

# Syllabus

## Fifth and Sixth Grade History: Ancient Civilizations

This course is offered during each academic year that the fall semester ends in an odd 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 & Content

Many people view history merely as a set of dates and facts to be memorized, but history is *much* more than that. It is a story about the lives of people and God's redemptive work. It is "HIS story", God's story. Through the study of ancient cultures and history, students will develop their knowledge of God's wisdom, omnipotence, sovereignty, and benevolence, and begin to learn how to evaluate and reject false philosophies. Students will advance their historic and geographic literacy by receiving brief historical and cultural overviews of Mesopotamia, Egypt, Israel, India, China, Greece, Rome, the Maya (Americas), Africa, the Orient's Golden Age, the Byzantine Empire, and the Middle Ages.

### II. World View Integration

Heritage Academy is committed to teaching subjects in such a way that students develop a biblical worldview out of which to think and act. The following foundational, Biblical truths undergird the study of all history: God is the author and sustainer of all human history. God began it all in the Eden (Genesis 1-3). God will culminate it all in the summing up of all things in Christ (Ephesians 1:9-10). In the meantime, He reigns as Sovereign over it all (Psalm 103:19), and He works all things out after the counsel of His will (Ephesians 1:11). God is the one who sets up kings, removes kings, changes times and epochs of history, and makes men wise or foolish (Daniel 22:21). The participants in this vast movement called World History are the men and women He makes in His own image (Genesis 1:26-27). They are the ones to whom God has revealed Himself throughout history and for whom Christ became incarnate and died and rose again so that He might undo the works of the devil (1 John 3:8). While learning history, students will consider the implications of choices and beliefs and the grand principles of reaping what is sown (Galatians 6:7-9) and finding renewal in humility that embraces grace.

"He who walks with wise *men* will be wise, but the companion of fools will be destroyed" (Proverbs 13:30).

### III. Required Text(s) & Materials

*Heritage Studies 6 Student Text* [ISBN: 9781591665656; BJU Press; 3<sup>rd</sup> edition, 2012]

*Heritage Studies 6 Work Text* [ISBN: 9781591665663; BJU Press; 3<sup>rd</sup> edition; 2012]

- A binder with lined paper that includes 3 tabs labeled: *SS Papers* | *SS Tests* | *SS Projects*
- Set of eight or more colored pencils

→ Please also check the supply list provided for the current academic year to know of any additional supplies your student will need to have.

### 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, to earn passing grade in a core elementary course, the elementary student must have 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 safe and focused learning environment 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:

- **Read and Response Assignments:** Students will read pages from the text and may be assigned to answer section review questions.

- **Map Work:** All maps should be completed in color (according to directions given in class) and done as neatly as possible.
- **Short Essays and Research Projects**
- **Projects like time lines, models, etc.**
- **Memorization (dates, people, bible verses, etc.)**
- **Projects/Alternative Assessments:** Do incremental work on projects to show mastery of a topic
  
- **Maintenance of Course Binder:** Weekly communication sheets, completed homework, completed tests, class notes, and handouts should be kept in an organized fashion by the student in his other binder.
- **Dialogue:** Student may be instructed to discuss and/or explore certain topics or concepts with a parent. These assignments will be given purposefully and should not be dismissed.
- **Preparation for Tests:** Students may be instructed to review notes, various texts, previously completed tests, scripture verses and/or to complete review questions or study guides, etc., in preparation for tests.
- **Other Assignments:** additional types of assignments may be given throughout the semester at the discretion of the instructor.

**E. Assessments**

A number of written examinations or equivalent alternative assessments/projects will be given throughout the course of the semester. A comprehensive, semester exam will occur at the end of the semester in keeping with Heritage Academy’s Semester Exam Schedule.

**F. Grades**

| <i>Grade Apportionment</i>         |     | <i>Grading Scale</i> |                    |
|------------------------------------|-----|----------------------|--------------------|
| Completed Homework and Assignments | 25% | 100-95..... A        | 79-77.... C+       |
| Completed Projects                 | 25% | 94-90 ..... A-       | 76-73.... C        |
| Tests and Quizzes                  | 50% | 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 each semester will be the semester grade that appears on the student’s transcript. Semester grades are permanent and stand alone; they will not be averaged. To maintain eligibility for promotion to the next course in Heritage Academy’s history sequence, 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 both semesters.

**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. For this course, Heritage Academy has designated parents the role of **“Guide for Dependent Study.”**

This role recognizes that many courses at this level will begin to cover subject matter that may be unfamiliar to many parents. At the same time, the student is at a dependent age where disciplined study habits and strategies for managing time must be developed, not by parental force, but through positive encouragement and through the student’s growing awareness of personal consequences. In order for this class to be successful, I as a teacher am depending upon you as parents to ensure that your son or daughter keeps up with the course material and to communicate with me should any difficulties or concerns arise.

**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 can be found on the weekly communication sheets or in the school directory.

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Heritage Academy • 606 Ridgeway Avenue • 573.449.2252 •  
[office@heritageacademy.info](mailto:office@heritageacademy.info) • heritageacademyofcolumbia.com