of a non-family member will be considered a personal day.

Family vacations and reunions are considered personal days, not unique events.

Unless required by the school (or district), conferences will be considered personal days.

Planned personal days should be cleared with the administration well in advance.

Employee Grievance Policy

Employees who have a concern or grievance with regard to the operation of the school should follow the chain of command in order to have their concern or grievance resolved as outlined below.

- A concern or grievance regarding a co-worker should first, when possible, be addressed to that co-worker before involving a supervisor.
- A concern or grievance regarding school discipline, facilities, or staff personnel (after attempting to work out the issue with the staff member) should first be addressed with the assistant principal. If the issue is not resolved, the employee would then address it with the principal.
- A concern or grievance regarding academics, overarching policy and philosophy, or a teacher, or any issue that was not resolved by the assistant principal, should be taken up with the principal.
- Obviously, certain issues may affect more than one person, so more than one individual may bring a concern to the administration. Nonetheless, experience has shown that when efforts are made to build a case with multiple employees, the effort can lead to misrepresenting their views. Thus, it is preferable to speak directly from one's own experience and to address one's concerns individually.
- The concern or grievance should be presented in such a way that the assistant principal or principal understands it is, in fact, a grievance and not just a long-term problem to be worked on as the school grows and improves.
- If the concern or grievance is not satisfactorily addressed by the administration, then the employee would take up the issue with the chairman of the board of directors. Since the board communicates to the school officially through the chair, the communication must be directly with that individual rather than with another board member.
- Questions about this policy itself should be addressed to the principal.



ATLANTA
CLASSICAL ACADEMY

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T.O. Moore
Principal
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14 November 2016

Policy EL #2j: Integrity of Instructional Program

The principal may not alter the curriculum or instructional design such that either materially deviates from the classical model of education in the American tradition.

Principal's Interpretation: The sources of understanding this policy are to be found in the ten-point agreement Atlanta Classical Academy has with Hillsdale College; my essay "A Classical Education for Modern Times"; the initial training provided by Hillsdale College in our start-up year; subsequent training provided at Hillsdale College and in our own annual summer training; and in the original, overarching design of the curriculum I wrote for Hillsdale College that was incorporated into the charter (called "the 18-pager").

Report: There has been no material change in the curriculum. There is an ongoing inquiry into how much time we might give to topics not in our curriculum that may be tested in the Georgia Milestones. Our approach is to allot some time in the weeks immediately preceding Milestones to those topics but not to alter the rest of the year in an effort to "teach to the test." Meanwhile, our Iowa Test scores help us demonstrate that our curriculum makes us extremely competitive with other schools across the nation. There is no other force moving us away from our classical curriculum, as teachers, parents, and students alike have embraced it wholeheartedly. I report COMPLIANCE.

Attached: Outline of summer teacher training, 2016; sample teacher newsletters for Curriculum Day/first week of November; selected course syllabi for upper school.

Atlanta Classical Academy
Teacher Training 2016

Wednesday, 3 August

- 8:30 a.m. Welcome Back and Introductions
- 9:00 a.m. What Is America Suppose to Be?
Justice Clarence Thomas, "Freedom and Obligation,"
Hillsdale Commencement Address, 2016
Laura Ingalls Wilder, *Little Town on the Prairie*, "Fourth of July"
- 10:15 a.m. What Is American Education Supposed to Be?
Oath of a Grammar School Master (1566)
Benjamin Rush, "On the Need for a General Education"
Noah Webster's "Federal Catechism"
Noah Webster's "Moral Catechism"
E. D. Hirsch, *The Making of Americans*, ch. 1
- 11:15 a.m. What Are Our Obligations in the "Making of Americans"?
Atlanta Classical Academy's Mission, Pledge, Virtues, Motto

Thursday, 4 August

- 8:30 a.m. History of the West: What's the Big Idea?
Mazour and Peoples, *Men and Nations*, "History and You"
Carroll Quigley, *The Evolution of Civilizations*, on culture, decline
J. M. Roberts, *The Triumph of the West*, "A Sense of Direction"
- 9:30 a.m. Grade-level Discussions
Perry, *Western Civilization*, selections
Tierney, Kagan, Williams, *Great Issues in Western Civilization*
Mesopotamia and Egypt: Strengths and Weaknesses
K, 1st, and others
Greece: What is democracy? Was Athens democratic?
2nd, 3rd, 6th, Dr. Roth, Mr. Hawkins, et alia
The Middle Ages: Feudalism: Help or Hindrance?
4th, 5th, Mrs. Washburn, and more
- 10:45 a.m. Grade-level Discussions, part II
The Fourth of July: What Is Liberty? What Is Happiness?
K, 1st, Mr. Nugent, and others
Rome: "Why did Rome fall?" (and did it have to?)
2nd, 3rd, 4th?, 6th, Dr. Roth, Mr. Hawkins, et alia
The Renaissance: The discovery of man and the world?
4th?, 5th, Mrs. Washburn, Dr. Moore, and more

Friday, 5 August

- 8:30 a.m. Teaching Literature: Asking the Big Question(s)
- 9:00 a.m. Daniel Defoe, *Robinson Crusoe*, ch. 1 (adapted)
- 10:00 a.m. Grade-level Discussions
Kindergarten: Fairy Tales
First Grade:
Second Grade: Hans Christian Andersen, "The Emperor's
New Clothes"
Third Grade:
Fourth Grade:
Fifth Grade: Cervantes, *Don Quixote*
Sixth Grade: Baroness Orczy, *The Scarlet Pimpernel*
- 11:30 a.m. Review of June Teacher Training at Hillsdale

Monday, 8 August

- 8:30 a.m. What Separates and Unites the Sciences? Explanation of Energy
- 9:30 a.m. Individual Science Topics
- 11:00 a.m. Grade-Level Science Planning

Tuesday, 9 August

- 8:30 a.m. Math Problems—or Problems with Math
- 9:30 a.m. Work on Curriculum

Wednesday, 10 August

- 8:30 a.m. Student Services

Thursday, 11 August

- 8:30 a.m. Order, Decorum, and Organization
Mrs. Boyd
Miss MacPhee
- 10:30 a.m. Why Music Moves Us
Mr. Henriques

Friday, 12 August

- 8:30 a.m. Open House

FIRST GRADE

I will learn the true. | I will do the good. | I will love the beautiful.

Our Virtues

Courage, Courtesy, Honesty,
Perseverance, Self-
Government, and Service.

Over the Weekend

Read, read, read!

Study for the Egypt test 11/8

Practice the poem
Thanksgiving Day by Lydia
Marie Child.

Coming Right Up!

Next week...

We will be continuing spelling,
reading classical literature in
history we will start to study
the Mesoamericans: the Maya,
Inca, and Aztec. In math, we
will be learning focused on our
math facts. In science, we will
start learning about the human
body.

Specials

A Days: Music and PE

B Days: Art and Spanish

November News



This week started with curriculum day!
The class made awesome Egyptians! In
math we studied greater or less than.
We finished learning about the ocean in
science with Mrs. Cousar and had our
test on Thursday. In literature we
learned about Anansi the spider and
began to practice the poem
Thanksgiving Day by Lydia Marie
Child. We will finish Egypt on Tuesday
with a test 11/8.

THE SWARTZ REPORT

Announcements from Mrs. Swartz's second grade class

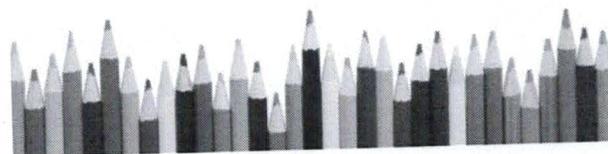
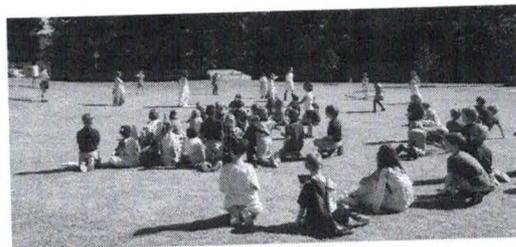
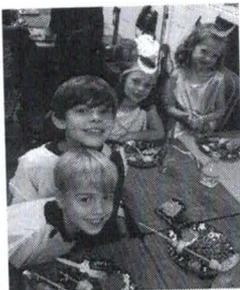


**ATLANTA
CLASSICAL ACADEMY**

What a fabulous Curriculum Day! The kids looked fantastic and worked very hard on their presentation, and we celebrated with Second Grade Olympics in the afternoon.



We split into city-states, paraded to "Olympia," chose our events, took an oath to compete fairly and obey the rules, competed in races, a discus throw, the long jump, and hula hooping, and had a medal ceremony for our winners.



I will learn the true.

I will do the good.

I will love the beautiful.

This Week

English:

- Spelling Quiz Tuesday
- The Fisherman and His Wife
- "Smart" poem

Science: Japan

- Geography
- Flag
- Major cities
- Origami

Special Area Schedule

Day A - PE and Art

Day B - Spanish and Music

This week:

- Monday: B (Curriculum Day)
- Tuesday: A
- Wednesday: B
- Thursday: A (Field Trip)
- Friday: B

Ask Your Child...

What lesson can you learn from Beauty and the Beast?

What are some characteristics of insects? What are the 3 main body parts? What are the two types of life cycles for insects?

BOYDIANS

True, Good, Beautiful | ACA | *Virtus, Scientia, Felicitas*

Quick thoughts:

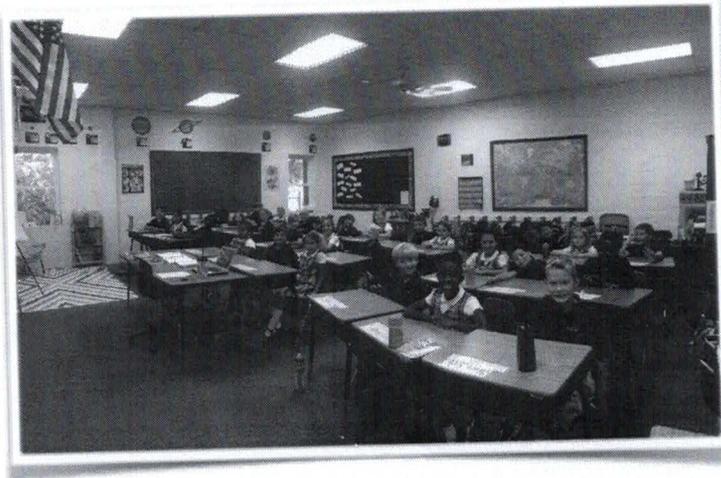
- * Thank you to all parents for coming to Parent/Teacher conferences and being supportive of your child's education. It's a pleasure partnering with you.
- * Congratulations to our Student of the Quarter: Harley Hull. She was awarded for her hard work in academia as well as practicing the virtues.

Upcoming academia:

- * Final draft of narrative composition paragraph due Wed, 11/2
- * Science quiz on light & optics notes Thurs, 11/3
- * Boyd/Andrew math quiz Thurs, 11/3
- * Riggs practice test (week 11 words) and mastery test (week 10 words) on Fri, 11/4

Upcoming events:

- * Curriculum Day Monday, 10/31 from 12 PM - 1 PM



A Look Ahead

Last minute reminders for Curriculum Day: **Your child may come in costume at the beginning of the day. Uniform underneath is NOT required, but suggested if needed to be modest. Footwear may either match the Roman era or be uniform-appropriate shoes. If in doubt, e-mail me this weekend!**

In other news, for the final draft of the composition paragraph next week, please look over your student's writing and help them see/correct any errors to try and turn in the best paragraph possible.



Third Grade at ACA

Mrs. Andrew's Third Grade Newsletter

Dear Parents:

We have a light week next week as far as test and quizzes go. It is hard to believe that we are wrapping up the month of October on Monday.

I hope to see you all on Monday at 12:00 for Curriculum Day! We will perform two plays: "Androcles and the Lion" and "Romulus and Remus." We spent much of today and Thursday practicing them. The kids are excited! If your student has a part in this play, please know that there are NO costume requirements. They are to dress up as a member of Roman society. These parts have already been given to them, which I am sure you fully aware of by now! The two plays are stories that we read in class together, so it is simply a way to show you all the kinds of things we have been learning.

I meant to discuss this in my last newsletter, but please be aware that markings are required on practice spelling tests. I had not been requiring them only because a lack of understanding on my part. Dr. Moore, the elementary teachers, and I discussed this at a faculty meeting. Dr. Moore reached out to the Riggs program to ask whether or not the markings should be required on trial tests. They responded affirmatively. This is not to make yours or your student's life more difficult! Markings correspond to a particular spelling or pronunciation rule. The idea is that once they get to the older grades, they will be familiar with spelling patterns in the English language. I will send out a copy of the marking rules soon.

Kind Regards & Have a Good Weekend!

Important Dates:

**Monday,
October 31st at
12:00-1:00
Curriculum
Day! Thursday,
Nov 3**

Math 3A Quiz

Final draft due for
"Perseus and
Medusa"

Friday, Oct 28

Mastery Test 24,
Practice Test 25*

*practice tests with
markings

FLYNN'S FIFTH

Virtus

Scientia

Felicitas

Phonics, Grammar, and Literature

In spelling, there will be a practice test and a mastery test on Friday, November 4.

Science

The students are continuing to learn about classification with Mr. Holt.

Geography and History

We will be finishing up the Renaissance this week, learning about Michelangelo, Baldassare Castiglione, and Niccolo Machiavelli. The students will read a passage from Machiavelli's *The Prince*. There will be a test on the Renaissance next Monday, November 7. The study hall on Friday will be a review session.

Dear Parents,

This week is a BABAB week. PE and art are on Wednesday and Friday; Music and Spanish are on Tuesday and Thursday. There will be no specials tomorrow due to Curriculum Day.

I enjoyed speaking with many of you at conferences last week. If you have a question or comment at any time during the year and would like to meet, I am always available to do so.

Curriculum Day is tomorrow! We will be starting our event at 10:30. I hope to see you there!

Sincerely,

Miss Flynn



ATLANTA
CLASSICAL ACADEMY



6th Grade

Mr. Schulte's Class

Week of November 7th – 11th



On the Horizon...

- Thurs., 11/10 Science Test on Energy
- Fri., 11/11 Spelling Test 11
 Spelling Quiz 12
- Wed., 11/16 Study Questions for
 The Children's Homer –
 Part II due

Classroom Update

Dear Parents,

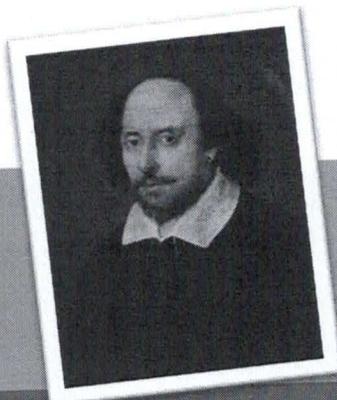
Thank you for coming to Curriculum Day last week. I trust that you enjoyed watching your children perform. I thought they did an excellent job, and their costumes were fantastic. We had a lot of fun preparing for that day, and I think the story surrounding the Trojan War will sink into their minds much deeper since they wrote and acted out the skits.

In addition, thank you to all who have served our country through the military. We honor you this upcoming Veterans Day, and we are grateful for the liberty that you have helped to secure and defend. If you are a veteran and would like to participate in ACA's Veterans Day Changing of the Flag Ceremony, please RSVP through the link posted on last Friday's *Chronicle*.

Please see the following page to learn what we will be covering in class this week.

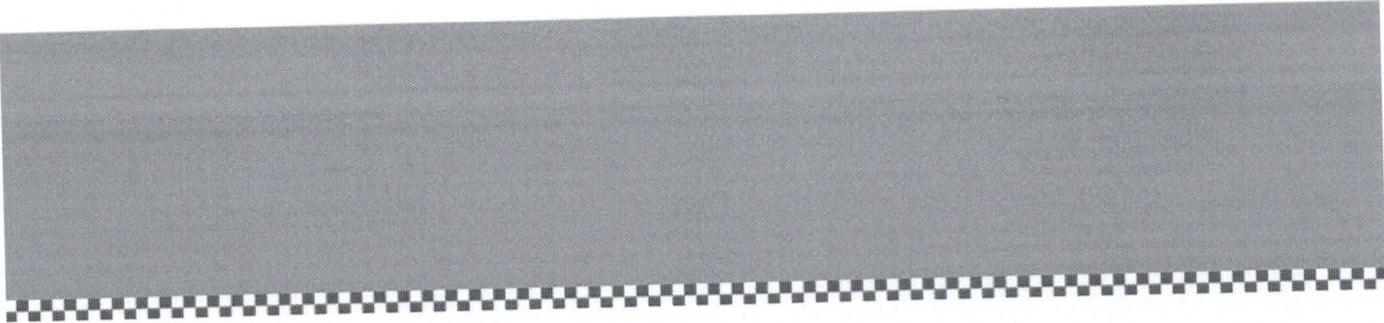
Sincerely,

Mr. Schulte



"Some are born great, some achieve greatness, and some have greatness thrust upon them."

William Shakespeare



Grammar – Finish diagramming adjectival and adverbial prepositional phrases; diagram compound words; essay on earthquakes: finish writing third body paragraph; peer edit.

Math – Writing fractions as percentages; percentage of a quantity.

History – Ancient Greece: The Golden Age; The Peloponnesian War; Greek Philosophy.

Science – Review for test on Energy; test on Energy on Thurs., Nov. 10th.

Literature – Read and discuss Part II, chapters XI – XVI in *The Children's Homer*; answer study questions on the chapters.

NOTA BENE

Virtus | Scientia | Felicitas

Our Virtues

Courage, Courtesy, Honesty, Perseverance, Self-Government, and Service.

Major Assignments

Students will have a spelling test on Friday, November 11.

Students will turn in their literature study questions on Monday, November 7.

My math class has a math test on Monday, November 7.

Students have a science test on Wednesday, November 9.

Students will turn in their science essays on Friday, November 9.

Schedule

This week: A B A B A

Next week: B A B A B

Notices

Last Week...

We had a wonderful time at Curriculum Day. Thank you for joining us for our Ancient Greek presentations. I have included some of the pictures (courtesy of Mrs. Bartleywood) below.

This Week...

Literature

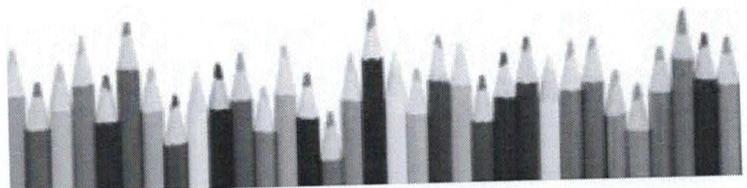
We will be beginning our next book this week. Shakespeare's Julius Caesar is an exciting and challenging play, and students will enjoy reading it aloud and acting out some of the scenes.

History

This week we will continue to learn about the Persian Wars and then we will consider the 'Golden Age' of Greece.

Science

This week students will be tested on the topic of energy. We will also have a special guest visiting to speak with the students about energy on Friday.







Lower School Curriculum Map

Subject	Kindergarten	First	Second	Third	Fourth	Fifth	Sixth
Language Arts: Literature	Nursery rhymes, Aesop's Fables, Ugly Duckling, The Velveteen Rabbit & other classic tales, fairy tales and tall tales	Cherwell, Hansel & Gretel, Aesop's Fables, Pinocchio, Thumbelina, Brier Rabbit, and other classic tales	Greek Mythology, Beauty & the Beast, Emperor's New Clothes, A Christmas Carol, Little House in the Big Woods, Charlotte's Web, Peter Pan	Greek & Roman mythology, Norse mythology, The Little Match Girl, The Arabian Nights, Alice in Wonderland, Wind and the Willows	Pulligonna, King Arthur, Robin Hood, Robinson Crusoe, Treasure Island, Gulliver's Travels	Don Quixote, A Midsummer Night's Dream, The Secret Garden, The Adventures of Tom Sawyer, Tales of Sherlock Holmes, Little Women, Gettysburg Address	The Iliad & The Odyssey, The Prince and the Pauper, Julius Caesar, The Scarlet Pimpernel
Language Arts: Phonics & Grammar	Phonogram awareness, writing uppercase and lowercase letters, syllables, and introduction to reading	Handwriting, capitalization, punctuation, parts of speech and sentence structure	Parts of speech, handwriting, cursive, and sentence structure	Eight parts of speech, sentence types, subject verb agreement, prepositional phrases, compound subjects, verbs, punctuation	Eight parts of speech, Diagramming sentences sentences, writing paragraphs and stories	Diagramming sentences Composition: thesis statement, writing paragraphs and writing a coherent essay	Diagramming clauses, participles, gerunds Infinitives, modifiers, reflexive and intensive pronouns, complex sentences
History & Geography	American History Continents, globe, important landmarks	Ancient History: Mesopotamia, Egypt, Maya, Inca, Aztec Geography of Africa and Middle East	Ancient Greece, India, China, Modern Japan Major oceans and geography of Asia American: Civil War, Immigration & Civil Rights	Roman Empire, Vikings Rivers of the world and Mediterranean geography American: Discovery & exploration, 13 colonies	Roman Empire, Middle Ages, Ancient & Medieval Africa American: Revolution & Constitution	Renaissance, Reformation England Golden Age to Glorious Revolution American: westward expansion and the Civil War	Ancient Greece, Rome The Enlightenment French Revolution American: Industrialism, Capitalism, Urbanization
Visual Arts	Van Gogh, Matisse, Georgia O'Keefe Colors & cutting, types of lines	Van Gogh, Picasso, Matisse. Ancient Egyptian & Aztec art. Colors, shapes, patterns, symmetry	Van Gogh, Picasso, Matisse Ancient Greek art Primary colors, lines, shapes, positive & negative space, landscapes	Van Gogh, Picasso, Matisse Ancient Roman art Lines, positive & negative space, landscapes, portraits, radial symmetry	Art from Middle Ages: Gothic Architecture. Art from early U.S. Line, shape, form, space, texture, color, symmetry	Art of the Renaissance: paintings, sculpture & architecture 19 th Century U.S. art Linear perspective	Periods of Art: Classical, Gothic, Renaissance, Baroque, Rococo, Neoclassical, Romantic, Realism
Music	Steady beats using voice, instruments & movement Solfège: "sol, mi, la"; Pitch, dynamics, tempo	Steady beats vs. rhythm: voice, instruments & movement. Solfège: "sol, mi, la, do, re". Whole, half, quarter notes & rests	Elements of music: beats, melodies, reading & writing notes. Components of the orchestra	Elements of music: beats, melodies, reading & writing notes. Components of the orchestra	Elements of music: melodies, reading & writing notes, vocal ranges. Components of the orchestra	Elements of music: melodies, reading & writing notes. The Renaissance, a Midsummer Night's Dream	Elements of music: Italian terms, melody and harmony, notation. Baroque Period, Classical Period, Romantic Period
Science	Plants, animals, human body, our earth	Habitats, food chains, oceans, animal classification, human body, astronomy, electricity	Seasons, life cycles, insects, magnetism, cells, digestive system	Classification of animals, human body: digestive, muscular, skeletal & nervous system. Light and sound	Circulatory and respiratory systems, geology, electricity, chemistry, meteorology	Plant structures, classifying living things, cells. Human body: endocrine and reproductive systems, Chemistry	Plate tectonics, oceans. Human body: circulatory, lymphatic systems, & immune system. Astronomy, energy, heat transfer
Spanish	Greetings, Productive Language Shapes, colors, body parts, animals, places, transportation, counting to 10	Greetings, Productive Language Colors, alphabet, days of week, school, clothing, family, places, numbers to 20	Productive Language Calendar, classroom items, animals, emotions, family, weather clothing, numbers to 50	Productive Language Rooms in the house, objects in the room, chores, toys, leisure activities, numbers to 70	Productive Language Eating, school, musical instruments, objects in a home, clothing, numbers to 80	Productive Language The classroom, animals, calendars, schedules, weather and seasons, hobbies, family, numbers to 100	Latin: grammar, vocabulary & sentence translation

The Mathematics curriculum uses Singapore Math, and students in grades 1st-6th are grouped by ability, not grade. Reference the Singapore Math Progression Map for details.



ATLANTA CLASSICAL ACADEMY

2016-2017 7th Grade Science

Instructor: Mrs. Huff

Room: South Building S205

Contact Information: cmhuff@atlantaclassical.org

I prefer to be contacted through email and will respond to all correspondence within 24 hours.

Textbooks:

- Science Explorer: Chemical Building Blocks (Prentice Hall; ISBN 978-0-13-365111-9)
- Science Explorer: Chemical Interactions (Prentice Hall; ISBN 978-0-13-365112-6)

Course Description:

7th grade science is a two semester course that will cover the science curriculum outlined in the Core Knowledge Sequence. During the fall semester we will be covering topics in chemistry, and the second semester will focus on biology and geology. The topics covered include atomic structure, chemical bonds and reactions, cell division and genetics, history of the Earth and life forms, and evolution (as it relates to adaptation of species to their environment and changes over time). Various scientists are introduced and their contributions are discussed in context. Students will take part in several lab investigations throughout the semester.

7th Grade Science Fall Syllabus

8/15 - 8/19 Empedocles, Democritus and Alchemy Scientific Method Chapter 1 - Intro to Matter Describing Matter	10/17 - 10/21 Chapter 2 - Chemical Reactions Observing Chemical Change
8/22-8/26 Measuring Matter Physical and Chemical Changes	10/24 - 10/28 Describing Chemical Reactions Chemical Equations Conservation of Mass
8/29-9/2 Chapter 3 - Elements and the Periodic Table Introduction to Atoms Organizing the Elements	10/31 - 11/4 Antoine Lavoisier Balancing Chemical Equations Reaction Types
9/6 - 9/9 Dmitri Mendeleev The Periodic Table Metals	11/7 - 11/11 Energy and Reactions Reaction Rates Review Test #3
9/12 - 9/16 Nonmetals and Metalloids Elements from Stardust Review Test #1	11/14 - 11/18 Chapter 3 - Acids, Bases and Solutions Understanding Solutions Properties of Solutions
9/19 - 9/23 Chapter 1 - Atoms and Bonding Elements and Atomic Models/Atomic Theory John Dalton	11/21 - 11/22 Concentration and Solubility THANKSGIVING BREAK
9/26 - 9/30 Atoms, Bonding, and the Periodic Table Valence Electrons and Electron Dot Diagrams Ionic Bonds; Chemical Formulas and Names, Properties	11/28 - 12/2 Properties of Acids and Bases Acids and Bases in Solution pH Scale Acid-Base Reactions
10/3 - 10/7 Covalent Bonds; Chemical Formulas and Names, Properties, Polarity	12/5 - 12/9 Digestion and pH Review Test #4
10/11 - 10/14 Metallic Bonding Review Test #2	12/12 - 12/16 Exam Review Fall Semester Exam

***Fall Syllabus is subject to change. (Spring syllabus will be distributed in January.)

Grading:

Grades will be assigned using the Atlanta Classical Academy grading scale, which can be found on page 15 of the family handbook. In 7th grade science averages will be calculated using the following percentages.

Tests 35%

Quizzes 15%

Labs 10%

Homework 15%

Class/Lab Participation 5%

Exam 20%

Test grades will be final, unless a grade lower than a 60 is earned. In those cases the student may do test corrections but can only earn a maximum of 30% of the lost points back.

Quizzes will be given each Monday over the previous week's material. Quizzes will mainly cover recent topics, but may contain material from previous weeks in certain cases.

Labs will be a part of class that give students the opportunity to apply the scientific concepts learned in classroom lecture and discussion. They will take place once every few weeks.

Homework will be assigned almost every day. Students are responsible for completing homework assignments accurately and completely and these assignments will be graded accordingly. Homework assignments will also include textbook readings, which the student is required to finish before coming to class in order to be prepared for daily discussion. Late homework can be turned in for half credit, but it is the responsibility of the student to get the late work turned in. There will be no reminders to turn in late work, and it will only be accepted up to the associated test.

Class/Lab Participation will be graded based upon a student's willingness and readiness to contribute to class discussions, assist other students in the understanding of difficult concepts, work politely and safely with other students in lab activities, be attentive during class lecture or discussions, and uphold the ACA virtues of courage, courtesy, honesty, perseverance, self-government and service.

The exams will be cumulative (for the semester), but reasonable in length, and given at the end of each semester.

Laboratory Expectations:

1. Never do any experiment without the approval and direct supervision of your teacher.
2. Always wear your safety goggles when your teacher tells you to do so. Never remove your goggles during an activity.
3. Tie up long hair and wear closed-toe shoes.
4. Know the location of all safety equipment in or near your classroom. Never play with the safety equipment.
5. Tell your teacher immediately if an accident or spill occurs.
6. Tell your teacher immediately about any broken, chipped, or scratched glassware so that it may be properly cleaned up and disposed of.
7. Secure loose clothing when working around a flame.
8. If instructed to do so, wear your laboratory apron or smock to protect your clothing.
9. Never assume that anything that has been heated is cool. Hot glassware looks just like cool glassware.
10. Never taste anything during a laboratory activity. If an investigation involves tasting it will be done in the cafeteria.
11. Clean up your work area.
12. Wash your hands with soap and water upon completion of an activity.

Materials:

Students are required to bring materials to take notes, science textbook, and a pen to class everyday.

Absences:

In the case of excused absences, students will have as many days as they were absent to make up missed work. Efforts to talk to Mrs. Huff and make up work before the absence, when possible, will be appreciated.

No credit will be given for work missed due to an unexcused absence.

9th Grade Composition Syllabus

Instructor: Ms. Marcellino

Class: (A) M-F, 11:25-12:15/(Intro) M-F, 12:20-1:10/(B) M-F, 1:15-2:05

Email Address: emarcellino@atlantaclassical.org

Required Texts: *Stay Smart* Diagramming Workbook, Strunk & White's *The Elements of Style*

Writing is an essential discipline, and this foundational course will provide an opportunity for you to improve the grammar, structure, and elegance of your composition across disciplines. We will progress through three sections on coherent writing, concise writing, and compelling writing, building upon previous knowledge to realize what it means to write well. Practically, you will learn how to format essays properly, how to produce different types of writing, and how to edit your work and others' work. You will also learn how to enjoy writing! Active participation is required. There will be a bi-weekly participation grade in this class based on attentiveness, courtesy, and quality of contributions.



Grammar and Vocabulary

The foundation of good writing is a strong grasp of language. Therefore, a major focus in this class will be grammar instruction and practice. This will include emphases on diagramming, spelling, and punctuation. After establishing a grammatical foundation, those efforts will be joined by intensive vocabulary instruction.

Imitative Writing and Analysis

We will read essays, speeches, stories, letters, and other works and analyze what works and does not in each of them. This will produce rich discussions about the elegance of language, clear and simple writing, engaging styles, and what is worth emulating in other writing.

At a minimum, you will engage in a weekly exercise that men such as Benjamin Franklin once did to improve their writing – imitative writing. We will read well-written sentences, paragraphs, and lengthier pieces, and you will practice imitating the writer of the work through a pre-writing, writing, and re-writing process, in an effort to get inside the minds of good writers.

Using imitative writing as a springboard, you will perfect original works, such as letters, articles, poems, and editorial essays – shorter, more succinct versions of the typical essay you will write during your academic career.

Interdisciplinary Support

We will structure, discuss, and refine writing assignments from other classes during writing workshops, so that you can build a strong foundation for your high school papers and acquire useful editing and writing practices together. There will also be assignments that focus on the relationship between writing and various subjects.



Grading

Writing is a notoriously subjective thing to grade. Therefore, I want to give you an idea of what I will be looking for in your writing and general guidelines for the type of work that might result in a certain letter grade.

- A - This work will adhere to instructions, demonstrate proper formatting and correct grammar, and offer a personal analysis and style that is exemplary.
- B - This ~~work~~ will show proficiency in the aforementioned areas.
- C - This ~~work~~ will show sufficiency in the aforementioned areas.
- D - This work will show insufficiency in the aforementioned areas.
- F - This work will fail to adhere to instructions or to demonstrate proper formatting and correct grammar, and it will offer a personal analysis that is below grade level.

25% Longer Writing Assignments

25% Shorter/Weekly Writing Assignments

20% Quizzes

15% Participation

15% Grammar Work

Late work

A B- will be the highest possible grade for work turned in one day late. I will not accept work after that, and you will receive a failing grade. Always see me in advance if you know there might be an issue, and tell me as soon as possible if an excused absence (See Family Handbook.) will hinder you from turning work in on time.

Classroom Rules

Be attentive, respectful, and participatory. Come to class on time with the appropriate materials and any work that is due. If you follow these rules, your time in this class will be enjoyable and productive. When you fail to follow these rules, consequences will follow.

GEOMETRY

Mr. Gwak / H104

SYLLABUS

Curriculum Description: This course covers the required concepts of **Euclidean geometry** including definitions, postulates, and theorems. Areas of study include angles, parallel lines, congruent and similar triangles, rectilinear figures, polygons, circles and arc, and the Pythagorean theorem. Special topics covered include coordinate and spatial geometry, introductory trigonometry, and constructions and loci. In addition to including problems that serve to review algebra, the process of "Proving" theorems is introduced.

Textbook: A Course in Geometry; Plane and Solid, *Weeks & Adkins*

Reference book: Euclid's Elements, *Green Lyon press*

Materials: Compass, Straight edge, Protractor

Evaluation: The overall semester-grade is determined as follows:

- 1) Participation and Note taking: 10%
- 2) Homework: 30%
- 3) Quiz: 30%
- 4) Midterm examination: 15%
- 5) Final examination: 15%

Participation: This portion of the grade will be based on class participation, note taking, and overall student behavior. There will be significant time spent in class working through propositions and proofs, individually, in groups or at the board. Notes will be checked randomly throughout the semester without prior notice. As for student behavior, please refer to the Family Handbook on the ACA website.

Homework:

- 1) Homework is assigned **daily**.
- 2) No late homework assignment will be accepted unless the student or parent notifies the teacher in advance.
- 3) At the teacher's discretion, students may re-submit incorrect questions within one school day of getting the assignment back.

Quiz: Quizzes will be given **every Friday** unless otherwise noted. Similar to homework assignments, students may re-submit incorrect questions within one school day of getting the quiz back.

Midterm/Final: Throughout the semester, there will be **one** midterm and **one** final examination. Unlike homework assignments and quizzes, midterm and final examinations **may not** be re-submitted.

Classroom Policy: To maintain an effective learning environment,

- 1) Students are to be seated and ready to work at the bell for the start of class.
 - 2) Students are to be courteous to classmates and teacher.
 - 3) Students are to be prepared with materials and equipment.
 - 4) Students are to be on task at all times.
- **Food, drinks (except water) and gum are never allowed in the classroom.**

GEOMETRY

Mr. Gwak / H104

Tardy/Absence Policy: The district and school attendance policies apply to this course and must be followed. Participation is an important part of the student's grade and frequent tardy/absences will have a profound impact on their success in the class.

COURSE SCHEDULE¹

Term	Month	Week	Instructional Objectives	Remark
Fall	August	1-3	Ch1. Basic Idea Ch2. Line segments and Angles as Numerical Quantities Ch3. Proof	
	September	4-7	Ch3. Proof (Cont.) Ch4. Triangles	
	October	8-11	Ch5. Constructions Ch6. Perpendicular Lines and Planes Ch7. Parallel lines	Midterm
	November	12-16	Ch8. Polygons; Angle relationships Ch9. Quadrilaterals Ch10. Parallel lines and Planes	Thanksgiving
	December	17-18	Ch11. Further study of the triangle Final Review	Final exam
Spring	January	1-4	Ch12. Inequalities Ch13. Ratio and Proportions Ch14. Similar figures	
	February	5-8	Ch15. Area and Volumes Ch16. Using Coordinates in Geometry Ch17. Locus	
	March	9-13	Ch18. Geometry of the circle Ch20. Measurements in a Circle	Midterm
	April	14-17	Ch21. Coordinate Geometry. The Circle Ch19. Measurements in a Right triangle	Spring Break
	May	18-21	Conditional Probability Final Review	EOC test Final exam

ADDITIONAL INFORMATION

Office hour: **Mon - Fri / 7:20 - 7:40 & 3:10 - 4:00 / H104**

¹ Subject to change

I have read and understood the contents of this document:

Parental signature: _____

Agenda for Latin Class 2016-2017
Instructor: Mr. Hawkins
Latin 1; Unit 3

I Why study Latin?

Has anyone ever heard of a superfruit? Blueberries, kiwi, and other fruits are called superfruits, because they do so many good things to your body: They provide vitamins, fiber, anti-oxidants, etc.

Latin is the “intellectual superfruit.” Its benefits include the following:

- 1 Learning any foreign language stretches you intellectually.
- 2 Learning Latin provides the basis for learning other romance languages (e.g., French, Italian, Spanish).
- 3 The Latin vocabulary you learn is helpful for your English (e.g., imbibe).
- 4 Latin forces you to study grammar thoroughly and systematically, which is good for your English grammar (e.g., pluperfect, subjunctive).
- 5 If you enter a profession like law or medicine, much of the specialized vocabulary is in Latin (e.g., habeas corpus, res ipse loquitur).
- 6 When you study Latin, you learn about ancient culture, which helps you understand Western art, literature (e.g., renaissance art, Paradise Lost).
- 7 MOST IMPORTANTLY, Latin trains your mind to read texts CLOSELY; you can't get away with simply catching the gist. You really have to understand it in detail. (As a lawyer, I know that a contract dispute can turn on something as subtle as the difference between “a” and “the.” Studying Latin trains your mind to grasp detail and nuance.)

II How will assignments and grading work in this class?

- 1 Text: We will use Wheelock's Latin throughout the year. I assume you have studied no Latin in the past, so we will start on Chapter 1. It may entail review for some of you. If so, all the better. We we will try to proceed at a pace of one chapter every two weeks. (This pace may change as I learn what you are capable of.)

2 Homework: I will assign homework almost every night. I expect you to do it all. We will go over it in class, and I expect you to correct your own work and use it for study. I will look at it briefly, but will not correct it individually. Based on my review, I will give you a homework grade of 0, 1, or 2. If you make a good faith effort to do it all, you will receive a 2. If you do a sloppy or halfhearted job, you will receive a 1. If you do not do it on time you will receive a ZERO. There are no makeups for homework assignments.
HOMEWORK COUNTS FOR 50% OF YOUR TOTAL GRADE. DO NOT FAIL TO DO IT.

3 Quizzes: I will assign a weekly quiz. The quiz will take place every Tuesday, subject to contingencies such as holidays, standardized testing days and the like. Quizzes should take up about 25 minutes. For the remainder of the class, you will exchange your quiz with a classmate and grade your classmate's quiz as we review it together. Please use a red pencil. If you are not sure whether an answer deserves credit, right a question mark on the paper and I will consider it. I will assign final grades.

Re-taking quizzes: If you receive less than 80% on any quiz, you are REQUIRED to come to my room (S 201) during your next open study hall (8th period). We will go over the material and you will be given another similar quiz. Your final grade will be the average of the two quizzes, with a maximum grade of 85%. If you do not re-take the quiz, your grade will be the average of your first quiz and ZERO.
QUIZZES COUNT FOR 25% OF YOUR GRADE. PLEASE TAKE THEM SERIOUSLY.

4 Final exam: At the end of every quarter, you will be given a cumulative final exam.
FINAL EXAM COUNTS FOR 25% OF YOUR GRADE.

III How will this class operate?

I have only the following three (3) rules;

- 1 Respect me and follow my directions.
- 2 Respect and be kind to your classmates – no sarcasm, putting others down.
- 3 During class, your attention must be on the class: When either I or a student has the floor, there should be no other talking, no disruptions/talking over others.

Consequences for breaking above rules:

- 1 First infraction is 90-second wall sit.
- 2 Second infraction in same class period results (i) a trip to Col. Lambert, and (ii) a meeting with me after school that day.

One more thing to bear in mind:

I don't wait around for the eager students to raise their hands. I call on all students, and I expect you to be prepared to participate. This is an active class; it is a video game, not a TV show.

IV How must you organize your materials?

1 Everyone must have a **3-ring binder** which will contain your notes, homework and all quizzes and tests. (All my quizzes, tests, and handouts will have three holes.) I suggest you organize your materials by week, keeping your notes, homework and quiz for each week together.

2 Please also come with a **red pencil** to correct your own homework and your classmates' quizzes on quiz day.

3 Also, you must purchase a set of **blank flash cards with a binder ring**. You will use these to study vocabulary. These are definitely available on Amazon.com, and may also be available at other places like Target or Wal-Mart.

V Final Thoughts

I think we are going to have a great time this year and learn a lot. I hope I can spark a real interest in Latin, so that you will come to enjoy Latin as much as I do.

Good luck!!!

2016-2017 Syllabus

Course: Latin
Instructor: Dr. Roth
Classroom:
Period:

Textbook

Wheelock's Latin, 7th Edition

Required Materials

The student must bring the following materials to class every day:

1. Textbook
2. Notebook or composition book or binder with loose-leaf paper
3. Writing implement (preferably a pencil, which must be sharpened before class)
4. Folder (not necessary if the student has a binder)

Overall Grade

Homework: 45%

Quizzes: 40%

Semester Exam: 15%

Expectations

This course is intensive in both note-taking and homework. Quizzes will be given no more than once per week (usually on Wednesdays) and no less than once every two weeks. Each semester will conclude with an exam.

The ACA Student's Decalogue

- I. Thou shalt be on time to class, regardless of when thou wert released from thy previous class.
- II. Thou shalt **always** arrive at class fully prepared, with all thy required materials.
- III. Thou shalt pay close attention when thy teacher speaketh.
- IV. Thou shalt speak only when thy teacher giveth thee leave to speak.
- V. Thou shalt respect thy teacher and thy classmates within and without the class.
- VI. Thou shalt record all homework assignments and complete them to the best of thy ability.
- VII. Thou shalt take notes fully and completely when thy teacher demandeth it.
- VIII. Thou shalt hold on to all papers thy teacher commandeth thee to keep.
- IX. Thou shalt not covet thy neighbor's test nor thy neighbor's homework. All thy efforts shall be thine own.
- X. Thou shalt use all thy class time productively and waste not a moment, lest thou be gravely burdened with homework all of thy days.

The ACA Student's Bill of Rights

- I. The student has the right to ask for extra instruction from the teacher outside of the normal class period. This could be before school, after school, during study hall, or during some other free period in the day. This extra instruction could be remedial or extracurricular in nature.
- II. Students should expect quizzes, tests, exams, essays, etc. to be graded and returned to them in a timely manner.
- III. Students have the right to request a private audience with the teacher at a time convenient to both.
- IV. All policies will be enforced equally and consistently among all students.
- V. Students have the right to protest their graded assessment on any assignment, and any errors in grading will be amended.
- VI. Students have the right to use the restroom during class for emergencies, but the teacher has the option of enforcing a penalty for such usage.

Moral Philosophy
Fall Semester, 2016
DR. MOORE

Aims of the course

Moral philosophy, or ethics, is the formal study of right action. From infancy you have been told “this is right” and “that is wrong.” What is the basis of such judgments? Do our duties to ourselves and to others derive from divine commands, social contracts, or principles of human nature? Do standards of right and wrong fluctuate according to time and place, or are there certain transcendent norms to which all human beings must adhere? Are we currently living in a state of moral crisis? If so, how are we supposed to know our obligations and act on them? Does performing our duties lead to happiness? What are our duties—to ourselves and to other human beings?

To answer these questions and others, we shall begin to study the moral tradition of the West. This is an exceedingly rich tradition, and we could read many philosophers, statesmen, and storytellers. Our purpose will be, first, to diagnose our current ethical situation and, second, to read authors and themes that directly speak to our predicament. Our overarching aim is to understand what constitutes the Good and the virtues employed to achieve and to defend the Good.

Part I: Morality, Relativism, and Men Without Chests

Weeks 1-2: The Problem Stated

Reading: Alasdair MacIntyre, *After Virtue*, chs. 1, 2 (sel).

Questions: Why does MacIntyre think we have entered a moral Dark Ages? Can a society be moral that has no common standard of morality? How are moral questions decided in our day?

Reading: Plato, *The Republic*, bk. II: 357a-368c.

Questions: What would you do with the Ring of Gyges? Is Glaucon’s view of human nature accurate? If so, then how is virtue possible in our world?

Reading: Allan Bloom, “Our Virtue,” “Self-Centeredness,” from *The Closing . . .*

Questions: In his best-selling book, Professor Bloom addressed the problem of the “flat-souled” youth of our time. Are American students and young people really as “flat-souled” as Bloom describes? What does he mean by “our virtue”? (time permitting)

Weeks 3-5: Our Brave New World?

Reading: Aldous Huxley, *Brave New World*

Questions: Should men and women strive and struggle in a world with every material comfort? How might moral terms come to lose their meaning or even come to mean their opposites? Is there any moral answer to the modernist maxim “Don’t put off for tomorrow the fun you can have today”? Is it possible for culture to erase completely the dictates and longings of the human soul? What is the fate of the moral individual in an immoral world? To what extent does the “brave new world” of Huxley resemble our own world? How difficult is it to be a moral man or woman today?

Weeks 6-7: The Problem Solved?

Reading: C. S. Lewis, *The Abolition of Man*.

Questions: Does Lewis read too much into the ethos of a school textbook? What does Lewis mean by "men without chests"? Does his "moral anatomy" make sense? Can human beings invent new values? Does understanding what Lewis calls the *Tao* help solve our moral crisis? What is the *Tao*? Where does it come from?

Part II: In Search of the Good

Week 8: Aristotle's Answer

Reading, Aristotle, *Nicomachean Ethics*, selections.

Questions: What does Aristotle mean by "happiness"? Does happiness depend upon virtue? What does Aristotle mean by virtue? How does one acquire virtue? What are the most important virtues for Aristotle? Are they our most important virtues?

Week 9: Augustine's Answer

Reading: Saint Augustine, *Confessions*, bks. I, II, VIII.

Questions: Does Augustine's account of children and his own childhood prove that human beings are sinful? Are the things Augustine does as a youth really sinful? Can one overcome sin or vice through one's own efforts or through education? Is happiness attainable without God?

Week 10: Hutcheson's Answer

Readings: Francis Hutcheson, *An Inquiry Concerning Moral Good and Evil*, I-III.

Questions: Do human beings possess a moral sense? Prove it. If so, does that mean that they are good? Do Hutcheson's ideas correspond to or contradict other moral arguments we have read from Plato, Aristotle, Augustine, Lewis?

Part III: The Moral Restoration of Man

Week 11: The Great-Souled Man

Readings: Aristotle on magnanimity; Ortega y Gasset on the noble life

Questions: What are the characteristics of a great-souled man? How does he (or she) differ from the men without chests of today? What will others think of him? Who in history would meet the criteria for greatness of soul offered by Aristotle and Ortega? Do great-souled men still exist?

Weeks 11-12: Fame and the Life of Washington

Readings: Douglass Adair, "Fame and the Founding Fathers"; life of Washington

Questions: Is love of glory a good thing? What influence does a person's concern for reputation have on his actions? What are the different types of public esteem, and are certain types superior to others? What is the source of the desire for public esteem? Will the great-souled man be concerned about his reputation? Too much so? With everyone equally? What sort of impression does he hope to make and to leave in the world?

Week 12: Manners Maketh the Man

Readings: George Washington's "Rules," William Manchester on egalitarianism

Questions: What are manners? Does society need manners? Have we entered an age of rudeness? What effects has democracy (or egalitarianism) had on manners? Can a democratic society be well-mannered? What forms of politeness, if any, would you like to return? How does the well-mannered person behave in an ill-mannered world?

Week 13: Friendship

Readings: Cicero, *De Amicitia* (sel.); C. S. Lewis, *The Four Loves* (sel.)

Questions: Are the problems the young Augustine encountered with his peers still alive today? What separates true friendship from mere companionship or, in today's parlance, "hanging out"? Does the ancients' idea of friendship still exist today? How could you tell whether someone is a true friend?

Week 14: The Purpose of Work

Readings: *Genesis* 1:26-31, 3:8-19; Benjamin Franklin, *Autobiography* (sel.); Michael Novak, *Business as a Calling* (sel.)

Questions: Is work a gift or a curse, a necessity or a way of defining one's being? What is the American approach to work? Is it the best approach? What distinguishes a "calling" from a mere job? How does an individual find his calling?

Week 15: *Eros* and Duty

Readings: C. S. Lewis, "Sexual Morality"; Marriage Vows; David Fordyce, *The Elements of Moral Philosophy* (sel.); T. O. Moore, "Heather's Compromise"

Questions: What is the duty of the great-souled man (or woman) towards the opposite sex before marriage? What does marriage promise and require of each spouse? What makes for a good spouse? For a good parent? Can marriage be separated from childrearing? Does the modern insistence of rights over duties make for bad husbands and wives and bad mothers and fathers?

Weeks 16: The Good Life

Readings: Dante, *Inferno* (sel.); Helmut Thielicke, "Where Is My Fellow Man?"; Herbert Butterfield, "The Role of the Individual in History"

Questions: What is the good life? What is not the good life? What is the result of a life lived well? Of a life not lived well? Should the great-souled man have a program for the good life? What does he owe over the course of his life to his fellow man? Does he have duties of historical significance?

Assignments

Virtue in film:	25%
Major essay:	25%
In-class examination:	25%
Class participation:	25%

Virtue-in-film. Each quarter you will write a 2-3 page analysis of virtue as portrayed in a classic film. In writing the essay, you should consider the following questions. What is the hero's greatest virtue (or virtues)? How does the hero's virtue affect the rest of society? Does virtue lead to happiness? Is virtue its own reward? Do other people accept or oppose the hero's virtue? Is the hero regarded as strange or foolish? Please realize that these are only some of the questions you may wish to explore. I do not want a formulaic paper in which you answer each one of these questions in turn. As with any other paper, formulate a thesis and use evidence to prove that thesis.

In the first quarter the entire class will write on *High Noon*. In the second quarter you may choose among the following movies: *The Man Who Shot Liberty Valance*, *Mr. Smith Goes to Washington*, and *Twelve Angry Men*. For *High Noon* your task will be to explain why Will Kane stays to fight Frank Miller and his gang and why the rest of the town does not help him. How does Kane embody virtue, and how does society relate (at least in this instance) to the virtuous man?

Major essay. Each quarter you will work toward a final, longer essay of roughly 6-7 pages. In the first part, you will diagnose the moral situation (is it a sickness?) of our age and then express whether Lewis's idea of the *Tao* (the Good) provides a remedy. In the second part, you will explain what is meant by virtue and explain how the practice of the virtues leads to human flourishing and (we hope) happiness. To this end, you will choose one of the virtues and explain it in detail.

In-class examination. At the end of each quarter you will be given a multi-question, in-class examination. The questions will address specific issues we have discussed in class. Example: "Hutcheson's account of human morality is superior to that of Augustine. Agree or disagree."

Class participation. Every student should contribute to class discussions. Meaningful participation does not necessarily mean talking the most. Nonetheless, everyone should contribute to the discussion in order to show a certain level of thought, understanding, and engagement.

Atlanta Classical Academy Board Self-Evaluation / November 17, 2016

By Scott Yates

Policy GP #3.a.3: Governing Style

The board will enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as attendance, preparation for meetings, policymaking principles, respect of roles, and ensuring the continuance of governance capability. Although the board can change its Governance Process policies at any time, it will scrupulously observe those currently in force.

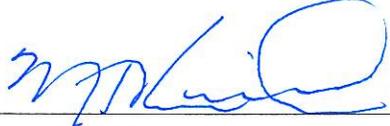
	Strength	Area for Improvement
<i>Enforce discipline needed to govern with excellence:</i> <ul style="list-style-type: none">- attendance- preparation- principles- roles- continuance	The board has operated with a spirit of continuous improvement since the founding of the school. No recurring issues with any of the matters highlighted in the policy.	
<i>Observe GP polices currently in force</i>	The board and its committees have been diligent in following policies in place and identifying gaps in policies.	Transition to Policy Governance will challenge the board regarding interpretation of policies and determining appropriate corrective actions.

EXECUTIVE SESSION AFFIDAVIT
(AS REQUIRED UNDER O.C.G.A. § 50-14-4(b))

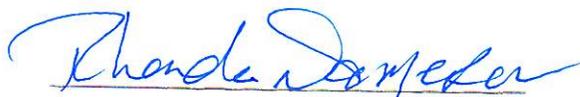
The undersigned presiding Board Officer of the Atlanta Classical Academy Board of Directors, under oath, hereby states and certifies that at the Board meeting held on November 14, 2016, the following:

- 1) The Board properly entered executive session as permitted by O.C.G.A. § 50-14-3. The only matters discussed during such executive session of its meeting as allowable under O.C.G.A. § 50-14-2 and 50-14-3 were as follows:
 - () To consult and meet with legal counsel pertaining to pending or potential litigation, settlement, claims, administrative proceedings or other judicial actions;
 - () To discuss tax matters which are confidential by state law;
 - () To authorize negotiations to purchase, dispose of, or lease property;
 - () To authorize the ordering of an appraisal related to the acquisition or disposal of real estate;
 - () To enter into a contract to purchase, dispose of or lease property, subject to approval in a subsequent public vote;
 - () To enter into an option to purchase, dispose of, or lease real estate, subject to approval in a subsequent public vote;
 - () To discuss the appointment, employment, compensation, hiring, disciplinary action or dismissal or periodic evaluation or rating of a public officer or employee, but not when receiving evidence or hearing argument on charges filed to determine disciplinary action;
 - () To discuss records (or portions thereof) exempt from public inspection or disclosure pursuant to Article 4 of Chapter 18 of Title 50.
- 2) To the best knowledge and belief of the undersigned, no other matters than those of a purely personal and/or nongovernmental nature were discussed during said executive session.
- 3) By executing this affidavit, the undersigned does hereby state that he/she in no way waives any rights granted under the 5th Amendment to the United States Constitution.
- 4) This affidavit is executed solely for the purpose of compliance with the mandate of O.C.G.A. § 50-14-4(b) and shall serve no other purpose.

This 15th day of November, 2016.


PRESIDING OFFICER

SUBSCRIBED AND SWORN TO
before me this 15 day of November, 2016.



Notary Public
My commission expires:

