

Syllabus

Non-Western Studies

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 designed to help students understand the forces that have shaped Asia, the Middle East, and Africa into what they are today, with all their problems, successes, and possibilities. The disciplines of History, Geography, Sociology, Anthropology, Economics, Political Science, and Religion and Worldview Studies will be incorporated into this year-long study of the non-western world, with special attention being focused on China, Japan, India, Southeast Asia, Nigeria, South Africa, Kenya, Egypt, Israel, Saudi Arabia, Iraq, Iran, and Afghanistan. In-class lecture will also address how God has been revealing Himself to each of these cultures and how Christian missions has progressed within the non-western world. Special attention will be given to understanding the world views of these regions and how the message of Christ intersects each worldview. This course will be taught with multiple texts and primary sources provided by Heritage Academy, combined with many maps and cultural artifacts provided by the instructor.

Pre-requisites: Student is reading and writing at the grade level corresponding to this course; student must be in eleventh or twelfth grade and have successfully completed World History.

II. Worldview Integration

This course is intended to help students' capture God's view of the Non-Western World. That view begins with recognizing all humanity as made in the image of God, regardless of race or ethnicity, religion or culture. All people possess present and eternal value, because God made them (Gen. 1:26 – 27). Christ died for all people (I Peter 2:24, John 3:16). We who know the Savior are to take that message to all the world, sharing that message with various regions and cultures in their own context (Acts 17:16-34), regardless of the personal cost it may require to become part of their world (Phil. 2:5-11), so that disciples may be made in all nations.

We can have confidence that this Great Commission given to us by Jesus will be accomplished because there will be people from every nation, tribe, people, and tongue, who will eventually stand before Christ and give praise to God and His Son (Rev. 5:9 & 7:9).

Therefore, we will use the disciplines of History, Geography, Theology, Sociology, Anthropology, Economics, and Political Science to become better acquainted with the peoples of the Non-Western World, and we will study to increase our knowledge and understanding of them that we might play our part in God's sovereign plan and become servants to all people (Psalm 103:19; Daniel 2:21).

"Jesus performed many other signs in the presence of his disciples, which are not recorded in this book. But these are written that you may believe that Jesus is the Messiah, the Son of God, and that by believing you may have life in his name" (John 20:30-31).

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 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:

- **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, tests, class notes, and handouts should be kept in an organized fashion by the student in his/her 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

Students will complete a number of written examinations and equivalent alternative assessments/projects 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 projects and assignments	40%	100-95..... A	79-77.... C+
Tests and Quizzes	45%	94-90 A-	76-73.... C
Semester Exam	15%	89-87 B+	72-70.... C-
		86-83B	69-60.... D
		82-80..... .B	-59 or belowF

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 receive one-half unit of high school credit each semester, 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®, 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 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.