

Syllabus

Third and Fourth Grade Math

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

This course will combine a traditional approach to math with fun, hands-on, multi-sensory learning methods that will help facilitate conceptual development, mastery learning, mental math, and problem solving. Discussion and cooperative group work will reflect the benefits of learning in a community. Word problems with modeling will be included throughout the course.

Pre-requisites: (3rd Grade) minimum age of eight; successful completion of second grade mathematics (including mastery of addition and subtraction facts); familiarity with basic multiplication facts is helpful.

Pre-requisites: (4th Grade) successful completion of third grade mathematics (including proficiency in basic multiplication and division tables)

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. In seeking to understand the nature of the world around us (external reality), an essential truth of Scripture is that God created all things and sustains all things, and the wisdom of his creative and sustaining ways can often be seen in the order and elegance of mathematics. It follows then, that we, as people made in God's image, may also utilize his created system of mathematics to ourselves be creative and exercise dominion within our spheres of influence.

"Who has measured the waters in the hollow of his hand, or with the breadth of his hand marked off the heavens? Who has held the dust of the earth in a basket, or weighed the mountains on the scales and the hills in a balance?" (Isaiah 40:12).

"When he marked out the foundations of the earth, then I [wisdom] was beside him, like a master workman, and I was daily his delight, rejoicing before him always, rejoicing in his inhabited world and delighting in the children of man" (Proverbs 8:29b-31).

Also, the process of studying and learning Math creates significant opportunities for students to develop and live out specific biblical character qualities. To help students recognize and embrace these life patterns of wisdom and discipline, a list of character qualities and supporting scriptures will be provided to students so that they, with the help of their parents, may select one to keep in consideration as they work through math assignments and to memorize each semester.

III. Required Texts/Materials

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. Course Guidelines/Student Responsibilities

A. Attendance

Attendance is imperative as concepts are much harder for the student to learn when he or she 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, elementary students enrolled in core classes must be present for at least forty-two class period to fulfill attendance requirements. 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:

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).

- 1) Arrive prepared to submit completed at-home assignments at start of each class period. Arrive ready to listen, learn, take notes as directed, and participate in teacher-directed classroom discussions and activities.
- 2) Ask for clarification or further explanation when a concept or direction remains unclear.
- 3) Demonstrate a spirit of cooperation, kindness, and respect toward the teacher and fellow classmates in keeping with Heritage Academy's Code of Conduct.
- 4) Help keep the classroom area clean and orderly.
- 5) Cooperate with the parent-educator and the Heritage Academy teacher to complete homework in a timely fashion.

- 6) Communicate concerns regarding schoolwork to both the Heritage Academy teacher and the parent-educator, so that these concerns can be addressed quickly.
- 7) 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

Homework is an essential component of any mathematics course. Consistent review of concepts and working of problems is essential for achievement of success and understanding. Home communication sheets will be given to students each Monday to identify objective that are being covered in class and home assignments that must be completed before the next class period. Student can expect to invest 2.5 to 4 hours each week in completion of at-home assignments. On regular assignments, approximately five problems per assignment will be selected for grading. Partial credit may be given for completed but incorrect work.

Course assignments may include any of the following:

- **Review of concepts or terms through study of notes or examples in the text.**
- **Completion of math problems.**
- **Memorization:** multiplication tables, terms, etc.
- **Maintenance of a Course Binder:** Chapter Communication sheets, completed homework, tests, and class notes will be filed and kept organized be maintained in the student’s binder.
- **Preparation for Tests:** Students may be instructed to review notes, various texts, previously completed tests, scripture verses and/or to complete review questions and practice problem etc., in preparation for tests.
- **Dialog:** Students 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.
- **Other Assignments:** additional types of assignments may be given throughout the semester at the discretion of the instructor.

NOTE: Work must be shown for every problem where it is required. Papers should **be neat and legible.** Pencil is preferred, but blue or black erasable ink is also allowed. Please use standard size 8 ½ by 11 notebook paper if loose leaf paper is needed in addition to the worksheets being completed. A few problems from each assignment will be selected to be graded.

E. Assessments

Chapter tests will be given throughout the course of the semester.

F. Grades

Grade Apportionment		Grading Scale	
Daily Assignments / Projects	30%	100-95.... A	79-77..... C+
Tests	65%	94-90 A-	76-73..... C
Participation	5%	89-87 B+	72-70..... C-
		86-83 B	69-60..... D
		82-80..... B-	59 or belowF

The course grade the student is awarded at the end of the semester will indicate the grade that will also appear on the student's transcript. To maintain eligibility for promotion to the next course in Heritage Academy's math sequence, the student must achieve 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. Embracing 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 impart the faith, values, and life-patterns you desire your student to embrace?

B. Fulfilling the Parent Role

Within a University-Model School®, every parent commits 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, the designated parent role 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. Weekly communication sheets will provide parents guidance from the instructor, outlining homework assignments and any recommended follow-up study/instruction over covered material that is needed. Ways that parents can help their student review or prepare for the next class may also be indicated.

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.

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D. 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.