

Syllabus

Sport in Society

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. Purpose and Content

An analysis of the significance of physical activity in society and culture. The purpose of this course is to develop a problem solving approach to current problems in leisure, physical education, and sport. Emphasis will be on training students to analyze, evaluate, articulate, and defend logical positions on issues related to sport in society.

Class Objectives: Students will be able to do the following:

1. Define and describe sociology of sport.
2. Discuss social theories and their application to sport.
3. Interpret historical and sociological interaction.
4. Define socialization.
5. Examine youth sports including historical perspectives and current trends.
6. Describe deviance and violence in sport.
7. Define and examine gender equity in sport.
8. Define and examine race and ethnicity in sport.
9. Examine money, economy and power in sport.
10. Relate how sport and media interact and rely on each other.
11. Analyze the political structure of sport organizations.
12. Examine the question, “are sports educational?”
13. Describe the interaction of religion and sport.

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. The following key essential truths will be examined and integrated into students’ study of sports ethics and psychology:

- God is the source of life. By Him, all things were created. In Him, all things hold together (Colossians 1:17)
- All people are created by God and uniquely designed to reflect God’s image. As God is a Trinity, (three persons in one), so all people reflect his image by being spirit, soul, and body. (Genesis 1:27, I Thess. 5:23).

Following each day of creation, God declared that what He had made was good. Following his creation of man, He declared that what he had made was “very good”, affirming the uniqueness and excellence of man, His pleasure in man, and the completeness brought to creation by the creation of persons (Genesis 1:31). Together with the Psalmist we can affirm that all persons are “fearfully and wonderfully made” (Psalm 139:14).

- Body, mind, and soul are integrated and designed by God to perform deeds of strength, creativity, achievement, love, and worship. **It is only when we pursue health and life according to God’s wisdom, that we can experience the joy of thriving and achieving as God designed us to (Genesis 4:7, John 10:10, Proverbs 14:27).**
- All activities, when done in surrender to God’s wisdom and with love for others can be done to the glory of God (I Corinthians 10).

- The study of how body, mind, and spirit work together is a worthy study because God is interested in the redemption of each – the resurrection of the body, the renewal of the mind, and the restoration of the spirit - and the present cooperation of all three presently working together in surrender to his wisdom for his glory and our joy (Romans 12:1, I Thessalonians 5:23).

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. Course Guidelines & Students Responsibilities

A. Attendance

Attendance is imperative as concepts will be more difficult for the student to learn if he/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, 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

For the sake of promoting a safe and focused learning environment, the student is expected to do the following 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, in keeping with Heritage Academy's Code of Conduct.
- 6) Help keep the classroom area clean and orderly.
- 7) Refrain from horseplay or irresponsible behavior, particularly during laboratory exercises.
- 8) Cooperate with the parent-educator and the Heritage Academy teacher to complete homework in a timely fashion
- 9) Communicate concerns regarding schoolwork to both the Heritage Academy teacher and the parent-educator, so that these concerns can be addressed quickly.
- 10) 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 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 one to three hours each week completing coursework at home in preparation for class periods. Course assignments may include any of the following:

- **Reading:** Students will be assigned regular reading related to handouts, specified websites, and a possible textbook.
- **Writing in Response**
- **Research and Special Projects:** Students may be directed to research a specific topics throughout the semester for the purpose of presenting information, writing a paper, or arguing a point.
- **Scripture Memorization:** terms, Scripture verses, etc.
- **Dialog:** 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.
- **Test preparation:** Students may be instructed review notes, texts, previously completed tests, scripture verses etc, in order to make preparation for test-taking.
- **Other Assignments:** additional types of assignments may be given throughout the semester at the discretion of the instructor.

F. Assessments

Tests and completed projects/assignments throughout the semester will allow students demonstrate their mastery of knowledge. Throughout the course of the semester, several quizzes may also occur; a few of these quizzes may be unannounced. A cumulative semester exam, fifty minutes in length, will also occur during the last week of the semester.

G. Grades

1. Grade Apportionment

Completed homework assignments & projects	40%
Quizzes and Tests	35%
Semester Final	15%

2. Grading Scale

100-95	A	79-77	C+
94-90	A-	76-73	C
89-87	B+	72-70	C-
86-83	B	69-60	D
82-80	B-	59 or below	F

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 forward into to the next course in Heritage Academy's science 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.

VI. 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: *Guide for Dependent Study*

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 Engrade and View Seven-Week and Thirteen-Week Engrade Reports

As your student earns grades for completed tests, quizzes, and various projects and homework assignments, these will be recorded on **Engrade.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 Engrade, missing assignments will also be noted by an “M.” Please take time to follow your student’s progress on Engrade so that you can quickly recognize and explore/address areas of patterns of difficulty or concern that may appear and affirm positive accomplishments.

Directions to register for Engrade are accessible on Heritage Academy’s website under “Resources” and “Engrade”, or may also be received from the office. If you need aide setting up Engrade (it should only take about two minutes), please contact Heritage Academy’s office.

Engrade 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.

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.

