

# Syllabus

## U.S. History

**Heritage Academy**  
**A University-Model® School**

*The mission of Heritage Academy, a Certified University-Model® School, is to partner with Christian parents to prepare college-worthy, character witnesses for Jesus Christ.*

### **I. Course Purpose and Content**

Students will be inspired as they learn about our history and experiences from the time of its founding to approximately the election of 2000, with some more recent events included in a final unit. The study of History allows students to understand the impact of past events on current situations, struggles and challenges. The lessons of the past allow a society to face the problems of today and the future. In addition, we will tie into the course current events with past examples and hopefully equip the next generation of leaders with the knowledge so that we will be able to achieve positive accomplishments of the History of America while avoiding the past mistakes. A democracy is dependent on an educated citizenry, and appreciating and learning from our history and the interrelated historical events of the world will equip this generation.

**Pre-requisites:** Student is reading and writing at the grade level corresponding to this course; successful completion of the preceding course in Heritage Academy's social studies sequence.

This course has been designed so that by the end of it, each student should be able to explain the following:

- the Revolutionary War as to its causes and the subsequent foundation of America as a free and independent Republic
- the impact of Biblical values in early American society, education, and government;
- the interactions between the fledging new nation with older established nations of Europe and the World;
- historical circumstances surrounding the struggle with the essential question of Slavery and its debilitating impact on society;
- how the past wars and military conflicts were caused and resolved, and the long term impact of these conflicts on current American events;
- the unique character and culture which America enjoys as to its roots, underpinnings and interactions;
- the historical and present day interconnection of America with all nations, both those of great power and those with great poverty.

### **II. Worldview Integration**

Heritage Academy is committed to teaching all subjects in such a way that students develop a Biblical worldview out of which to think and act. The following are key essential truths that relate to the study of government: throughout history, God the Creator (Genesis 1:26-28, 2:7) has been reconciling all things to Himself (Colossians 1:20, Matthew 28:18-20) including fallen mankind (Genesis 3-4). By studying our government, we learn lessons for life, develop a cultural identity, and see the overarching hand of God. We are invited to ask and explore answers to the questions:

- Who are we?
- From where did we come?
- Where are we headed?

### **III. Required Texts and Supplies**

Please reference *Required Text Book List* and *Course Supplies List* for the appropriate academic year to identify the textbooks and supplies students will need for this course. Both the Required Text Book List and Course Supplies List are accessible online.

### **IV. Student Responsibilities and Course Guidelines**

#### **A. Attendance**

Attendance is imperative as concepts are more difficult to learn when the student is absent. Students are expected to attend class and contribute positively to the classroom environment.

Tardiness is disruptive to other class members. Please arrive on time and prepared. All absences and tardies are considered unexcused unless accompanied by a note from a parent or guardian. Please remember that three tardies generate one absence.

As communicated in Heritage Academy's Family Manual, a passing grade awarded at the end of the semester generally requires that a secondary student has attended at least forty-two class periods during the semester. Failure to meet this minimum attendance requirement may result in an F being awarded and recorded on the student's transcript.

### **B. Absences and Late Work**

In the case of planned absence(s), homework that is due during the student's absence must be completed and submitted to the instructor in advance.

When a student is unexpectedly and unavoidably absent due to ill health, past-due assignments must be submitted within two course periods after the student's return to school. **When an unexpected absence must occur, please be sure to notify the school office and the instructor of the students' absence as quickly as possible, preferably before the involved class occurs. This contact may occur by phone or by email.**

Late work that is submitted simply "late" will be graded and penalized with a **ten percent grade reduction for each course period that it is late**; homework will not be accepted more than three course periods (1 week) past its due date, unless previous arrangements between the teacher and the student's parent have been agreed to in light of peculiar circumstances that are occurring beyond the family's control.

### **C. Student Conduct and Preparation for Learning**

So that a classroom environment conducive for safety, focus, and learning may be maintained, each student is expected to conduct himself/herself in keeping with the following guidelines throughout the course of the semester:

- 1) Arrive on time to each class period with the appropriate class materials available for access (e.g., organized notebook with dividers and filed materials, paper, writing tools, texts, and other tools as directed)
- 2) Arrive prepared to submit completed at-home assignments at start of each class period.
- 3) Arrive ready to listen, learn, take notes, and participate in teacher-directed classroom discussions and activities
- 4) Ask for clarification or further explanation when a concept or direction remains unclear.
- 5) Demonstrate a spirit of cooperation, kindness, and respect toward the teacher and fellow classmates, demonstrating respect to Heritage Academy's Code of Conduct.
- 6) Help keep the classroom area clean and orderly.
- 7) Cooperate with the parent-educator and the Heritage Academy teacher to complete homework in a timely fashion
- 8) Communicate concerns regarding schoolwork to both the Heritage Academy teacher and the parent-educator, so that these concerns can be addressed quickly.
- 9) On the whole, conduct himself or herself in a manner that is worthy of Christ and reflects the life of the Holy Spirit in him/her: ". . . that you may live a life worthy of the Lord and may please Him in every way: bearing fruit in every good work, growing in the knowledge of God, being strengthened with all power according to His glorious might so that you may have great endurance and patience, and joyfully giving thanks to the Father, who has qualified you to share in the inheritance of the saints in the kingdom of light" (Colossians 1:12).

### **D. At-Home (Satellite Classroom) Investment**

Daily home-assignments will be outlined on the weekly Home-Communication Sheet the student will receive each Monday. The student can expect to invest approximately 2.5 to 4 hours each week completing coursework at home in preparation for class periods. Course assignments may include any of the following:

- **Reading Assignments:** Read pages from the text and answer section review questions. Questions may be handwritten or typed and inserted into the student's course binder. **Due to the General Election in the Fall of 2018, we will vary the order of the chapters in the Text to accentuate the Current Events surrounding this election. In**

**addition, extra readings will be provided as part of the course to be read and frequently written reflections will then be done as part of the weekly homework.**

- **Written Assignments:** Complete exercises from the text, assemble and/or analyze data, or have a quiz or test.
- **Study Assignments:** Invest a certain amount of time in study. This allows students to design study plans that best fits their learning style.
- **Projects/Alternative Assessments:** Do incremental work on projects to show mastery of a topic.
- **Maintenance of Course Binder - NOTEBOOK:** Weekly communication sheets, completed homework, tests, and class notes will all be maintained in the student binder. We will have a “Table of Contents” also for this binder which will be updated every 2 weeks. Grades for the binder will be based on completeness and orderliness.

#### **E. Assessments**

A number of written examinations or equivalent alternative assessments/projects will be given throughout the course of the semester. **Students are asked to submit their projects or take home written essays via Email whenever possible.** A comprehensive, two-hour semester exam will occur at the end of the semester in keeping with Heritage Academy’s Semester Exam Schedule.

#### **F. Grades**

<b>Grade Apportionment</b>		<b>Grading Scale</b>	
Reading and Daily Assignments, Notebook	40%	100-95..... A	79-77.... C+
Tests, Written Assessments, & Projects	45%	94-90 ..... A-	76-73.... C
Semester Exam	15%	89-87 ..... B+	72-70.... C-
		86-83 .....B	69-60.... D
		82-80..... .B	-59 or below ....F

The semester grade that the student has earned by the end of the course’s semester will be the permanent semester grade that appears on the student’s transcript. To receive one-half unit of high school credit for this course, the student must earn a percentage grade of 70% or above (which translates to a letter grade of C- or above) and fulfill attendance requirements.

#### **V. Parent Responsibilities**

##### **A. Embrace the University Model**

University-Model Schooling at Heritage Academy is driven by two guiding principles:

- ◆ to preserve and strengthen God-ordained family relationships
- ◆ to offer students the opportunity to achieve a high degree of academic excellence.

Heritage Academy operates as a University-Model School®, designed for families who want their students to flourish from a life anchored in the home yet still gain from the best aspects of traditional, classroom education. Courses offered at Heritage Academy occur every-other-day so that students may realize the benefits of qualified teachers and a focused learning community, yet continue to experience home as the primary, consistent base where parents remain their foremost guides for spiritual, social, academic, and character formation.

Parents, please consider ways you may maximize the benefits University-Model Schooling offers to your family. How can you as parents utilize the at-home study time this model provides to nurture deeper relationship and model and impart the faith, values, and life-patterns you desire your student to embrace?

##### **B. Fulfill the Parent Role**

Within a University-Model School®, parents commit to fulfill a specified role related to each course in which their student is enrolled, as prescribed by the course’s description. Each role identifies specific responsibilities that the teacher relies on the parent to perform, thus facilitating effective home/school partnership whereby

students are assured of receiving needed support. The parent role designated for this course is that of “**Guide for Independent Study.**”

This course mimics that of a junior college program, where independent study skills and disciplined planning for completing homework assignments are necessary. You, as parents, have the opportunity to monitor the independent schoolwork performed by your student, while there may still be occasional times that you are asked to provide particular guidance.

**C. Monitor Gradelink and View Seven-Week and Thirteen-Week Gradelink Reports**

As your student earns grades for completed tests, quizzes, and various projects and homework assignments, these will be recorded on **Gradelink.com** for you to view at your convenience. My general goal will be to post grades online within a week of their being awarded.

In Gradelink, missing assignments will also be noted. Please take time to follow your student’s progress on Gradelink so that you can quickly recognize and explore/address areas of patterns of difficulty or concern that may appear and affirm positive accomplishments.

Gradelink Reports, which will include parent-directed comments related to your student’s behavior and progress in class, will be ready for parents to view at the seven-week and thirteen-week point in the semester.

Please contact the office if you have not received your Gradelink login information.

**D. Attend Parent/Teacher Fellowship**

I hope you will take time to come to Parent/Teacher Fellowship scheduled during the 7<sup>th</sup> week of each semester. This will give you and I brief opportunity to connect face-to-face and discuss your student’s progress, making the most of the partnership that is so vital to students’ success within the University Model®.

**VI. Contacting the Instructor**

Teacher contact information will be provided on the weekly communication sheets that will be distributed in class; it may also be found in the school directory.

**Students and parents/guardians, please print your name and sign below to indicate you have received this syllabus and agree to support the principles of the course, the instructor and Heritage Academy:**

Printed 1<sup>st</sup> and last name of Student: \_\_\_\_\_  
Student Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Printed 1<sup>st</sup> and last name of Parent/Guardian \_\_\_\_\_  
Parent Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_