

Syllabus

Ninth Grade English

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 is structured to provide students with formal instruction in grammar, literary analysis, vocabulary studies, and writing.

Grammar: Using a grammar workbook to anchor their learning, students will hone their understanding of more complex grammar structures and rules, such as the proper placement of adverb clauses and the correct use of verbals.

Literary Analysis: Student will read a variety of short stories, novels, essays, poems, devotional works, and reflective pieces intended to help them explore and identify literary themes, literary devices, elements of story, character development, methods of persuasion, authorial intent and perspective, and the way of wisdom versus folly. Students will increase students' in their capacities to identify, thoughtfully analyze, and enjoy various genres of writing.

Writing: Students will be guided through a diverse number of writing assignments, with instruction provided pertaining to continuity of thought, appropriate structure, effective thought-flow, meaningful content, appropriate use of transitions, correct grammar, and cohesiveness of style. Students will receive instruction in how to correctly insert parenthetical references into their writing and how to create a works cited page in keeping with MLA format. Students will write for a variety of purposes.

Vocabulary Studies: Student's will expand their vocabulary through learning vocabulary lists that are rooted in recognizing the meaning of specific prefixes, suffixes, and other word parts.

Pre-requisites: Successful completion of preceding Language Arts course in Heritage Academy's course sequence.

II. Worldview 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 are key essential truths which relate to the study of literature and communication:

- God is ultimate reality and the source of life, and He desires us to live and thrive in relationship with Him.
- God does not want us to be deceived, which causes damage to us and to our communion with him and others, and can eventually lead to painful destruction (Proverbs 3: 5-8, John 10:10, James 1: 17).
- God uses His works, His Word, His Spirit, and His Son to personally communicate to His creation (John 1:1, John 14:6).
- Christ is God's Word, so He is truth and is completely reliable (2 Samuel 22:31).
- Since we are made in His image, we too were designed for communication and relationship (James 3:9, Psalm 86:11-13).
- God is unfolding and communicating a redemption story, and He calls each of us to recognize and embrace our place in His story.
- As we use our creative and intellectual abilities to truthfully craft and parse written and spoken words, we can invite the world around us to embrace Truth, Beauty, and Goodness, and celebrate the unfolding of God's story.
- As we carefully consider the thought-patterns, choices, and decisions made by literary characters, we are invited to deepen our understanding of what it means to be creatures (the created ones) and the nature of the Creator (the Uncreated One and Most High God) and develop insight for wise living and for worship.

"Pleasant words are like a honeycomb, sweetness to the soul and health to the body" (Proverbs 16:24).

“Heaven and earth will pass away, but My words will never pass away” (Mark 30:31).

III. Required Texts and 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. Student Responsibilities and Course Guidelines

A. Attendance

Attendance is imperative as concepts cannot be learned if a 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 and Literary Analysis or Response**
- **Grammar Homework:** Completing grammar work pages or other activities that will help students identify and practice correct use of grammar.
- **Writing:** A number of writing assignments, varying in their focus and structure, will be given. All short essay or short report assignments must be typed, double-spaced, in 12-point font, and include a full heading and title. Margins should be 1 inch. The Modern Language Association style format should be used on all papers. Assignments should be saved on a computer or file drive for easy corrections.
- **Completing Research / Special Projects:** Students may be directed to research various topics written works or prepare special projects throughout the semester for the purpose of presenting information or arguing a point. This may include web work or interviews. Plagiarism is never acceptable.
- **Vocabulary Studies**
- **Memorization Work** (e.g., grammar rules and patterns, scripture verses, etc.)
- **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

Students will complete periodic unit/chapter tests and write a broad variety of paragraphs and essays throughout the semester to demonstrate mastery of objectives. A comprehensive final exam, one-and-a-half to two hours in length will be given at the end of each semester, scheduled according to Heritage Academy’s Final Exam schedule

F. Grades

Grade Apportionment		Grading Scale	
Literature and Vocab Quizzes	15%	100-95..... A	79-77.... C+
General Assignments	20%	94-90 A-	76-73.... C
Essays, Literature, and Grammar Tests	50%	89-87 B+	72-70.... C-
Semester Final	15%	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 Language Arts sequence and to receive high school credit for this course, the student must achieve a final 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 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. Assignment Sheets will be sent home each week that identify learning objectives and assignments to be completed at home. **I encourage you to at least scan these at the start of each week so that you may maintain awareness of expectations for your student and support them as necessary.**

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 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 printed on the weekly communication sheets that will be distributed in class; it may also be found in the school directory.