



**Lower & Upper Academy
Course Catalog**

3rd -12th Grade

2021-2022 Year

HEART Academy - Home Educators Advancing the Kingdom of God & Restoring our children's hearts to the Lord Together
PSP & Mailing Address: Jere and Crissi Allen, 498 Venecia Drive, San Jose, CA 95133
San Jose Friday Class Site #1: Foxworthy Baptist Church, 1774 Foxworthy Avenue, San Jose, CA 95124
San Jose Extra Site #2: Calvary Chapel San Jose, 1175 Hillsdale Avenue, San Jose, CA 95118
heartacademysj@gmail.com, Mobile: 408-712-4646

15 Dear Parents,

16
17 Thank you for perusing our catalog for the 2020-2021 academic year!

18
19 In the event that we are still in the “Shelter in Place” event, we will move most of
20 our classes online through Zoom. I don’t think this will happen but just in case!

21
22 **Videoconferencing Rules**

- 23 • **PAY ATTENTION.** Videoconferencing is not the best way to learn but for now, it’s do-
24 able. If your child is easily distractible, please remove those items during the video class,
25 ie: video games, brothers & sisters playing in the background, loud music, etc.
- 26 • **CHAT IS USED ONLY FOR CLASS RELATED COMMUNICATION.** Any inappro-
27 priate comments on chat will get you removed from the present session and parents will
28 be notified of this violation.
- 29 • **MODERATORS WILL BE SUPERVISING CHAT TIME, ESPECIALLY WITH BIG**
30 **CLASSES.** A script transcript is recorded and then generated. Teachers will be review-
31 ing the scripts to make sure all communication is class related.
- 32 • **SIGN IN WITH THE STUDENT’S FIRST AND LAST NAME.** Your mentors will ask
33 you remove yourself from the video-class and start over with the correct name.
- 34 • **VIDEO SCREENS SHOULD BE ON.** The teacher should be able to see all the faces of
35 the children during all of class time.
- 36 • **PASSWORDS WILL BE USED TO ENTER ALL VIDEO CLASSES.** This is done to
37 safeguard your children from unwanted predators. See the attached Zoom Warning.
- 38 • **PARENTS, ACKNOWLEDGE AND SIGN CONTRACT.** Your student's name and im-
39 age will appear during the Zoom class and in the recorded class (which would be sent out
40 electronically to absent students, etc.). If you prefer not to have them on screen, please
41 sign in with first name only and opt out of showing their picture.

42
43
44 Looking forward to seeing you soon,

45 Crissi Allen

Location	Max	TENTATIVE HEART Academy Schedule 2021-2022							Location
		Period 1	Period 2	Heart Comes Together	Lunch	Period 3	Period 4	Extracurricular	
		8:45-10:00	10:05-11:20	11:25-11:45	11:50-12:20	12:25-1:40	1:45-3:00		
Park	10		Beginning & Intermediate Basketball Warren Shimada Gr 3-12				Beginning & Intermediate Basketball Warren Shimada Gr 3-12	PULSE Fall & Spring Celebration (FREE 2x per year)	Park
Large Room	20	Not Available	Worship Dancing - Sandi Gonzalez Gr 3-12			Theater Arts - Sandi Gonzalez Gr 3-12	Not Available	PULSE HCT (FREE Weekly Chapel)	1101 & Kitchen
Small	10		Traditional Chinese Calligraphy & Painting (Older Kids) - Sunny Huang Gr 7-12			Personal Finance - Warren Shimada Gr 9-12	Geometry - Sandi Gonzalez Gr 9-12	PULSE Dances (3x per year FEE)	Small
Large Room	20	Study Hall	Study Hall			Study Hall	Study Hall	PULSE Tech Team & Crew Team (FREE 5x per year) AS NEEDED	Large Room
Medium	20	Advanced Composition - Denise Boiko Gr 10-12	Biology - Denise Boiko Gr 9-10			World Literature & Composition - Denise Boiko Gr 9-12		PULSE HEARTbeat Worship Team (FREE 2x per year)	Medium
Medium	10	Swing Dancing - Chris Adams Gr 3-12	Music Lessons (Guitar, Violin, Piano) - Chris Adams Gr 3-12			Music Lessons (Guitar, Violin, Piano) - Chris Adams Gr 3-12	Choir - Chris Adams Gr 7-12	PULSE Yerabook Team (Free) Youth Theater Project (3x per year FEE)	Medium
Medium	10	NEW: Swift Master Class - Jonathon Pappas Gr 9-12	Spanish 3 - Rosi Adams Gr 9-12			Spanish 2 - Rosi Adams Gr 9-12	Spanish 1 - Rosi Adams Gr 7-12	PULSE 8th Grd & Senior Graduation (Fees) Also Informal (no fee)	Medium
Off Campus, Different Days		Modern World History - Gail Efting (Off Campus, different day)	Biblical Application to Life Management Skills (BALM) - Gail Efting Gr 7-12 (Off Campus, different day)			Study Skills - Gail Efting (Off Campus, different day)	On Writing Well, Power of the Word - Gail Efting (Off Campus, different day)	Philosophy and Apologetics - Gail Efting (Off Campus, different day)	Off Campus, Different Days

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Course Catalog

PERIOD 1

8:45-10:00 am

Advanced Composition 8:45-10:00 am, Period 1

Course Title: Advanced Composition

Teacher/Mentor: Denise Boiko

Course Length: Two Semesters

Type of Class: Group class through HEART Academy

When: Fridays, 8:45-10:00

Cost: \$75/ month

Credit Classification: 10 credits of English

Materials Fee: \$5, one time only. Essay grading fee \$50, one time only.

Minimum & Maximum Class Size: 6 and 12

Questions: Email Denise Boiko at dboiko12@gmail.com or phone (408)375-5189.

Prerequisite: Experience with Institute for Excellence in Writing (or equivalent training in style) at junior high or high school level OR HEART Academy Intro to Classics, Intro to Writing, Intermediate Composition, or Literature in Critical Perspectives OR another high school English course with writing. Since this is an advanced class, student should already be a confident writer. If in doubt about a student's readiness, parents may submit a previous essay by the student for teacher's evaluation. **Grade level: 10th-12th grade, or advanced 9th graders with teacher's approval. Ideal for 11th graders.**

Other requirements:

Use of basic technology applications (word processing applications, email, internet research).

A willingness to work on writing assignments each school day during the week. In addition to class time, this subject will require a workload of at least one hour a day, five days a week, 120 hours for the year. Students

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81 should be prepared to write at least one 2-4 page typed essay per week (sometimes more) and to revise one pre-
82 viously written essay per week.

83
84 **Course Format:** If HEART meets in person, the class will meet in person. If social distancing is mandated, the
85 class will meet via Zoom.

86
87 **Course Description:**

88 Advanced Composition is a college prep honors course designed to teach students writing skills required for a
89 variety of types of academic essays, including expository essays, timed SAT essays, research papers, and per-
90 sonal essays used for college and scholarship applications. The course is designed especially for 11th and 12th
91 grade college prep students who are serious about improving their writing skills. Motivated 9th and 10th graders
92 may also be admitted.

93
94 **Honors credit:**

95 By default, the course will be considered an honors course, and thus students should be prepared for fairly rigor-
96 ous assignments. Those desiring to opt out of honors credit may choose a more flexible standard of grading
97 and/or number of assignments.

98
99 **Topics to Be Covered:**

100 Academic essays (various types such as comparison/contrast, descriptive, cause/effect, process, and persuasive)
101 2-part essay strategies
102 ACT timed essays
103 College application/scholarship personal statements or application essays
104 Literary analysis based on selected short stories
105 Research paper using MLA format, with long term assignment goals and checkpoints
106 Subject-specific essays (such as those encountered in AP exams)
107 Writing techniques to complement writing assignments in other HEART classes
108 Crafting a strong, arguable thesis
109 Freewriting and prewriting techniques for content and organization
110 Extensive attention to the revision process

111
112 Students will be given instruction and examples in thesis development, essay organization, transitions, introduc-
113 tions and conclusions, rapid writing for essay exams, and style techniques.

114
115 *Note: HEART classes will be on break during the holidays, from before Thanksgiving until just after New Year's*
116 *Day. Some homework assignments will be given during this time.*

117
118 **Class Expectations:**

- 119 • Attendance and punctuality (very important). Please be in class on time, ready to start, and prepared for
120 the day's material.
 - 121 • Participation in discussion.
 - 122 • Completion of assigned papers, textbook reading, and other homework (on time!). Specific assignments
123 will be given weekly by email and by handout. Please stay caught up!
 - 124 • You will work on your own with your parent's help as needed during the week.
- 125

126 My commitment as your instructor is to provide weekly instruction, examples, and encouragement to you and to
127 evaluate your work. I will be available to help you develop skills in writing, from the pre-writing stage through
128 the revision process. Please feel free to come to me with questions or email me during the week, so that this can
129 be a team effort in learning together!

130
131 An assignment sheet will be made available every week. It is designed as a communication device for you, to
132 clarify your weekly work process and help you focus on the topics we are discussing in class. **Please read it at**
133 **the beginning of every week** and use it as a working guide. Once you have read the assignment sheet, please
134 store it in your binder for future reference.

135 ***Handing in Assignments:***

137 Assignments are due at the beginning of class. All work should be done neatly and reflect your best efforts.
138 Strive for excellence and do your best work.

139 A limited amount of extra credit will be available for students who need to enhance their grades.

140 ***Bring to class every day:***

141 1. A 3-ring binder with spine size approximately 1 1/2" to 2". (Binder may be shared with that of another class
142 you are taking.) Insert two plastic sheet protectors at the front of the binder to store latest assignment sheet and
143 important reference information. If it is a view binder, you may decorate the cover page any way you like. Have
144 a supply of college-ruled paper available, and insert dividers, labeled as follows.

145 a. Notes and handouts

146 b. Essays in progress

147 c. Completed essays

148 d. Ideas

149 e. Research paper

150 2. Pens, as well as sharp pencils with good erasers.

151 3. Zippered pocket for pencils, erasers, etc.

152 4. Textbooks (see curriculum, below) need not be brought to class but should be available at home.

153 5. You should also have access to a good dictionary and a thesaurus at home.

154 ***Workload:***

155 Workload will vary with the type of essay being taught, but a typical weekly workload will be:

156 **Read** 1-2 chapters of the textbook or writing handbook, as assigned.

157 **Write** a 2-4 page typed, double spaced essay of the format being focused on that week. Students may skip one
158 essay per semester (research paper may not be skipped).

159 **Revise** a previously written essay to turn in for a second evaluation.

160 You will be encouraged to write something every day, since this is the best way to improve as a writer.

161 **Research Paper Tasks** – You will prepare a research paper of approximately 4-6 pages. Instruction will be
162 given on thesis development, outlining, drafting, revising, footnoting, and creation of Works Cited page, and
163 you will keep up with the checklist on this longer term project while you are also working on your normal es-
164 says. If you are taking other courses at HEART that require a research paper, you may turn in a single research
165 paper that meets the requirements of Advanced Composition and the other course requiring a paper.

166 ***Grading and Assessment:***

167 Each essay will be evaluated, and revisions will be required. Teacher evaluation will be based on improvement
168 after revision and on incorporating suggestions from the first draft, as well as using these suggestions in future

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172 essays. End-of-semester evaluation will be largely based upon displaying consistent and measurable improve-
173 ment throughout the year (rather than on “perfection”). By default, the course will be considered an honors
174 course. Those desiring to opt out of honors credit may choose a more flexible standard of grading and/or num-
175 ber of assignments, but the course will still be rather rigorous.

176
177 Parent involvement in discussion and evaluation of students' work is strongly encouraged. I will be available to
178 parents as needed, to assist in evaluating performance against priorities, to answer questions, or simply to be a
179 sounding board for discussion. I want to do everything I can to assist you in this endeavor.

180
181 A teacher-created evaluation will be provided for every student, which may be used as a record of accomplish-
182 ment for students planning to attend college, and as an aid to help parents ascertain grades for report cards. All
183 evaluations include the number of assignments completed, a description of challenges and accomplishments, a
184 review of student's progress and performance, and recommendations for future work. The student name and
185 course, date of completion and instructor signature are also included. While the parent gives the actual letter
186 grade, this evaluation will be an individualized assessment of the student's progress and effort and will assist the
187 parent in assigning a grade. The basis for this assessment will be the following items (this is an approximate
188 breakdown and may be subject to change):

189 **Weekly Essays and Revisions: 85%**

190 **Research Paper: 15%**

191 **Extra credit**, as applicable, will add on to student's existing point total

192 **Beginning Swing Dance**

193 **8:45 -10:00 am, Period 1**

194
195
196
197 *Course Title: Beginning Swing Dance*

198 *Teacher/Mentor: Christopher Adams*

199 *Course Length: Two Semesters for Upper and Lower Academy,*

200 *Type of Class: Group class through Heart Academy*

201 *When: Friday 8:45 – 10:00 am*

202 *Cost: \$75*

203 *Credit Classification: Upper Academy (Younger students may be admitted at the discretion of the teacher)*

204 *Lab Fee: None.*

205 *Minimum & Maximum Class Size: 5 – 10 Students*

206 *Questions: Christopher Adams - adams.christopher57@yahoo.com - (408)691-8904*

207
208 Prerequisite: A willingness to listen and learn during class, and dedication to practice throughout the week. No
209 real dance experience is required.

210
211 Course Description: I have never heard anyone say ‘I wish I couldn’t dance’ - Bud Ayers (Dance Instructor)
212 Some say dance can’t be taught. One has to simply feel it. However, I find that there are certain patterns and
213 techniques to dance that translate to multiple styles. This course is designed to introduce the basic techniques

214
215
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for dancing in partner styles that are traditional in the swing environment. However, the basic techniques used can be applied for other partner dances such as the various Latin, Civil War, and Social dances. One unique element of swing dancing is the structure that is involved as compared to improv styles. Although creativity is still used, the steps provide enough of a foundation that one can still own the dance floor even with minimal “improv” skills.

Topics to Be Covered: In this course, we will discuss the essential roles that are required for both genders. These will include how to treat one’s partner with the proper respect and appropriateness, developing stylistic techniques for each dance, how to lead and follow, and how to work with different dance partners. The four starter dances that we will cover are:

- Street Swing
- East Coast Swing
- Lindy Hop
- West Coast Swing

If time allows, other dance styles may be introduced. These may include

- Latin: Rumba, Cha Cha, Samba, Jive
- Smooth: Waltz, Tango, Fox Trot
- Nightclub: Merengue, Salsa, Hustle

Class Expectations: I expect every student of the class to practice a minimum of 5 days a week at 15 minutes minimum per each of their selected practice days. You should be available and present to the Pulse nights designed specifically for class presentation. Every student should be available for the rehearsals necessary for these events.

Bring to class every day:

- Notebook and pencil
- A willingness to learn
- Dance shoes (or equivalent in slippery soled shoes)
- Comfortable clothing that allows full range of body movement
- Water bottle

Workload: Depending on upcoming events, some weeks may require more practice time because of an upcoming performance; but for the most part, you will be practicing an average of 15 minutes minimum for five days a week.

Grading and Assessment: Students will be graded based on their own progress and individual improvement. At the end of every 2 dances introduced, we will ask students to prepare a short dance presentation (roughly a minute long) of the various style that they’re comfortable with. There will be no written homework.

About Your Instructor:

Contacting the Teacher(s): The best way to contact either teacher is via phone call or text. The next best way is via email. (408)691-8904 adams.christopher57@yahoo.com

262 Assignments for the first week: Read through this entire information sheet and email us if you have any ques-
263 tions. Come to class with some goals in mind of what you would hope to accomplish and learn.
264
265

Swift Master Class

8:45-10:00 am, Period 1

270 **Instructor:** Jonathan Pappas

271 **Class Title:** Swift Master Class

272 **Type of Class:** Group and Online Supported

273 **Class Fee:** \$80 per month: Tuition and fees are payable directly to: Jonathan Pappas.

274 • Mailing Option: 3943 Via Cristobal, Campbell, CA, 95008

275 **Materials Fee:**

276 • \$100 materials fee for an iPad provided by Mr. Pappas

277 No prior knowledge of programming or Swift is necessary.

278 **Questions:** Contact Jonathan Pappas at jonathanrpappas@gmail.com

279 **Minium & Maximum Class Size:** 3 - 15 students

280 **Homework Access:** balm.pathwright.com

281 **Shelter-in-Place Classes:** Same fees apply

282
283 **Credits:** Computer Science (non lab science), Logic, Foreign World Language, and Programming. (Or Honors
284 Equivalent)

285
286 **Course Description:** The Swift Programming Language is the most commonly used language when publishing
287 on the Apple App Store. With Swift, students will be able to write an application that can be published on the
288 Apple App Store and downloaded worldwide. This class will teach students the basics of programming and eve-
289 rything they need to know to create an app for the Apple App Store using Swift. Students who have learned
290 Swift will have the capacity to create: Fast Paced Platformer Games, Puzzle Apps, Physics Games, or 3D Apps,
291 etc.

- 292 • This class is geared towards Juniors and Seniors.
- 293 • Students will be equipped at Honors Level, College Prep knowledge of the Swift Programming Language.
- 294 • Ambitious younger students can enter with permission.

295
296 **Course Content:** This course will focus on the fundamentals of Swift, how to use the language itself. This
297 course will also cover the SpriteKit Framework, an extension of the programming language, that allows you to
298 easily code viewable apps. Both concepts will be covered comprehensibly throughout the course, giving
299 knowledge to students about how to make epic usable apps, in a powerful and efficient way. This course teaches
300 students how to design, write, verify, and construct an app on the Apple App Store.

301
302 **Assessment:** You, as teacher of record, will be evaluating whether your students will be working at honors
303 level or at a more basic level (Mr. Pappas can help you with this). This class recommends evaluation that is
304 competency driven, as the students will have the freedom to master their area of interest. Completion of this

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305 coursework and projects with qualify your student for honors credit. Mr. Pappas can assist you in establishing a
306 grade.

307
308 **Attendance:** Class will consist of experiential learning, and presentational learning.

309 • Experiential Learning is what happens when students learn hands on. Everything they learn will immediately
310 be stored into long-term memory.

311 • Presentational Learning is when students watch someone else, and then practices what they see. Most infor-
312 mation will be stored into long-term memory.

313 Students are expected to be mentally prepared to be a part of this unique learning process. New material will be
314 covered every week.

315
316 **Classroom Expectations:**

317 • Work on curriculum created by Mr. Pappas.

318 • Partake in projects that will be created by the students every six weeks.

319 • No disruptions in the learning environment. Questions or input to Mr. Pappas are welcome at any time during
320 the class.

321
322 **Assignment Criteria:** No assignments will be graded. Any assignment given by Mr. Pappas will be either re-
323 search or activity oriented.

324 • If you would like grades, Mr. Pappas can help you with this.

325 • Research Options: If a student is sufficiently enticed and or delighted to do research at home, Mr. Pappas will
326 provide a conglomerate of comprehensive online resources for them.

327 • Puzzles: Mr. Pappas may pose an intriguingly puzzling question for students to take home. They can work on
328 these, if they feel they are up to the challenge, and can email me or bring it back the next week with their an-
329 swer. Entirely optional.

330
331 **Materials:**

332 • Notebook and writing utensil, or electronic equivalent, for note taking and commentary creating. Please bring
333 every week.

334
335 **Workload:**

336 • The Workload of this class is variable for each student.

337 • Projects: This class will have facilitated projects every 6 weeks. Students will be able to choose a project in
338 which they are particularly interested, or fabricate something from their creative genius that is related to the cur-
339 rent study. Students will (actually and seriously) *program* their project, and have fellow students play or test it...
340 maybe even show it off at Pulse Night. Students will be making their projects in-class. If a student would like to
341 work or code a project at home, they will be encouraged to do so. Please talk to Jonathan Pappas with any ques-
342 tions about projects.

343 • Commentary: Students will be able to write commentaries, which will be reviewed by the teacher every few
344 weeks, and parents are encouraged to read them. Students will be able to tell parents what they learned, and the
345 practicality of their learning through written commentaries. Commentaries are retrospectives, and have been
346 proven to solidify the learning process by keeping track of 'Aha' moments. Students' thinking benefits from
347 writing down discoveries, ideas, thoughts, and feelings. It is recommended that commentaries be written within
348 24 hours of the class. Students should not spend too much time on the commentary, 5 minutes will do. A com-
349 mentary outline will be provided by Mr. Pappas on the first day of class.

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351 **Curriculum:** Materials will be provided by instructor Jonathan Pappas.
352

353 **Contacting the Teacher:** Questions, comments, or suggestions are always welcome. Feel free to contact Jona-
354 than Pappas at jonathanrpappas@gmail.com.
355

356 **Assignments before classes begin:** Please visit the webpage, unusuallybrilliant.com/swift-master-class. A list
357 of introductory videos will be provided.
358
359
360

361 **PERIOD 2**
362 **10:05-11:20 am**
363
364

365 **Beginning & Intermediate Basketball**
366 **10:05-11:20am, Period 2**
367

368 **Course Title:** Beginning & Intermediate Basketball

369 **Teacher/Mentor:** Warren Shimada

370 **Course Length:** 2 semesters

371 **Type of Class:** Group class through Heart Academy

372 **When:** Fridays, Period 2

373 **Tuition fee payable to the teacher:** \$75/month

374 **Credit Classification:** Physical Education

375 **Minimum Class Size:** 6

376 **Maximum Class Size:** 20

377 **Questions:** Warren Shimada wshimada1@gmail.com

378 **Shelter in Place:** Will not hold class
379

380 **Course Description:** This class will focus on skills for both the beginning and intermediate basketball player for
381 boys and girls from ages 8-17 years old.
382

383 **Bring to Class:**

384 1) 28.5" basketball (all girls and boys ages 8-12) or 29.5" basketball for boys older than 13 years old (write your
385 name on the ball)

386 2) Water bottle

387 3) Court shoes (no running shoes or sandals allowed)
388

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389 **Beginner Skills Emphasized:** 1. Shooting technique - focuses on the proper basic (6 step) shooting technique 2.
390 Dribbling - right and left hand dribbling and basic ball handling skills 3. Passing - chest and bounce passing 4.
391 Defense including footwork, hand position, and technique. Fundamental of 2-1-2 zone defense.
392 5. Scrimmage Games – play scrimmage games based on fundamental skills learned in the semester. Game rules
393 are adapted based on player ages and abilities (for example: no blocking a beginning players shot, no stealing
394 the ball from a beginner, etc).

396 **Intermediate Skills Emphasized:** 1. Shooting technique - advancing skills in the basic (6 step) technique, shoot-
397 ing off the dribble, strategies to get open shots, driving to the basket, jump shot, post moves 2. Dribbling -
398 right/left hand dribbling, intermediate ball handling skills, two ball dribbling, cross over dribbling 3. Passing -
399 chest/bounce pass, one handed passing, baseball pass, lob passing 4. Defense - footwork/hand position, man-to-
400 man defense, 1-2-2 zone defense, 1-3-1 zone defense
401 5. Scrimmage Games – play scrimmage games based on fundamental skills learned in the semester. Game rules
402 are adapted based on player ages and abilities (for example: points given for not only making baskets but for
403 rebounding, steals and assists).

405 **About Coach Warren Shimada:** See teacher bio in the HEART Course Catalog.

407 For information on other basketball programs Coach Shimada leads, go to:

408 <https://sites.google.com/view/christian-homeschool-basketbal/home?authuser=0>

410 **Contacting the Coach** Please contact Coach Warren Shimada if there are any questions at
411 wshimada1@gmail.com.

Worship Dance

1:45-3:00 pm, Period 4

418 “Let them praise His name with dancing and make music to Him with timbrel and harp.” Psalm 149:3

420 *Course Title: Worship Dance*

421 *Teacher/Mentor: Sandi Gonzalez*

422 *Course Length: Two Semesters for Upper and Lower Academy,*

423 *Type of Class: Group class through Heart Academy*

424 *When: Friday 1:45-3:00 PM*

425 *Class Fee Payable to Mentor-Teacher: \$75 / month*

426 *Credit Classification: Upper and Lower Academy*

427 *Lab Fee: None.*

428 *Minimum & Maximum Class Size: 1 – 20 Students*

429 *Contact information: E-mail and text are the preferred methods. sandi.L.gonzalez@gmail.com 510-207-3579*

431 **Prerequisite:**

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432 A willingness to listen and learn during class, and dedication to practice throughout the week. No previous
433 dance experience is required.

434
435 **Course Description:**

436 This course is designed to use dance as an expression of worship, keeping the focus on giving glory back to
437 God through the gift and joy of dance. We will begin and end each class in prayer and spend a few minutes
438 reading and discussing Scripture pertaining to dance and music. The remainder of the class time will be spent
439 on working on dance skills and creating choreography and pieces to be performed at PULSE nights. The styles
440 of dance that could be drawn from will be modern/lyrical, ballet, jazz, hip-hop, and if time and space allow, I
441 may incorporate tap.

442
443 **Class Expectations:**

444 I expect every student to practice outside of class a minimum of at least 5 days a week, 15 minutes each time.
445 I'd also like students to be available for PULSE nights, which are designed for classes to present material, and
446 any rehearsals necessary in preparation for these events. I also expect students to be respectful to all present and
447 to care for the space we are using.

448
449 **Please bring to class every day:**

- 450 • Bible or Bible app (this is the only time and purpose for which I will allow the use of electronics during
451 class time)
- 452 • Notebook and pencil
- 453 • A willingness to learn
- 454 • Dance shoes: Jazz or canvas ballet. For ballet shoes, traditionally it's pink for girls, black for boys. Tap is
455 TBD.
- 456 • Modest, comfortable clothing that allows for full range of motion with no obstruction
- 457 • Pulled-back hair
- 458 • Water bottle

459
460 **Workload:**

461 Please see class expectations. As we approach performances you may want or need to increase your practice
462 time outside of class.

463
464 **Grading and Assessment:**

465 Students will be graded based on their individual progress. I will also ask them to create and perform short solo
466 pieces to be performed during class time at the end of each quarter. There will be no written homework.

467
468 **About Your Instructor:**

469 See the end of this document.

470
471 **Assignments for the first week:**

472 Read through this entire information sheet and please e-mail or text me if you have any questions. I'm looking
473 forward to dancing with you!

Traditional Chinese Calligraphy & Painting (Older Kids)

10:05-11:20, Period 2

Course Title: *Traditional Chinese Calligraphy & Painting Enrichment Course*

Teacher/Mentor: *Ying Yang (Sunny) Huang*

Course Length: *Two Semesters, 32 weeks*

Type of Class: *Group class through Heart Academy*

When: *Fridays*

Cost: *\$75/month for 5 or more students, \$80 for 4 students, \$85 for 3 students and \$95 for 2 students.*

Materials Fee: *\$100*

Shelter-in-Place: *Same fees apply*

Minimum & Maximum Class Size: *2 to 12*

Questions: *Email Sunny Huang at chineseepsun@gmail.com or phone (408) 835-9602*

Pre-requisite: *No experience is required. Students are recommended to be in 4th grade or above.*

Teacher will purchase the materials below:

Chinese Calligraphy and Painting Brush, Rice Writing Grid Rice Paper, White and Red Rice Paper; Magic Water Writing Fabric, Black Ink, Ink stone and Ink Stick, Painting Water Color Set and Red Paste, Desk Pad, Color Mixing Plate; Paper Making Kit and other items. Your material fee of \$100 (one time only) will be paid at the beginning of the school year. The material fee covers all supplies.

Course Description: This course is designed for the beginner of learning traditional Chinese calligraphy and painting. The 75 minute class meets every week (allowing the teacher 15 minutes to set up and clean up). Each class will have a brief teaching/demo on a technique followed by a hands-on activity. Students study both calligraphy and painting together.

Topics covered:

* Students learn the basic history knowledge of this 4,600 year tradition and the cultural value of China. Students participate in learning about the invention of paper (making paper). By learning traditional Chinese calligraphy and painting, students have a comprehensive understanding of traditional Chinese culture. Students learn about the transformation of calligraphy and how Chinese calligraphy has spread around the world.

*Students are introduced to Chinese Scholar's Desk --Four Treasures (Brush, ink, rice paper, ink stone and ink stick), an essential tool kit and their proper use. Students will learn to grind out ink with an ink stick on the ink stone, and understand the structure of brush and identify the rice paper.

*Students learn how to hold the brush, load the brush and move the brush.

*Students practice on the Magic Water Writing Fabric at the beginning and later move onto more challenging rice paper.

* Students are introduced to five Calligraphy scripts and different writing styles.

- First starting with pictograms characters which form is identified and memorized easily.
- Then getting into basic strokes in calligraphy step by step and move into practicing.

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- Next Mastering technique calligraphy characteristics of each stroke and practicing different styles of exemplary pieces of calligraphy.
- Meanwhile Students do application of Chinese strokes as a model for paintings.

*Students explore that Traditional Chinese Painting is China’s traditional art with unique characteristics.

*Students learn Chinese basic painting techniques and uses mainly water, ink and colors to paint on paper.

*Students are introduced six formats of Chinese Painting.

*Students master five shades of ink washes, outlining, chapping, mixing colors, capturing texture, light.

*By the end of the year, students will be able to do the following:

- Delve into the rich traditional Chinese culture
- Write basic Chinese characters
- Create traditional Chinese paintings such as flowers, bamboo, landscapes
- High school students learn the techniques necessary for seal cutting characters on stamp.

Class Expectations:

- Attendance and punctuality are very important. Please be in class on time, ready to start, and prepared for the day's material. Listen to instructions given in class and follow directions . This not only save time and energy for all of us, but also provide and a good performance in the class. Participation and turning the projects are required.
- Attendance and punctuality very important. Please be in class on time, ready to start, and prepared for
- If you miss a class due to an excused absence, it generally cannot be made up due to supplies considerations, though sometimes we can try to make arrangements for you to catch up in some way
- Assignments: Most assignments or art lessons are done during class time. Some projects can be taken home to finish.

About Your Mentor-Teacher: You will find her bio at the end of the Heart course Catalog.

Biology With Lab **10:05-11:20 am, Period 2**

Course Title: Biology with Lab

Teacher/Mentor: Denise Boiko

Course Length: Two Semesters

Type of Class: Group class through HEART Academy

When: Fridays, 10:05-11:20

Cost: \$75/month

Credit Classification: 10 credits, Lab Science

Lab Fee: \$15 one time only

Minimum & Maximum Class Size: 6 and 25

Questions: Email Denise Boiko at dboiko12@gmail.com or phone (408)375-5189.

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563 **Prerequisite:** Ability to manage high school level course with maturity. **Students should be 8th grade or above**
564 **unless specific permission has been received from Mrs. Boiko.**

565
566 **PARENTS, PLEASE NOTE: WE WILL BE USING THE 3RD EDITION APOLOGIA BIOLOGY**
567 **BOOK. SEE DETAILS LATER IN THE DOCUMENT.**

568
569 **Course Format:** If HEART meets in person, Biology class will meet in person. If social distancing is mandated,
570 Biology class will meet via Zoom, with optional outdoor lab sessions every few weeks held at someone's home.
571 Students may also opt to borrow slides and do the labs at home, or to complete their lab drawings from online
572 images.

573
574 **Course Description (From description on Apologia.com website):**

575 This high school biology course is designed to be your high school student's first science course. As a college-
576 prep high school biology course, it will set the stage for success in their homeschool years in high school, pre-
577 pare them for college-level courses, and give them an understanding of the basic biological world that surrounds
578 them each day of their lives so that they can appreciate the real-world relevance of scientific inquiry. We be-
579 lieve that students' educations should prepare them for life, not just an academic year.

580
581 Providing a detailed introduction to the methods and concepts of general biology, our award-winning, home-
582 school, high school biology covers:

- 583 • A heavy emphasis on the vocabulary of biology so that students are properly prepared to have scientific dis-
584 cussions
- 585 • A strong background in the scientific method so that students are trained for laboratory sciences in other high
586 school science courses, as well as university studies
- 587 • Labs that cover experimentation, field studies, microscopy, and dissection
- 588 • Introduction to classification, biochemistry, cellular biology, molecular and Mendelian genetics, evolution,
589 ecosystems, and much more.

590
591
592 **Honors credit:**

593 The course may be taken for honors credit. Additional assignments will be required; please ask instructor for a
594 list of these assignments. Students desiring honors credit must make this request by the first or second week of
595 class. If you are not sure whether to take the course for honors credit, you may start in honors and later drop
596 back to a standard course if desired.

597
598 **Topics to Be Covered:**

599 16 modules (chapters) paced at approximately one module per two weeks:

600 1st Quarter: *The Science of Life; The Chemistry of Life; Cell Structure and Function; Cellular Energy*

601 2nd Quarter: *DNA, Proteins, and the Cell Cycle; Genetics; Ecology; Evolution (Christian perspective)*

602 3rd Quarter: *Prokaryotes and Viruses; Protists and Fungi; Plant Diversity and Reproduction; Plant Structure*
603 *and Function*

604 4th Quarter: *Animals – Invertebrates, Part 1; Animals – Invertebrates, Part 2; Animals - Chordates, Part 1; An-*
605 *imals – Chordates, Part 2*

606 *Note: HEART classes will be on break during the holidays, from before Thanksgiving until just after New Year's*
607 *Day. In order to stay caught up in your textbook, you will read through two modules during this time (the ecol-*
608 *ogy and evolution modules). These modules will not have any labs assigned, and tests and study guides will be*

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609 optional for standard level students (**required for honors level students**), but recommended for all, as they are
610 helpful for comprehension.

611 **Class Expectations:**

- 613 •Attendance and punctuality (very important). Please be in class on time, ready to start, and prepared for the
614 day's material.
- 615 •LISTENING to instructions given in class and FOLLOWING DIRECTIONS. This will save time and energy
616 for all of us and is extremely important for safety and for good performance.
- 617 •Participation in discussion. We will review the chapter in class to prepare for the test.
- 618 •Participation in lab and turning in lab reports.
- 619 •Completing other assigned homework (on time!) such as study guides and On Your Own questions. Specific
620 assignments will be given weekly by email and by handout. Please stay caught up!
- 621 •You will study on your own with your parent's help as needed during the week (reading the chapter, possibly
622 performing some household-based labs and reporting back during class, answering On Your Own Questions
623 and Study Guides, and studying for tests).
- 624 •Tests will be completed at home and proctored and scored by parent. Since biological concepts continually
625 build on important previous material, parents may choose to allow the student to take the test a second time if
626 mastery has not been achieved on the first administration of the test. We can also discuss other ways to help the
627 student assimilate the material.
- 628 •Use of basic technology applications (word processing applications, email, internet).
- 629 •A willingness to learn how to apply a Christian world view in biology.
- 630 •In addition to class time, this subject will require a workload of about one hour a day, five days a week.
631 Additional hours will be needed for honors students.

632
633 My commitment as your instructor is to provide instruction and encouragement to you, supervise laboratory ex-
634 periments during class time, review the chapter material in class before the tests, and grade or evaluate your
635 work. I will be available to help you develop skills in scientific observation and analysis, and in understanding
636 the complex concepts we will be learning. Please feel free to come to me with questions or email me during the
637 week, so that this can be a team effort in learning together!

638
639 An assignment sheet will be made available every week. It is designed as a communication device for you, to
640 clarify your weekly work process and help you focus on the topics we are discussing in class. **Please read it at**
641 **the beginning of every week** and use it as a working guide. Once you have read the assignment sheet, please
642 store it in your binder for future reference.

643 **Laboratory Exercises:**

644 *Exploring Creation With Biology* contains three types of laboratory exercises:

- 645 •*Household labs* - Only household equipment is used. Some of these will be done in class, and others may be
646 done at home (either required, or for extra credit), with the results shared in class.
- 647 •*Microscope labs* - Require a microscope and slide set (will always be done in class with the microscopes and
648 slides provided by HEART).
- 649 •*Dissection labs* - Require a dissection kit (will always be done in class with supplies provided by HEART).

652 Materials: A few very common household materials may occasionally be requested from you and your family.
653 We will be performing the microscope and dissection labs in class and will be purchasing microscope and dis-
654 section equipment and specimens in order to have a ratio of three or four students per microscope and dissection
655 kit. Your lab fee will be paid at the beginning of the year. (*These arrangements will change somewhat if we*
656 *are not meeting in person.*)

657
658 If you miss a lab due to an absence, the lab generally cannot be made up due to equipment considerations,
659 though sometimes we can try to make arrangements for you to catch up in some way. Alternate activities may
660 be assigned if you miss more than two or three labs.

661 **Handing in Assignments:**

662 Assignments are due at the beginning of class. All work should be done neatly and reflect your best efforts.
663 Strive for excellence and do your best work. Extra credit will be available for students who need to enhance
664 their grades. Extra projects are also available for students with special interests, gifts, or those needing a more
665 advanced course – please ask instructor.
666

667 **Bring to class every day:**

- 668 1. A 3-ring binder with spine size approximately 1 1/2” to 2.” Insert two plastic sheet protectors at the front of
669 the binder to store latest assignment sheet and important reference information. If it is a view binder, you may
670 decorate the cover page any way you like. Insert dividers, labeled as follows. Have a small supply of college-
671 ruled paper in each section.
 - 672 a. OYO Questions
 - 673 b. Class Notes and Handouts
 - 674 c. Study Guides
 - 675 d. Tests
 - 676 e. Extra Credit
- 677 2. A second 3-ring binder with spine size about 1 1/2” to 2”. This will be the **lab notebook**, and will periodi-
678 cally be turned in for grading. Insert two plastic sheet protectors at the front to store lab writeup instructions and
679 drawing instructions. Have a supply of lined paper and **plain white paper** in the binder, for lab reports and
680 drawings.
- 681 3. Sharp pencils with good erasers, for sketches and drawings. Mechanical pencils are useful.
- 682 4. Pen.
- 683 5. 6” ruler for drawing straight lines for labels on lab drawings.
- 684 6. Colored pencils for biological drawings (at least 6 colors).
- 685 7. Zippered pocket for pencils, erasers, etc. (place this in your main Biology binder which stays with you and
686 doesn't get turned in).
- 687 8. Textbook.

688 **Workload:**

689
690 **On Your Own Questions** – These are to be answered as you come to them in the reading of the module, and
691 kept in a labeled section of your notebook. Start each new module on a new sheet of paper.

692
693 **Experiments** – Experiments will be done either at class, at home, or at an outdoor lab, depending on circum-
694 stances. Some labs will be optional/extra credit.

695 **Study Guides** – These should be done in writing or typed on the computer, neatly and completely, at the end of
696 each module. They should be used to help you study for the upcoming test and will be due when you have com-
697 pleted the test.

698 **Module Summaries** – These are OPTIONAL, as they are found only in the optional Student Notebook. They
699 are a useful way to review the module before the test but are not essential.

700 **Tests** – A module test will be done every two weeks to evaluate your learning. Tests will be completed at home,
701 proctored by the parent, and turned in to instructor during the next class, to be graded, recorded, and examined
702 for further evaluation. Tests may be typed or handwritten. Tests should be done “closed book” unless otherwise
703 instructed. *In some cases, parents may allow open book tests depending on student's needs, but closed book is*
704 *strongly preferred for best preparation for college courses. Under no circumstances should students have ac-*
705 *cess to the Answer Key while completing the test.*

706 **Lab Writeups and Drawings** – Each lab experiment will require either a short writeup (hypothesis, materials,
707 results, conclusion), neatly labeled drawings, or both. Writeups and drawings will be filed in a lab notebook to
708 be turned in for grading periodically.

709 **5-4-3-2-1 Summaries of Modules** – Extra credit, but **highly recommended** to create a personalized wrap-up of
710 the module. Use 5-4-3-2-1 handout. *(Required for honors credit – one per module.)*

711 **Current Events** – Extra credit or for honors credit. Description of a scientific news item of your choice. Cur-
712 rent event form questions will be filled out to describe the event or discovery. *(Required for honors credit – two*
713 *per semester)*

714 **Book Report** – Extra credit or honors credit. 1 or 2 page summary of a book from a recommended list, or of
715 your choosing with approval of teacher *(Required for honors credit – one per semester).*

716 **Semester Project** – Extra credit or honors credit. An extra experiment, detailed drawing, game, poem, report,
717 or other project of your choosing, to augment the learning experiences in the class *(Required for honors credit –*
718 *one per semester).*

722 **Grading and Assessment:**

723 Parent involvement in discussion and evaluation of student's work is a priority. Parents will score each module
724 test before the student turns it in, and I will double check the scoring, sometimes allowing more points or partial
725 credit. I will be available to parents as needed, to assist in evaluating performance against priorities, answer
726 questions, or simply be a sounding board for discussion. I want to do everything I can to assist you in this en-
727 deavor.

729 A teacher-created evaluation will be provided for every student, which may be used as a record of accomplish-
730 ment for students planning to attend college, and as an aid to help parents ascertain grades for report cards. All
731 evaluations include the number of tests, homework, labs, and other assignments completed, a description of
732 challenges and accomplishments, a review of student's progress and performance, test scores, and recommenda-
733 tions for future work. While the parent gives the actual letter grade, this evaluation will be an individualized as-
734 sessment of the student's progress and effort and will help in assigning the grade. The basis for this assessment
735 will be the following items:

737 **Tests: 55%**

738 Performance on tests (usually closed book, proctored and graded by parent but reviewed also by teacher). Par-
739 tial credit is given for partially correct answers.

740 **Homework: 10%**

741 Completeness (not necessarily correctness) of study guides and OYO questions. For honors students, homework
742 grade also includes 5-4-3-2-1 summaries, current events, and book reports.

743 **Lab: 35%**

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744 Effort, enthusiasm, and performance during the lab experiments.

745 Neatness and thoroughness of lab writeups in lab notebook.

746 Maintenance of biology notebook as directed.

747 For honors students, lab grade also includes project grade.

748 **Extra credit, as applicable**

749 Extra labeled drawings, quarterly tests, current events, book reports, optional lab experiments, and other extra
750 efforts in the class. Extra points will add on to student's existing point total.

751 Student will also be evaluated on preparation, participation and attitude in class.

752

753 **Curriculum**

754 **IMPORTANT – PLEASE OBTAIN THE 3RD EDITION (2020) OF THE BIOLOGY CURRICULUM. See**
755 **Apologia.com for an overview and for sample pages.**

756

757 **REQUIRED:**

758 1. *Exploring Creation With Biology, 3rd edition, by Vicki Dincher, Apologia, 2020*

759 ISBN 978-1-946506-45-0

760 2. *Solutions and Tests Manual* to accompany the above textbook.

761

762 To emphasize, please note that you will be needing **both** the main textbook and the solutions/test manual. Pur-
763 chase the **Apologia Basic Set**, \$89.95, which contains both of these items.

764

765

766

767 **OPTIONAL:**

768 You may elect to also purchase the Student Notebook. This is optional; it contains places to write answers to the
769 OYO and Study Guide questions, and also contains extra module summary questions as a further review for the
770 test. If you would like this option, purchase the **Apologia Advantage Set**, \$119.95, which contains the main
771 textbook, the Solutions and Tests Manual, and the Student Notebook.

772

773 **Website:** www.apologia.com

774 This site contains helpful hints and links for the parent and student which can aid in your study of the subject.

775

776 **About Your Instructor**

777 You will find her bio at the end of the HEART Course Catalog.

778

779 **Contacting the Teacher:**

780 Please contact Mrs. Boiko (course questions) or Mrs. Allen (administrative questions) if there are any questions
781 during the year.

782 The best way to contact Mrs. Boiko is via email at dboiko12@gmail.com. The next best way is by phone at
783 (408)375-5189 (cell).

784

785 **Teacher Assistant Position Available:**

786 Duties: taking roll, checking off homework completion, assisting with labs, setting up and cleaning up from
787 labs, helping with classroom review games. (No biology experience is needed.) You will receive a 50% dis-
788 count on your student's tuition in this class. Please contact Denise Boiko if interested.

789

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790 **Assignments for the first week: (to be completed prior to the first class)**

791 **Parents:**

792 Read introductory pages in the Solutions and Tests Book. Carefully read the course expectations from this de-
793 scriptive document. Be ready to go over the handouts I give the students on the first day of class.

794 **Students:**

- 795 1. Read introductory pages in textbook.
796 2. Read pp 1-23 in textbook.
797 3. Do On Your Own questions 1.1-1.9 on notebook paper, and file in the OYO Questions section of your note-
798 book.
799 4. Carefully read the course expectations from this current document (Biology Class Information). On the first
800 day of class I will be giving you many handouts. Be prepared to go over these with your parents.
801
802

803
804
805

Private Music Lessons

10:05-11:20 am, Period 2

806 *Course Title: Private Music Lessons*

807 *Teacher/Mentor: Christopher Adams*

808 *Course Length: Two Semesters for Upper Academy,*

809 *Type of Class: Private instruction for Specified instrument.*

810 *When: Fridays - Periods 2 & 3*

811 *Class Fee Payable to Mentor-Teacher:*

812 *Guitar - \$140 / month - Private Lessons*

813 *- \$100 / month - Shared Lessons (2 students)*

814 *Piano - \$240 / month - Private Lessons*

815 *- \$120 / month - Shared Lessons (2 students)*

816 *Beginning Violin - \$140 / month - Private Lessons*

817 *Credit Classification: Upper & Lower Academy / Fine Art*

818 *Minimum & Maximum Class Size: 1 - 4 students*

819 *Questions: Christopher Adams - adams.christopher57@yahoo.com - (408)691-8904*

820 *Shelter in Place: Same fees apply*

821
822 Prerequisite: A willingness to listen and learn during class, and dedication to practice your skills throughout the
823 week. Some previous musical experience and an understanding of basic theory is recommended but not re-
824 quired.

825
826 Course Description: As is implied from the course title, these lessons are designed to be customized to best
827 meet the student's music needs and level. Regarding Lesson Length, Private Lessons are 30 minutes long with
828 shared lessons at 40 minutes. Due to period length, I will be limited to teaching two lessons per period.
829

830 Topics to Be Covered: Guitar: For beginners, these lessons will include learning the basic material that is re-
831 quired for most genres and styles that involve guitar. This will include strumming, picking, fingerpicking,
832 chord voicings, basic guitar theory, and more. For intermediate to advanced guitarists, the topics may include
833 tone production, ear-training, improvisations, chord theory, transcriptions, guitar solo analysis, etc. All guitar

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834 lessons will be taught under the umbrella of either a nylon-string, steel-string, or electric guitar. As such, lesson
835 topics will vary based on your chosen instrument.

836
837 Piano: For piano, I use a wonderful curriculum known as Simply Music. Simply Music is a non-traditional
838 playing-based approach to leaning to play the piano. Simply Music simply delays the music-reading process to
839 help jumpstart one's musicianship by introducing them to improvising, composing, and multiple styles such as
840 Blues, Contemporary, Classical, and Accompaniment styles. For a more intermediate student and after a solid
841 repertoire is developed, concepts such as arranging, reading, specialized styling, and jazz are introduced.

842
843 Violin: Regarding violin, I use two approaches: Suzuki and Essential Elements. These two method books differ
844 in emphasis, so I chose to use both round out the student's music education. Beginner violinists will learn basic
845 concepts such as proper bow hold, stance, fretboard knowledge, left hand technique, and expressive gestures
846 (phrasing, dynamics, and vibrato).

847
848 Class Expectations: I expect every student involved in lessons to practice a minimum of 5 days a week at 15
849 minutes minimum per each of their selected practice days. You should be available and present to the Pulse
850 nights designed specifically for class presentation. Every student should be available for the rehearsals neces-
851 sary for these events.

852
853 Bring to class every day:

854 Notebook and pencil

855 Music Note paper (a.k.a. Staff Paper)

856 The instrument that we are currently studying

857 Any material that I will recommend

858 A willingness to learn

859
860 Workload: Depending on upcoming events, some weeks may require more practice time because of an upcom-
861 ing performance; but for the most part, you will be practicing an average of 15 minutes minimum for five days a
862 week.

863
864 REQUIRED: All the materials and curriculum listed above are required.

865
866 About Your Instructor: See the end of this document.

867
868 Contacting the Teacher: The best way to contact me is via cell-phone (408)691-8904 or at my home phone
869 (408)292-0872. The next best way is by email at adams.christopher57@yahoo.com .

870
871 Assignments for the first week: Read through this entire information sheet and email me if you have any ques-
872 tions. Come to class with some goals in mind of what you would like to see happen with this class.

873
874
875 **Spanish 3**

876 **10:05-11:20 am, Period 2**

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877
878
879 **Course Title:** Spanish 3

880 **Teacher/Mentor:** Rosi Adams

881 **Course Length:** Two Semesters

882 **Type of Class:** Group class through Heart Academy for UA & LA

883 **This course is for high school level and mature middle school students (younger students may be accepted**
884 **only at the discretion of the teacher)**

885 **When:** Fridays, Period 2, 10:05-11:20AM

886 **Tuition fee payable to the teacher:** \$365.00 per semester (\$30 discount for additional members of the family
887 from the semester tuition) For semiprivate & private tutoring, please talk to me.

888 **Credit Classification:** Foreign Language

889 **Requirement:** Minimum of three students – maximum of fifteen students. I will open another class if necessary.

890 **Material fees:** \$20.00 one time only for in person classes.

891 **Pre-requisite:** Have taken Spanish 2

892 **Questions:** : Rosi Adams luv2tchspanish@yahoo.com (Write Spanish class in the subject line please,
893 otherwise I will delete it, thanks) you can call me at my cell (408)230-1953.

894
895 **Course Description:** Spanish 3 will provide you with the tools to be able to meet Spanish speaking people and
896 communicate with them. By the end of this class the student should be equipped to carry a friendly conversation
897 and to write a small report using proper structure.

898 The students will continue learning new vocabulary, work on their pronunciation, and have the chance to practice
899 during the classroom and enhance their conversational ability.

900
901 **Course Content:** The curriculum used is a unique multimedia program that takes the student from beginner to
902 advance level in 46 lessons, this is the 2nd year where we complete it. Students of Spanish 3 course will work at
903 an advanced level. There is an excellent presentation of grammar concepts and conversation skills, plenty of
904 examples, exercises, culture notes, an extensive glossary, dialogues, audio exercises and free online learning as
905 well.

906
907 **Assessment System:** Parent involvement in discussion and evaluation of students' work is a priority. Teacher will
908 be available to parents as needed, to assist in evaluating performance against priorities, answer questions, or
909 simply be sounding boards for discussion.

910
911 There are several ways to calculate High School course credit. Determination before the class begins of the
912 method to be used, makes the record keeping process much easier. Feel free to discuss this with us at any time.
913 The most commonly used method of valuation is based on the number of hours of coursework completed in the
914 year. If you choose to use this method, it will be helpful to you to keep track of hours spent. An Academic Hour
915 Check-off Sheet is available.

916
917 A teacher written evaluation will be provided, which may be used as record of accomplishment for students
918 planning to attend college, and to help you assign grades for your report cards. All evaluations have the description
919 of assignments completed, quizzes and test scores and recommendations for future work. The student's name and
920 course, date of completion and instructor signature are also included.

921 **However, you the parent will give the final grade to your student.**

HEART Academy - Home Educators Advancing the Kingdom of God & Restoring our children's hearts to the Lord Together

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San Jose Extra Site #2: Calvary Chapel San Jose, 1175 Hillsdale Avenue, San Jose, CA 95118

heartacademysj@gmail.com, Mobile: 408-712-4646

922
923 **Required Texts:**

924 ☐☐ Living Language Spanish, Complete Edition (You should have this curriculum from Spanish 2 class)
925 On Sale: August 09, 2011
926 Pages: 336 | ISBN: 978-0-307-47859-7
927

928 Click on the link below to buy it. The link also gives you info of another vendors who carry the curriculum as
929 well.

930 [http://www.randomhouse.com/book/208755/living-language-spanish-complete-edition-by-living-](http://www.randomhouse.com/book/208755/living-language-spanish-complete-edition-by-living-language/9780307478597/#blurb_tabs)
931 [language/9780307478597/#blurb_tabs](http://www.randomhouse.com/book/208755/living-language-spanish-complete-edition-by-living-language/9780307478597/#blurb_tabs)

932
933 • First Thousand Words in Spanish, , I have recorded this book, no need to buy it with tape
934 You can find it at:

935 [http://www.amazon.com/First-Thousand-Words-Spanish-Internet](http://www.amazon.com/First-Thousand-Words-Spanish-Internet-Linked/dp/0794502849#zus&cbDAcr&iDAcr&r1&v1)
936 [Linked/dp/0794502849#zus&cbDAcr&iDAcr&r1&v1](http://www.amazon.com/First-Thousand-Words-Spanish-Internet-Linked/dp/0794502849#zus&cbDAcr&iDAcr&r1&v1)
937

938 **Course Requirements:**

939 **My commitment** is to provide instruction and encouragement as you learn to speak Spanish.
940

941 **Bring to class:**

- 942 1. Your workbooks
- 943 2. Your homework
- 944 3. A folder or small 3 ring binder to storage your homework and attachments I will email to you
- 945 4. pencil, pen, highlighters and Post-It notes if you choose not to highlight your books.
- 946 5. lined paper
- 947 6. Zippered pocket for pencils, erasers, Vocabulary CD's, etc.

948
949 **Assignment Criteria:** Assignments are given weekly. **At the end of the class I will announce the homework.**
950 **The commitment of time is 1 hour 5 days a week, a total of 5 hours weekly.** I will send an email early next
951 week, only to remind you of the assignment for that week. **It is designed as a communication device for you,**
952 to clarify your weekly work process and help you focus on some of the issues we are discussing in class. **Please**
953 **read it at the beginning of every week** and use it as a working guide. Once you have read the assignment email,
954 print it and store it in your binder for future reference.
955

956 It is the student's responsibility to make specific time commitments for submission of homework, and to manage
957 time and activities properly in order to keep those commitments, completing assignments thoughtfully and with
958 excellence. Work will be due weekly, reading and listening to your sound waves will be necessary at least 5 days
959 of the week to educate your hearing to the Spanish sounds.
960

961 Growth in life is based, to a large degree, on perseverance. Because of the nature of student centered teaching,
962 students will get just as much benefit (guidance, feedback, help and growth) as they contribute of their own effort
963 to the learning process. It's that simple. Basically, you get the benefit of a skilled mentor to help you move toward
964 your objectives in proportion to your own perseverance and use of available resources.
965

966 **Attendance:** Your attendance in class will give you the information, discussion and guidance you will need to
967 really take full advantage of your work at home. Every class or assignment you miss will make the learning

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process more cumbersome for you. If you have scheduled to miss a class for any reason, please let us know as soon as YOU know, so that we have time to prepare support material for you, for the class you will be missing. Courtesy mandates communication.

Spanish Workload (what to expect)

- Vocabulary Words and conversations – Study, practice and some more practice.
- Willingness to speak during class time in order for me to see your progress and to complete your homework.
- Quizzes / Tests – There will be both, oral and written quizzes.

Homework for the First Week (I will send this assignment at the beginning of class)

Classroom Expectations: We expect to have fun during class time yet be safe at the same time. Students will be treated with respect as young adults and their respect to teachers is expected in return. Below are some of the guidelines and expectations during class time.

WILLING HEART & MIND – a willing heart & mind to learn will prepare you for a lifetime of learning.

LISTEN ACTIVELY – you can't learn anything without listening to others.

COME PREPARED – have materials with you with your assignments finished.

Most importantly, if you behave in a way that we feel is disrupting the learning experience of others; we will discuss it with you in a private meeting outside of class.

PERIOD 3

12:25-1:40 pm

Theatre Arts

12:25-1:40 pm, Period 3

Teachers/Mentors: Sandi Gonzalez

Course Length: Two Semesters

Type of Class: Group Class through HEART Academy

When: 12:25-1:40 pm, Period 3

Class Fee payable to Sandi Gonzalez: \$75/person per month

Credit Classification: Performing Arts

Questions: Email Sandi Gonzalez at sandi.l.gonzalez6@gmail.com

Materials Fee \$20 per student

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006 *Recommendation/Prerequisites: No experience required, only a willingness to stand up and perform and/or as-*
007 *sist as a student designer, production assistant, stage tech, etc. Good reading ability is helpful, but not impera-*
008 *tive if the student is willing to work hard.*

009 *Minimum Class Size: 4 students*

010
011 Course Description: Theatre encompasses multiple forms of art and design: writing, painting, dance, music,
012 sewing, construction, lights, sound, hair, makeup, and, oh yes, acting! It is truly a collaborative art and much
013 more than what happens "on stage." This class will work on creative, engaging, challenging, and fun drama pro-
014 jects that will immerse students into the collaborative art of theatre. The projects can easily accommodate a va-
015 riety of skill levels, from beginner to the more experienced student. Projects will include: scene work, acting
016 techniques, story & character analysis, production & publicity, design, and technical elements such as lighting,
017 sound, sets, and costumes.

018
019 Some class time will be spent developing and practicing scenes to perform at HEART Academy's PULSE
020 nights (once per semester), as well as applying what we're learning in collaboration with Youth Theatre Pro-
021 ject's two major musical productions. Performing in these full-length productions is NOT required; however,
022 assisting in some way (such as working as part of the stage crew, helping to build/paint sets, sewing costumes,
023 doing hair/makeup, or collaborating on some other aspect of the show) IS required. The class will collaborate
024 on a final class project to be performed in the Spring.

025
026 Success in this class will not necessarily lead to a starring role or a career in theatre. Instead, this class is a place
027 where you can tap into your own creativity, gain self-confidence, and work collaboratively with others. You
028 will discover that participating in theatre almost always means being part of a team. You will also learn to be-
029 come a critical listener and viewer—qualities that will serve you well no matter where your future takes you.

030 Materials:

031 Binder for assignments, scripts, tech week schedules, and notes

032 Lined paper or notebook

033 Recommended text: Introduction to Theatre Arts by Suzi Zimmerman (helpful, but not required)

034
035 Homework: The amount of homework will vary greatly. The student will sometimes be required to prepare a
036 short scene or performance as an acting exercise. Interested students may spend a lot of time writing plays/skits
037 or designing technical elements such as props, sets or costumes. All students will be required to memorize their
038 lines diligently, which may take extra time for a few weeks depending on the student's part.

039 Evaluations: Students will be evaluated based on participation, preparation, teamwork, cooperation, and serv-
040 anthood. It takes a lot of self-control in a fun class like Drama, and a lot of work for successful theatre produc-
041 tions. We will all strive to serve each other, no matter how big or small our acting parts are.

Personal Finance & Stewardship

12:20-1:40 pm, Period 3

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049 **Course Title:** Personal Finance & Stewardship

050 **Teacher/Mentor:** Warren Shimada

051 **Course Length:** Two Semesters

052 **Type of Class:** Group class through Heart Academy

053 **When:** Fridays, 12:20-1:40 pm, Period 3

054 **Alternative Class Time** – If you child would like to take this class but has another class during Period 3, then
055 contact instructor for a private class, online class or summer class.

056 **Tuition fee payable to the teacher:** \$75/month

057 **Credit Classification:** The Personal Finance & Stewardship course can be titled as a “Personal Finance” or “Fi-
058 nancial Management” full-year, high school elective.

059 **Minimum Class Size:** 4

060 **Questions:** Warren Shimada wshimada1@gmail.com

061 **Shelter in Place:** Same fees apply

062
063 **Curriculum:** Students must purchase

064 1) *Foundations in Personal Finance for Homeschool Student Text* (Grades 9-12) by Dave Ramsey,

065 2) *Quicken Software* PC version (within the last 2 years) by Intuit,

066 3) *How to Manage Your Money: An In-Depth Bible Study on Personal Finance* by Larry Burkett.

067
068 **Prerequisites:** Most personal finance learning will be through the Dave Ramsey videos and workbook fill-ins.
069 Basic high school reading will be helpful for some workbook pages and tests, and good pre-algebra math skills
070 are required.

071 **Background & Course Description:**

072 This is a high school personal finance *elective* course; all class time is devoted to Personal Finance.

073 Personal Finance Description: Less than half of high school seniors qualify as financially literate, and more than
074 7 million borrowers are in default on student loans for college. Students are facing tremendous financial chal-
075 lenges without the basic knowledge needed to thrive in today's economy. This is a life changing financial liter-
076 acy program which teaches valuable information that students will use every day and for the rest of their lives.
077 What a wonderful goal it would be to get out of college with NO debt and thousands of dollars in the bank.

078
079 This curriculum teaches students how to avoid debt like the plague, budget with intention, invest, and build and
080 steward wealth. With Dave as the expert, this curriculum provides comprehensive resources. Students are facili-
081 tated in learning and bringing this curriculum to life. This class will change the financial future of students and
082 set them on a path to win with money and change the way students look at money forever. The teaching is de-
083 livered via video by Dave Ramsey, Rachel Cruze and Chris Hogan. The students will be empowered, equipped
084 and entertained while building confidence in their own financial decision-making.

085 The “Foundations in Personal Finance” is a tools based curriculum brought to life through Dave Ramsey’s hu-
086 morous, engaging and entertaining personality and classroom group activities. You can view a **SAMPLE**

087 **VIDEO** of the course featuring Dave Ramsey’s teaching by going to [http://www.daveram-](http://www.daveramsey.com/school/foundations-experience/)
088 [sey.com/school/foundations-experience/](http://www.daveramsey.com/school/foundations-experience/)

089 **Materials to Purchase:**

090
091 1. *Foundations of Personal Finance for Homeschool Student Text* (Grades 9-12) by Dave Ramsey (can pur-
092 chase at www.daveramsey.com or Amazon)

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- 095
096 2. *Quicken* software application (various versions between 2011-2015) (can purchase on Amazon or eBay).
097
098 3. *How to Manage Your Money* by Larry Burkett (can purchase on Amazon or other online bookstore).
099

100 **Personal Financial Curriculum Qualifications**

101 Curriculum qualifies for many State and National literacy standards. Go to <http://www.daveramsey.com/school/foundations/> and scroll to middle of page to download the standards for this curriculum.
102
103

104 **Who can attend?**

105 High school students (9-12th grade) who have the reading, math and maturity for these concepts. The students
106 with a source of income get the most understanding and knowledge from the class. If the student does not have
107 a job, the instructor suggests giving child money to manage with a written budget. Parents are invited to come
108 and learn together
109

110 **Class Overview**

111 1) Personal Finance topics covered in class by watching DVD video lessons by Dave Ramsey's "Foundations in
112 Personal Finance". The student workbook provides notes, chapter summaries, review material and tests. See
113 description under "Personal Finance Topics Covered" below.

114 2) Learn how to use Quicken software application (PC version) by Intuit to create budgets, manage check-
115 ing/saving/credit card accounts, manage investment portfolios and create reports. Each student will be taught
116 how to input data into their personal accounts for appropriate recordkeeping and tracking their income/expenses
117 and assets/liabilities. Also, students will create budgets, manage investments and create reports.

118 3) In class, group activities will focus on life applications and decision making based on various personal fi-
119 nance scenarios. These "real life" scenarios will allow each student to apply what they are learning from the
120 Dave Ramsey videos. Class Projects will include: a) create actual budgets for students in college, college gradu-
121 ates and married with children, b) create a diversified mutual fund and index fund portfolio using Zacks.com to
122 research funds and purchase the funds to track rate of return results, c) create sinking funds for 1 year and 5 year
123 large purchase which may include car, college expenses, computers, cell phone and vacations, d) create an ac-
124 tual personal budget and track expenses using Quicken. Track your budget and income/expenses by creating
125 reports using Quicken.
126

127 5) Learn and study what the Bible says about personal finance decisions on savings, investing, retirement,
128 credit, etc. The class will discuss these topics in small groups based on Larry Burkett's bible study: *How to*
129 *Manage Your Money*. See below for bible study topics under "Biblical Topics Covered".

130 **Workload**

131 **1) Class**

132
133
134 Each week, we will watch 1-3 DVD videos (15 minutes each) featuring Dave Ramsey as the speaker. Students
135 will fill in the blanks in their workbooks during the video teaching. At the end of the video, I will review the
136 answers in the workbook and discuss in more detail the topics covered in the video. After the completion of
137 each chapter, we will review and discuss the Chapter Summary material before giving a Chapter Test in class.
138 Chapter Tests will be given in class. In each chapter, we will do group activities in class to emphasize life appli-
139 cation of topic being studied.
140

141 2) **Homework**

142
143 Homework assignments will be given weekly out of the student workbook. There is some light reading and
144 writing which should be about 2-3 hours per week. Students will be expected to complete assignments each
145 week so the material can be reviewed and discussed in class.

146
147 **Grading and Assessment:** Grading will be providing each student a class grade. The final grade is determined
148 by the parents. If at anytime, there is a question, please let me know.

149 Tests = 45%

150 Homework = 20%

151 Class Participation = 15%

152 Quicken Reports = 20%

153
154 **Personal Finance Topics Covered**

155 You can see sample videos, download sample chapter material and download a sample test at:

156 <http://www.daveramsey.com/school/foundations-experience/>

157 Visit Dave Ramsey's website for more information about this class at: <http://www.daveramsey.com/school/foundations-home-school/?snid=classes.homeschools>

159
160 **Unit 1: Saving and Budgeting**

161 • **Chapter 1. Introduction to Personal Finance**

162 Introduces the topic of personal finance, explores the evolution of the American credit industry, and highlights
163 the importance of both knowledge and behavior when it comes to managing money.

164 • **Chapter 2. Saving**

165 Emphasizes the importance of saving and explains the three reasons to save: emergencies, large purchases, and
166 wealth building.

167 • **Chapter 3. Budgeting**

168 Explores the purpose and process of writing a budget and the basics of banking, including balancing and reconciling a checking account.

170
171 **Unit 2: Credit and Debt**

172 • **Chapter 4. Debt**

173 Identifies the devastating costs of using debt as a financial tool, debunks credit myths, explains the elements of
174 a credit score, identifies organizations that maintain consumer credit records, and summarizes major consumer
175 credit laws.

176 • **Chapter 5. Life after High School**

177 Explores 21st Century post-secondary education and career options, highlights the importance of avoiding debt
178 as a young adult, and explains how to cash flow a college education.

179 • **Chapter 6. Consumer Awareness**

180 Identifies factors that influence consumer behavior and the effect of inflation on buying power.

181 **Unit 3: Financial Planning and Insurance**

182 • **Chapter 7. Bargain Shopping**

183 Highlights the importance of bargain shopping as part of a healthy financial plan and identifies important negotiation strategies.

184
185 • **Chapter 8. Investing and Retirement**

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186 Establishes basic investing guidelines, describes and compares various types of investments, and identifies ele-
187 ments of employer benefits and retirement plans.

188 • **Chapter 9. Insurance**

189 Identifies the purpose of financial risk management as well as the appropriate and most cost-effective risk man-
190 agement strategies.

191
192 **Unit 4: Income, Taxes, and Giving**

193 • **Chapter 10. Money and Relationships**

194 Identifies the differences among people's values and attitudes as they relate to money and highlights communi-
195 cation strategies for discussing financial issues.

196 • **Chapter 11. Careers and Taxes**

197 Examines the importance of pursuing a career in line with your strengths, the elements of effective goal setting,
198 the best practices of successful people, and types of income and taxes.

199 • **Chapter 12. Giving**

200 Highlights the importance of giving of your time, talents, and money in order to serve others and leave a lasting
201 legacy.

202 **Biblical Topics Relating to Personal Finance Covered in "How to Manage Your Money" by Larry**
203 **Burkett**

- 204 • What is Wealth?
- 205 • God's Will in Finances
- 206 • The Perils of Money
- 207 • Release from Servitude
- 208 • Financial Planning God's Way
- 209 • Motives for Accumulating Wealth
- 210 • How Much is Enough?
- 211 • Sharing by God's Plan
- 212 • Deciding Who Deserves Help
- 213 • Making Financial Decisions God's Way
- 214 • The Challenge

215
216 ***My role as the facilitator of the class:***

- 217 • To involve students, after each video section, in the review and discussion of the questions in the workbook.
- 218 • To involve students, at the end of each chapter, to review and discuss the Chapter Summary, Take Action
219 Challenge and the Money

220
221 **Review .**

- 222 • To help students gather in groups to participate in group activities involving real life money situations and de-
223 cisions.
- 224 • To provide a chapter test and grade the students test after completion.

225
226 ***Bring to class every day:***

- 227 • Foundations in Personal Finance Workbook & How to Manage Your Money Workbook
- 228 • Binder (1.5-2-inch, 3-ring binder) with blank notepaper
- 229 • Pencils, pens, erasers, color highlighters

230
231 ***About Your Mentor-Teacher:*** See teacher bio in the HEART Course Catalog

232 **Contacting the Teacher:** The best way to contact me is by email at: wshimada1@gmail.com or on my cell
233 (408)655-7712.
234
235

World Literature & Composition

10:05-11:20 am, Period 3

238
239 **Course Title:** World Literature & Composition

240 **Mentor-Teacher:** Denise Boiko

241 **Course Length:** Two Semesters

242 **Type of Class:** Group class through HEART Academy

243 **When:** Fridays, 12:25-1:40

244 **Cost:** \$75/ month

245 **Credit Classification:** 10 credits of English

246 **Materials Fee:** \$5, one time only. Essay grading fee, \$25, one time only.

247 **Minimum & Maximum Class Size:** 8 and 16

248 **Questions:** Email Denise Boiko at dboiko12@gmail.com or phone (408)375-5189

249 **Prerequisite:** High school level reading and writing skills. Recommended grade level: 9th-12th but advanced 8th
250 graders are welcome. Experience with Institute for Excellence in Writing (or equivalent training in style) at jun-
251 ior high or high school level, OR HEART Academy writing class at junior high or high school level, OR an-
252 other high school English course with writing. If in doubt about a student's readiness, parents may submit a pre-
253 vious essay by the student for teacher's evaluation.
254

Other requirements

- Use of basic technology applications (word processing applications, email, internet research).
- A willingness to work on writing assignments each school day during the week. In addition to class time, this subject will require a workload of at least one hour a day, five days a week, 120 hours for the year.
- Students should be prepared to write at least one 2-4 page typed essay every 3-4 weeks and to revise previously written essays.

263 **Course Format:** If HEART meets in person, the class will meet in person. If social distancing is mandated, the
264 class will meet via Zoom.
265

Course Description

266 World Literature and Composition will guide high school students as they read, enjoy, discuss, and analyze a
267 spectrum of literary selections from worldwide authors and poets of various eras. Genres will include short sto-
268 ries, novels, nonfiction, poetry, and drama. Students will learn literary terms and study the rhetorical techniques
269 authors use to communicate their messages. For each fiction work, students will analyze character, plot, setting,
270 conflict, point of view, and theme, and will look for features such as irony, foreshadowing, and symbolism. For
271 nonfiction works, students will learn to read critically and extract important points. For poetry, students will
272 study typical patterns and techniques the poet uses to convey meaning.
273
274

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275 Students will practice techniques of composition such as prewriting, outlining, drafting, revision, and editing.
276 Various types of compositions will be written, such as descriptive/narrative, comparison/contrast, theme-based
277 literary analysis, and a research paper with MLA formatting. All essays will be revised before being considered
278 final. Students will learn about paragraph structure, thesis and topic sentence techniques, organization, style,
279 mechanics, transitions, parallelism, variety in sentence patterns, and other key writing skills. Each semester, stu-
280 dents will write and revise three to four essays, and will complete one creative project per semester. Essays will
281 be scored using a detailed rubric analyzing the student's accomplishments in the areas of content, organization,
282 style, and mechanics.

283
284 A typical class period will include discussion of literature selections the students have been reading, occasional
285 comprehension quiz games (some designed by students), and the sharing of creative projects students have pro-
286 duced to showcase their understanding of the literature they have just read. Each class period will also include a
287 brief time of writing instruction.

289 Levels of course available

290 Students may take this course at a standard college prep level or at an honors level. Honors level students will
291 be required to write one additional essay per semester as compared to standard college prep students. Honors
292 students' work will also be held to a higher standard during the grading process.

294 Class Expectations

295 --Attendance and punctuality (very important). Please be in class on time, ready to start, and prepared for the
296 day's material.

297 --Preparation of annotation notes for each week's reading.

298 --Participation in discussion.

299 --Timely completion of assigned reading, essays, projects, and other homework. Specific assignments will be
300 given weekly by email and/or by handout. Please stay caught up!

301 --You will work on your own with your parent's help (as needed) during the week.

302
303 My commitment as your instructor is to provide weekly instruction, help, and encouragement to you and to
304 evaluate your work. Please feel free to come to me with questions or email me during the week, so that this can
305 be a team effort in learning together.

307 Handing in Assignments

308 Assignments are due at the beginning of class. All work should be done neatly and reflect your best efforts.

309 Strive for excellence and do your best work.

310 Extra credit will be available for students who need to enhance their grades. Extra projects are also available for
311 students with special interests, gifts, or those needing a more advanced course – please ask instructor.

313 Bring to class every day

314 1. A folder or small 3-ring binder with pocket folders in which to keep notes and handouts. Folder should con-
315 tain about 20 sheets of college ruled notebook paper.

316 2. Pens and/or pencils.

317 3. Current book being read and discussed.

318 4. Homework to turn in.

319 *Other supplies needed:*

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321 A good dictionary and thesaurus (online is fine).
322 Highlighters for marking interesting passages (only if you own the book and don't mind marking in it).
323 Post-It Notes for marking important passages of books you do not own or do not want to mark up.

World Literature and Composition Workload

326 A typical weekly workload will be:

327 **Read** several chapters of the book being discussed and complete one page of informal annotation notes per
328 week.

329 **Discuss** the section of the book in class and gain insights from each other.

330 **Plan and prepare your essay or project** (upon completion of a book or literary work).

331 For the project assignments, students will be provided with a long list of project ideas from which to choose.
332 Project ideas are numerous and could include the following (this is just a small sample of the list that will be
333 available):

Writing projects

336 Writing journal entries of one of the characters

337 Writing a dramatization of a certain episode from the book

Presentation/speaking projects

340 Presenting an advertisement to encourage people to read the book

341 “Interviewing” a character or the author

Hands-on projects

344 Constructing a board game or Jeopardy game relating to the book

345 Making a short video relating to the book or the author

346 Creating a website relating to the book

Artistic projects

349 Painting, drawing, or sculpting scenes from the book

350 Making a diorama about the book

Miscellaneous projects

353 Writing quiz questions to try to stump the class

354 Making a map or timeline of the story

Evaluation and Assessment

357 Each essay and project, as well as the student's alertness and participation in weekly discussions, will be evalu-
358 ated. Evaluations will be based on effort, enthusiasm, participation, and improvement in comprehension and
359 writing skills.

361 Parent involvement in discussion and evaluation of student's work is strongly encouraged, and the teacher will
362 be available to parents as needed, to assist in evaluating performance against priorities, to answer questions, or
363 simply to be a sounding board for discussion.

365 As needed by individual families, a teacher-created evaluation will be provided for the student, which may be
366 used as an aid to help parents determine grades for report cards. End-of-semester evaluations will be largely

367 based upon displaying consistent and measurable improvement and effort throughout the year. Evaluations may
368 include the number of assignments completed, a description of challenges and accomplishments, a review of
369 student's progress and performance, and/or an average percentage score for the semester. The basis for this as-
370 sessment will be the following items (this is an approximate breakdown and is subject to change):

371
372 **Literature essays/projects and research paper: 70%**

373 **In-Class effort, discussion, and participation, including annotations: 30%**

374 **Extra credit, as applicable** (will add on to student's existing point total and can be done with extra projects for
375 assigned books, or optional books read and reported on).

376
377
378
379 **Reading List**

380 **PLEASE EMAIL INSTRUCTOR DURING THE SUMMER TO RECEIVE READING SCHEDULE AND**
381 **ADDITIONAL INFORMATION REGARDING ANNOTATIONS**

382 Selected short stories (Leo Tolstoy and others)

383 *The Death of Ivan Ilych* by Leo Tolstoy

384 *The Cherry Orchard* by Anton Chekhov

385 *A Tale of Two Cities** by Charles Dickens ***read during summer**

386 Selected poetry

387 Selected folk tales

388 *Les Miserables** by Victor Hugo (unabridged or abridged version – see below) ***read during summer**

389 *Cry, the Beloved Country* by Alan Paton

390 *The Book Thief* by Markus Zusak

391 *The Good Earth* by Pearl Buck

392
393 **Curriculum**

394 ***Windows to the World: An Introduction to Literary Analysis, by Lesha Myers* – student book only; available**
395 ***through IEW or CBD.***

396
397 **Teacher Assistant Position**

398 Duties: taking roll, checking off homework completion (with some minor, straightforward “pre-grading” of es-
399 says). You will receive a 50% discount on your student's tuition in this class. Please contact Denise Boiko if
400 interested.

401
402 **Contacting the Teacher**

403 Email dboiko12@gmail.com Phone (408)375-5189

404
405 **Summer Homework:**

406 **1. Read *A Tale of Two Cities* by Charles Dickens.** Ideally, read it once, study some online notes and commen-
407 tary such as SparkNotes, and then read it again with new insight. Any edition is fine. Audio versions are fine as
408 well, but please have access to a text version in order to find quotes for essays.

409 **2. Read *Les Miserables* by Victor Hugo (abridged or unabridged).** I highly recommend the 2014 translation
410 by Julie Rose, as it flows well in smooth, more modern English compared to older translations. ISBN-
411 10: 0679643338 ISBN-13: 978-0679643333

The Julie Rose version is excellent but extremely lengthy (1200 pages); I will provide a reading guide for sections that may be skipped or skimmed. Alternately, you may choose an abridged version (not as rich and full, but acceptable for our purposes) and I will provide ISBNs upon request. *Note: you may actually have “tougher going” in an abridged version that is not as smooth a translation as Rose’s unabridged version.*

Other options:

- Audio versions are fine; please have access to a text version in order to find quotes for essays.
- Viewing the 2013 film *Les Misérables* (parents, PLEASE preview for a couple of questionable scenes) or listening to audio of the musical will be extremely helpful in motivating students to read the book. Or, students may view the film or listen to the Broadway musical instead of reading the book, if this is the best option for the student’s learning style.

For both *Les Misérables* and *A Tale of Two Cities*, you will still have several weeks after classes start to finish reading these books, but summer is a great time to get a head start. We will discuss *A Tale of Two Cities* in Oct-Nov, and *Les*

Private Music Lessons **10:05-11:20 am, Period 3**

Course Title: Private Music Lessons

Teacher/Mentor: Christopher Adams

Course Length: Two Semesters for Upper Academy,

Type of Class: Private instruction for Specified instrument.

When: Fridays - Periods 2 & 3

Class Fee Payable to Mentor-Teacher:

Guitar - \$140 / month - Private Lessons

- \$100 / month - Shared Lessons (2 students)

Piano - \$240 / month - Private Lessons

- \$120 / month - Shared Lessons (2 students)

Beginning Violin - \$140 / month - Private Lessons

Credit Classification: Upper & Lower Academy / Fine Art

Minimum & Maximum Class Size: 1 - 4 students

Questions: Christopher Adams - adams.christopher57@yahoo.com - (408)691-8904

Shelter-in-Place: Same fees apply

Prerequisite: A willingness to listen and learn during class, and dedication to practice your skills throughout the week. Some previous musical experience and an understanding of basic theory is recommended but not required.

Course Description: As is implied from the course title, these lessons are designed to be customized to best meet the student’s music needs and level. Regarding Lesson Length, Private Lessons are 30 minutes long with shared lessons at 40 minutes. Due to period length, I will be limited to teaching two lessons per period.

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455
456 Topics to Be Covered: Guitar: For beginners, these lessons will include learning the basic material that is re-
457 quired for most genres and styles that involve guitar. This will include strumming, picking, fingerpicking,
458 chord voicings, basic guitar theory, and more. For intermediate to advanced guitarists, the topics may include
459 tone production, ear-training, improvisations, chord theory, transcriptions, guitar solo analysis, etc. All guitar
460 lessons will be taught under the umbrella of either a nylon-string, steel-string, or electric guitar. As such, lesson
461 topics will vary based on your chosen instrument.
462

463 Piano: For piano, I use a wonderful curriculum known as Simply Music. Simply Music is a non-traditional
464 playing-based approach to learning to play the piano. Simply Music simply delays the music-reading process to
465 help jumpstart one's musicianship by introducing them to improvising, composing, and multiple styles such as
466 Blues, Contemporary, Classical, and Accompaniment styles. For a more intermediate student and after a solid
467 repertoire is developed, concepts such as arranging, reading, specialized styling, and jazz are introduced.
468

469 Violin: Regarding violin, I use two approaches: Suzuki and Essential Elements. These two method books differ
470 in emphasis, so I chose to use both round out the student's music education. Beginner violinists will learn basic
471 concepts such as proper bow hold, stance, fretboard knowledge, left hand technique, and expressive gestures
472 (phrasing, dynamics, and vibrato).
473

474 Class Expectations: I expect every student involved in lessons to practice a minimum of 5 days a week at 15
475 minutes minimum per each of their selected practice days. You should be available and present to the Pulse
476 nights designed specifically for class presentation. Every student should be available for the rehearsals neces-
477 sary for these events.
478

479 Bring to class every day:

480 Notebook and pencil

481 Music Note paper (a.k.a. Staff Paper)

482 The instrument that we are currently studying

483 Any material that I will recommend

484 A willingness to learn
485

486 Workload: Depending on upcoming events, some weeks may require more practice time because of an upcom-
487 ing performance; but for the most part, you will be practicing an average of 15 minutes minimum for five days a
488 week.
489

490 REQUIRED: All the materials and curriculum listed above are required.
491

492 About Your Instructor: See the end of this document.
493

494 Contacting the Teacher: The best way to contact me is via cell-phone (408)691-8904 or at my home phone
495 (408)292-0872. The next best way is by email at adams.christopher57@yahoo.com .
496

497 Assignments for the first week: Read through this entire information sheet and email me if you have any ques-
498 tions. Come to class with some goals in mind of what you would like to see happen with this class.
499

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Spanish 2

12:25-1:40, Period 3

Course Title: Spanish 2

Teacher/Mentor: Rosi Adams

Course Length: Two Semesters

Type of Class: Group class through Heart Academy for UA & LA

This course is for high school level and mature middle school students (younger students may be accepted only at the discretion of the teacher)

When: Fridays, Period 3 (12:25-1:40 pm)

Tuition fee payable to the teacher: \$365.00 per semester (\$30 discount for additional members of the family from the semester tuition) For semiprivate & private tutoring, please talk to me.

Credit Classification: Foreign Language

Requirement: Minimum of three students – maximum of fifteen students. I will open another class if necessary.

Material fees: \$20.00 one time only for in person classes.

Pre-requisite: Have taken Spanish 1 or some other equivalent course (have been exposed to Spanish and vocabulary)

Questions: : Rosi Adams luv2tchspanish@yahoo.com (Write Spanish class in the subject line please, otherwise I will delete it, thanks,) you can call me or text me at my cell (408)230-1953.

Course Description: Spanish 2 will provide you with the tools to be able to meet Spanish speaking people, to have a friendly conversation, to introduce yourself and your family to others, to order a meal in a restaurant, to book a room or make another accommodations, to ask for directions, to buy a ticket and travel being confident you will get around fine, etc., to help you to socialize and being able to communicate in Spanish.

The students will review basic vocabulary, work on their pronunciation, and have the chance to practice during the classroom and enhance their conversational ability.

This course will prepare the student for Spanish 3.

Course Content: The curriculum used is a unique multimedia program that takes the student from beginner to advance level in 46 lessons. It will take us 2 years to complete. Students of Spanish 2 course will work at an intermediate level. There is an excellent presentation of grammar concepts and conversation skills, plenty of examples, exercises, culture notes, an extensive glossary, dialogues, audio exercises and free online learning as well.

Assessment System: Parent involvement in discussion and evaluation of students' work is a priority. Teacher will be available to parents as needed, to assist in evaluating performance against priorities, answer questions, or simply be sounding boards for discussion.

There are several ways to calculate High School course credit. Determination before the class begins of the method to be used, makes the record keeping process much easier. Feel free to discuss this with us at any time. The most commonly used method of valuation is based on the number of hours of coursework completed in the year. If you choose to use this method, it will be helpful to you to keep track of hours spent. An Academic Hour Check-off Sheet is available.

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543
544 A teacher written evaluation will be provided, which may be used as record of accomplishment for students
545 planning to attend college, and to help you assign grades for your report cards. All evaluations have the description
546 of assignments completed, quizzes and test scores and recommendations for future work. The student's name and
547 course, date of completion and instructor signature are also included.

548 **However, you the parent will give the final grade to your student.**

549
550 **Required Texts:**

551 ☐☐ Living Language Spanish, Complete Edition

552 On Sale: August 09, 2011

553 Pages: 336 | ISBN: 978-0-307-47859-7

554
555 Click on the link below to buy it. The link also gives you info of another vendors who carry the curriculum as
556 well.

557 [http://www.randomhouse.com/book/208755/living-language-spanish-complete-edition-by-living-](http://www.randomhouse.com/book/208755/living-language-spanish-complete-edition-by-living-language/9780307478597/#blurb_tabs)
558 [language/9780307478597/#blurb_tabs](http://www.randomhouse.com/book/208755/living-language-spanish-complete-edition-by-living-language/9780307478597/#blurb_tabs)

559
560 • First Thousand Words in Spanish. They should already have this book from Spanish 1

561 <http://www.amazon.com/First-Thousand-Words-Spanish-Internet>

562 [Linked/dp/0794502849#zus&cbDAcr&iDAcr&rl&v1](http://www.amazon.com/First-Thousand-Words-Spanish-Internet)

563 **Course Requirements:**

564 **My commitment** is to provide instruction and encouragement as you learn to speak Spanish.

565
566 **Bring to class:**

567 1. Your workbooks

568 2. Your homework

569 3. A folder or small 3 ring binder to storage your homework and attachments I will email to you

570 4. pencil, pen, highlighters and Post-It notes if you choose not to highlight your books.

571 5. lined paper

572 6. Zippered pocket for pencils, erasers, Vocabulary CD's, etc.

573
574 **Assignment Criteria:** Assignments are given weekly. **At the end of the class I will announce the homework.**
575 **The commitment of time is 1 hour 5 days a week, a total of 5 hours weekly.** I will send an email early next
576 week, only to remind you of the assignment for that week. **It is designed as a communication device for you,**
577 to clarify your weekly work process and help you focus on some of the issues we are discussing in class. **Please**
578 **read it at the beginning of every week** and use it as a working guide. Once you have read the assignment email,
579 print it and store it in your binder for future reference.

580
581 It is the student's responsibility to make specific time commitments for submission of homework, and to manage
582 time and activities properly in order to keep those commitments, completing assignments thoughtfully and with
583 excellence. Work will be due weekly, reading and listening to your sound waves will be necessary at least 5 days
584 of the week to educate your hearing to the Spanish sounds.

585
586 Growth in life is based, to a large degree, on perseverance. Because of the nature of student centered teaching,
587 students will get just as much benefit (guidance, feedback, help and growth) as they contribute of their own effort

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to the learning process. It's that simple. Basically, you get the benefit of a skilled mentor to help you move toward your objectives in proportion to your own perseverance and use of available resources.

Attendance: Your attendance in class will give you the information, discussion and guidance you will need to really take full advantage of your work at home. Every class or assignment you miss will make the learning process more cumbersome for you. If you have scheduled to miss a class for any reason, please let us know as soon as YOU know, so that we have time to prepare support material for you, for the class you will be missing. Courtesy mandates communication.

Spanish Workload (what to expect)

- Vocabulary Words and conversations – Study, practice and some more practice.
- Willingness to speak during class time in order for me to see your progress and to complete your homework.
- Quizzes / Tests – There will be both, oral and written quizzes.

Homework for the First Week (I will send this assignment at the beginning of class)

Classroom Expectations: We expect to have fun during class time yet be safe at the same time. Students will be treated with respect as young adults and their respect to teachers is expected in return. Below are some of the guidelines and expectations during class time.

- WILLING HEART & MIND** – a willing heart & mind to learn will prepare you for a lifetime of learning.
- LISTEN ACTIVELY** – you can't learn anything without listening to others.
- COME PREPARED** – have materials with you with your assignments finished.

Most importantly, if you behave in a way that we feel is disrupting the learning experience of others; we will discuss it with you in a private meeting outside of class.

PERIOD 4

1:45-3:00 pm

Beginning & Intermediate Basketball

1:45-3:00 pm, Period 4

Course Title: *Beginning & Intermediate Basketball*
Teacher/Mentor: *Warren Shimada*
Course Length: *2 semesters*
Type of Class: *Group class through Heart Academy*

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628 **When:** Fridays, Period 4

629 **Tuition fee payable to the teacher:** \$75/month

630 **Credit Classification:** Physical Education

631 **Minimum Class Size:** 6

632 **Maximum Class Size:** 20

633 **Questions:** Warren Shimada wshimada1@gmail.com

634
635 **Course Description:** This class will focus on skills for both the beginning and intermediate basketball player
636 for boys and girls from ages 8-17 years old.

637
638 **Bring to Class:**

639 1) 28.5" basketball (all girls and boys ages 8-12) or 29.5" basketball for boys older than 13 years old (write your
640 name on the ball)

641 2) Water bottle

642 3) Court shoes (no running shoes or sandals allowed)

643
644 **Beginner Skills Emphasized:** 1. Shooting technique - focuses on the proper basic (6 step) shooting technique
645 2. Dribbling - right and left hand dribbling and basic ball handling skills 3. Passing - chest and bounce passing
646 4. Defense including footwork, hand position, and technique. Fundamental of 2-1-2 zone defense.
647 5. Scrimmage Games – play scrimmage games based on fundamental skills learned in the semester. Game rules
648 are adapted based on player ages and abilities (for example: no blocking a beginning players shot, no stealing
649 the ball from a beginner, etc).

650
651 **Intermediate Skills Emphasized:** 1. Shooting technique - advancing skills in the basic (6 step) technique,
652 shooting off the dribble, strategies to get open shots, driving to the basket, jump shot, post moves 2. Dribbling -
653 right/left hand dribbling, intermediate ball handling skills, two ball dribbling, cross over dribbling 3. Passing -
654 chest/bounce pass, one handed passing, baseball pass, lob passing 4. Defense - footwork/hand position, man-to-
655 man defense, 1-2-2 zone defense, 1-3-1 zone defense
656 5. Scrimmage Games – play scrimmage games based on fundamental skills learned in the semester. Game rules
657 are adapted based on player ages and abilities (for example: points given for not only making baskets but for
658 rebounding, steals and assists).

659 **About Coach Warren Shimada:** See teacher bio in the HEART Course Catalog.

660 For information on other basketball programs Coach Shimada leads, go to:

661 <https://sites.google.com/view/christian-homeschool-basketbal/home?authuser=0>

662
663
664 **Contacting the Coach** Please contact Coach Warren Shimada if there are any questions at

665 wshimada1@gmail.com.

666

667
668
669
670
671
672

Geometry

668 Email Sandi Gonzalez at sandi.l.gonzalez6@gmail.com

670 Curriculum: Teaching Textbook or Saxon

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Choir

1:45-3:00 pm, Period 4

Course Title: HEART Choir

Teacher/Mentor: Christopher E. Adams

Course Length: Two Semesters for Upper Academy and Lower Academy

Type of Class: Group class through Heart Academy

When: Friday, 1:45-3:00 PM, Period 4

Class Fee Payable to Christopher Adams: \$75

Credit Classification: Upper Academy (Younger students may be admitted at the discretion of the teacher)

Lab Fee: \$10 initial Materials Fee. (other costs may be necessary if purchase of more music should occur)

Minimum & Maximum Class Size: 5 – 15 Students (Minimum 2 males & 3 females)

Questions: Christopher Adams - adams.christopher57@yahoo.com - (408)691-8904

Shelter-in-Place: Same fees apply

Prerequisite: A willingness to listen and learn during class, and dedication to practice your skills throughout the week. Students should have access to a piano or a keyboard based app for quick reference throughout the week. Experience in reading music is recommended but not required. This is not a vocal private lessons, so students must be able to sing in pitch.

Course Description: Ever been inspired by acapella projects such as Pentatonix, Street Corner Symphony, Eric Whitacre, or other voice-based groups? This course is designed to give students an opportunity take their singing to the next level by immersing themselves in a heavily-harmony-based vocal ensemble. The course's purpose is to provide coaching, direction, and organization to students who look to improve their own musical abilities and to enjoy singing music with others.

Regarding our learning progression, students will be taught

Basic ear training in solfege and relative pitch recognition

Music reading as it applies to singers

Basic Music Theory

Structural Tertian based Harmony

Advance Secondal or Quartal Harmonies

Just or Pythagorean Tuning

Basic arranging of modern music for acapella performances.

Our singing repertoire will include pop arrangements, standard classical choral works, and Christmas carols.

This variety of styles will ensure versatility and frequency in practice.

At the conclusion of the course, it's my intention that the class put on an a half-hour to hour long concert as a final exam (whichever is most reasonable).

Class Expectations:

- Students are expected to arrive promptly on time and to have warmed up their voices in advance.

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- 716 ○ I expect every student of the class to practice a minimum of 5 days a week at least 15 minutes minimum for
717 each of their selected practice days. You should also be available and present to the Pulse nights designed
718 specifically for class presentation. Every student should be available for the rehearsals necessary for these
719 events.

720
721 **Bring to class every day:**

722 Notebook and pencil

723 A Tuning Fork

724 Any Handouts/Sheet Music that I pass out or Material that I recommend

725 A music binder or folder

726 A willingness to learn

727
728 **Workload:** Depending on upcoming events, some weeks may require more practice time because of an upcom-
729 ing performance; but for the most part, you will be practicing an average of 15 minutes minimum for five days a
730 week.

731
732 **Grading and Assessment:** I will be sending out weekly emails that will assess your skills and your pro-
733 gress. Grades will not be used in this class. Tests will also be occasionally used to assess your current
734 knowledge and skill.

735
736 **Curriculum:** The majority of materials will be provided by the instructor. These may include lead sheets, sheet
737 music, chord charts, lyric sheets, etc. On occasion, your instructor may purchase specific album sheet music to
738 aid in learning new music. Students must be prepared to make a similar expense.

739
740 **About Your Instructor:** See the end of this document.

741
742 **Contacting the Teacher:** The best way to contact me is via cell-phone (408)691-8904 or at my home phone
743 (408)292-0872. The next best way is by email at adams.christopher57@yahoo.com .

744
745 **Assignments for the first week:** Read through this entire information sheet and email me if you have any
746 questions. Call me and let me know of your vocal range and what your experience is in music. This is critical
747 so that I can best plan how to progress with class materials and content.

750
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758

Spanish 1 1:45-3:00, Period 4

Course Title: Spanish 1

Teacher/Mentor: Rosi Adams

Course Length: Two Semesters

Type of Class: Group class through Heart Academy for UA & LA

This course is for high school level and mature middle school students (younger students may be accepted only at the discretion of the teacher)

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759 **When: Fridays, Period 4 (1:45-3pm)**

760 **Tuition fee payable to the teacher:** \$365.00 per semester (\$30 discount for additional members of the family
761 from the semester tuition) For semiprivate & private tutoring, please talk to me.

762 **Credit Classification:** Foreign Language

763 **Requirement:** Minimum of three students – maximum of fifteen students. I will open another class if necessary.

764 **Material fees:** \$30.00 one time only (this includes part of the curriculum via Dropbox)

765 **Questions:** Rosi Adams luv2tchspanish@yahoo.com (Write Spanish class in the subject line please, otherwise I
766 will delete it, thanks) You can call me at my cell (408)230-1953

767
768
769 **Course Description:** Spanish 1, this course is designed to teach the student basics of the Spanish language as
770 spoken in Latin America. Students learn basic vocabulary, greetings, pronunciation, short Spanish conversations
771 and phrases in a fun environment, and basic grammar structures along with introduction to some verb
772 conjugations. Students develop a beginning conversational ability. This course will prepare the student for Spanish
773 2.

774
775 **Course Content:** Each text will provide to extend their Spanish vocabulary in order to eventually be able to speak
776 and understand Spanish. We will be using different books, tapes and visuals to enhance their learning process of
777 Spanish. They will also receive by email some short conversations to start practicing to communicate in Spanish.

778
779 **Assessment System:** Parent involvement in discussion and evaluation of students' work is a priority. Teacher will
780 be available to parents as needed, to assist in evaluating performance against priorities, answer questions, or
781 simply be sounding boards for discussion.

782
783 There are several ways to calculate High School course credit. Determination before the class begins of the
784 method to be used, makes the record keeping process much easier. Feel free to discuss this with us at any time.
785 The most commonly used method of valuation is based on the number of hours of coursework completed in the
786 year. If you choose to use this method, it will be helpful to you to keep track of hours spent. An Academic Hour
787 Check-off Sheet is available.

788
789 A teacher written evaluation will be provided, which may be used as record of accomplishment for students
790 planning to attend college, and to help you assign grades for your report cards. All evaluations have the description
791 of assignments completed, quizzes and test scores and recommendations for future work. The student's name and
792 course, date of completion and instructor signature are also included.

793 **However, you the parent will give the final grade to your student.**

794
795 For younger students who want to participate in this class there will be an oral evaluation and they will work at a
796 slower pace. They may take this class as many times as needed. Repetition will make them only better at their
797 Spanish comprehension and conversation abilities.

798
799 **Required Texts**

- 800 • First Thousand Words in Spanish, **I have recorded this book, no need to buy it with tape.** You can find it at
801 <http://www.amazon.com/First-Thousand-Words-Spanish-Internet>
802 [Linked/dp/0794502849#zus&cbDAct&iDAct&r1&v1](http://www.amazon.com/First-Thousand-Words-Spanish-Internet)
803

- Books from the Public Library.

Course Requirements: A willingness to learn how to apply Spanish during class time and outside of class time.

My commitment is to provide instruction and encouragement to you to learn Spanish. I will announce at the end of the class the assignment for the following class; **however I will remind you by email the homework. Please read it at the beginning of every week and use it as a working guide. Once you have read the assignment sheet, please store it in your binder for future reference.**

The commitment requested of each student is to be in class ready to start on time for every session. To do your homework (the commitment of time is 1 hour 5 days a week, a total of five hours per week), to study, to come prepared to observe, listen, learn, think, participate, and contribute at his/her BEST “as unto the Lord”. Students will get out of the class what they put into the class, no less, no more.

Bring to class:

1. Your books
2. Your homework
3. The attachments to the emails I will be sending, which I will ask you to keep them together in a file in the order I send them to you.
4. A binder to keep your paperwork
5. pencils, pens, highlighters & Post-it notes
6. lined paper
7. Zippered pocket for pencils, erasers, Vocabulary CD’s, etc.

What to Expect

- **Vocabulary Words** – Memorization
- **To work on the short conversations and grammar concepts I sent to you by email**
- **Quizzes / Tests** – Oral evaluations will be done on a regular basis in a friendly environment. Written evaluations will be done as well.

Attendance: Your attendance in class will give you the information, discussion and guidance you will need to really take full advantage of your work at home. Every class or assignment you miss will make the learning process more cumbersome for you. If you have scheduled to miss a class for any reason, please let us know as soon as YOU know, so that we have time to prepare support material for you, for the class you will be missing. Courtesy mandates communication.

Homework for the First Week (I will send this assignment at the beginning of class)

Classroom Expectations: We expect to have fun during class time yet be safe at the same time. Students will be treated with respect as young adults and their respect to teachers is expected in return. Below are some of the guidelines and expectations during class time.

WILLING HEART & MIND – a willing heart & mind to learn will prepare you for a lifetime of learning.

LISTEN ACTIVELY – you can’t learn anything without listening to others.

COME PREPARED – have materials with you with your assignments finished.

850 Most importantly, if you behave in a way that we feel is disrupting the learning experience of others; we will
851 discuss it with you in a private meeting outside of class.
852
853
854

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heartacademysj@gmail.com, Mobile: 408-712-4646

Off Campus, Different Days

Modern World History

Teacher/Mentor: Gail K Efting

Type of Class: Group and Online supported Class

Class Fee: \$90 per month per person – by check or Zelle

tuition and fees payable directly to: Gail Efting, 527 S. Frances St. Sunnyvale, CA 94086

Online Program Fee: \$20.00 per student (waived if registration received before August 1, 2021)

Classes are available upon arrangement, on another day, at different location, as desired, same cost on class fee

Questions: Contact Gail Efting at BALMinstitute@gmail.com

Minimum & Maximum Class size: minimum – 5 maximum - 20 students

Credit: Successful completion can be used to satisfy requirements for High School Medieval to Modern History, High School Composition, Art History, Honors Modern History or Honors Western Civilization.

Modern World History, 2021-2022, will focus on understanding the history of the modern world in light of formational ideas and philosophies. Students are also encouraged to develop strong patterns of seeking Godly counsel from parents through topic discussion. This course is designed to coordinate well with Philosophy and Apologetics, and On Writing Well, Power of the Word.

Other classes are available on other days as there is interest. Please go to BALM.pathwright.com for a wide variety of course choices. Arrangements for timing will be made based on demand and availability.

Course Description: Our High School History classes are a multi-level program of extensive interaction between the teacher and students. Students who participate develop a clear understanding of the flow of history, including chronological relationships, geographical relationships and consequences of ideas. Students are exposed to the great writings of the era they are studying. They have opportunities to think critically and to interact personally with each age through discussion, presentation, activities and respectful debate.

Instructor will hold the student's work to either High School or Honors standards, as requested by the student. Students' thoughtful involvement in discussions, both in class and at home, is central to the learning process. Instructors will use Socratic and Pauline discussion and experiential learning to stimulate analytical thinking. Questions for discussion at home will be assigned frequently.

This course will use critical thinking skills to examine ideas and their consequences throughout the history of the Modern World from the medieval period in Europe, through the important formative years of the idea of "Modern", to today. European and other literature, original sources, living books and history texts will be absorbed and discussed. Projects and presentations will be a regular part of the work. An extensive list of resources will be used throughout the course. Reading lists will be available in advance.

After each topic is covered, students will be required to submit written and/or verbal feedback. Additionally, projects will be assigned every class session, for completion before the next class.

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895 All students registered for 2020-2021 classes with Gail Efting will have the opportunity to benefit from
896 online videos and other presentations, commentary, and discussions, as well as feedback, accountability, and
897 recordkeeping, online.

898 Instructions for accessing online coursework and records will be made available to students upon confir-
899 mation of registration and student email.
900

901 **Assessment:** I will be available to parents as needed to answer questions or simply to be a sounding board for
902 discussion. Please talk with me as often as you like. You are welcome to sit in on the class on a regular basis,
903 even all year if you like. I want to do everything I can to assist you in this important process of training stu-
904 dents to think Biblically about every aspect of learning, and use these effective skills in all aspects of their lives.

905 Although many families have used the BALM Institute classes as coursework for their approved junior
906 high and high school transcripts over the years, please keep in mind that the purpose of my classes is NOT pri-
907 marily to ‘pad a transcript’, but to mold a life. The purpose of my classes is to help students prepare for REAL
908 LIFE, of which class room experiences and academic endeavors are only a very small part! Therefore a paren-
909 tal concern about “how well the student is performing” in the class can be counterproductive to their real growth
910 process.

911 I know suspending this concern can be difficult. I can guarantee you that they will learn a tremendous
912 amount - students always do. And they will be better prepared for college and life than you could imagine be-
913 cause of what they learn. In fact, many students choose to take these history classes more than the recom-
914 mended two semesters, so they can glean even more from the discussions and instruction. In order to accom-
915 plish their tremendous learning, students need to fully experience the material and coursework, themselves.

916 The more you do for them (thinking, explanation, retention, etc.), and the more you look for grading or
917 evaluations of their performance, or worry about “how they are doing”, the less they will gain and retain for
918 life. Most of us apply what we gain from our own realizations and discoveries, our own “aha” moments, rather
919 than from instruction or inculcation by others.

920 Think about how we all learned to walk. Imagine what would have happened if someone had tried to do
921 that learning process for us, or to explain it to us (assuming we could have understood them). What if no one
922 ever let us down on the floor without a protective halter holding us up “in case we might fall”? Now imagine
923 what it would have been like if someone had been GRADING us on our progress and trying to figure out how
924 to help us get better grades in walking! How different would our lives be now? If we were exhorted to “per-
925 form” our walking and then were judged critically on that performance, would we ever have learned to do it so
926 easily, so well? Would we be walking as smoothly and thoughtlessly as so many of us do? I wonder.

927 We walk because when we were learning, we had the *desire*, the *opportunity*, *accurate feedback*
928 (through failure in a safe environment), and the *modeling* for it. We experienced *realizations* about it. We ex-
929 perience a *sense of accomplishment* in the face of frustration (sometimes quite severe) when we had even
930 small success. And remember, we were *designed* to do it! We walk because we *experienced* the walking pro-
931 cess, done poorly and well, over and over again, and we learned as we went. Please permit your student to
932 learn these life skills in that same way, free of judgment or evaluation. They will learn so much more!

933 Parent involvement in students' work for this class is optional. Students often need to be able to ob-
934 serve, ask questions, do interviews, and bounce ideas off of someone, as their Godly counsel. That someone
935 might be you.

936 They need to be able to ‘think out loud’ and express their observations and opinions about a **lot** of
937 things. They need to be allowed to fail, and learn from their failure. I’m just asking that you let their learning
938 flow where it goes, without external control or restriction. I strongly request that you permit your students to
939 experience the joys, confusions, frustrations, successes, and even failures, through which they will be stretched
940 and grow in this class. Your encouragement for them to persevere will make all the difference for them.

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941 My goal for our students in teaching this class is fourfold;

- 942 1) to encourage students to build the habit of seeking Godly counsel in decision making,
- 943 2) to stimulate students' transition from seeing parent as leader/authority to parent as wise coun-
944 selor and mentor,
- 945 3) to give the students experiences and realizations which will stimulate the growth of a real, day
946 to day, ability to consistently apply Scripture to life,
- 947 4) to give the students reality based attitudes, clear understanding, and concrete skills related to
948 aspects of life they will have to face as they mature into adulthood.

949 Performance in the class will **not** be evaluated like a "regular" class! This is not just academic course-
950 work (although they **will** learn a tremendous amount of material which will be covered in college classes, later)
951 and no written evaluation will be given. If you choose to use the material covered for transcript (academic) rec-
952 ords please contact Gail Efting. Information can be gleaned from the required weekly commentaries; on class
953 participation, work submitted, and completion of assigned projects. You will be able to give them a grade at the
954 end of the year, if you choose, and this class does provide opportunities to fulfill academic requirements.

955 Remember, performance in life will be evaluated based on applying the material learned to real life situ-
956 ations, and THAT will take a while!

957
958 **Course Requirements:** My commitment is to provide opportunities, instruction and encouragement in observa-
959 tion, discernment and critical thinking, communication, both written and verbal, life management skills, and
960 discovery and application of God's truths in every-day situations around us. I will provide material and training
961 which will be beneficial long term and practically useful.

962 **The commitment requested of each student** is to be in class ready to start on time for every session, to
963 submit required commentaries and projects on time, to complete assignments appropriately, prepared to ob-
964 serve, listen, learn, think, participate, and contribute at his/her best "as unto the Lord". This class requires ex-
965 tensive thought and work. Students will get out of the class what they put in, no less, no more.

966 Every week, students are required to submit a commentary, within 24 hours of class adjournment. This
967 required commentary includes;

- 968 1. What happened in the class,
- 969 2. what the student learned in class,
- 970 3. how the student felt or what the student thought about what s/he learned or experienced in class, and
- 971 4. an overview of the assignments for the coming week.

972
973 This commentary will also function as a communication device for you, to clarify your weekly work
974 process and help you focus on some of the issues we are discussing in class. This commentary is designed to
975 provide your student with an opportunity for review and reflection, which are important aspects of conversion
976 from transactional learning to transformational learning. If completed correctly, it will also provide the parent,
977 as teacher of record, with the information necessary to complete any accomplishment descriptions throughout
978 the year. I strongly recommend that you require your students to retain copies of the weekly commentaries they
979 are supposed to be sending to me, for your records.

980 **The commitment requested of each "coach" (or Godly counsel)** is to help your student be accounta-
981 ble for the requirements of the class, starting on time, submitting work as instructed, participation, doing their
982 best "as unto the Lord". Also, many of the projects may require your input or availability for interviews or pro-
983 cesses. Please do not do the work FOR your student, or give them the answers to thought questions, but encour-
984 age them to persevere (sometimes in the face of frustration) to their goals.

Attendance: Class learning is often experiential and interactive, and cannot be easily repeated outside of the group experience, so consistent attendance within each topic block (whether in class or online) is extremely important. There is new material given every week, which students may not obtain easily if they miss a class or a weekly posting. Additionally, it is often difficult for students to complete ‘homework assignments’ when they have not participated in the preceding class. However, because of the “blocking” nature of the coursework, a topic is reviewed and combined with new information each week through the progression of the block. Also, if necessary, a block could be missed in its entirety without too seriously damaging the learning process during the rest of the year. And, of course, students are always welcome to gather some of the information they missed during the following class or during that block in the following bi-annual cycle. This gives you the flexibility which is so important to the homeschool experience. If you have scheduled to miss classes for any reason, please let me know as soon as YOU know, so that I can adjust as necessary, to make the learning process easier. Courtesy mandates communication.

Classroom Expectations: Real learning is exciting, stimulating and tremendously interesting. It has intrinsic rewards of discovery, growth and realization. Every student should feel free, and safe, to embrace the joy of learning without distraction. In this class, students are encouraged to put in the effort to take every thought captive to the obedience of Jesus Christ, ready to give an answer with gentleness and respect, considering one another ahead of themselves. Nothing will be permitted in the classroom which distracts students from the thrilling process of learning. All students should come to class and/or post online; attentive, courteous, interactive, and teachable.

Assignment Criteria: Assignments are often activity or interview oriented. Topic blocks range from 4 to 8 weeks, depending on the subject matter being studied, with submission of weekly commentaries and a project (which requires several weeks to complete) due during each block. Students are strongly encouraged to seek Godly counsel between sessions, and often have interview assignments. Parents are encouraged to attend class to observe if they desire, so that they are familiar with the processes experienced by their students. Many do so.

Growth in life is based, to a large degree, on perseverance. Because of the nature of student centered teaching, students will get just as much benefit (guidance, feedback, help and growth) as they contribute of their own effort to the learning process. It’s that simple.

For example, if a student wants to change an attitude, gain knowledge or develop a skill, and is willing to participate in the class learning experiences and do his/her best with the block projects, s/he will be in class ready to start on time for every session, to submit required postings on time, and to complete assignments appropriately, prepared to observe, listen, learn, think, participate, and contribute at his/her best “as unto the Lord”. This class requires extensive thought and work. Students will get out of the class what they put in, no less, no more.

Student questions and comments are encouraged, and I will respond respectfully and thoughtfully to any question asked. Please make sure you send the email to BALMInstitute@gmail.com and put “**Modern History**” in the subject line. Additionally, I am available for questions, additional discussion or assistance, at the **BALM Library** at Silicon Valley Christian Assembly in Santa Clara, by appointment.

Materials: MODERN WORLD HISTORY NOTE BOOK (please bring every week)

BIBLE - Please make sure your student has their reading materials before classes begin.

Notebook sections should include;

This class description in the Binder, in front of the sections listed below.

Information Requests

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032 Notes
033 Observations and realizations journal
034 Project Records and Documents
035 Research Materials

036 **You may use an electronic Notebook equivalent created online, only if you have the capacity to**
037 **access online resources in class.** If your student is using an electronic device instead of a ‘paper’ notebook,
038 these sections should be set up before class, with all required information and files ready to go for each cate-
039 gory.

040 Put your **Notebook** together before the first class. Make sure that you have your materials ready to
041 go. You will need to bring your notebook with you to every class. Make sure your mind is ready to FOCUS
042 (well rested, well fed, well exercised, comfortable shoes, etc.) and respectfully dialogue about the subject mat-
043 ter, when you come into class. If you have any questions about these assignments, feel free to send a note.
044

045 **Workload:** All classes taught by Gail Efting are student and family centered. You, as teacher of record, will be
046 evaluating whether your student will be working at middle, high school, or honors levels (Gail Efting can help
047 you with that). There are several ways to determine workload, based on how you plan to evaluate course
048 credit.

049 Determination before the class begins, of the method to be used, makes the workload planning and rec-
050 ord keeping process much easier. Two common methods of valuation are by **time** (based on the number of
051 hours of coursework completed in the year) and by **competency** (based on the actual performance of the student
052 in the area of study).

053 **Time** based methods (often called Carnegie hours) are used by most school systems, as the time spent is
054 easy to track. But I recommend the **competency** method, because this method is actually more student cen-
055 tered. Competency measurements allow the student to interact with the content and process as long (or as little)
056 as is necessary for acceptable performance in each area of study. This gives the student the opportunity to learn
057 how to become a self-directed, life-long learner. Competency based measures are more effective in allowing
058 students to work to mastery in areas of interest, by stimulating learning autonomy (a very important capacity, if
059 they intend to go to college or get a job). Honors work requires more time and effort, of course, but in an area of
060 passion, it is well worth while to allow time and energy for work to this level. The online system can keep track
061 of assignments and commentaries completed, records of posts, and any other project materials the student
062 chooses to store there. Please contact Gail Efting if you would like to discuss any of this further.
063

064 **Curriculum:**

065 The Birth of the Modern, Johnson
066 Modern Times, Johnson
067 The Consequences of Ideas, Sproul
068

069 Original works or living history materials, as assigned
070

071 Other Available Resources:

072 Veritas Press, Omnibus III, or Omnibus VI
073 TruthQuest – Age of Revolution III
074 Kronos - Modern World History
075

076 Honors:

077 On the Origins of War, Kagan

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078 Science and Technology in World History, McClellan and Dorn
079 Communism, Pipes
080 How Should We Then Live? Schaeffer
081 When Nations Die, Black

082
083 Recommended Reference:
084 The Little, Brown Compact Handbook
085

086 *About Your Instructor at the end of this document.*
087

088 **Contacting the Teacher:** If you have any questions, comments or suggestions, particularly about curriculum,
089 please feel free to send Gail Efting an email at BALMinstitute@gmail.com. Please make sure you put,
090 “HEART Modern World History”, your name, and your topic in the subject line of your note.
091

092 **Teacher Assistant Position Available:** One TA position is currently available for this class. If you would like
093 to enjoy some lively discussions with curious and insightful students (or can support the class with adult insight,
094 or in a more “behind the scenes” way) please send Gail Efting by e-mail immediately. **Tuition discounts are**
095 **available for TAs.**
096

097 **Assignments before classes begin:** Send Gail Efting an email at BALMinstitute@gmail.com. In the sub-
098 ject line enter “HEART Modern World History” and your name. As soon as confirmation of your regis-
099 tration for this class has been received, you will receive a student ID and password by email, from
100 BALMpathwright.com. (Make sure you check your spam folder, in case your system rejects it.) Please go
101 online, to the URL given, and begin the intro process for this course. You will be asked to complete sign
102 up and answer several questions before classes begin. Please make sure you have set up your student ac-
103 count online no later than September. 20th, 2021.

104 All Efting Classes will begin at the first week of October, to give you time to get your homeschool
105 organized, procure all of your needed materials, get back into the rhythm of school (and maybe take a
106 last vacation effort you start). :)

107 As soon as you read through this Info Sheet, IMMEDIATELY send Gail Efting an email (the ad-
108 dress is listed above). In the subject line enter “Modern World History”, and your name.

109 In the body of the e-mail create a well written paragraph describing the aspect of Modern World
110 History in which you have the most interest. Tell me; 1) why this aspect or era interests you, 2) what you
111 would like to learn about this, and 3) your favorite activity (learning or otherwise). Please send me this
112 email no later than September 10th. If you have any questions about this assignment, feel free to call or
113 send a note.
114

115 **Make sure that you have your Modern World History Notebook put together (see above) and that every-**
116 **thing listed is in it and easy to find.**
117

118 **Make sure that you have your required texts, ready to go. Bring these books with you to the first class.**
119

Biblical Application to Life Management

Skills (BALM)

Teacher/Mentor: Gail K Efting

Type of Class: Group and Online supported Class - *This is a two year program of instruction which can be started at any time.*

Class Fee: \$90 per month per person – by check or Zelle

tuition and fees payable directly to: Gail Efting, 527 S. Frances St. Sunnyvale, CA 94086

Online Program Fee: \$20.00 per student (waived if registration received before August 1, 2021)

Classes are available upon arrangement, on another day, at different location, as desired, same cost on class fee

Questions: Contact Gail Efting at BALMinstitute@gmail.com

Minimum & Maximum Class size: minimum – 5 maximum - 20 students

Credit: Successful completion can be used to satisfy requirements for studies in Bible (Biblical Hermeneutics), Economics (Micro Economics), Life Management Skills, Rhetoric, Logic, Communication, Leadership Skills, Philosophy and WorldView, Leadership skills, or elective credit, depending on hours spent on the various aspects of the coursework. All life skills necessary to navigate Christian adulthood and leadership will be covered.

Other classes are available for distance learning on other days as there is interest. Please go to BALM.pathwright.com for course choices. Arrangements for timing will be made based on demand and availability.

Course Description: Our students are often well trained academically. But there are many additional challenges for which they need to be prepared. We can't tackle these challenges for them, but like a good coach, our goal is to train and prepare them to excel on their own. In order to do their best as unto the Lord in every aspect of their lives, our students will need to know how to apply Scripture to every situation, every day. They will need to be able to think clearly and with discernment, to work through issues logically, to respond effectively and appropriately, and to make sound, Biblical decisions based on accurate observations and conclusions. They will also need to be prepared for typical life management tasks.

Biblical Application to Life Management (BALM) is simply applying Biblical principles to real life situations. This course will give students the tools they need to think Biblically as they build useful skills related to the many practical, every-day life issues they will face as adults. It will encourage them to develop their critical thinking skills and teach them effective, Scripturally based strategies for Life Management.

Every class session will focus on a different aspect of Biblical Life Management skills. Socratic and Pauline discussion, practice in Logic and Rhetoric, interactive and generative activities, experiential learning, and written reflection and analysis will provide the students with opportunities to absorb, process and use the material presented. After each topic is covered, students will be required to submit written and/or verbal feedback. Additionally, projects will be assigned every class session, for completion before the next class.

All students registered for 2020-2021 classes with Gail Efting will have the opportunity to benefit from online videos and other presentations, commentary, and discussions, as well as feedback, accountability, and

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162 recordkeeping, online. Instructions for accessing online coursework and records will be made available to stu-
163 dents upon confirmation of registration and student email.

164
165 **Course Content: This course is a two year study.** Students may begin at any time and continue through the
166 cycle to their end point, as the blocks are separate subjects, not progressive. Students who repeat the two year
167 cycle will process the material in a more thorough and mature way, develop and practice leadership skills, and
168 have opportunities to serve in the larger community. Some of the areas of study include;

169 "World View" or mental models and how they affect our thinking, "thinking Biblically", underlying
170 bias, presumptions and expectations, reality vs. fantasy, deception vs. truth, perceptive grid, mind-set, and val-
171 ues.

172 Decision making skills – observation and discernment, action and reflection, ‘T squares’, priorities,
173 God's will and our choices, discernment and cultural bias, ladders of inference, and immunity to change.

174 Strategic planning and goal setting skills – vision casting, purpose and mission, identifying appropriate
175 goals, effective planning and ‘blocking’, successful self-management by objectives.

176 Perseverance and effective follow through – building consistent patterns to completion, the “enthusiasm
177 parabola”, dealing with frustration and learning from “failure”, not growing weary in well doing; going to the
178 Word during difficulty.

179 Time management - scheduling, organization, margin, “Sabbath rest”, incremental orientation, dealing
180 with procrastination and perfectionism, short and long term tasking, and “bubble time”.

181 People skills – communication styles and patterns, communication levels, communication tracking;
182 “communication stones”, conflict resolution and transformation, Biblical mandates for resolution and reconcili-
183 ation, social intelligence, connection and engagement, SCARF, values, complementarity, speaking the Truth in
184 love, accountability, relationships in hierarchical situations, and Biblical counseling and care.

185 Money management - financial tracking and planning, budgets, ownership and debt, giving, Biblical at-
186 titudes toward "need", consumerism, counting the cost, short and long term financial planning.

187 Critical thinking skills – research and investigation, distractions to discernment, “emotional charge”,
188 emotional intelligence, critical analysis, logic, rhetoric, “persuasion by exposure”, “taking every thought captive
189 to the obedience of Christ”.

190 Applied Biblical Hermeneutics – reading the Bible as a pattern for life, inductive study, levels of reading
191 in the Bible, applying Scripture in “real life”, Biblical research, word and topic studies, use of Biblical study
192 tools, checking against Biblical principles, “doing the Word”.

193 Leadership skills – team building, leadership types and theories, systems thinking, evaluation and appli-
194 cation in conflicted, cooperative, or collaborative situations, transactional and transformative learning, building
195 learning communities, servant leadership, and more.

196
197 **Assessment:** I will be available to parents as needed to answer questions or simply to be a sounding board for
198 discussion. Please talk with me as often as you like. You are welcome to sit in on the class on a regular basis,
199 even all year if you like. I want to do everything I can to assist you in this important process of training stu-
200 dents to think Biblically and use effective skills in all aspects of their lives. Although many families have used
201 the BALM classes as their approved BIBLE curriculum for students’ junior high and high school transcripts
202 over the years, please keep in mind that the purpose of this class is NOT primarily to ‘pad a transcript’, but to
203 mold a life.

204 **This is not like any other class your students will ever take. The teaching philosophy for this class**
205 **is contained herein.** The purpose of this class is to help students prepare for REAL LIFE, of which class room
206 experiences and academic endeavors are only a very small part! Therefore a parental concern about “how well
207 the student is performing” in the class can be counterproductive to their real growth process.

HEART Academy - Home Educators Advancing the Kingdom of God & Restoring our children's hearts to the Lord Together

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I know suspending this concern can be difficult. I can guarantee you that they will learn a tremendous amount - students always do. And they will be better prepared for college and life than you could imagine because of what they learn in this class. In fact, many students choose to take the class more than the recommended four semesters, so they can glean even more from the discussions and instruction. There is so much material that no one can get it all the first time. But in order to accomplish that tremendous learning process, the student needs to fully experience the material and coursework, themselves. The more you do for them (thinking, explanation, retention, etc.), and the more you look for grading or evaluations of their performance, or worry about “how they are doing”, the less they will gain and retain for life. Most of us apply what we gain from our own realizations and discoveries, our own “aha” moments, rather than from instruction or inculcation by others.

Think about how we all learned to walk. Imagine what would have happened if someone had tried to do that learning process for us, or to explain it to us (assuming we could have understood them). What if no one ever let us down on the floor without a protective halter holding us up “in case we might fall”? Now imagine what it would have been like if someone had been GRADING us on our progress and trying to figure out how to help us get better grades in walking! How different would our lives be now? If we were exhorted to “perform” our walking and then were judged critically on that performance, would we ever have learned to do it so easily, so well? Would we be walking as smoothly and thoughtlessly as so many of us do? I wonder.

We walk because we had the *desire*, the *opportunity*, *accurate feedback* (through failure in a safe environment), and the *modeling* for it. We experienced *realizations* about it. We experienced a *sense of accomplishment* in the face of frustration (sometimes quite severe) when we had even small success. And remember, we were *designed* to do it! We walk because we *experienced* the walking process, done poorly and well, over and over again, and we learned as we went. Please permit your student to learn these life skills in that same way, free of judgment or evaluation. They will learn so much more!

Parent involvement in students' work for this class is a priority. They need to be able to observe, ask questions, do interviews, and bounce ideas off of you, as their Godly counsel. They need to be able to ‘think out loud’ with you and express their observations and opinions about a **lot** of things. They need to be allowed to fail, and learn from their failure. I’m just asking that you let their learning flow where it goes, without external control or restriction. I strongly request that you permit your students to experience the joys, confusions, frustrations, successes, and even failures, through which they will be stretched and grow in this class. Your encouragement for them to persevere will make all the difference for them.

My goal for our students in teaching this class is fourfold;

- 1) to encourage students to build the habit of seeking Godly counsel in decision making,
- 2) to stimulate students’ transition from seeing parent as leader/authority to parent as wise counselor and mentor,
- 3) to give the students experiences and realizations which will stimulate the growth of a real, day to day, ability to consistently apply Scripture to life,
- 4) to give the students reality based attitudes, clear understanding, and concrete skills related to aspects of life they will have to face as they mature into adulthood.

Performance in the class will not be evaluated like a “regular” class! This is not **just** academic coursework (although they **will** learn a tremendous amount of material which will be covered in college classes, later) and no written evaluation will be given. If you choose to use some of the material covered for transcript (academic) records please contact Gail Efting. Information can be gleaned from the required weekly commentaries; on class participation, work submitted, and completion of assigned projects. You will be able to give them a grade at the end of the year, if you choose, and this class does provide opportunities to fulfill academic requirements. But performance in life will be evaluated based on applying the material learned to real life situations, and THAT will take a while!

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255 **Course Requirements:** My commitment is to provide opportunities, instruction and encouragement in observa-
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257 discovery and application of God’s truths in every-day situations around us. I will provide material and training
258 which will be beneficial long term and practically useful.

259 **The commitment requested of each student** is to be in class ready to start on time for every session, to
260 submit required commentaries and projects on time, to complete assignments appropriately, prepared to ob-
261 serve, listen, learn, think, participate, and contribute at his/her best “as unto the Lord”. This class requires ex-
262 tensive thought and work. Students will get out of the class what they put in, no less, no more.

263 Every week, students are required to submit a commentary, within 24 hours of class adjournment. This
264 required commentary includes;

- 265 5. What happened in the class,
- 266 6. what the student learned in class,
- 267 7. how the student felt or what the student thought about what s/he learned or experienced in class, and
- 268 8. an overview of the assignments for the coming week.

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270 This commentary will also function as a communication device for you, to clarify your weekly work
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278 ble for the requirements of the class, starting on time, submitting work as instructed, participation, doing their
279 best “as unto the Lord”. Also, many of the projects may require your input or availability for interviews or pro-
280 cesses. Please do not do the work FOR your student, or give them the answers to thought questions, but encour-
281 age them to persevere (sometimes in the face of frustration) to their goals.

282
283 **Attendance:** Class learning is often experiential and interactive, and cannot be easily repeated outside of the
284 group experience, so consistent attendance within each topic block (whether in class or on line) is extremely
285 important. There is new material given every week, which students may not obtain easily if they miss a class or
286 a weekly posting. Additionally, it is often difficult for students to complete ‘homework assignments’ when they
287 have not participated in the preceding class. However, because of the “blocking” nature of the coursework, a
288 topic is reviewed and combined with new information each week through the progression of the block. Also, if
289 necessary, a block could be missed in its entirety without too seriously damaging the learning process during the
290 rest of the year. And, of course, students are always welcome to gather some of the information they missed
291 during the following class or during that block in the following bi-annual cycle. This gives you the flexibility
292 which is so important to the homeschool experience. If you have scheduled to miss classes for any reason,
293 please let me know as soon as YOU know, so that I can adjust as necessary, to make the learning process eas-
294 ier. Courtesy mandates communication.

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296 **Classroom Expectations:** Real learning is exciting, stimulating and tremendously interesting. It has intrinsic
297 rewards of discovery, growth and realization. Every student should feel free, and safe, to embrace the joy of
298 learning without distraction. In this class, students are encouraged to put in the effort to take every thought cap-

299 tive to the obedience of Jesus Christ, ready to give an answer with gentleness and respect, considering one an-
300 other ahead of themselves. Nothing will be permitted in the classroom which distracts students from the thrill-
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307 Godly counsel between sessions, and often have interview assignments. Parents are encouraged to attend class
308 to observe if they desire, so that they are familiar with the processes experienced by their students. Many do
309 so.

310 Growth in life is based, to a large degree, on perseverance. Because of the nature of student centered
311 teaching, students will get just as much benefit (guidance, feedback, help and growth) as they contribute of their
312 own effort to the learning process. It's that simple.

313 For example, if a student wants to change an attitude, gain knowledge or develop a skill, and is willing
314 to participate in the class learning experiences and do his/her best with the block projects, s/he will be in class
315 ready to start on time for every session, to submit required postings on time, and to complete assignments ap-
316 propriately, prepared to observe, listen, learn, think, participate, and contribute at his/her best "as unto the
317 Lord". This class requires extensive thought and work. Students will get out of the class what they put in, no
318 less, no more.

319 Student questions and comments are encouraged, and I will respond respectfully and thoughtfully to any
320 question asked. Basically, you get the benefit of availability of a skilled Biblical counselor, on any topic,
321 throughout the time you are in the BALM class. Please make sure you send the email to [BALMInsti-
322 tute@gmail.com](mailto:BALMInstitute@gmail.com) and put "HEART BALM" in the subject line. Additionally, I am available for questions, addi-
323 tional discussion or assistance in Biblical research or other projects, at the **BALM Library** at Silicon Valley
324 Christian Assembly in Santa Clara, by appointment.

325
326 **Materials: BIBLICAL APPLICATION IN LIFE MANAGEMENT (BALM) NOTE BOOK** (please bring
327 every week)

328 **BIBLE** - Students will be marking and making notes in these Bibles. Please make sure your student
329 has a Bible they will feel comfortable writing in.

330 Notebook sections should include;

331 **This class description in the Binder, in front of the sections listed below.**

332 Bible / Information Requests

333 Notes

334 Observations and realizations journal

335 Project Records and Documents

336 Research Materials

337 **You may use an electronic Notebook equivalent created online, only if you have the capacity to**
338 **access online resources in class. Do not presume that we will have WIFI.** If your student is using an elec-
339 tronic device instead of a 'paper' notebook, these sections should be set up before class, with all required infor-
340 mation and files ready to go for each category.

341 Put your **BALM Notebook** together before the first class. Make sure that you have your Bible, a good
342 translation that you can write in, ready to go. You will need to bring your Bible with you to every class. Make

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343 sure your mind is ready to FOCUS (well rested, well fed, well exercised, comfortable shoes, etc.) and respect-
344 fully dialogue about the subject matter, when you come into class. If you have any questions about these as-
345 signments, feel free to send a note.
346

Workload: All classes taught by Gail Efting are student and family centered. You, as teacher of record, will be
347 evaluating whether your student will be working at middle, high school, or honors levels (Gail Efting can help
348 you with that). There are several ways to determine workload, based on how you plan to evaluate course
349 credit. Determination before the class begins, of the method to be used, makes the workload planning and rec-
350 ord keeping process much easier. Two common methods of valuation are by **time** (based on the number of
351 hours of coursework completed in the year) and by **competency** (based on the actual performance of the student
352 in the area of study).
353

Time based methods (often called Carnegie hours) are used by most school systems, as the time spent is
354 easy to track. But I recommend the **competency** method, because this method is actually more student cen-
355 tered. Competency measurements allow the student to interact with the content and process as long (or as little)
356 as is necessary for acceptable performance in each area of study. This gives the student the opportunity to learn
357 how to become a self-directed, life-long learner. Competency based measures are more effective in allowing
358 students to work to mastery in areas of interest, by stimulating learning autonomy (a very important capacity, if
359 they intend to go to college or get a job). Honors work requires more time and effort, of course, but in an area of
360 passion, it is well worth while to allow time and energy for work to this level. The online system can keep track
361 of assignments and commentaries completed, records of posts, and any other project materials the student
362 chooses to store there. Please contact Gail Efting if you would like to discuss any of this further.
363
364

Curriculum: The Holy Bible (accurate word for word translation, no paraphrases) in which you can
365 write. All other necessary coursework materials will be provided, or gathered by the student during the
366 year.
367

About Your Instructor at the end of this document.
368
369

Contacting the Teacher: If you have any questions, comments or suggestions, please feel free to send Gail
370 Efting an email at BALMinstitute@gmail.com. Please make sure you put, "HEART BALM", your name, and
371 your topic in the subject line of your note.
372
373
374

Teacher Assistant Position Available: One TA position is currently available for this class. If you would like
375 to enjoy some lively discussions with curious and insightful students and have participated in at least two years
376 of BALM (or can support the class with adult insight, or in a more "behind the scenes" way) please send Gail
377 Efting by e-mail immediately. **Tuition discounts are available for TAs.**
378
379

Assignments before classes begin: Send Gail Efting an email at BALMinstitute@gmail.com. In the sub-
380 ject line enter "HEART BALM" and your name. As soon as confirmation of your registration for this
381 class has been received, and processed, you will receive a student ID and password by email, from
382 BALMpathwright. (Make sure you check your spam folder, in case your system rejects it.) Please go
383 online, to the URL given, and begin the intro process for this course. You will be asked to complete sign
384 up and answer several questions before classes begin. Please make sure you have set up your student ac-
385 count online no later than September 20th, 2021.
386
387

High School and College Study Skills

Teacher/Mentor: Gail K Efting

Type of Class: Group and Online supported Class

Class Fee: \$90 per month per person – by check or Zelle

tuition and fees payable directly to: Gail Efting, 527 S. Frances St. Sunnyvale, CA 94086

Online Program Fee: \$20.00 per student (waived if registration received before August 1, 2021)

Classes are available upon arrangement, on another day, at different location, as desired, same cost on class fee.

Questions: Contact Gail Efting at BALMinstitute@gmail.com

Minimum & Maximum Class size: minimum – 5 maximum - 20 students

Credit: Successful completion can be used to satisfy requirements for studies in Greek and/or Latin Roots, neurology of learning, emotional and cognitive intelligence, college study skills, all levels of reading, writing, test prep, and more.

Course Description: High School and College work requires the ability to read well, write well, and think, remember, and study effectively. In this class, students focus on learning how to accomplish the “job at hand” well, regardless of the task. Integral to this format is a substantial meta-cognitive dialogue with the teacher and other students, practical application of material learned, and ongoing peer discussion, in response to student questions and observations. The work is tailored to each student.

Students who choose to be held to Honors standards will be provided with additional academic and challenge work in all areas of study. This class focuses on Greek roots one year, and Latin roots the second year, and may be repeated.

This is a ‘hands on’ course. Considerable experiential learning activities and analysis help students develop a real understanding of each learning tool for their tool box. Students will practice study and learning skills, pneumonic devices, and test taking methodology, and will develop proficiency in decision making related to the best learning tool for the job at hand.

Additional practical study skills covered:

- Learning styles and the importance of the study environment,
- Useful tools and appropriate supplies
- Calendar and time management
- Prioritizing assignments and tasks
- Goal setting and follow through as related to academics
- Questioning and discussion skills, including discernment and logical analysis
- Completion strategies
- Textbook reading skills – SQ3R method
- Anatomy of a textbook
- Issues and observations in fiction
- Comparing pictures to text for the main idea and underlying bias
- Taking notes from lecture, science labs, discussion, historical documentaries, reading
- Preparing for tests; essay, multiple choice, true false, fill-in-the-blank, math problems
- How to excel at math and science
- Strategies for testing, memory, developing strengths and compensating for weaknesses
- Resources and tips for research – internet and library

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433 This course is designed to coordinate well with other academic work, and skills may be applied directly
434 during the year. Additionally the teacher is available to assist students with specific study skill challenges in
435 other classes.

436 All students have the opportunity to benefit from online videos and other presentations, commentary,
437 and discussions, as well as feedback, accountability, and recordkeeping online. Instructions for accessing online
438 coursework and records will
439 be made available to students upon confirmation of registration and student email.
440

441 **Course Content:** This course is designed to give students study and test taking tools and skills. Students will be
442 developing expertise in a wide variety of learning related research and techniques, as well as a thorough over-
443 view of the Greek or Latin roots used in the English language. (This part of the class rotates from year to year.
444 Check with Mrs. Efting to see which roots you will be
445 covering this year.)
446

447 **Honors credit:** Honors credit is available for this class. Honors courses are generally valued more highly in
448 transcript GPA calculations because they are more demanding. Students who request honors work will be held
449 to a higher standard, both for effort in
450 class and the depth of thoughtful analysis in commentaries and other submissions. Please let Gail Efting know,
451 immediately, if you will be doing honors work.
452

453 **Assessment:** I do not assign grades. Since we only have class one day out of five, teachers really cannot evalu-
454 ate performance fairly. I do want to do everything I can to assist you in this endeavor. This is part of the reason
455 I am adding the online aspects of my classes.

456 Because of the nature of class discussion in person, and online posting, 100% of the students can partici-
457 pate in discussion and reflection in their own time, at their
458 own pace. Throughout the year, the parent will know, just by checking the online resources, what percentage of
459 the work has been completed and when. The ultimate decisions about grades still rest with you, the teacher of
460 record. Once I have the student's email, I will be contacting you to set up a time to discuss your goals in this
461 area, and to assist you in taking best advantage of the evaluation information. I will also be available to parents
462 through the year, as needed, to assist you in evaluating priorities, answer questions (including assignments,
463 challenges and accomplishments, participation, or recommendations for future work) or simply be a sounding
464

465 Other classes will be available for distance learning or on other days, as there is interest. Please go to
466 BALM.pathwright.com for course choices. Arrangements for timing will be made based on demand and availa-
467 bility.
468

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472 the student is performing" in the class can be counterproductive to their real growth process.

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Assignment Criteria: Assignments are often activity or interview oriented. Topic blocks range from 4 to 8 weeks, depending on the subject matter being studied, with submission of weekly commentaries and a project (which requires several weeks to complete) due during each block. Students are strongly encouraged to seek Godly counsel between sessions, and often have interview assignments. Parents are encouraged to attend class to observe if they desire, so that they are familiar with the processes experienced by their students. Many do so.

Growth in life is based, to a large degree, on perseverance. Because of the nature of student centered teaching, students will get just as much benefit (guidance, feedback, help and growth) as they contribute of their own effort to the learning process. It's that simple.

For example, if a student wants to change an attitude, gain knowledge or develop a skill, and is willing to participate in the class learning experiences and do his/her best with the block projects, s/he will be in class ready to start on time for every session, to submit required postings on time, and to complete assignments appropriately, prepared to observe, listen, learn, think, participate, and contribute at his/her best "as unto the Lord". This class requires extensive thought and work. Students will get out of the class what they put in, no less, no more.

Student questions and comments are encouraged, and I will respond respectfully and thoughtfully to any question asked. Basically, you get the benefit of availability of a skilled Biblical counselor, on any topic, throughout the time you are in the BALM class. Please make sure you send the email to BALMInstitute@gmail.com and put "HEART Study Skills" in the subject line. Additionally, I am available for questions, additional discussion or assistance, at the **BALM Library** at Silicon Valley Christian Assembly in Santa Clara, by appointment.

Materials: HIGH SCHOOL AND COLLEGE STUDY SKILLS NOTE BOOK (please bring every week)

Notebook sections should include;

This class description in the Binder, in front of the sections listed below.

Information Requests

Notes

Observations and realizations journal

Project Records and Documents

Research Materials

You may use an electronic Notebook equivalent created online, only if you have the capacity to access online resources in class. Do not presume that we will have WIFI. If your student is using an electronic device instead of a 'paper' notebook, these sections should be set up before class, with all required information and files ready to go for each category.

Put your **Notebook** together before the first class. Make sure that you have your Bible, a good translation that you can write in, ready to go. You will need to bring your Bible with you to every class. Make sure your mind is ready to FOCUS (well rested, well fed, well exercised, comfortable shoes, etc.) and respectfully dialogue about the subject matter, when you come into class. If you have any questions about these assignments, feel free to send a note.

Workload: All classes taught by Gail Efting are student and family centered. You, as teacher of record, will be evaluating whether your student will be working at middle, high school, or honors levels (Gail Efting can help you with that). There are several ways to determine workload, based on how you plan to evaluate course credit. Determination before the class begins, of the method to be used, makes the workload planning and record keeping process much easier. Two common methods of valuation are by **time** (based on the number of

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614 hours of coursework completed in the year) and by **competency** (based on the actual performance of the student
615 in the area of study).

616 **Time** based methods (often called Carnegie hours) are used by most school systems, as the time spent is
617 easy to track. But I recommend the **competency** method, because this method is actually more student cen-
618 tered. Competency measurements allow the student to interact with the content and process as long (or as little)
619 as is necessary for acceptable performance in each area of study. This gives the student the opportunity to learn
620 how to become a self-directed, life-long learner. Competency based measures are more effective in allowing
621 students to work to mastery in areas of interest, by stimulating learning autonomy (a very important capacity, if
622 they intend to go to college or get a job). Honors work requires more time and effort, of course, but in an area of
623 passion, it is well worth while to allow time and energy for work to this level. The online system can keep track
624 of assignments and commentaries completed, records of posts, and any other project materials the student
625 chooses to store there. Please contact Gail Efting if you would like to discuss any of this further.
626

627 *Curriculum: Word Clues, the Vocabulary Builder, Amsel Greene,*
628 *a Mind for Numbers, Barbara Oakley*

629
630 *Recommended Reference: The Little, Brown Compact Handbook, or*
631 *Warriner’s English Composition and Grammar: Complete Course,*

632
633 *For Honors students Publication Manual of the American Psychological Association, 6th Edition*

634
635 *All other necessary coursework materials will be provided online or in class.*

636
637 *About Your Instructor at the end of this document.*

638
639 **Contacting the Teacher:** If you have any questions, comments or suggestions, please feel free to send Gail
640 Efting an email at BALMInstitute@gmail.com. Please make sure you put, “HEART Study Skills”, your name,
641 and your topic in the subject line of your note.
642

643 **Teacher Assistant Position Available:** One TA position is currently available for this class. If you would like
644 to enjoy some lively discussions with curious and insightful students (or can support the class with adult insight,
645 or in a more “behind the scenes” way) please send Gail Efting by e-mail immediately. **Tuition discounts are**
646 **available for TAs.**
647

648 **Assignments before classes begin:** Send Gail Efting an email at BALMInstitute@gmail.com. In the sub-
649 ject line enter “HEART Study Skills” and your name. As soon as confirmation of your registration for
650 this class has been received, you will receive a student ID and password by email, from BALM-
651 pathwright. (Make sure you check your spam folder, in case your system rejects it.)

652 Please go online, to the URL given, and begin the intro process for this course. You will be asked
653 to complete sign up and answer several questions before classes begin. Please make sure you have set up
654 your student account online no later than September 20th, 2021.
655

On Writing Well, Power of the Word

Teacher/Mentor: Gail K Efting

Type of Class: Group and Online supported Class - This is a two year program of instruction which can be started at any time.

Class Fee: \$90 per month per person – by check or Zelle

tuition and fees payable directly to: Gail Efting, 527 S. Frances St. Sunnyvale, CA 94086

Online Program Fee: \$20.00 per student (waived if registration received before August 1, 2021)

Classes are available upon arrangement, on another day, at different locations, as desired, same cost on class fee.

Questions: Contact Gail Efting at BALMinstitute@gmail.com

Minimum & Maximum Class size: minimum – 5 maximum - 20 students

Credit: Successful completion can be used to satisfy requirements for studies in Composition, Fiction Writing, or Research Papers. On Writing Well will focus on application of critical thinking skills to continued development of writing and editing well.

Course Description: On Writing Well is based on the premise that anyone who can think clearly can write clearly, about any subject at all. Many of our students have learned to write for academic purposes, but life is so much more than that. Just as we inform or persuade, enchant or horrify, inspire or deter others face to face, so we can do the same with the written word. This course moves beyond the classroom, giving students the tools, practice, and encouragement to write for LIFE, comfortably, creatively, and effectively. For students with an interest, publication opportunities may be pursued. This class is reading, writing, thinking, and discussion based.

Students who participate develop proficiency and excellence in writing, understanding, and macro- and micro- editing. Mrs. Efting holds students' work to either high school or honors standards. Integral to this format is a substantial meta-cognitive dialogue with the teacher and other students about writing in class, and on-going peer discussion in writers groups and online.

Sentence level issues of grammar are not the main focus of instruction. At this level, Mrs. Efting presumes that students already command standard English grammar. However, after learning how to effectively implement macro-editing, students will have extensive instruction and practice with micro-editing as Mrs. Efting introduces additional methods of revision, and at least eight assignments are expected to be intensive revisions of pieces previously reviewed. We practice analysis in an encouraging, experiential, and generative learning environment each week.

On Writing Well, Power of the Word, will focus on application of critical thinking skills to continued development of writing and editing well. This level alternates literary analysis with writing. Students examine principles and practices of writing, such as authorial purpose, audience needs, underlying bias (or universal truth), archetypal conventions, plot, theme, environmental description, character development, point of view, dialogue, flow, style, and many others, as well as revision, coherence and the resources of the English Language.

Comprehensive revision, based on group discussion, is strongly emphasized. Honors course work is at college level and includes editing others' written work, applying macro-, and micro-editing to original materials for publication, and working with authors.

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Other classes are available for distance learning on other days as there is interest. Please go to BALM.pathwright.com for course choices. Arrangements for timing will be made based on demand and availability.

Course Requirements: My commitment is to provide opportunities, instruction and encouragement in observation, discernment and critical thinking, communication, both written and verbal, life management skills, and discovery and application of God's truths in every-day situations around us. I will provide material and training which will be beneficial long term and practically useful.

The commitment requested of each student is to be in class ready to start on time for every session, to submit required commentaries and projects on time, to complete assignments appropriately, prepared to observe, listen, learn, think, participate, and contribute at his/her best "as unto the Lord". This class requires extensive thought and work. Students will get out of the class what they put in, no less, no more.

Every week, students are required to submit a commentary, within 24 hours of class adjournment. This required commentary includes;

9. What happened in the class,
10. what the student learned in class,
11. how the student felt or what the student thought about what s/he learned or experienced in class, and
12. an overview of the assignments for the coming week.

This commentary will also function as a communication device for you, to clarify your weekly work process and help you focus on some of the issues we are discussing in class. This commentary is designed to provide your student with an opportunity for review and reflection, which are important aspects of conversion from transactional learning to transformational learning. If completed correctly, it will also provide the parent, as teacher of record, with the information necessary to complete any accomplishment descriptions throughout the year. I strongly recommend that you require your students to retain copies of the weekly commentaries they are supposed to be sending to me, for your records.

The commitment requested of each "coach" (or Godly counsel) is to help your student be accountable for the requirements of the class, starting on time, submitting work as instructed, participation, doing their best "as unto the Lord". Also, many of the projects may require your input or availability for interviews or processes. Please do not do the work FOR your student, or give them the answers to thought questions, but encourage them to persevere (sometimes in the face of frustration) to their goals.

Attendance: Class learning is often experiential and interactive, and cannot be easily repeated outside of the group experience, so consistent attendance within each topic block (whether in class or online) is extremely important. There is new material given every week, which students may not obtain easily if they miss a class or a weekly posting. Additionally, it is often difficult for students to complete 'homework assignments' when they have not participated in the preceding class. However, because of the "blocking" nature of the coursework, a topic is reviewed and combined with new information each week through the progression of the block. Also, if necessary, a block could be missed in its entirety without too seriously damaging the learning process during the rest of the year. And, of course, students are always welcome to gather some of the information they missed during the following class or during that block in the following bi-annual cycle. This gives you the flexibility which is so important to the homeschool experience. If you have scheduled to miss classes for any reason, please let me know as soon as YOU know, so that I can adjust as necessary, to make the learning process easier. Courtesy mandates communication.

Classroom Expectations: Real learning is exciting, stimulating and tremendously interesting. It has intrinsic rewards of discovery, growth and realization. Every student should feel free, and safe, to embrace the joy of learning without distraction. In this class, students are encouraged to put in the effort to take every thought captive to the obedience of Jesus Christ, ready to give an answer with gentleness and respect, considering one another ahead of themselves. Nothing will be permitted in the classroom which distracts students from the thrilling process of learning. All students should come to class and/or post online; attentive, courteous, interactive, and teachable.

Assignment Criteria: Assignments are often activity or interview oriented. Topic blocks range from 4 to 8 weeks, depending on the subject matter being studied, with submission of weekly commentaries and a project (which requires several weeks to complete) due during each block. Students are strongly encouraged to seek Godly counsel between sessions, and often have interview assignments. Parents are encouraged to attend class to observe if they desire, so that they are familiar with the processes experienced by their students. Many do so.

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For example, if a student wants to change an attitude, gain knowledge or develop a skill, and is willing to participate in the class learning experiences and do his/her best with the block projects, s/he will be in class ready to start on time for every session, to submit required postings on time, and to complete assignments appropriately, prepared to observe, listen, learn, think, participate, and contribute at his/her best "as unto the Lord". This class requires extensive thought and work. Students will get out of the class what they put in, no less, no more.

Student questions and comments are encouraged, and I will respond respectfully and thoughtfully to any question asked. Basically, you get the benefit of availability of a skilled Biblical counselor, on any topic, throughout the time you are in the BALM class. Please make sure you send the email to BALMInstitute@gmail.com and put "HEART OWW" in the subject line. Additionally, I am available for questions, additional discussion or assistance at the **BALM Library** at Silicon Valley Christian Assembly in Santa Clara, by appointment.

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Materials: OWW NOTE BOOK (please bring every week)

Notebook sections should include;

This class description in the Binder, in front of the sections listed below.

Information Requests

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Observations and realizations journal

Project Records and Documents

Research Materials

You may use an electronic Notebook equivalent created online, only if you have the capacity to access online resources in class. Do not presume that we will have WIFI. If your student is using an electronic device instead of a 'paper' notebook, these sections should be set up before class, with all required information and files ready to go for each category.

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well exercised, comfortable shoes, etc.) and respectfully dialogue about the subject matter, when you come into class. If you have any questions about these assignments, feel free to send a note.

Workload: All classes taught by Gail Efting are student and family centered. You, as teacher of record, will be evaluating whether your student will be working at middle, high school, or honors levels (Gail Efting can help you with that). There are several ways to determine workload, based on how you plan to evaluate course credit. Determination before the class begins, of the method to be used, makes the workload planning and record keeping process much easier. Two common methods of valuation are by **time** (based on the number of hours of coursework completed in the year) and by **competency** (based on the actual performance of the student in the area of study).

Time based methods (often called Carnegie hours) are used by most school systems, as the time spent is easy to track. But I recommend the **competency** method, because this method is actually more student centered. Competency measurements allow the student to interact with the content and process as long (or as little) as is necessary for acceptable performance in each area of study. This gives the student the opportunity to learn how to become a self-directed, life-long learner. Competency based measures are more effective in allowing students to work to mastery in areas of interest, by stimulating learning autonomy (a very important capacity, if they intend to go to college or get a job). Honors work requires more time and effort, of course, but in an area of passion, it is well worth while to allow time and energy for work to this level. The online system can keep track of assignments and commentaries completed, records of posts, and any other project materials the student chooses to store there. Please contact Gail Efting if you would like to discuss any of this further.

On Writing Well, Zinsser (30th Anniversary Edition)
Additional original works, as assigned

Honors Text: Literature in Critical Perspectives, Gordon

Recommended Reference: The Little, Brown Compact Handbook, or APA Handbook, 6th edition.

About Your Instructor at the end of this document.

Contacting the Teacher: If you have any questions, comments or suggestions, please feel free to send Gail Efting an email at BALMinstitute@gmail.com. Please make sure you put, "HEART OWW", your name, and your topic in the subject line of your note.

Teacher Assistant Position Available: One TA position is currently available for this class. If you would like to enjoy some lively discussions with curious and insightful students and have participated in at least two years of BALM (or can support the class with adult insight, or in a more "behind the scenes" way) please send Gail Efting by e-mail immediately. **Tuition discounts are available for TAs.**

Assignments before classes begin: Send Gail Efting an email at BALMinstitute@gmail.com. In the subject line enter "HEART OWW" and your name. As soon as confirmation of your registration for this class has been received, you will receive a student ID and password by email, from BALM.pathwright.com. (Make sure you check your spam folder, in case your system rejects it.) Please go online, to the URL given, and begin the intro process for this course. You will be asked to complete sign up and answer several questions before classes begin. Please make sure you have set up your student account online no later than September 20, 2021.

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Philosophy and Apologetics

Teacher/Mentor: Gail K Efting

Type of Class: Group and Online supported Class -

Class Fee: \$90 per month per person – by check or Zelle

tuition and fees payable directly to: **Gail Efting, 527 S. Frances St. Sunnyvale, CA 94086**

Online Program Fee: \$20.00 per student (waived if registration received before August 1, 2021)

Classes are available upon arrangement, on another day, at different locations, as desired, same cost on class fee.

Questions: Contact Gail Efting at BALMinstitute@gmail.com

Minimum & Maximum Class size: minimum – 5 maximum - 20 students

Credit: Bible, High School Communications or Philosophy, Rhetoric, Worldview, Bible - Principles of Apologetics, Honors Composition, Honors Philosophy, or Honors Communication

This course is designed to coordinate well with On Writing Well, and Modern World History.

Course Description: *When our students graduate from high school they are often leaving behind their families, their friends, and their church communities, for a culture with different responsibilities, expectations and perspectives. Many leave their faith behind as well. Even those going to Christian colleges often experience challenges to their faith which they would never have imagined. How can they hold on to their faith in the face of academic, cultural and even personal bias and persuasion? How can they be a light in the darkness for others?*

By understanding the ideas they are facing, learning how to respond effectively, and by practicing the critical thinking and rhetorical skills that will enable them to be ready to give an answer, with gentleness and respect. A melding of the study of the philosophical underpinnings of our culture with the practical application of apologetic discourse accomplishes this. This is the structure of Apologetics and Intro to Philosophy. This course is a practical preparation for every student who is facing this challenge at college or elsewhere in the culture.

Considerable experiential learning activities and analysis help students develop a real understanding of each philosophy and its effect on personal interactions and cultural decisions. They also provide students with opportunities to practice answering the deep underlying questions we all face, from a Biblical perspective. Students will develop proficiency in thorough and critical observation, analysis and decision making, as well as winsome and persuasive response. Students will be encouraged to develop a deep understanding and Biblical insight into philosophical issues, and a strong foundation to be “always ready to give an answer for the hope that lies within them, with gentleness and respect”.

Reading and discussion provide instruction in the history and development of various philosophies. Students will also be given opportunities to create their own apologetics and apply them with others. They will grow the confidence to speak what they believe and learn how to stand firm, “speaking the Truth in love”, de-

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879 *veloping presentation skills, critical thinking skills, rhetorical skills (both in groups and one-on-one) and dis-*
880 *cernment. Apologetic debate activities develop and maintain proficiency in thorough and critical listening,*
881 *analysis and extemporaneous response.*

882 *Students experience extensive practice in logic and persuasion. Many students develop strong research*
883 *skills, as well as a clear understanding of applicable Biblical*
884 *and philosophical issues. Apologetic speech activities help students to become adept at private or public per-*
885 *suasion. Students are encouraged to begin just where they are and expand their skills in a safe environment.*
886

887 **Course Content:** *Philosophical debate has merit, and philosophical thought can significantly contribute to the-*
888 *ological understanding. But the errors of philosophy must be recognized and refuted, to confirm the validity of*
889 *Christianity.*

890 *Apologetics and Introduction to Philosophy will focus on application of critical thinking skills and effective Bib-*
891 *lical discourse to the ongoing intellectual and cultural struggle currently raging through universities and schol-*
892 *arly journals, professional*
893 *societies and the corner coffee shop.*

894 *This course will present students with a clear understanding of historical and modern philosophies and*
895 *help them to think Biblically about the concepts and underlying assumptions in each school of thought. They*
896 *will develop or improve skills*

897 *in responding to various philosophies (obvious or invisible), their underlying assumptions and their conse-*
898 *quences both in college classes and the real world. A clear history of the development of philosophical thought*
899 *will be incorporated into*

900 *discussion and applied to analysis of current ideas. Students are also encouraged to develop strong patterns of*
901 *seeking Godly counsel from parents through topic discussion. If your student is not yet in the Upper Academy,*
902 *this class might still be*

903 *appropriate, since this class is reading, thinking, and discussion based, with very little writing required. Also, if*
904 *your student does high school work, you can award high school credit to younger students.*
905

906 Other classes are available on other days as there is interest. Please go to BALM.pathwright.com for course
907 choices. Arrangements for timing will be made based on demand and availability.
908

909 **Assessment:** I will be available to parents as needed to answer questions or simply to be a sounding board for
910 discussion. Please talk with me as often as you like. You are welcome to sit in on the class on a regular basis,
911 even all year if you like. I want to do everything I can to assist you in this important process of training stu-
912 dents to think Biblically and use effective skills in all aspects of their lives. Although many families have used
913 the BALM classes as their approved BIBLE curriculum for students' junior high and high school transcripts
914 over the years, please keep in mind that the purpose of this class is NOT primarily to 'pad a transcript', but to
915 mold a life.

916 **This is not like any other class your students will ever take. The teaching philosophy for this class**
917 **is contained herein.** The purpose of this class is to help students prepare for REAL LIFE, of which class room
918 experiences and academic endeavors are only a very small part! Therefore a parental concern about "how well
919 the student is performing" in the class can be counterproductive to their real growth process.

920 I know suspending this concern can be difficult. I can guarantee you that they will learn a tremendous
921 amount - students always do. And they will be better prepared for college and life than you could imagine be-
922 cause of what they learn in this class. In fact, many students choose to take the class more than the recom-
923 mended four semesters, so they can glean even more from the discussions and instruction. There is so much
924 material that no one can get it all the first time. But in order to accomplish that tremendous learning process,

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925 the student needs to fully experience the material and coursework, themselves. The more you do for them
926 (thinking, explanation, retention, etc.), and the more you look for grading or evaluations of their performance,
927 or worry about “how they are doing”, the less they will gain and retain for life. Most of us apply what we gain
928 from our own realizations and discoveries, our own “aha” moments, rather than from instruction or inculcation
929 by others.

930 Think about how we all learned to walk. Imagine what would have happened if someone had tried to do
931 that learning process for us, or to explain it to us (assuming we could have understood them). What if no one
932 ever let us down on the floor without a protective halter holding us up “in case we might fall”? Now imagine
933 what it would have been like if someone had been GRADING us on our progress and trying to figure out how
934 to help us get better grades in walking! How different would our lives be now? If we were exhorted to “per-
935 form” our walking and then were judged critically on that performance, would we ever have learned to do it so
936 easily, so well? Would we be walking as smoothly and thoughtlessly as so many of us do? I wonder.

937 We walk because we had the *desire*, the *opportunity*, *accurate feedback* (through failure in a safe envi-
938 ronment), and the *modeling* for it. We experienced *realizations* about it. We experienced a *sense of accom-
939 plishment* in the face of frustration (sometimes quite severe) when we had even small success. And remember,
940 we were *designed* to do it! We walk because we *experienced* the walking process, done poorly and well, over
941 and over again, and we learned as we went. Please permit your student to learn these life skills in that same
942 way, free of judgment or evaluation. They will learn so much more!

943 Parent involvement in students' work for this class is a priority. They need to be able to observe, ask
944 questions, do interviews, and bounce ideas off of you, as their Godly counsel. They need to be able to ‘think
945 out loud’ with you and express their observations and opinions about a **lot** of things. They need to be allowed to
946 fail, and learn from their failure. I’m just asking that you let their learning flow where it goes, without external
947 control or restriction. I strongly request that you permit your students to experience the joys, confusions, frus-
948 trations, successes, and even failures, through which they will be stretched and grow in this class. Your encour-
949 agement for them to persevere will make all the difference for them.

950 My goal for our students in teaching this class is fourfold;

- 951 1) to encourage students to build the habit of seeking Godly counsel in decision making,
- 952 2) to stimulate students’ transition from seeing parent as leader/authority to parent as wise coun-
953 selor and mentor,
- 954 3) to give the students experiences and realizations which will stimulate the growth of a real, day
955 to day, ability to consistently apply Scripture to life,
- 956 4) to give the students reality based attitudes, clear understanding, and concrete skills related to
957 aspects of life they will have to face as they mature into adulthood.

958 Performance in the class will not be evaluated like a “regular” class! This is not **just** academic course-
959 work (although they **will** learn a tremendous amount of material which will be covered in college classes, later)
960 and no written evaluation will be given. If you choose to use some of the material covered for transcript (aca-
961 demic) records please contact Gail Efting. Information can be gleaned from the required weekly commentaries;
962 on class participation, work submitted, and completion of assigned projects. You will be able to give them a
963 grade at the end of the year, if you choose, and this class does provide opportunities to fulfill academic require-
964 ments. But performance in life will be evaluated based on applying the material learned to real life situations,
965 and THAT will take a while!

966
967 **Course Requirements:** My **commitment** is to provide opportunities, instruction and encouragement in observa-
968 tion, discernment and critical thinking, communication, both written and verbal, life management skills, and
969 discovery and application of God’s truths in every-day situations around us. I will provide material and training
970 which will be beneficial long term and practically useful.

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971 **The commitment requested of each student** is to be in class ready to start on time for every session, to
972 submit required commentaries and projects on time, to complete assignments appropriately, prepared to ob-
973 serve, listen, learn, think, participate, and contribute at his/her best “as unto the Lord”. This class requires ex-
974 tensive thought and work. Students will get out of the class what they put in, no less, no more.

975 Every week, students are required to submit a commentary, within 24 hours of class adjournment. This
976 required commentary includes;

- 977 13. What happened in the class,
- 978 14. what the student learned in class,
- 979 15. how the student felt or what the student thought about what s/he learned or experienced in class, and
- 980 16. an overview of the assignments for the coming week.

981
982 This commentary will also function as a communication device for you, to clarify your weekly work
983 process and help you focus on some of the issues we are discussing in class. This commentary is designed to
984 provide your student with an opportunity for review and reflection, which are important aspects of conversion
985 from transactional learning to transformational learning. If completed correctly, it will also provide the parent,
986 as teacher of record, with the information necessary to complete any accomplishment descriptions throughout
987 the year. I strongly recommend that you require your students to retain copies of the weekly commentaries they
988 are supposed to be sending to me, for your records.

989 **The commitment requested of each “coach” (or Godly counsel)** is to help your student be accounta-
990 ble for the requirements of the class, starting on time, submitting work as instructed, participation, doing their
991 best “as unto the Lord”. Also, many of the projects may require your input or availability for interviews or pro-
992 cesses. Please do not do the work FOR your student, or give them the answers to thought questions, but encour-
993 age them to persevere (sometimes in the face of frustration) to their goals.

994
995 **Attendance:** Class learning is often experiential and interactive, and cannot be easily repeated outside of the
996 group experience, so consistent attendance within each topic block (whether in class or on line) is extremely
997 important. There is new material given every week, which students may not obtain easily if they miss a class or
998 a weekly posting. Additionally, it is often difficult for students to complete ‘homework assignments’ when they
999 have not participated in the preceding class. However, because of the “blocking” nature of the coursework, a
000 topic is reviewed and combined with new information each week through the progression of the block. Also, if
001 necessary, a block could be missed in its entirety without too seriously damaging the learning process during the
002 rest of the year. And, of course, students are always welcome to gather some of the information they missed
003 during the following class or during that block in the following bi-annual cycle. This gives you the flexibility
004 which is so important to the homeschool experience. If you have scheduled to miss classes for any reason,
005 please let me know as soon as YOU know, so that I can adjust as necessary, to make the learning process eas-
006 ier. Courtesy mandates communication.

007
008 **Classroom Expectations:** Real learning is exciting, stimulating and tremendously interesting. It has intrinsic
009 rewards of discovery, growth and realization. Every student should feel free, and safe, to embrace the joy of
010 learning without distraction. In this class, students are encouraged to put in the effort to take every thought cap-
011 tive to the obedience of Jesus Christ, ready to give an answer with gentleness and respect, considering one an-
012 other ahead of themselves. Nothing will be permitted in the classroom which distracts students from the thrill-
013 ing process of learning. All students should come to class and/or post online; attentive, courteous, interactive,
014 and teachable.

016 **Assignment Criteria:** Assignments are often activity or interview oriented. Topic blocks range from 4 to 8
017 weeks, depending on the subject matter being studied, with submission of weekly commentaries and a project
018 (which requires several weeks to complete) due during each block. Students are strongly encouraged to seek
019 Godly counsel between sessions, and often have interview assignments. Parents are encouraged to attend class
020 to observe if they desire, so that they are familiar with the processes experienced by their students. Many do
021 so.

022 Growth in life is based, to a large degree, on perseverance. Because of the nature of student centered
023 teaching, students will get just as much benefit (guidance, feedback, help and growth) as they contribute of their
024 own effort to the learning process. It's that simple.

025 For example, if a student wants to change an attitude, gain knowledge or develop a skill, and is willing
026 to participate in the class learning experiences and do his/her best with the block projects, s/he will be in class
027 ready to start on time for every session, to submit required postings on time, and to complete assignments ap-
028 propriately, prepared to observe, listen, learn, think, participate, and contribute at his/her best "as unto the
029 Lord". This class requires extensive thought and work. Students will get out of the class what they put in, no
030 less, no more.

031 Student questions and comments are encouraged, and I will respond respectfully and thoughtfully to any
032 question asked. Basically, you get the benefit of availability of a skilled Biblical counselor, on any topic,
033 throughout the time you are in the BALM class. Please make sure you send the email to [BALMInsti-
034 tute@gmail.com](mailto:BALMInstitute@gmail.com) and put "HEART Apol & Philo" in the subject line. Additionally, I am available for questions,
035 additional discussion or assistance in Biblical research or other projects, at the **BALM Library** at Silicon Val-
036 ley Christian Assembly in Santa Clara, by appointment.

037 **Materials: APOLOGETICS AND INTRO TO PHILOSOPHY NOTE BOOK or electronic equivalent**
038 **(please bring every week)**

039 **must include; this class description in the Binder, in front of the sections listed below.**

040 **Essays and Supporting Documents**

041 **New Words and Definitions**

042 **Research Materials**

043 **Put your Apologetics Notebook together before the first class. Make sure that you have ALL of the re-**
044 **quired texts, ready to go. Bring all of these books with you to the first class.**

045 **Workload:** All classes taught by Gail Efting are student and family centered. You, as teacher of record, will be
046 evaluating whether your student will be working at middle, high school, or honors levels (Gail Efting can help
047 you with that). There are several ways to determine workload, based on how you plan to evaluate course
048 credit. Determination before the class begins, of the method to be used, makes the workload planning and rec-
049 ord keeping process much easier. Two common methods of valuation are by **time** (based on the number of
050 hours of coursework completed in the year) and by **competency** (based on the actual performance of the student
051 in the area of study).

052 **Time** based methods (often called Carnegie hours) are used by most school systems, as the time spent is
053 easy to track. But I recommend the **competency** method, because this method is actually more student cen-
054 tered. Competency measurements allow the student to interact with the content and process as long (or as little)
055 as is necessary for acceptable performance in each area of study. This gives the student the opportunity to learn
056 how to become a self-directed, life-long learner. Competency based measures are more effective in allowing
057 students to work to mastery in areas of interest, by stimulating learning autonomy (a very important capacity, if
058 they intend to go to college or get a job). Honors work requires more time and effort, of course, but in an area of
059 passion, it is well worth while to allow time and energy for work to this level. The online system can keep track
060
061

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San Jose Extra Site #2: Calvary Chapel San Jose, 1175 Hillsdale Avenue, San Jose, CA 95118

heartacademysj@gmail.com, Mobile: 408-712-4646

of assignments and commentaries completed, records of posts, and any other project materials the student chooses to store there. Please contact Gail Efting if you would like to discuss any of this further.

Curriculum:

Tactics: A Game Plan for Discussing Your Christian Convictions. Gregory Koukl
Defending Your Faith: An Introduction to Apologetics by R. C. Sproul
The Universe Next Door, fifth edition, Sire

Optional materials: Staying Christian in College, Budziszewski
Faith at State, Kennedy
Chris Chrisman goes to College, Sire

Honors Texts: Introduction to Philosophy, A Christian Perspective, Geisler, Feinberg
Handbook of Christian Apologetics, Kreeft, Tacelli
Philosophical Foundations for a Christian Worldview, Moreland, Craig
Perspectives on the World Christian Movement, A Reader, Winter, Hawthorne

Additional helpful materials: Classical Apologetics, Sproul, Gerstner, Lindsley
Christian Apologetics, Geisler
Unshakable Foundations, Geisler, Bocchino
Reasonable Faith, Craig
Making Choices, Kreeft

All other necessary coursework materials will be provided, or gathered by the student during the year.

About Your Instructor at the end of this document.

Contacting the Teacher: If you have any questions, comments or suggestions, please feel free to send Gail Efting an email at BALMinstitute@gmail.com. Please make sure you put, “HEART Apol & Philo”, your name, and your topic in the subject line of your note.

Teacher Assistant Position Available: One TA position is currently available for this class. If you would like to enjoy some lively discussions with curious and insightful students and have participated in at least two years of BALM (or can support the class with adult insight, or in a more “behind the scenes” way) please send Gail Efting by e-mail immediately. **Tuition discounts are available for TAs.**

Assignments before classes begin: Send Gail Efting an email at BALMinstitute@gmail.com. In the subject line enter “HEART APOL” and your name. As soon as confirmation of your registration for this class has been received, you will receive a student ID and password by email, from BALM-pathwright. (Make sure you check your spam folder, in case your system rejects it.) Please go online, to the URL given, and begin the intro process for this course. You will be asked to complete sign up and answer several questions before classes begin. Please make sure you have set up your student account online no later than September 20, 2021.

PULSE Classes and Teams

Welcome to the 2021-2022 HEART Academy community! We believe that the next generation of teens will be the next generation of World Influencers therefore, we have set up some extra-curricular teams to help them exercise their passions and talents. Please email back if you want your children to be involved in any of these teams. You can add these to their transcripts and give them credit for being involved! Some of the students will be available to speak with those who are interested in our upcoming August Back to HEART meeting.

The kids will be trained in leadership and servant-hood skills with discipleship as a focus. Parents and students, if you have expertise in any of these areas and would like to be part of an exciting mentoring opportunity, let us know by emailing us back with your particular interest. These extra-curricular activity does not require a fee except for Youth Theater Project.

Tech & Sound Team enjoy the technical aspects and technology of running a program. These students will come 45 minutes early to set up any technical items such as microphones, sound board, stage, etc. They will also create PowerPoint slides with words for the worship songs and perhaps other PowerPoint presentations to promote other events at HEART. This group is called the Tech Crew. Please Email Crissi Allen at heartacademy@comcast.net for more info.

Worship Singing / Band Team enjoy helping others to worship through music & uplifting songs. They should be willing to practice once a week after HEART classes or another time convenient for everyone. Parents and students who are interested should email Crissi Allen at heartacademy@comcast.net right away. We will set up the audition date when we hear from you. The band is called, "HEARTbeat."

Prayer Team people love to pray! These students and parents will meet at a convenient time for everyone before any of the events or during a free period at HEART. This is a service unto the Lord, not just HEART Academy. Please Email Crissi Allen at heartacademy@comcast.net for more info.

Newsletter Team people like to write articles and inform others of activities events. These students will write and put together a full newsletter once a semester or quarter. They will also advertise and write about events at HEART. An editor will be chosen to pull all this together so let us know if you are interested in this right away because we will be choosing them soon! Please Email Crissi Allen at heartacademy@comcast.net for more info.

Yearbook Team people will be creating the yearbook throughout the year. These students will write and shoot photos to pull together a very professional yearbook by April! Please email Mrs.. Shimada lizshimada@gmail.com for more info.

Dances will be held three times in the school year – Christmas, Winter Ball, and Swing Dancing! These gatherings were created to bring fun and community together. If you want to help, please email Crissi Allen at heartacademy@comcast.net

Hospitality Teams consists of students and adults who love to help out with any of the PULSE events. Please email Crissi Allen if you want to help.

HEART Comes Together is our mini-chapel and encourages students, parents, teachers to share about their spiritual walk with Christ. If you want to speak, please email Crissi Allen at heartacademy@comcast.net.

The THRIVE Team consists of students and parents who want to help others to live a healthier lifestyle through natural methods. Classes will be held at HEART throughout the year.

Youth Theater Project students enjoy musicals and dramas and working together. Be sure to come and hear about this fun group. Email Mrs. Crissi Allen at heartacademy@comcast.net.

Your Beloved Mentors

Rosi Adams: Mrs. Rosi Adams has been blessed with three precious children, whom she homeschooled from preschool to High School, a total of 20+ years. She teaches Spanish, both group and private tutoring, from her home and has been teaching Spanish at Heart Academy for the last 15 years. In addition, she has taught Sunday school, Kids Club, VBS in Mexico Mission Trips with Amor Ministries. Born in Acapulco and raised in Mexico City, Rosi is a native Spanish speaker, graduated from the Instituto Politecnico Nacional, ESCA, as a Certified Public Accountant in Mexico City. She is self-employed and translates official documents from Spanish to English and vice-versa. In her spare time, she enjoys studying the Bible, exercising, and relaxing to a great movie with her beautiful family that God gave her.

Chris Adams - A recent graduate from San Jose State University School of Music and Dance, Christopher Adams is a local classical guitarist, arranger, general music instructor, Simply Music instructor, Heart Alumni, and a former homeschooler. Having experience in many different ensemble settings, Christopher has had the pleasure of successfully organizing and performing with various ensembles including show choirs, orchestras, concert bands, and other various university level ensembles. With extensive teaching experience, Christopher has been an active teacher in various subjects for over 6 years. His background in instrumental training allows him to be fluent in teaching the basics for woodwinds, strings, percussion, choral, and keyboard instruments as well as some experience with mixing and sound. As a dancer, he has formally studied Ballroom and Latin dance at SJSU through various classes and has even competed in intercollegiate competitions against Cal Poly, Stanford, Cal Berkeley, and more. He continues to study with Dancesport (SJSU's competitive dance team) and their coaches.

Denise Boiko With a BS in Biological Sciences from Mount St. Mary's University and an almost lifelong interest in writing, Denise Boiko has strong interests in both of these areas. After working as a clinical laboratory scientist in a hospital lab and then as a product development scientist for SmithKline Diagnostics, Denise became a full time homeschool mom during her children's years of schooling. Since 2006, she has taught writing, biology, and literature classes at sites such as HEART Academy in San Jose, Crossroads Enrichment Center in San Mateo, individual homes, and private tutoring settings. Denise Boiko wants to use her interests and background to help students appreciate the beauty and orderliness of God's creation, and also to encourage them to use the written word as a way to minister to others and to share God's truths.

Her interest in writing has resulted in publication of short stories, articles, a poem, and a 440-page book on college preparation for homeschoolers. *Homeschooled & Headed for College: Your Road Map for a Successful Journey* (now in its second edition) walks parents and students through the often-perplexing path to college admissions. Denise and her husband, Ron, are the parents of a daughter and a son homeschooled from K-12. Their daughter, who received a BS and MS in Biology from Stanford, is a pediatrician. Their son received a BS in Industrial and Systems Engineering from USC and is employed in the field of data analytics in the Silicon Valley.

Gail Efting - Gail Efting's purpose is to live each day as unto the Lord, doing the works He has prepared for her, in the light of God's Word. Her mission is to encourage others to consistently apply God's Truth to every aspect of everyday life. She has served as a Bible teacher and Biblical counselor for over 40 years, including serving as librarian for the Theological Library at PBC, Palo Alto, and host of Bible Dig for over 25 years. Her BALM (Biblical Application to Life Management skills) class is an outgrowth of this mission. She is currently

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204 the Director of the Balm Institute and hosts the BALM Library at Silicon Valley Christian Assembly, in Santa
205 Clara. Mrs. Efting has taught the BALM class, in various forms, for over 30 years.

206
207 Mrs. Efting has taught at all levels, in Christian private school settings and homeschool Enrichment classes, as
208 well as college classrooms and corporate boardrooms. She has been a speaker for CHEA, SCOPE, and many
209 other homeschooling organizations, and is a regular consultant to schools, homeschooling families, and other
210 groups. Gail has offered consistent guidance and encouragement to Christian homeschooling families for over
211 30 years, including serving as The King's Academy's PSP Curriculum Coordinator (14 y) and Director of the
212 TKA Enrichment Program (20+ y). She served on the advisory council for HEART ACADEMY during its
213 formative years and co-created Crossroads Enrichment Center, a collaborative homeschooling community in
214 San Mateo County. She has also served as an educational consultant nationally and internationally, to both pub-
215 lic and private schools (from formation - to those with student populations of over 1800). The Eftings educated
216 their own children at home, through high school. And yes, they are fine. 😊

217
218 Mrs. E has served on many ministry and non-profit boards through the years, including; Santa Clara Speech and
219 Debate Club (SCSDC – one of the earliest homeschool debate clubs in CA, hosting NCFCA nationals in 2001),
220 Green Pastures (a full care home for children with disabilities in the Bay area), Crossroads Enrichment Center,
221 the Association for Dispute Resolution of Northern California (ADRNC – an organization supporting national
222 and international conflict resolution) and Rebuild South Sudan (a ministry improving education in Sub-Saharan
223 Africa). Before shifting to ministry, Mrs. Efting headed CMI (a consulting firm providing training and support,
224 to financial institutions and law firms, on management and banking law issues). She has a Masters in Leader-
225 ship, and is currently putting the finishing touches on the dissertation for her Doctorate of Education (EdD).

226
227 **Sandi Gonzalez** has had many roles, but her favorite is mom to four daughters, (ages 14, 17, 20, 21) and one
228 son (age 12), three of whom she homeschoools, and all of whom have been involved in the performing arts of
229 music, theater, dance, and stagecraft. Having studied dance as a child with an emphasis on tap, Sandi returned
230 to it a few years ago when her children expressed interest in music, then theater and dance, and has performed
231 as a tap and jazz dancer with Ohlone College. She has also worked with Stage 1 Theatre in Newark, performing
232 in such shows as Cinderella, Titanic and AIDA and working behind the scenes as an assistant choreographer,
233 co-producer, and properties designer on various other productions and has taught dance classes for varying ages
234 with the City of Fremont's recreation department. She currently serves as a dance instructor at Starlight Studios
235 in Tracy where she teaches beginning to advanced and adult tap classes, musical theatre classes, and preschool
236 tap and ballet combination classes. Three of her children take classes of every style and her eldest daughter
237 teaches piano and voice there. An ongoing learner, Sandi is taking jazz and ballet classes with the studio. She
238 also has the privilege of being a choreographer with HEART's Youth Theater Project, which allows students to
239 perform theatre in a Christ-centered environment. The first show she choreographed for YTP was Joseph and
240 the Amazing Technicolor Dreamcoat in 2014. She has gone on to choreograph YTP's productions of Singin' in
241 the Rain, Seussical Jr., The Lion the Witch and the Wardrobe, Mary Poppins, Honk! Jr., Into the Woods Jr. and
242 Wizard of Oz. One of her favorite aspects is seeing students' growth in character, skill and confidence as God
243 uses and grows each one. As she combines her passions for teaching and dance at YTP, she is excited to do the
244 same for the Worship Dance class at HEART where the focus is bringing glory to God through the art of vari-
245 ous dance styles.

246
247 **YingYang (Sunny) Huang** – Mrs. Sunny Huang was born in Canton, China. When she was 13 years old, she
248 started to learn traditional Chinese calligraphy and painting from Master Huang Tang for ten years. She fol-
249 lowed Master Huang, visited many famous natural attractions in China, practiced water washed ink landscape

250 painting there. Sunny has a passion for learning, sharing and teaching traditional calligraphy and painting. Af-
251 ter she arrived in US, God opened the door for Mrs. Huang. She became a member of Chinese Calligraphy and
252 Painting Lingnan Association, transporting her art between Canton and America. Because she enjoyed study-
253 ing Chinese culture, she started her new journey teaching Mandarin Chinese, Cantonese, and traditional Chi-
254 nese calligraphy and painting at local Chinese schools. She served as a judge for the Chinese Calligraphy and
255 Painting Association of Northern California Chinese School, and she is a volunteer coordinator for the Chinese
256 language and culture program in Noble Library, San Jose. She has been invited to several presentations for cal-
257 ligraphy and painting at several Bay Area high schools. In past summer, she taught traditional calligraphy and
258 painting at Columbia Middle School in Sunnyvale, which is run by the Start Talk Program of Stanford Univer-
259 sity. She has three children ages 12 to 18 years old, and she has been a homeschool mom for 6 years.

260
261
262 **Jonathan Pappas**, alumni of HEART Academy, entrepreneur, software developer and artist/maze enthusiast is
263 excited to be sharing his love of programming with HEART Academy. He began homeschooling in high school
264 and fell in love with it! It has allowed him time needed to pursue God-given talents, develop entrepreneurship
265 skills while starting a business and enjoy sharing his passion with the world. Coding is a delight and among his
266 top passions!

267
268 Now downloaded in over 100 countries, Mr. Pappas' Maze Jam app combines original art and music, as well as
269 character, game, and graphic design. For the past two years, the Children's Discovery Museum of San Jose
270 hosted his Maze Jam Experience where hundreds of families participated in Mr. Pappas' multi-level, hands-on-
271 workshop. This year, his art show "It's A-Maze-ing: The Art of Mazes" appeared in the gallery of the Chil-
272 dren's Discovery Museum of San Jose. He was awarded an Editor's Choice Blue Ribbon at the Bay Area Maker
273 Faire where thousands of guests enjoyed his Maze Jam booth, and was recently invited to write an article on
274 homeschooling for Make: Community Magazine. He brought Maze Jam to Pitch Tank 4.0 held at eBay, and
275 was delighted to win time with eBay's VP of eCommerce, where he learned about marketing.

276
277 When he's not coding, you'll find Mr. Pappas drawing the most intricately detailed mazes, and building his art
278 business! And when he's not drawing mazes, you'll find him enjoying math, astronomy, Aristotle's rhetoric and
279 Tolkien! He also loves to play basketball and board games with friends and family!

280
281 **Liz Shimada** has homeschooled for 15 years. She has an M.S. degree in Computer Engineering (Santa Clara
282 University), a B.S. degree in Electronic Engineering (Cal Poly-SLO), and ten years in industry. She currently
283 teaches math and science classes at HEART Academy and HSLDA Online Academy.

284
285 **Warren Shimada** has 17 years' experience coaching both boys and girls fundamental and strategic basketball
286 skills from ages 5-18 years old. Here are some of the programs that I have been involved with: Coached BASIC
287 Sports Basketball Program (2010-2012), Tri-City Basketball Youth Group Coach for girls 5th-8th and boys 6th-
288 12th (2009-present), Tri-City Basketball Youth Group Assistant Basketball Commissioner (2012-present), Sac-
289 ramento Japanese Youth Basketball League (1982-1985), The King's Academy High School Girls JV Basket-
290 ball Team (2013-present), Cupertino Hoops Boys 678 Division (2013-2015), Girls JV Club Basketball Foothill
291 College Spring League (2015), founder and head coach for Christian Home School Basketball program for boys
292 6th-12th (2013-present), private lessons to clients in training and fundamental techniques specializing in shoot-
293 ing and private group basketball classes for boys and girls age 5-18 years.

295 Warren Shimada has 27 years in personal finance background: Personal finance applications such as Quicken,
296 Quicken Estate Planning, Microsoft Money and Turbo Tax. Personal finance mentor and teacher specializing in
297 teaching life skills in the area of savings, investing (stock market and real estate), budgeting, credit/debt man-
298 agement, insurance, consumer awareness, bargain shopping, at home businesses for income, taxes, retirement
299 and tithing and selling on eBay and Craigslist. Certified Dave Ramsey Personal Finance Master Coach in 2019.
300 Completed two-year InvestTools PhD Options Trading Program. Founder and director of a 501c(3) organiza-
301 tion. Warren also holds a B.S. degree in Electronic Engineering from Cal Poly-SLO and a M.S. degree in Com-
302 puter Engineering from Santa Clara University. He has worked 17 years in industry (Systems Engineer/Project
303 Manager 1989-2001 FMC Corporation, Software Engineer 2001-2004 Lam Research, Independent Systems En-
304 gineer Consultant 2004-2006).
305