

Syllabus

Spanish I

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

Students will learn to write and speak basic Spanish using accurate grammar and pronunciation and will be able to comprehend written and spoken Spanish at the same level when listening or reading. This course will emphasize building vocabulary, recognizing and learning forms, and consistent adherence to basic structural rules. Written projects, oral presentations, and scripture memorization will be included in assigned homework. Students will also be directed in guided exploration of various Spanish-speaking cultures.

Pre-requisites: Student must be able to successfully read and comprehend written and spoken English at the ninth-grade level.

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.

Language invites us to marvel at God’s purposes and wisdom as it demonstrates “a remarkable combination of extremely efficient and economical organization on the one hand, and incredible potential for functional flexibility on the other.”¹ “If language is designed, it seems reasonable to propose that a natural linguistic complexity would result. The alternative would be an evolutionary development of simple animal sounds to complex human language.”²

Yet, “the child's acquisition of language abilities and our overall use of language supports a designed complexity. Even primitive tribes speak complex languages which in most cases are more grammatically complicated than civilized languages.”³

The study of language will present every student with at least a couple of profound considerations:

- The order and complexity of language alludes to the work of a Grand Designer who appears to have ordered and embedded within people and the world a number of consistent physical and intellectual structures so that that both “information” and “communication” are possible.
- This Designer crafted mankind with exceptional capacities for grasping, mastering, and utilizing language, and he made language effective for connecting people to people, people to God, and God to people.
- Language facilitates powerful expression that can create or destroy. Our capacity for language invites us to connect with others in life-giving ways, and our use of language reveals our hearts.

“But I tell you that every careless word that people speak, they shall give an accounting for it in the day of judgment” (Matthew 12:26).

1. Paul D. Ackerman, "Considerations Regarding a Model for Experimental Psychology," Acts and Facts, Impact Series no. 50,6, no.8 (August 1977), II.
2. <http://www.creationism.org/csshs/v06n1p25.htm>; this article is a condensed and simplified version of a two-part article which appeared in the CSSH Quarterly Vol. 1, Nos. 2 & 3 (Winter 1978, Spring 1979)
3. Henry Morris, Scientific Creationism (San Diego: Creation Life Publishers, 1974), pp. 184-85.

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:

- **Vocabulary Studies**
- **Grammar Homework:** Complete exercises and activities that will help students identify and practice correct use of grammar and correctly choose word endings and word order.
- **Dialogue Practices**
- **Memorization Work** (e.g., grammar rules and patterns, scripture verses, etc.)
- **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 given throughout the semester at the discretion of the instructor.

E. Assessments

Students will experience chapter tests, verse tests, short quizzes given every few days, and speaking tests. A cumulative semester exam, fifty minutes in length, will also occur during the last week of the semester.

F. Grades

Grade Apportionment		Grading Scale	
Homework/special Projects	30%	100-95..... A	79-77.... C+
Quizzes	15%	94-90 A-	76-73.... C
Tests	40%	89-87 B+	72-70.... C-
Semester Exam	15%	86-83B	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 Spanish sequence, 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 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 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.