

ATG Learning Academy
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Course Guide

2006-2007

English

Readings within the program are selected to meet the developmental needs of students and to provide them with a broad background in both classic and contemporary literature, beginning with a ninth grade course which is organized by literary genre. Writing is taught as a process of thinking and of creating meaning. At each level, class time is devoted to the development of skills in each area of the writing process: pre-writing, drafting, revising, editing, and proofreading. As students move through the program, they are expected to write longer and more complicated essays. Assignments include personal and persuasive essays, creative writing assignments and formal literary analysis. Grammar is included writing instruction. Every year our students have a research project which includes an oral and power point presentation.

English 9 Introduction to literature and writing skills.

READ INDEPENDENTLY:

Purposes for Reading
Word Recognition Skills Vocabulary
Development Comprehension and Interpretation
Fluency

READING CRITICALLY:

Detail Inferences
Fact from Opinion
Comparison Analysis and Evaluation

ANALYZING AND INTERPRETING:

Literary Elements
Literary Devices
Poetry

WRITING STYLES:

Drama
Narrative
Informational Persuasive

QUALITY WRITING:

Narrative
Informational
Persuasive

SPEAKING AND FUNCTION:

Listening Skills
Speaking Skills
Discussion

Presentation

CHARACTERISTICS AND FUNCTION:

Word Origins
Variations
Application

RESEARCH:

Selection
Location of Information
Organization

English 10

READ INDEPENDENTLY:

Purposes for Reading
Word Recognition Skills Vocabulary
Development Comprehension and Interpretation
Fluency

READING CRITICALLY:

Detail Inferences

Fact from Opinion

Comparison Analysis and Evaluation

ANALYZING AND INTERPRETING:

Literary Elements
Literary Devices
Poetry

WRITING STYLES:

Drama

Narrative
Informational Persuasive
QUALITY WRITING:
Narrative
Informational
Persuasive
SPEAKING AND FUNCTION:
Listening Skills
Speaking Skills
Discussion

English 11

READ INDEPENDENTLY:
Purposes for Reading
Word Recognition Skills Vocabulary
Development Comprehension and Interpretation
Fluency
READING CRITICALLY:
Detail Inferences
Fact from Opinion
Comparison Analysis and Evaluation
Use teacher and student established criteria for making decisions and drawing conclusions.
ANALYZING AND INTERPRETING:
Literary Elements
Literary Devices
Analyze and evaluate in poetry the appropriateness of diction and figurative language.
Select appropriate electronic media for research and evaluate the quality of the information received.
Explain how the techniques used in electronic media modify traditional forms of discourse for different purposes
WRITING STYLES:
Drama
Narrative
Informational Persuasive
Include varying characteristics (e.g., from limerick to epic, from whimsical to dramatic).

English 12

Presentation
CHARACTERISTICS AND FUNCTION:
Word Origins
Variations
Application
RESEARCH:
Selection
Location of Information
Organization

QUALITY WRITING:
Narrative
Informational
Persuasive
Use precise language and specific detail
Write a personal résumé.
SPEAKING AND FUNCTION:
Listening Skills
Speaking Skills
Discussion
Presentation
Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
CHARACTERISTICS AND FUNCTION: Word Origins
Variations
Application
Explain and evaluate the role and influence of the English language within and across countries.
RESEARCH:
Selection
Location of Information
Organization
Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, computer databases).

READ INDEPENDENTLY:

Purposes for Reading
Word Recognition Skills Vocabulary
Development Comprehension and
Interpretation
Fluency

READING CRITICALLY:

Detail Inferences
Fact from Opinion
Comparison Analysis and Evaluation
Use teacher and student established
criteria for making decisions and
drawing conclusions.

ANALYZING AND INTERPRETING:

Literary Elements
Literary Devices
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appropriateness of diction and figurative
language.

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research and evaluate the quality of the
information received.

Explain how the techniques used in
electronic media modify traditional
forms of discourse for different purposes

WRITING STYLES:

Drama
Narrative
Informational Persuasive
Include varying characteristics (e.g.,
from limerick to epic, from whimsical to
dramatic).

QUALITY WRITING:

Narrative
Informational
Persuasive
Use precise language and specific detail
Write a personal résumé.

SPEAKING AND FUNCTION:

Listening Skills
Speaking Skills
Discussion
Presentation
Introduce relevant, facilitating
information, ideas and opinions to enrich
the discussion.

CHARACTERISTICS AND

FUNCTION: Word Origins
Variations
Application
Explain and evaluate the role and
influence of the English language within
and across countries.

RESEARCH:

Selection
Location of Information
Organization
Select sources appropriate to the breadth
and depth of the research (e.g.,
dictionaries, thesauruses, other reference
materials, interviews, observations,
computer databases).

Wilson Language Program

The Wilson Reading System is a complete curriculum for teaching decoding and encoding (spelling) beginning with phoneme segmentation. WRS directly teaches the structure of words in the English language so that students master the coding system for reading and spelling. Wilson Reading System teaches students fluent decoding and encoding skills to the level of mastery; it also includes sight word instruction, fluency, vocabulary, oral expressive language development and comprehension.

Comparative Literature

Read independently: mysterious the unexpected, the unusual and the exotic critically in all contents area. Analyzing and interpreting literature. Students may choose from a selection of books.

The Media Straight Up

This curriculum was created by media education leader and scholar Renee Hobbs of Temple University. Contemporary mass media offers both positive and negative messages and it's illustrates two ways to gain skills that will enhance people's critical thinking skills about the mass media. One is to carefully analyze media messages, looking closely at the techniques used to convey meaning. Another is to gain experiences in creating one's own media messages.

Paraphrasing

The paraphrasing course has been designed to help students deal more effectively with the complex reading demands of the secondary and post-secondary setting. It is a strategy designed to improve recall of main ideas and specific facts. Research has shown that students' comprehension and retention scores increase in proportion to the quality and quantity of the paraphrase statement they make while reading a passage.

Business Writing

Students will demonstrate the ability to complete non verbal communications required by employer (accident reports, dental forms, health insurance, life insurance forms, and work orders). The student will be proficient in the ability to recognize factors for effective writing (clarity, tone, organization, delivery). The student will understand how to structure, format and write quickly when appropriate and understand the appropriate use of email in an organizational setting.

HISTORY

History program is to empower students to become responsible citizens of the United States and the world, using their knowledge and skills to understand changes and to solve problems.

Geography: The student will use maps, globes, photographs, and pictures in order to obtain geographical information and apply the concepts of location, scale, and orientation. The student will use maps, globes, photographs, and pictures in order to create and compare political, physical, and thematic maps.

Law and Criminal Justice: Definition of Law, its function and emergence; Victimless crimes: Criminality as a status; Stratification and criminal status ; Sociology of police; Styles of police; Law enforcers and law violators; Criminal stigmatization; Organized crime; Police administration; Police corruption and solutions; Probation and parole; Prisons; Lecture, discussion, film, guest speakers, and field trips.

Native American: A study of the North American Indian including daily life, social relationships, myths, legends and their fate at the hands of European settlers in the New World. To gain a working knowledge of the Native American especially during the period prior to the twentieth century. To learn to employ insights gained from an understanding of the experience of the American Indian in an effort to understand the reality for racial and ethnic minorities throughout the world. To draw connections between significant conflicts and issues of the Indian experience and analogous conflicts and issues today.

World History: Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450. Evaluate historical documents, material artifacts and historic sites important to world history since 1450. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450. Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to Present in Africa, Americas, Asia and Europe.

American History I: Identify and evaluate the political and cultural contributions of individuals and groups of United States history prior to 1890. Identify and evaluate primary documents, material artifacts and historic sites. Evaluate how continuity and change has influence United States history. Identify and evaluate conflict and cooperation among social groups and organizations in the United States history.

American History II: Identify and evaluate the political and cultural contributions of individuals and groups of United States history from 1890 to Present. Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present. Evaluate how continuity and change has influence United States history from 1890 to present. Identify and evaluate conflict and cooperation among social groups and organizations in the United States history from 1890 to the present.

The History of World War II: The Second World War was a turning point for millions of the world's citizens, from those who fought the war to those who suffered bombardments, imprisonment, dislocation, and death. It was also a turning point in the history of the United States and many other nations of the world, establishing the Atomic Age, the United Nations, and the Cold War. During this course; we will examine the causes of the war, the battlefronts and home fronts, military strategies and diplomacy, the role of pacifists and of conscientious objectors, and the social and economic impact of warfare. We will view the war from various perspectives, examining eyewitness accounts

and letters from different sides. Final project is the student's assessment of a movie about World War II.

United States Government and Politics: This course focuses on the Constitutional underpinnings of American government and explores the role of government and the practice of politics in American life. Students will study political philosophy and ideology, political parties and interest groups, Congress and the Presidency, public opinion, bureaucratic behavior, civil rights and civil liberties, and constitutional law. Following current political news and participating in a local or national campaign in the fall elections will be required. Reading will include the daily newspaper and several other texts; some recent ones have been Richard Hofstadter's *The American Political Tradition* and Alexander Hamilton et al., *The Federalist Papers*.

Philosophy: Metaphysics and Epistemology: This course will examine the order that we impose on the world and the meaning we derive from that order. Students will accomplish this through the close examination of two branches of philosophy: Metaphysics and Epistemology. Metaphysics is concerned with the basic nature of reality. Its aim is to give a systematic account of the world and the principles that govern it. Epistemology deals with the origin, nature and limits of knowledge. The philosophers students will study are Plato, Aristotle, Descartes, Bacon, and Hume. Additionally, through articles in newspapers and magazines, students will have opportunities to apply the concepts they have learned to contemporary issues.

MATHEMATICS

The Upper School Mathematics program provides a broad and rich exposure to Algebra, Geometry, Precalculus, Calculus, and Statistics. Class discussions are vital and interactive, and provide the backbone for courses.

Algebra I: This course is intended for students who have little or no background in Algebra I and students who would benefit from a review of algebra as additional preparation for future math courses. It will cover the algebraic and geometric algorithms necessary to enable the students to begin both Algebra II and Geometry with confidence in their accuracy of calculations and competency in conceptual understanding of algebraic processes.

Geometry: The Geometry course covers the main topics of geometry, such as polygons, congruence, similarity, area, volume and perimeter. These will be explored from several perspectives, including transformational and analytic geometry, in addition to the traditional approach. While not a main focus, formal proof will be a part of this course. Students will also be exposed to right-triangle trigonometry for the first time. In addition, students may use software programs to reinforce concepts learned in class.

Algebra II: The Algebra II course exposes students to the ideas and applications of mathematical modeling, completes acquisition of basic skills in algebraic manipulation, and introduces a shift in perspective which is characteristic of study of higher mathematics. To this end, basic equations, functions, and their graphs are studied. Topics introduced in Algebra I are explored in more depth, with greater sophistication in methods of manipulation required. Students work with equations and inequalities, linear relations and functions, systems of equations and inequalities, sequences and series, quadratic functions, polynomial functions, rational expressions and conic sections.

Precalculus: The course of study begins with right-triangle trigonometry and the six trigonometric functions, as well as manipulation of these functions in both radians and degrees. Students will develop skills to identify and sketch graphs of trigonometric functions and transformations of these graphs. Algebra skills remain a key tool for analysis throughout the course, especially in the unit involving trigonometric identities. Students will also undertake the study of advanced topics in algebra and a comparative look at functions and their graphs. Material covered will include trigonometry, law of Sines and law of cosines, functions and their graphs, quadratic functions, exponential and logarithmic functions and topics in analytical geometry. Graphing techniques are emphasized and mastered through hands-on work, then applied and extended using either the TI-83 Plus or TI-84 Plus graphing calculator, one of which is required for this course. PREREQUISITE: Algebra II

Introductory Calculus: After a thorough review of topics from Algebra II and Precalculus, students in this course will work towards mastery of the basic elements of calculus, including theory, computation, and application of derivatives and integrals. Calculus topics explored include limits, analysis of functions and their graphs, average and instantaneous rates of change, optimization, motion along a line, and areas under curves. This course provides students with a first experience with the concepts and techniques fundamental to calculus. Students taking this course will have a solid foundation on which to build. Either the TI-83 Plus or the TI-84 Plus graphing calculator is required.

Elementary Functions: The course will include the topics of linear and quadratic functions, polynomial functions, rational and irrational functions, and exponential and logarithmic functions.

Pre-Algebra: Collect, organize, display and analyze data using measures of central tendency (median, mean, mode) and measures of spread. Create, continue to understand and apply patterns to solve problems. Use, understand, and apply vocabulary and symbols of arithmetic, algebra and geometry. Solve simple linear equations and inequalities for one variable. Understand and apply numbers within Real number system. Compute and estimate using four basic operations. Locate and describe points on a coordinate plane. Identify and describe the characteristics of two and three dimensional shapes. Develop proportional reasoning in problem solving. Use appropriate tools and techniques to determine linear, square and cubic measurements. This course will cover the pre-algebra curriculum; so that students will be prepared to begin Algebra I after

completion of this class

Statistics: The statistics course is an excellent option for any student who has successfully completed work in Algebra regardless of the student's intended college major. This course can be taken in conjunction with other mathematics courses as Elementary Functions or Calculus.

Science

Science is an expression of man's curiosity about the natural world. This curiosity leads us to ask questions, look for patterns, propose solutions, test generalizations, and draw conclusions. These activities form the basis of the Scientific Method, which is the foundation of our science program. Courses in each discipline are used to explore the concepts of biology, chemistry, and physics skills required for living. Each course has a laboratory component; independent laboratory-research projects are required of all students in honors and advanced-level courses.

Students new to the school may be asked to take the Science Reasoning Assessment and to submit a letter of recommendation from their most recent science teacher.

Biology: Focuses on the natural environment: the air, water, and land as well as the plants, animals, and microorganisms that inhabit them. Course content includes topics from physical, earth, chemical, and biological sciences in an attempt to achieve a clear understanding of the complexities of the natural world and our place in it. Emphasizes cell biology, genetics, and molecular biology.

Chemistry: The core topics of inorganic chemistry are introduced in a logical sequence to give students an understanding of the nature of matter, its composition and structure, and the changes matter undergoes. Problem solving and laboratory work are important aspects of this course.

Physics: Physics is a qualitative study of the central concepts of physics with emphasis on mental imagery that relates to things and events common to our everyday environment. The principles of physics, mechanics, thermodynamics, light and optics, acoustics, electromagnetism and atomic and nuclear physics will be approached through a process of exploration, concept development, and application.

Earth Science: Recognize and analyze the complex and diverse ecosystems found on earth. Acquire the knowledge necessary to identify renewable and nonrenewable resources, and analyze factors influencing their availability. Acquire the knowledge necessary to analyze the complexity of environmental health. Recognize the importance of agriculture to society and evaluate past and current management

practices in the agriculture business. Analyze how human action and natural changes affect the balance within an ecosystem and evaluate the trade-offs, costs, and benefits of conservation and environmental management. Evaluate the impact of cycles on ecosystems. Explain the significance of diversity in an ecosystem and analyze biodiversity as it relates to the stability of an ecosystem. Examine the effects of extinctions on the environment and their affects on human and natural systems. Analyze how society's needs relate to the sustainability of natural resources and technology's role in natural resource sustainability

HEALTH

Health education provides a means to develop and maintain a healthy lifestyle and good decision making. The goals of the courses are to introduce and explain the concept of wellness; provide current information on health issues; assist the student in developing a balanced lifestyle through understanding of the inter-relatedness of the physical, mental, emotional, and spiritual realms in making a healthy individual; provide an opportunity for students to examine and evaluate their personal relationships; and provide opportunities for the development of decision-making and critical-thinking skills.

PHYSICAL EDUCATION

Physical Education contributes significantly to the growth, development, and well-being of teenagers. Movement is at the very center of adolescents' lives, permeating all facets of their behavioral development—the psycho-motor, cognitive, and affective domains. In the belief that the development of their own interests will result in regular physical activity, students are able to make their own choices in activities. Instructors will regularly assess each student's participation, attitude, and behavior.

Consumer Education II

Interpretation of fabrics. Understanding patterns to construction a garment. Maintain a sewing machine. Student will complete a garment during this class.

Digital Photography

This course is designed to introduce the student to the use of the computer as a tool in the manipulation of photographic images. The student will learn how to create digital images using Adobe Photoshop to acquire, compose, alter, manipulate and format images for commercial, fine art or everyday use. Additionally the student will learn how to use scanned images and digital cameras. Assignment will focus on the development of computer graphic skills necessary for success in the fields of graphic design and digital imaging. A series of specific visual design problems will be used.

Cycle of Life Socialization Group

Educational and therapeutic programs designed for school age children, adolescents and young adults. Placement into groups depends on child's developmental age and individual therapeutic needs.

Music Therapy

Motor development, play and social skills behavior communications and awareness.

Foreign Language

Spanish I

Students are introduced to various aspects of Hispanic/Latino Culture.

Spanish II

Students have more complex vocabulary, grammar and sentence structures. Students are also introduced to various aspects of Hispanic/ Latino/Culture.

Theater Production

In the process of this course, students will become familiar with the different steps of a theater production from read-through to dress rehearsal and preview, as well as the various disciplines that go along with any theater production, such as costumes, set, sound & lights, dramaturgy, etc.

Students will be given responsibilities that test both their discipline and their creativity. In theater the show will go on. Failure to complete tasks or solve problems in time will be evident in a flawed final production. Time management, focus, teamwork and the ability to seek instruction when needed are essential to working successfully in the theater.

Technology

Introduction to Computers:

This hands-on course deals with personal computers in a wide variety of settings. Topics include basic computer concepts, operating systems, the Internet, email, and the use of computer applications including word processors, spreadsheets and graphics. The laboratory is an essential part of this course. Students will complete at least one assignment in each of the following topic area: Word Processing, Spreadsheet, Internet Research, and Graphics

