

Syllabus

Third and Fourth grade History

Nineteenth Century America & Missouri State History

This course is offered during each academic year that the fall semester ends in an even number.

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

During the fall semester of this course, students will explore the culture and history of nineteenth century America. The remarkable growth and impact of immigration, missionary endeavors, inventions, the pony express, and the telegraph will be discussed. Attention will be given to the development of map skills and students will also consider the historical context of events happening in the rest of the world during the same period of history, like the Boer War in Africa and the Boxer Uprising in China. Students will also examine the American government system and the economic principles of supply and demand (BJUPress).

In the spring semester, a separate unit will provide students with an overview of Missouri History, in keeping with the schooling tradition that it is typical for students to experience a unit of state history relevant to their own state before entering middle school.

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 U. S. history: Throughout history, God the Creator (Gen. 1:26-28, 2:7) has been reconciling all things to Himself (Col. 1:20, Matthew 28:18-20) including fallen mankind (Gen. 3-4). By studying history, we learn lessons for life and see the overarching hand of God. We are invited to explore answers to the questions:

- Who are we?
- From where did we come?
- Where are we headed?
- Can there be purpose to our lives?

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 an elementary 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 in course binder.

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: Weekly communication sheets, completed homework, tests, and class notes will all be maintained in the student binder.

E. Assessments

A number of written examinations or equivalent alternative assessments/projects will be given throughout the course of the semester.

F. Grades

| Grade Apportionment | | Grading Scale | |
|--|-----|----------------------|--------------------|
| Reading and Daily Assignments | 45% | 100-95..... A | 79-77.... C+ |
| Tests, Alternate Assessments, & Projects | 45% | 94-90 A- | 76-73.... C |
| Daily Participation | 10% | 89-87 B+ | 72-70.... C- |
| | | 86-83B | 69-60.... D |
| | | 82-80..... .B | -59 or belowF |

The course grade the student is awarded at the end of each semester will indicate the grade that will also appear on the student’s transcript. To receive a passing grade, the student must achieve a percentage grade of 70% or above, translating 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 the 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 “**Private Tutor.**”

Courses involving this role are made successful because each student has a private tutor (the parent) at home, who is willing and ready to assist. Parents will receive instructions from the classroom instructor on a weekly basis outlining homework assignments, follow-up study/instruction over covered material, and any preparation or review needed for the next class. Parents are urged to keep the student organized. Parents are asked to be careful to not do the work for the student, but to motivate and keep student on track.

For this course specifically, please be ready and willing to assist with any and all homework, including reading, answering chapter review questions, doing exercises in the activity manual, doing special projects and/or alternative assessments, and studying for quizzes and tests. I commit to communicate with you weekly through a communication sheet and as necessary by email and phone. If your student encounters any difficulties, please contact me immediately.

C. Monitor Engrade and View Seven-Week and Thirteen-Week Engrade Reports

As your student earns grades for completed tests, quizzes, and various projects and homework assignments, these will be recorded on **Engrade.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 Engrade, missing assignments will also be noted by an “M.” Please take time to follow your student’s progress on Engrade so that you can quickly recognize and explore/address areas of patterns of difficulty or concern that may appear and affirm positive accomplishments.

Directions to register for Engrade are accessible on Heritage Academy’s website under “Resources” and “Engrade”, or may also be received from the office. If you need aide setting up Engrade (it should only take about two minutes), please contact Heritage Academy’s office.

Engrade 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.

D. Attend Parent/Teacher Fellowship

I hope you will take time to come to Parent/Teacher Fellowship scheduled during the 7th 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.