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Lower & Upper Academy Course Catalog

3rd -12th Grade

2021-2022 Year

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		
Kirk Park, 1601 Foxworthy Avenue	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
1101 & Kitchen	100	Not Available	Available	Heart Comes Together	Lunch	Available	Not Available		
3101	20		Worship Dancing - Sandi Gonzalez Gr 3-12			Theater Arts - Sandi Gonzalez Gr 3-12	Geometry - Sandi Gonzalez Gr 9-12	PULSE HCT (FREE Weekly Chapel)	1101 & Kitchen
3106	10		Traditional Chinese Calligraphy & Painting (Older Kids) - Sunny Huang Gr 7-12			Personal Finance - Warren Shimada Gr 9-12		PULSE Dances (3x per year FEE)	Small
3102	20	Study Hall	Study Hall	Empty		Study Hall	Study Hall	PULSE Tech Team & Crew Team (FREE 5x per year) AS NEEDED	Large Room
3103	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
3104	10	Math Tutoring - Karen Tsai Gr 6-12				Math Olympiad - Karen Tsai Gr 4-8	Chemistry - Karen Tsai Gr 10-12	PULSE Yerabook Team (Free) Youth Theater Project (3x per year FEE)	Medium
3107	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

Blue is Upper Academy, Grades 7-12

Green is Upper & Lower Academy, Grades 3-12

Pink is Lower Academy, grades 2-6

Purple are After School or Extra-Curricular Events

Other Events Happening

ABC's of Homeschooling for Newbies, email for dates

Available as needed

Homeschool Mini-Conference

This includes the ABC's of Homeschooling for Newbies, and so much more!

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

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.

135 136 ***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.

140 141 ***Bring to class every day:***

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

- 146 a. Notes and handouts
- 147 b. Essays in progress
- 148 c. Completed essays
- 149 d. Ideas
- 150 e. Research paper

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

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

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

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

155 156 ***Workload:***

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

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

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

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

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

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

168 169 ***Grading and Assessment:***

170 Each essay will be evaluated, and revisions will be required. Teacher evaluation will be based on improvement
171 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
190 **Weekly Essays and Revisions:** 85%

191 **Research Paper:** 15%

192 **Extra credit**, as applicable, will add on to student's existing point total
193

194 **Math Tutoring**

195 **8:45-10:00 am, Period 1**

196
197 **Mentor/Teacher:** Karen Tsai

198 **Main Focus:** Helping students gain confidence and succeed in math through Pre-Calculus

199 **Course Length:** Two Semesters, 32 weeks

200 **Type of Class:** Group Class through HEART Academy

201 **Questions:** Email Karen Tsai charles_karen@yahoo.com

202 **Recommendation/Prerequisites:** Come prepared with questions.

203 **When:** Friday, 8:45-10:00 am, Period

204 **Class Fee payable to Instructor:** \$60/month per person

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

206 **Minimum 3, Maximum 6**
207
208
209

210 **Swift Master Class**

211 **8:45-10:00 am, Period 1**

212

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213
214 **Instructor:** Jonathan Pappas

215 **Class Title:** Swift Master Class

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

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

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

219 **Materials Fee:**

220 • \$100 materials fee for an iPad provided by Mr. Pappas

221 No prior knowledge of programming or Swift is necessary.

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

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

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

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

226
227 **Credits:** Computer Science (non lab science), Logic, Foreign World Language, and Programming. (Or Honors
228 Equivalent)

229
230 **Course Description:** The Swift Programming Language is the most commonly used language when publishing
231 on the Apple App Store. With Swift, students will be able to write an application that can be published on the
232 Apple App Store and downloaded worldwide. This class will teach students the basics of programming and eve-
233 rything they need to know to create an app for the Apple App Store using Swift. Students who have learned
234 Swift will have the capacity to create: Fast Paced Platformer Games, Puzzle Apps, Physics Games, or 3D Apps,
235 etc.

236 • This class is geared towards Juniors and Seniors.

237 • Students will be equipped at Honors Level, College Prep knowledge of the Swift Programming Language.

238 • Ambitious younger students can enter with permission.

239
240 **Course Content:** This course will focus on the fundamentals of Swift, how to use the language itself. This
241 course will also cover the SpriteKit Framework, an extension of the programming language, that allows you to
242 easily code viewable apps. Both concepts will be covered comprehensibly throughout the course, giving
243 knowledge to students about how to make epic usable apps, in a powerful and efficient way. This course teaches
244 students how to design, write, verify, and construct an app on the Apple App Store.

245
246 **Assessment:** You, as teacher of record, will be evaluating whether your students will be working at honors
247 level or at a more basic level (Mr. Pappas can help you with this). This class recommends evaluation that is
248 competency driven, as the students will have the freedom to master their area of interest. Completion of this
249 coursework and projects with qualify your student for honors credit. Mr. Pappas can assist you in establishing a
250 grade.

251
252 **Attendance:** Class will consist of experiential learning, and presentational learning.

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

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

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

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259
260 **Classroom Expectations:**

- 261 • Work on curriculum created by Mr. Pappas.
262 • Partake in projects that will be created by the students every six weeks.
263 • No disruptions in the learning environment. Questions or input to Mr. Pappas are welcome at any time during
264 the class.
265

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

- 268 • If you would like grades, Mr. Pappas can help you with this.
269 • Research Options: If a student is sufficiently enticed and or delighted to do research at home, Mr. Pappas will
270 provide a conglomerate of comprehensive online resources for them.
271 • Puzzles: Mr. Pappas may pose an intriguingly puzzling question for students to take home. They can work on
272 these, if they feel they are up to the challenge, and can email me or bring it back the next week with their an-
273 swer. Entirely optional.
274

275 **Materials:**

- 276 • Notebook and writing utensil, or electronic equivalent, for note taking and commentary creating. Please bring
277 every week.
278

279 **Workload:**

- 280 • The Workload of this class is variable for each student.
281 • Projects: This class will have facilitated projects every 6 weeks. Students will be able to choose a project in
282 which they are particularly interested, or fabricate something from their creative genius that is related to the cur-
283 rent study. Students will (actually and seriously) *program* their project, and have fellow students play or test it...
284 maybe even show it off at Pulse Night. Students will be making their projects in-class. If a student would like to
285 work or code a project at home, they will be encouraged to do so. Please talk to Jonathan Pappas with any ques-
286 tions about projects.
287 • Commentary: Students will be able to write commentaries, which will be reviewed by the teacher every few
288 weeks, and parents are encouraged to read them. Students will be able to tell parents what they learned, and the
289 practicality of their learning through written commentaries. Commentaries are retrospectives, and have been
290 proven to solidify the learning process by keeping track of 'Aha' moments. Students' thinking benefits from
291 writing down discoveries, ideas, thoughts, and feelings. It is recommended that commentaries be written within
292 24 hours of the class. Students should not spend too much time on the commentary, 5 minutes will do. A com-
293 mentary outline will be provided by Mr. Pappas on the first day of class.
294

295 **Curriculum:** Materials will be provided by instructor Jonathan Pappas.
296

297 **Contacting the Teacher:** Questions, comments, or suggestions are always welcome. Feel free to contact Jona-
298 than Pappas at jonathanrpappas@gmail.com.
299

300 **Assignments before classes begin:** Please visit the webpage, unusuallybrilliant.com/swift-master-class. A list
301 of introductory videos will be provided.
302
303
304

PERIOD 2

10:05-11:20 am

Beginning & Intermediate Basketball

10:05-11:20am, Period 2

Course Title: Beginning & Intermediate Basketball

Teacher/Mentor: Warren Shimada

Course Length: 2 semesters

Type of Class: Group class through Heart Academy

When: Fridays, Period 2

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

Credit Classification: Physical Education

Minimum Class Size: 6

Maximum Class Size: 20

Questions: Warren Shimada wshimada1@gmail.com

Shelter in Place: Will not hold class

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

Bring to Class:

- 1) 28.5" basketball (all girls and boys ages 8-12) or 29.5" basketball for boys older than 13 years old (write your name on the ball)
- 2) Water bottle
- 3) Court shoes (no running shoes or sandals allowed)

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

Intermediate Skills Emphasized: 1. Shooting technique - advancing skills in the basic (6 step) technique, shooting off the dribble, strategies to get open shots, driving to the basket, jump shot, post moves 2. Dribbling - right/left hand dribbling, intermediate ball handling skills, two ball dribbling, cross over dribbling 3. Passing - chest/bounce pass, one handed passing, baseball pass, lob passing 4. Defense - footwork/hand position, man-to-man defense, 1-2-2 zone defense, 1-3-1 zone defense

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5. Scrimmage Games – play scrimmage games based on fundamental skills learned in the semester. Game rules are adapted based on player ages and abilities (for example: points given for not only making baskets but for rebounding, steals and assists).

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

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

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

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

Worship Dance 1:45-3:00 pm, Period 4

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

Course Title: Worship Dance

Teacher/Mentor: Sandi Gonzalez

Course Length: Two Semesters for Upper and Lower Academy,

Type of Class: Group class through Heart Academy

When: Friday 1:45-3:00 PM

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

Credit Classification: Upper and Lower Academy

Lab Fee: None.

Minimum & Maximum Class Size: 1 – 20 Students

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

Prerequisite:

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

Course Description:

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

Class Expectations:

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

Please bring to class every day:

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

Workload:

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

Grading and Assessment:

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

About Your Instructor:

See the end of this document.

Assignments for the first week:

Read through this entire information sheet and please e-mail or text me if you have any questions. I'm looking 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

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432 *Minimum & Maximum Class Size: 2 to 12*

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

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

435
436 Teacher will purchase the materials below:

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

441
442 Course Description: This course is designed for the beginner of learning traditional Chinese calligraphy and
443 painting. The 75 minute class meets every week (allowing the teacher 15 minutes to set up and clean up). Each
444 class will have a brief teaching/demo on a technique followed by a hands-on activity. Students study both cal-
445 ligraphy and painting together.

446 Topics covered:

447
448 * Students learn the basic history knowledge of this 4,600 year tradition and the cultural value of China. Stu-
449 dents participate in learning about the invention of paper (making paper). By learning traditional Chinese cal-
450 ligraphy and painting, students have a comprehensive understanding of traditional Chinese culture. Stu-
451 dents learn about the transformation of calligraphy and how Chinese calligraphy has spread around the world.

452
453 *Students are introduced to Chinese Scholar's Desk --Four Treasures (Brush, ink, rice paper, ink stone and ink
454 stick), an essential tool kit and their proper use. Students will learn to grind out ink with an ink stick on the ink
455 stone, and understand the structure of brush and identify the rice paper.

456
457 *Students learn how to hold the brush, load the brush and move the brush.

458
459 *Students practice on the Magic Water Writing Fabric at the beginning and later move onto more challenging
460 rice paper.

461
462 * Students are introduced to five Calligraphy scripts and different writing styles.

- 463 • First starting with pictograms characters which form is identified and memorized easily.
- 464 • Then getting into basic strokes in calligraphy step by step and move into practicing.
- 465 • Next Mastering technique calligraphy characteristics of each stroke and practicing different styles
- 466 of exemplary pieces of calligraphy.
- 467 • Meanwhile Students do application of Chinese strokes as a model for paintings.

468
469 *Students explore that Traditional Chinese Painting is China's traditional art with unique characteristics.

470
471 *Students learn Chinese basic painting techniques and uses mainly water, ink and colors to paint on paper.

472 *Students are introduced six formats of Chinese Painting.

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

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

- 475 • Delve into the rich traditional Chinese culture
- 476 • Write basic Chinese characters
- 477 • Create traditional Chinese paintings such as flowers, bamboo, landscapes

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

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

- 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.

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

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

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

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

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

524
525 Providing a detailed introduction to the methods and concepts of general biology, our award-winning, home-
526 school, high school biology covers:

- 527
- 528 • A heavy emphasis on the vocabulary of biology so that students are properly prepared to have scientific dis-
529 cussions
- 530 • A strong background in the scientific method so that students are trained for laboratory sciences in other high
531 school science courses, as well as university studies
- 532 • Labs that cover experimentation, field studies, microscopy, and dissection
- 533 • Introduction to classification, biochemistry, cellular biology, molecular and Mendelian genetics, evolution,
534 ecosystems, and much more.

535 ***Honors credit:***

536
537 The course may be taken for honors credit. Additional assignments will be required; please ask instructor for a
538 list of these assignments. Students desiring honors credit must make this request by the first or second week of
539 class. If you are not sure whether to take the course for honors credit, you may start in honors and later drop
540 back to a standard course if desired.

541 ***Topics to Be Covered:***

542 16 modules (chapters) paced at approximately one module per two weeks:

543 *1st Quarter: The Science of Life; The Chemistry of Life; Cell Structure and Function; Cellular Energy*

544 *2nd Quarter: DNA, Proteins, and the Cell Cycle; Genetics; Ecology; Evolution (Christian perspective)*

545 *3rd Quarter: Prokaryotes and Viruses; Protists and Fungi; Plant Diversity and Reproduction; Plant Structure*
546 *and Function*

547
548 *4th Quarter: Animals – Invertebrates, Part 1; Animals – Invertebrates, Part 2; Animals - Chordates, Part 1; An-*
549 *imals – Chordates, Part 2*

550 *Note: HEART classes will be on break during the holidays, from before Thanksgiving until just after New Year's*
551 *Day. In order to stay caught up in your textbook, you will read through two modules during this time (the ecol-*
552 *ogy and evolution modules). These modules will not have any labs assigned, and tests and study guides will be*
553 *optional for standard level students (required for honors level students), but recommended for all, as they are*
554 *helpful for comprehension.*

555 ***Class Expectations:***

- 556
- 557 • Attendance and punctuality (very important). Please be in class on time, ready to start, and prepared for the
558 day's material.
- 559 • LISTENING to instructions given in class and FOLLOWING DIRECTIONS. This will save time and energy
560 for all of us and is extremely important for safety and for good performance.
- 561 • Participation in discussion. We will review the chapter in class to prepare for the test.
- 562 • Participation in lab and turning in lab reports.
- 563 • Completing other assigned homework (on time!) such as study guides and On Your Own questions. Specific
564 assignments will be given weekly by email and by handout. Please stay caught up!

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- You will study on your own with your parent's help as needed during the week (reading the chapter, possibly performing some household-based labs and reporting back during class, answering On Your Own Questions and Study Guides, and studying for tests).
- Tests will be completed at home and proctored and scored by parent. Since biological concepts continually build on important previous material, parents may choose to allow the student to take the test a second time if mastery has not been achieved on the first administration of the test. We can also discuss other ways to help the student assimilate the material.
- Use of basic technology applications (word processing applications, email, internet).
- A willingness to learn how to apply a Christian world view in biology.
- In addition to class time, this subject will require a workload of about one hour a day, five days a week. Additional hours will be needed for honors students.

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

An assignment sheet will be made available every week. It is designed as a communication device for you, to clarify your weekly work process and help you focus on the topics we are discussing in class. **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.

Laboratory Exercises:

Exploring Creation With Biology contains three types of laboratory exercises:

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

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

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

Handing in Assignments:

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

610 advanced course – please ask instructor.

611
612 **Bring to class every day:**

- 613 1. A 3-ring binder with spine size approximately 1 1/2” to 2.” Insert two plastic sheet protectors at the front of
614 the binder to store latest assignment sheet and important reference information. If it is a view binder, you may
615 decorate the cover page any way you like. Insert dividers, labeled as follows. Have a small supply of college-
616 ruled paper in each section.
- 617 a. OYO Questions
 - 618 b. Class Notes and Handouts
 - 619 c. Study Guides
 - 620 d. Tests
 - 621 e. Extra Credit
- 622 2. A second 3-ring binder with spine size about 1 1/2” to 2”. This will be the **lab notebook**, and will periodi-
623 cally be turned in for grading. Insert two plastic sheet protectors at the front to store lab writeup instructions and
624 drawing instructions. Have a supply of lined paper and **plain white paper** in the binder, for lab reports and
625 drawings.
- 626 3. Sharp pencils with good erasers, for sketches and drawings. Mechanical pencils are useful.
- 627 4. Pen.
- 628 5. 6” ruler for drawing straight lines for labels on lab drawings.
- 629 6. Colored pencils for biological drawings (at least 6 colors).
- 630 7. Zippered pocket for pencils, erasers, etc. (place this in your main Biology binder which stays with you and
631 doesn't get turned in).
- 632 8. Textbook.

633
634 **Workload:**

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

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

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

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

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

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

653 **5-4-3-2-1 Summaries of Modules** – Extra credit, but **highly recommended** to create a personalized wrap-up of
654 the module. Use 5-4-3-2-1 handout. (*Required for honors credit – one per module.*)

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

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

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

666 **Grading and Assessment:**

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

672
673 A teacher-created evaluation will be provided for every student, which may be used as a record of accomplish-
674 ment for students planning to attend college, and as an aid to help parents ascertain grades for report cards. All
675 evaluations include the number of tests, homework, labs, and other assignments completed, a description of
676 challenges and accomplishments, a review of student's progress and performance, test scores, and recommenda-
677 tions for future work. While the parent gives the actual letter grade, this evaluation will be an individualized as-
678 sessment of the student's progress and effort and will help in assigning the grade. The basis for this assessment
679 will be the following items:

681 **Tests: 55%**

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

684 **Homework: 10%**

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

687 **Lab: 35%**

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

689 Neatness and thoroughness of lab writeups in lab notebook.

690 Maintenance of biology notebook as directed.

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

692 **Extra credit, as applicable**

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

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

697 **Curriculum**

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

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701 **REQUIRED:**

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

703 ISBN 978-1-946506-45-0

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

705
706 To emphasize, please note that you will be needing **both** the main textbook and the solutions/test manual. Pur-
707 chase the **Apologia Basic Set**, \$89.95, which contains both of these items.

710
711 **OPTIONAL:**

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

716
717 **Website:** www.apologia.com

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

719
720 ***About Your Instructor***

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

722
723 ***Contacting the Teacher:***

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

726 The best way to contact Mrs. Boiko is via email at dboiko12@gmail.com. The next best way is by phone at
727 (408)375-5189 (cell).

728
729 ***Teacher Assistant Position Available:***

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

733
734 **Assignments for the first week: (to be completed prior to the first class)**

735 **Parents:**

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

738 **Students:**

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

745
746
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Spanish 3

10:05-11:20 am, Period 2

Course Title: Spanish 3

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 2, 10:05-11:20AM

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 2

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

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

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

Course Content: The curriculum used is a unique multimedia program that takes the student from beginner to advance level in 46 lessons, this is the 2nd year where we complete it. Students of Spanish 3 course will work at an advanced 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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A teacher written evaluation will be provided, which may be used as record of accomplishment for students planning to attend college, and to help you assign grades for your report cards. All evaluations have the description of assignments completed, quizzes and test scores and recommendations for future work. The student's name and course, date of completion and instructor signature are also included.

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

Required Texts:

□□ Living Language Spanish, Complete Edition (You should have this curriculum from Spanish 2 class)

On Sale: August 09, 2011

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

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

http://www.randomhouse.com/book/208755/living-language-spanish-complete-edition-by-living-language/9780307478597/#blurb_tabs

- First Thousand Words in Spanish, , I have recorded this book, no need to buy it with tape

You can find it at:

<http://www.amazon.com/First-Thousand-Words-Spanish-Internet-Linked/dp/0794502849#zus&cbDAcr&iDAcr&rl&v1>

Course Requirements:

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

Bring to class:

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

Assignment Criteria: Assignments are given weekly. **At the end of the class I will announce the homework. The commitment of time is 1 hour 5 days a week, a total of 5 hours weekly.** I will send an email early next week, only to remind you of the assignment for that week. **It is designed 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. **Please read it at the beginning of every week** and use it as a working guide. Once you have read the assignment email, print it and store it in your binder for future reference.

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

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. 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 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

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875 *Credit Classification: Performing Arts*

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

877 *Materials Fee \$20 per student*

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

881 *Minimum Class Size: 4 students*

882
883 Course Description: Theatre encompasses multiple forms of art and design: writing, painting, dance, music,
884 sewing, construction, lights, sound, hair, makeup, and, oh yes, acting! It is truly a collaborative art and much
885 more than what happens "on stage." This class will work on creative, engaging, challenging, and fun drama pro-
886 jects that will immerse students into the collaborative art of theatre. The projects can easily accommodate a va-
887 riety of skill levels, from beginner to the more experienced student. Projects will include: scene work, acting
888 techniques, story & character analysis, production & publicity, design, and technical elements such as lighting,
889 sound, sets, and costumes.

890
891 Some class time will be spent developing and practicing scenes to perform at HEART Academy's PULSE
892 nights (once per semester), as well as applying what we're learning in collaboration with Youth Theatre Pro-
893 ject's two major musical productions. Performing in these full-length productions is NOT required; however,
894 assisting in some way (such as working as part of the stage crew, helping to build/paint sets, sewing costumes,
895 doing hair/makeup, or collaborating on some other aspect of the show) IS required. The class will collaborate
896 on a final class project to be performed in the Spring.

897
898 Success in this class will not necessarily lead to a starring role or a career in theatre. Instead, this class is a place
899 where you can tap into your own creativity, gain self-confidence, and work collaboratively with others. You
900 will discover that participating in theatre almost always means being part of a team. You will also learn to be-
901 come a critical listener and viewer—qualities that will serve you well no matter where your future takes you.

902
903 **Materials:**

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

905 Lined paper or notebook

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

907
908 **Homework:** The amount of homework will vary greatly. The student will sometimes be required to prepare a
909 short scene or performance as an acting exercise. Interested students may spend a lot of time writing plays/skits
910 or designing technical elements such as props, sets or costumes. All students will be required to memorize their
911 lines diligently, which may take extra time for a few weeks depending on the student's part.

912
913 **Evaluations:** Students will be evaluated based on participation, preparation, teamwork, cooperation, and serv-
914 anthood. It takes a lot of self-control in a fun class like Drama, and a lot of work for successful theatre produc-
915 tions. We will all strive to serve each other, no matter how big or small our acting parts are.

918 Personal Finance & Stewardship

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

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

12:20-1:40 pm, Period 3

919
920
921 **Course Title:** Personal Finance & Stewardship

922 **Teacher/Mentor:** Warren Shimada

923 **Course Length:** Two Semesters

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

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

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

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

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

931 **Minimum Class Size:** 4

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

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

934
935 **Curriculum:** Students must purchase

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

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

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

939
940 **Prerequisites:** Most personal finance learning will be through the Dave Ramsey videos and workbook fill-ins.
941 Basic high school reading will be helpful for some workbook pages and tests, and good pre-algebra math skills
942 are required.

943 **Background & Course Description:**

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

945 Personal Finance Description: Less than half of high school seniors qualify as financially literate, and more than
946 7 million borrowers are in default on student loans for college. Students are facing tremendous financial chal-
947 lenges without the basic knowledge needed to thrive in today's economy. This is a life changing financial liter-
948 acy program which teaches valuable information that students will use every day and for the rest of their lives.
949 What a wonderful goal it would be to get out of college with NO debt and thousands of dollars in the bank.

950
951 This curriculum teaches students how to avoid debt like the plague, budget with intention, invest, and build and
952 steward wealth. With Dave as the expert, this curriculum provides comprehensive resources. Students are facili-
953 tated in learning and bringing this curriculum to life. This class will change the financial future of students and
954 set them on a path to win with money and change the way students look at money forever. The teaching is de-
955 livered via video by Dave Ramsey, Rachel Cruze and Chris Hogan. The students will be empowered, equipped
956 and entertained while building confidence in their own financial decision-making.

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

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

961 **Materials to Purchase:**

962
963

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- 964
965 1. *Foundations of Personal Finance for Homeschool Student Text (Grades 9-12)* by Dave Ramsey (can purchase at www.daveramsey.com or Amazon)
966
967
968 2. *Quicken* software application (various versions between 2011-2015) (can purchase on Amazon or eBay).
969
970 3. *How to Manage Your Money* by Larry Burkett (can purchase on Amazon or other online bookstore).
971

972 **Personal Financial Curriculum Qualifications**

973 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.
974
975

976 **Who can attend?**

977 High school students (9-12th grade) who have the reading, math and maturity for these concepts. The students
978 with a source of income get the most understanding and knowledge from the class. If the student does not have
979 a job, the instructor suggests giving child money to manage with a written budget. Parents are invited to come
980 and learn together
981

982 **Class Overview**

- 983 1) Personal Finance topics covered in class by watching DVD video lessons by Dave Ramsey's "Foundations in
984 Personal Finance". The student workbook provides notes, chapter summaries, review material and tests. See
985 description under "Personal Finance Topics Covered" below.
986 2) Learn how to use Quicken software application (PC version) by Intuit to create budgets, manage check-
987 ing/saving/credit card accounts, manage investment portfolios and create reports. Each student will be taught
988 how to input data into their personal accounts for appropriate recordkeeping and tracking their income/expenses
989 and assets/liabilities. Also, students will create budgets, manage investments and create reports.
990 3) In class, group activities will focus on life applications and decision making based on various personal fi-
991 nance scenarios. These "real life" scenarios will allow each student to apply what they are learning from the
992 Dave Ramsey videos. Class Projects will include: a) create actual budgets for students in college, college gradu-
993 ates and married with children, b) create a diversified mutual fund and index fund portfolio using Zacks.com to
994 research funds and purchase the funds to track rate of return results, c) create sinking funds for 1 year and 5 year
995 large purchase which may include car, college expenses, computers, cell phone and vacations, d) create an ac-
996 tual personal budget and track expenses using Quicken. Track your budget and income/expenses by creating
997 reports using Quicken.
998
999 5) Learn and study what the Bible says about personal finance decisions on savings, investing, retirement,
000 credit, etc. The class will discuss these topics in small groups based on Larry Burkett's bible study: *How to*
001 *Manage Your Money*. See below for bible study topics under "Biblical Topics Covered".

002 **Workload**

003 **1) Class**

004 Each week, we will watch 1-3 DVD videos (15 minutes each) featuring Dave Ramsey as the speaker. Students
005 will fill in the blanks in their workbooks during the video teaching. At the end of the video, I will review the
006 answers in the workbook and discuss in more detail the topics covered in the video. After the completion of
007 each chapter, we will review and discuss the Chapter Summary material before giving a Chapter Test in class.
008
009

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Chapter Tests will be given in class. In each chapter, we will do group activities in class to emphasize life application of topic being studied.

2) **Homework**

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

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

Tests = 45%

Homework = 20%

Class Participation = 15%

Quicken Reports = 20%

Personal Finance Topics Covered

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

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

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

Unit 1: Saving and Budgeting

• Chapter 1. Introduction to Personal Finance

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

• Chapter 2. Saving

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

• Chapter 3. Budgeting

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

Unit 2: Credit and Debt

• Chapter 4. Debt

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

• Chapter 5. Life after High School

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

• Chapter 6. Consumer Awareness

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

Unit 3: Financial Planning and Insurance

• Chapter 7. Bargain Shopping

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055 Highlights the importance of bargain shopping as part of a healthy financial plan and identifies important nego-
056 tiation strategies.

057 • **Chapter 8. Investing and Retirement**

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

060 • **Chapter 9. Insurance**

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

063
064 **Unit 4: Income, Taxes, and Giving**

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

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

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

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

071 • **Chapter 12. Giving**

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

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

- 076 • What is Wealth?
- 077 • God's Will in Finances
- 078 • The Perils of Money
- 079 • Release from Servitude
- 080 • Financial Planning God's Way
- 081 • Motives for Accumulating Wealth
- 082 • How Much is Enough?
- 083 • Sharing by God's Plan
- 084 • Deciding Who Deserves Help
- 085 • Making Financial Decisions God's Way
- 086 • The Challenge

087
088 ***My role as the facilitator of the class:***

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

092
093 **Review .**

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

097
098 ***Bring to class every day:***

- 099 • Foundations in Personal Finance Workbook & How to Manage Your Money Workbook
- 100 • Binder (1.5-2-inch, 3-ring binder) with blank notepaper

- 101 • Pencils, pens, erasers, color highlighters
102

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

104 **Contacting the Teacher:** The best way to contact me is by email at: wshimada1@gmail.com or on my cell
105 (408)655-7712.
106
107

World Literature & Composition

10:05-11:20 am, Period 3

109
110
111 **Course Title:** World Literature & Composition

112 **Mentor-Teacher:** Denise Boiko

113 **Course Length:** Two Semesters

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

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

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

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

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

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

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

121 **Prerequisite:** High school level reading and writing skills. Recommended grade level: 9th-12th but advanced 8th
122 graders are welcome. Experience with Institute for Excellence in Writing (or equivalent training in style) at jun-
123 ior high or high school level, OR HEART Academy writing class at junior high or high school level, OR an-
124 other high school English course with writing. If in doubt about a student's readiness, parents may submit a pre-
125 vious essay by the student for teacher's evaluation.
126

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.

134
135 **Course Format:** If HEART meets in person, the class will meet in person. If social distancing is mandated, the
136 class will meet via Zoom.
137

Course Description

138 World Literature and Composition will guide high school students as they read, enjoy, discuss, and analyze a
139 spectrum of literary selections from worldwide authors and poets of various eras. Genres will include short sto-
140 ries, novels, nonfiction, poetry, and drama. Students will learn literary terms and study the rhetorical techniques
141 authors use to communicate their messages. For each fiction work, students will analyze character, plot, setting,
142 conflict, point of view, and theme, and will look for features such as irony, foreshadowing, and symbolism. For
143

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144 nonfiction works, students will learn to read critically and extract important points. For poetry, students will
145 study typical patterns and techniques the poet uses to convey meaning.

146
147 Students will practice techniques of composition such as prewriting, outlining, drafting, revision, and editing.
148 Various types of compositions will be written, such as descriptive/narrative, comparison/contrast, theme-based
149 literary analysis, and a research paper with MLA formatting. All essays will be revised before being considered
150 final. Students will learn about paragraph structure, thesis and topic sentence techniques, organization, style,
151 mechanics, transitions, parallelism, variety in sentence patterns, and other key writing skills. Each semester, stu-
152 dents will write and revise three to four essays, and will complete one creative project per semester. Essays will
153 be scored using a detailed rubric analyzing the student's accomplishments in the areas of content, organization,
154 style, and mechanics.

155
156 A typical class period will include discussion of literature selections the students have been reading, occasional
157 comprehension quiz games (some designed by students), and the sharing of creative projects students have pro-
158 duced to showcase their understanding of the literature they have just read. Each class period will also include a
159 brief time of writing instruction.

160 **Levels of course available**

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

164 **Class Expectations**

165
166 --Attendance and punctuality (very important). Please be in class on time, ready to start, and prepared for the
167 day's material.

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

169 --Participation in discussion.

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

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

173
174
175 My commitment as your instructor is to provide weekly instruction, help, and encouragement to you and to
176 evaluate your work. Please feel free to come to me with questions or email me during the week, so that this can
177 be a team effort in learning together.

178 **Handing in Assignments**

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

180 Strive for excellence and do your best work.

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

183 **Bring to class every day**

184
185 1. A folder or small 3-ring binder with pocket folders in which to keep notes and handouts. Folder should con-
186 tain about 20 sheets of college ruled notebook paper.

187 2. Pens and/or pencils.

188 3. Current book being read and discussed.

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190 4. Homework to turn in.

191
192 *Other supplies needed:*

193 A good dictionary and thesaurus (online is fine).

194 Highlighters for marking interesting passages (only if you own the book and don't mind marking in it).

195 Post-It Notes for marking important passages of books you do not own or do not want to mark up.

196
197 **World Literature and Composition Workload**

198 A typical weekly workload will be:

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

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

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

203 For the project assignments, students will be provided with a long list of project ideas from which to choose.

204 Project ideas are numerous and could include the following (this is just a small sample of the list that will be
205 available):

206
207 *Writing projects*

208 Writing journal entries of one of the characters

209 Writing a dramatization of a certain episode from the book

210
211 *Presentation/speaking projects*

212 Presenting an advertisement to encourage people to read the book

213 "Interviewing" a character or the author

214
215 *Hands-on projects*

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

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

218 Creating a website relating to the book

219
220 *Artistic projects*

221 Painting, drawing, or sculpting scenes from the book

222 Making a diorama about the book

223
224 *Miscellaneous projects*

225 Writing quiz questions to try to stump the class

226 Making a map or timeline of the story

227
228 **Evaluation and Assessment**

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

232
233 Parent involvement in discussion and evaluation of student's work is strongly encouraged, and the teacher will
234 be available to parents as needed, to assist in evaluating performance against priorities, to answer questions, or
235 simply to be a sounding board for discussion.

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236
237 As needed by individual families, a teacher-created evaluation will be provided for the student, which may be
238 used as an aid to help parents determine grades for report cards. End-of-semester evaluations will be largely
239 based upon displaying consistent and measurable improvement and effort throughout the year. Evaluations may
240 include the number of assignments completed, a description of challenges and accomplishments, a review of
241 student's progress and performance, and/or an average percentage score for the semester. The basis for this as-
242 sessment will be the following items (this is an approximate breakdown and is subject to change):
243

244 **Literature essays/projects and research paper: 70%**

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

246 **Extra credit, as applicable** (will add on to student's existing point total and can be done with extra projects for
247 assigned books, or optional books read and reported on).
248
249
250

251 **Reading List**

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

254 Selected short stories (Leo Tolstoy and others)

255 *The Death of Ivan Ilych* by Leo Tolstoy

256 *The Cherry Orchard* by Anton Chekhov

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

258 Selected poetry

259 Selected folk tales

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

261 *Cry, the Beloved Country* by Alan Paton

262 *The Book Thief* by Markus Zusak

263 *The Good Earth* by Pearl Buck
264

265 **Curriculum**

266 ***Windows to the World: An Introduction to Literary Analysis, by Lesha Myers – student book only; available***
267 ***through IEW or CBD.***
268

269 **Teacher Assistant Position**

270 Duties: taking roll, checking off homework completion (with some minor, straightforward “pre-grading” of es-
271 says). You will receive a 50% discount on your student's tuition in this class. Please contact Denise Boiko if
272 interested.
273

274 **Contacting the Teacher**

275 Email dboiko12@gmail.com Phone (408)375-5189
276

277 **Summer Homework:**

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

281 **2. Read *Les Miserables* by Victor Hugo (abridged or unabridged).** I highly recommend the 2014 translation
282 by Julie Rose, as it flows well in smooth, more modern English compared to older translations. ISBN-
283 10: 0679643338 ISBN-13: 978-0679643333

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

288
289 *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 Miserables* (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.

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

Math Olympiad

12:25-1:40, Period 3

302 **Math Olympiad (Division M & Division E Contest Only option)**

303 **Mentor/Teacher:** Karen Tsai

304 **Main Focus:** Training for Division M Math Olympiad. Will be willing to organize Division E team only to
305 conduct the contest if there is enough interest.

306 **Course Length:** Two Semesters, 32 weeks

307 **Type of Class:** Group Class through HEART Academy

308 **Questions:** Email Karen Tsai charles_karen@yahoo.com

309 **Recommendation/Prerequisites:**

310 **When:** Friday, Period 3, 12:25-1:40 pm

311 **Class Fee payable to Karen Tsai:**

312 Division M (6th-8th) \$75/month per person

313 Division E (4th-6th) Only cost is contest fee. Students will only show up on the 5 testing dates to take the
314 exam. (5 students minimum)

315 **Contest Fee:** \$25.00

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

317 **Minimum 5 (each division), Maximum 10**

318
319 **Course Description:**

320 In this class, students will be introduced to key math concepts and encouraged to develop logical reasoning
321 skills that they will apply on MOEMS® contest problems.

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322
323 *Message from MOEMS® to Parents:*
324

325 *During this school year, your child will be participating in the Mathematical Olympiads for Middle Schools*
326 *(MOEMS®). MOEMS® is a nonprofit corporation [501(c)(3)] which provides opportunities for children to en-*
327 *gage in creative problem solving activities while developing a child’s ability to reason, to be logical, to be re-*
328 *sourceful, and occasionally to be ingenious. Our goals for MOEMS® participants include: 1. developing enthu-*
329 *siasm for problem solving and mathematics, 2. deepening the understanding of mathematical concepts and*
330 *strengthen ability to use these concepts, 3. considering concepts that they might not otherwise encounter, 4. en-*
331 *riching experiences in intellectually stimulating and significant mental activities, and 5. building a stronger*
332 *foundation for assessments and for future mathematics studies. Like most worthwhile goals, there is no easy*
333 *road to becoming a capable problem solver. One must recognize that this is an important and desirable goal,*
334 *and that it may take considerable time and effort to realize it. The more time and effort invested, the more one is*
335 *likely to learn. Your child will practice regularly under the direction of a sponsor in preparation for five*
336 *monthly Olympiad contests. Being able to solve a difficult problem is one of the most satisfying experiences one*
337 *may have. On the other hand, struggling with a difficult problem should indicate to your child that he or she has*
338 *found something worthwhile and new to learn. This should be viewed as a challenge and an opportunity to*
339 *grow. Learning how to solve a problem and to understand its underlying mathematical concepts are the most*
340 *important goals of mathematics education. Your encouragement and recognition of the importance of the Olym-*
341 *piad goals will help your child enjoy the Olympiad program as well as make progress in becoming a problem*
342 *solver. We thank you for your understanding and cooperation.*

343
344 <https://moems.org/DearNewPICO.htm>
345

346 **In this class you will:**

- 347 Learn and practise key math concepts
- 348 Practise past MOEMS problems
- 349 Practise presenting solution to problems logically
- 350 Given mock MOEMS sessions and detail explanations of solutions

351
352 **Course Content for This Course:**

353 Key concepts will be taught from [Creative Problem Solving in School Mathematics 2nd Edition](#) weekly. Past
354 MOEMS problems will be presented and students will work individually or with a partner to make sense of the
355 problems. Gradually, students will be given more problems to solve on their own at home before class times.
356 Students will be encouraged to explain verbally or in writing their understanding of the problem, how they solved
357 it and what worked or didn’t work and why they considered a certain approach. While arriving at the correct
358 answers are important, the class will emphasize on the student’s thinking and communication, and their use of
359 the problem solving process. Thus, students will be asked to present their solution in front of class and be ready
360 to defend their answers.

361
362 The goal as described by MOEMS is “to give students genuine problem solving experience by making sense of
363 the problem; selecting, developing, and using problem-solving strategies; and evaluating their solutions for rea-
364 sonableness and accuracy.”
365

366 Students will have an opportunity to participate in the Math Olympiads contest -which happens twice in the Fall
367 (Nov. and Dec.) and three times in the Spring (Jan. - Mar.). The contests take about 30 minutes to take, and then

368 students are given the opportunity to discuss how they solved them. Many students will have a chance to receive
369 awards in this contest.

370 Each contest consists of 5 problems and a total of 25 possible points can be achieved.

371 Students will be graded on their participation and completion of homework.

372

373 **Curriculum:**

374 [Creative Problem Solving in School Mathematics 2nd Edition](#)

375 [Math Olympiad Contest Problems for Elementary and Middle Schools](#)

376

377 **Course Requirements**

378 A willingness to learn challenging math problems

379 This subject will require 2 hours a week workload

380

381 **Students should always bring the following to every class:**

382 Student notebook

383 Pencil

384 Calculator

385

386 **Assessment Criteria:**

387 Students will be graded on their participation and completion of homework.

388 **Tests:** scores will be kept on practice test given

389

390 **Homework:** Completeness (not necessarily correctness) of review questions, practice problems, WORK MUST
391 BE SHOWN TO RECEIVE CREDIT!!

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

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

394 OBEY SAFETY RULES FOR LABS

395

396

397

398

Spanish 2 12:25-1:40, Period 3

399

400 **Course Title:** Spanish 2

401 **Teacher/Mentor:** Rosi Adams

402 **Course Length:** Two Semesters

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

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

406

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

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

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

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

410 **Credit Classification:** Foreign Language

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

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

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

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

417
418 **Course Description:** Spanish 2 will provide you with the tools to be able to meet Spanish speaking people, to
419 have a friendly conversation, to introduce yourself and your family to others, to order a meal in a restaurant, to
420 book a room or make another accommodations, to ask for directions, to buy a ticket and travel being confident
421 you will get around fine, etc., to help you to socialize and being able to communicate in Spanish.

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

424 This course will prepare the student for Spanish 3.

425
426 **Course Content:** The curriculum used is a unique multimedia program that takes the student from beginner to
427 advance level in 46 lessons. It will take us 2 years to complete. Students of Spanish 2 course will work at an
428 intermediate level. There is an excellent presentation of grammar concepts and conversation skills, plenty of
429 examples, exercises, culture notes, an extensive glossary, dialogues, audio exercises and free online learning as
430 well.

431
432 **Assessment System:** Parent involvement in discussion and evaluation of students' work is a priority. Teacher will
433 be available to parents as needed, to assist in evaluating performance against priorities, answer questions, or
434 simply be sounding boards for discussion.

435
436 There are several ways to calculate High School course credit. Determination before the class begins of the
437 method to be used, makes the record keeping process much easier. Feel free to discuss this with us at any time.
438 The most commonly used method of valuation is based on the number of hours of coursework completed in the
439 year. If you choose to use this method, it will be helpful to you to keep track of hours spent. An Academic Hour
440 Check-off Sheet is available.

441
442 A teacher written evaluation will be provided, which may be used as record of accomplishment for students
443 planning to attend college, and to help you assign grades for your report cards. All evaluations have the description
444 of assignments completed, quizzes and test scores and recommendations for future work. The student's name and
445 course, date of completion and instructor signature are also included.

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

447
448 **Required Texts:**

449 Living Language Spanish, Complete Edition

450 On Sale: August 09, 2011

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

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

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

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

458 [http://www.amazon.com/First-Thousand-Words-Spanish-Internet
459 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)

460 **Course Requirements:**

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

462 **Bring to class:**

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

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

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

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

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

490 **Spanish Workload (what to expect)**

- 491 • Vocabulary Words and conversations – Study, practice and some more practice.
- 492 • Willingness to speak during class time in order for me to see your progress and to complete your homework.

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

498 • Quizzes / Tests – There will be both, oral and written quizzes.
499

500 **Homework for the First Week (I will send this assignment at the beginning of class)**
501

502 **Classroom Expectations:** We expect to have fun during class time yet be safe at the same time. Students will be
503 treated with respect as young adults and their respect to teachers is expected in return. Below are some of the
504 guidelines and expectations during class time.
505

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

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

508 **COME PREPARED** – have materials with you with your assignments finished.
509

510 Most importantly, if you behave in a way that we feel is disrupting the learning experience of others; we will
511 discuss it with you in a private meeting outside of class.
512
513

514 **PERIOD 4**
515 **1:45-3:00 pm**
516
517
518

519 **Beginning & Intermediate Basketball**
520 **1:45-3:00 pm, Period 4**
521

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

523 **Teacher/Mentor:** *Warren Shimada*

524 **Course Length:** *2 semesters*

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

526 **When:** *Fridays, Period 4*

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

528 **Credit Classification:** *Physical Education*

529 **Minimum Class Size:** *6*

530 **Maximum Class Size:** *20*

531 **Questions:** *Warren Shimada wshimada1@gmail.com*
532

533 **Course Description:** This class will focus on skills for both the beginning and intermediate basketball player
534 for boys and girls from ages 8-17 years old.
535

536 **Bring to Class:**

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- 537 1) 28.5" basketball (all girls and boys ages 8-12) or 29.5" basketball for boys older than 13 years old (write your
538 name on the ball)
539 2) Water bottle
540 3) Court shoes (no running shoes or sandals allowed)
541

542 **Beginner Skills Emphasized:** 1. Shooting technique - focuses on the proper basic (6 step) shooting technique
543 2. Dribbling - right and left hand dribbling and basic ball handling skills 3. Passing - chest and bounce passing
544 4. Defense including footwork, hand position, and technique. Fundamental of 2-1-2 zone defense.
545 5. Scrimmage Games – play scrimmage games based on fundamental skills learned in the semester. Game rules
546 are adapted based on player ages and abilities (for example: no blocking a beginning players shot, no stealing
547 the ball from a beginner, etc).
548

549 **Intermediate Skills Emphasized:** 1. Shooting technique - advancing skills in the basic (6 step) technique,
550 shooting off the dribble, strategies to get open shots, driving to the basket, jump shot, post moves 2. Dribbling -
551 right/left hand dribbling, intermediate ball handling skills, two ball dribbling, cross over dribbling 3. Passing -
552 chest/bounce pass, one handed passing, baseball pass, lob passing 4. Defense - footwork/hand position, man-to-
553 man defense, 1-2-2 zone defense, 1-3-1 zone defense
554 5. Scrimmage Games – play scrimmage games based on fundamental skills learned in the semester. Game rules
555 are adapted based on player ages and abilities (for example: points given for not only making baskets but for
556 rebounding, steals and assists).
557

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

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

560 <https://sites.google.com/view/christian-homeschool-basketbal/home?authuser=0>
561

562 **Contacting the Coach** Please contact Coach Warren Shimada if there are any questions at
563 wshimada1@gmail.com.
564

Geometry

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

568 Curriculum: Teaching Textbook or Saxon
569
570

Chemistry

Period 4, 1:45-3:00

574 **Chemistry**

575 **Mentor/Teacher:** Karen Tsai

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Main Focus: Apologia Exploring Creation with Chemistry is a college-prep course that provides a detailed introduction to the methods and concepts of general chemistry.

Course Length: Two Semesters, 32 weeks

Type of Class: Group Class through HEART Academy

Questions: Email Karen Tsai charles_karen@yahoo.com

Recommendation/Prerequisites: In order to be able to understand this text, the student needs to be able to do basic Algebra and have a willingness to learn how to apply themselves in the classroom experience and lab.

When: Friday, (Prefer Period 4)

Class Fee payable to Instructor: \$80/month per person

Lab Fee payable to Instructor: \$50.00

Shelter in Place: Same fees apply

Minimum 5, Maximum 10

Chemistry Course Description: Chemistry is a class designed to involve you in the activities of science. In order to be able to understand this text, the student needs to be able to do basic Algebra.

In this class you will:

Learn the principles and vocabulary of Chemistry

Design and carry out experiments

Adapt the Scientific Method to interpret the findings of your experiments

Record, organize, and make interpretations of your findings

Recognize God's hand in the uniqueness of the Chemistry

This course is designed to be a first-year high school chemistry course and gives the student a rigorous foundation in chemistry, in order to prepare him or her for a college-level course. The students will develop an understanding of the role that chemistry plays in their everyday lives. It is our goal to enable students to be successful in this college-prep chemistry course.

Course Content for This Course: The course covers significant figures, units, classification, the mole concept, stoichiometry, thermochemistry, thermodynamics, acids and bases, solutions, atomic structure, Lewis structures, molecular geometry, the gas laws, and equilibrium.

Curriculum:

Exploring Creation with Chemistry Textbook (Third Edition) by Kristy Ploude

Exploring Creation with Chemistry Student Notebook by Vicky Dincher.

The texts are available from Christian Book Distributor: www.christianbook.com at a discount

Website: www.apologia.com

Course Requirements

A willingness to learn how to apply a Christian World View in Chemistry.

This subject will require 1 hour a day workload, 5 days a week, 120 hours for the year.

Participation in Laboratory experiments

Students should always bring the following to every class:

Textbook

Student notebook

Pencil

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620 Calculator

621

622 **Assessment Criteria:** Parent involvement in discussion and evaluation of students' work is a priority. I will be
623 available to parents as needed, to answer questions, or simply be sounding boards for discussion. I want to do
624 everything I can to assist you in this endeavor.

625 A teacher-created evaluation will be provided for every student, which may be used as a record of accomplish-
626 ment for students planning to attend college, and as an aid to help parents ascertain grades for your report cards.
627 All evaluations include the tests, homework, and labs completed, a description of topics covered, and an overall
628 percentage of the work completed for the semester. I will assign an overall percentage rather than an actual let-
629 ter grade. The basis for this assessment will be the following items:

630 **Tests:** I will be passing out the tests in class as I have decided it is best to not use the tests in the Solutions Man-
631 ual, but to use another test. Parents can decide if they want their student(s) to take the tests open or closed book.
632 I have allowed my children to take it as an open book test. If your child is going to be taking college Chemistry,
633 you might want to have them take it as a closed book test. Parents are responsible for proctoring their student's
634 tests. We have had instances of cheating in the past, so parents need to be aware that this can happen. It is im-
635 portant for students to show their work for problems that require calculations. This enables us to be able to give
636 partial credit for work done. I will grade the tests, so the parents aren't required to do this.

637 **Homework:** Completeness (not necessarily correctness) of review questions, practice problems, and OYO
638 questions. I will keep a record of completed work but won't grade the homework. The answers to the OYO
639 questions are at the end of each module. It is best if the student checks their work because they will learn best
640 by knowing right away what they have missed and what concepts they need to work on. **WORK MUST BE**
641 **SHOWN TO RECEIVE CREDIT!!**

642 **Labs:** Effort, enthusiasm, and performance during the lab experiments
643 Neatness and thoroughness of lab write-ups in lab notebook
644 The labs cannot be made up due to equipment considerations.
645 Students will also be evaluated on preparation, participation and attitude in class.

646 NOTE: Assignments:

647 We will hand out the assignment sheet weekly.

648 Please read the assignment sheet at the beginning of every week and use it as a working guide.
649 sheet, please store it in your binder for future reference.

650 I will collect all work for the Module the Friday that the test for that Module is turned in.

651 All work should be done neatly and reflect the student's best efforts.

652 Illegible work will be returned to the student to be redone.

653 Testing Policy:

654 I will be handing out a test at the end of each Module to be taken at home.

655 Classroom Expectations

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

658 Participation in discussion. We will review the chapter in class to prepare for the test.

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663 Participation in lab and turning in lab reports.
664 Completing assignments in a timely manner as it can be very difficult to catch back up once you fall behind.
665
666 My commitment as your Mentor-Teacher is to provide instruction and encouragement to you, supervise labora-
667 tory experiments during class time, review the chapter material in class before the tests, and evaluate the stu-
668 dent's work. I will be available to help you develop skills in scientific observation and analysis, and in under-
669 standing the complex concepts we will be learning. Please feel free to come to me with questions or email me
670 during the week, so that this can be a team effort in learning together
671
672 I expect to have fun during class time yet be safe at the same time. Below are some of the guidelines and expec-
673 tations during class time.

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

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

676 OBEY SAFETY RULES FOR LABS

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

678 **Chemistry Workload**

679 On Your Own Questions – Students must do ALL questions.
680 Experiments – Selected experiments from each chapter will be done on Fridays with a short review of the mod-
681 ule.
682 Review Questions and Practice Problems – should be done at the end of each module. These should be used to
683 study for the upcoming test.
684 Extra Practice Problems – very helpful to gain understanding if you are struggling with problems in the module.
685 May be turned in for extra credit.
686 Tests – will be done at home. I will grade them and hand them back the following week.

687 **Before the First Class:**
688 Read pages 1-18 and do On Your Own (OYO) 1.1-1.11
689 Go to <http://www.apologia.com/bookextras>, and print out the errata (printing errors) for your printing of the
690 textbook. Pencil them into your text in the appropriate places.
691

692 **Contacting the Teacher: charles_karen@yahoo.com**
693

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)

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

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

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

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

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

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

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

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

Required Texts

- First Thousand Words in Spanish, **I have recorded this book, no need to buy it with tape.** You can find it at <http://www.amazon.com/First-Thousand-Words-Spanish-Internet-Linked/dp/0794502849#zus&cbDAcr&iDAcr&r1&v1>

- 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.

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

785
786 **Homework for the First Week (I will send this assignment at the beginning of class)**

787
788 **Classroom Expectations:** We expect to have fun during class time yet be safe at the same time. Students will be
789 treated with respect as young adults and their respect to teachers is expected in return. Below are some of the
790 guidelines and expectations during class time.

791
792 **WILLING HEART & MIND** – a willing heart & mind to learn will prepare you for a lifetime of learning.

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

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

795
796 Most importantly, if you behave in a way that we feel is disrupting the learning experience of others; we will
797 discuss it with you in a private meeting outside of class.

798
799
800

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

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

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

846
847 **Assessment:** I will be available to parents as needed to answer questions or simply to be a sounding board for
848 discussion. Please talk with me as often as you like. You are welcome to sit in on the class on a regular basis,
849 even all year if you like. I want to do everything I can to assist you in this important process of training stu-
850 dents to think Biblically about every aspect of learning, and use these effective skills in all aspects of their lives.

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

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

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

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

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

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

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

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

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

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

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

903
904 **Course Requirements:** My commitment is to provide opportunities, instruction and encouragement in observa-
905 tion, discernment and critical thinking, communication, both written and verbal, life management skills, and
906 discovery and application of God's truths in every-day situations around us. I will provide material and training
907 which will be beneficial long term and practically useful.

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

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

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

918
919 This commentary will also function as a communication device for you, to clarify your weekly work
920 process and help you focus on some of the issues we are discussing in class. This commentary is designed to
921 provide your student with an opportunity for review and reflection, which are important aspects of conversion
922 from transactional learning to transformational learning. If completed correctly, it will also provide the parent,
923 as teacher of record, with the information necessary to complete any accomplishment descriptions throughout
924 the year. I strongly recommend that you require your students to retain copies of the weekly commentaries they
925 are supposed to be sending to me, for your records.

926 **The commitment requested of each "coach" (or Godly counsel)** is to help your student be accounta-
927 ble for the requirements of the class, starting on time, submitting work as instructed, participation, doing their
928 best "as unto the Lord". Also, many of the projects may require your input or availability for interviews or pro-
929 cesses. Please do not do the work FOR your student, or give them the answers to thought questions, but encour-
930 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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978 Notes
979 Observations and realizations journal
980 Project Records and Documents
981 Research Materials

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

986 Put your **Notebook** together before the first class. Make sure that you have your materials ready to
987 go. You will need to bring your notebook with you to every class. Make sure your mind is ready to FOCUS
988 (well rested, well fed, well exercised, comfortable shoes, etc.) and respectfully dialogue about the subject mat-
989 ter, when you come into class. If you have any questions about these assignments, feel free to send a note.
990

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

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

999 **Time** based methods (often called Carnegie hours) are used by most school systems, as the time spent is
000 easy to track. But I recommend the **competency** method, because this method is actually more student cen-
001 tered. Competency measurements allow the student to interact with the content and process as long (or as little)
002 as is necessary for acceptable performance in each area of study. This gives the student the opportunity to learn
003 how to become a self-directed, life-long learner. Competency based measures are more effective in allowing
004 students to work to mastery in areas of interest, by stimulating learning autonomy (a very important capacity, if
005 they intend to go to college or get a job). Honors work requires more time and effort, of course, but in an area of
006 passion, it is well worth while to allow time and energy for work to this level. The online system can keep track
007 of assignments and commentaries completed, records of posts, and any other project materials the student
008 chooses to store there. Please contact Gail Efting if you would like to discuss any of this further.
009

010 **Curriculum:**

011 The Birth of the Modern, Johnson

012 Modern Times, Johnson

013 The Consequences of Ideas, Sproul

014
015 Original works or living history materials, as assigned

016
017 Other Available Resources:

018 Veritas Press, Omnibus III, or Omnibus VI

019 TruthQuest – Age of Revolution III

020 Kronos - Modern World History

021
022 Honors:

023 On the Origins of War, Kagan

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024 Science and Technology in World History, McClellan and Dorn
025 Communism, Pipes
026 How Should We Then Live? Schaeffer
027 When Nations Die, Black

028
029 Recommended Reference:
030 The Little, Brown Compact Handbook

031
032 *About Your Instructor at the end of this document.*
033

034 **Contacting the Teacher:** If you have any questions, comments or suggestions, particularly about curriculum,
035 please feel free to send Gail Efting an email at BALMinstitute@gmail.com. Please make sure you put,
036 “HEART Modern World History”, your name, and your topic in the subject line of your note.
037

038 **Teacher Assistant Position Available:** One TA position is currently available for this class. If you would like
039 to enjoy some lively discussions with curious and insightful students (or can support the class with adult insight,
040 or in a more “behind the scenes” way) please send Gail Efting by e-mail immediately. **Tuition discounts are**
041 **available for TAs.**
042

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

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

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

055 In the body of the e-mail create a well written paragraph describing the aspect of Modern World
056 History in which you have the most interest. Tell me; 1) why this aspect or era interests you, 2) what you
057 would like to learn about this, and 3) your favorite activity (learning or otherwise). Please send me this
058 email no later than September 10th. If you have any questions about this assignment, feel free to call or
059 send a note.
060

061 Make sure that you have your Modern World History Notebook put together (see above) and that every-
062 thing listed is in it and easy to find.
063

064 Make sure that you have your required texts, ready to go. Bring these books with you to the first class.
065

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

110
111 **Course Content: This course is a two year study.** Students may begin at any time and continue through the
112 cycle to their end point, as the blocks are separate subjects, not progressive. Students who repeat the two year
113 cycle will process the material in a more thorough and mature way, develop and practice leadership skills, and
114 have opportunities to serve in the larger community. Some of the areas of study include;

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

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

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

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

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

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

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

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

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

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

142
143 **Assessment:** I will be available to parents as needed to answer questions or simply to be a sounding board for
144 discussion. Please talk with me as often as you like. You are welcome to sit in on the class on a regular basis,
145 even all year if you like. I want to do everything I can to assist you in this important process of training stu-
146 dents to think Biblically and use effective skills in all aspects of their lives. Although many families have used
147 the BALM classes as their approved BIBLE curriculum for students’ junior high and high school transcripts
148 over the years, please keep in mind that the purpose of this class is NOT primarily to ‘pad a transcript’, but to
149 mold a life.

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

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

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

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

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

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

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

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

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

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

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

205 **The commitment requested of each student** is to be in class ready to start on time for every session, to
206 submit required commentaries and projects on time, to complete assignments appropriately, prepared to ob-
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209 Every week, students are required to submit a commentary, within 24 hours of class adjournment. This
210 required commentary includes;

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

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227 age them to persevere (sometimes in the face of frustration) to their goals.

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

241
242 **Classroom Expectations:** Real learning is exciting, stimulating and tremendously interesting. It has intrinsic
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244 learning without distraction. In this class, students are encouraged to put in the effort to take every thought cap-

245 tive to the obedience of Jesus Christ, ready to give an answer with gentleness and respect, considering one an-
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247 ing process of learning. All students should come to class and/or post online; attentive, courteous, interactive,
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249 **Assignment Criteria:** Assignments are often activity or interview oriented. Topic blocks range from 4 to 8
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251 (which requires several weeks to complete) due during each block. Students are strongly encouraged to seek
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266 question asked. Basically, you get the benefit of availability of a skilled Biblical counselor, on any topic,
267 throughout the time you are in the BALM class. Please make sure you send the email to BALMInstitute@gmail.com
268 and put "HEART BALM" in the subject line. Additionally, I am available for questions, addi-
269 tional discussion or assistance in Biblical research or other projects, at the **BALM Library** at Silicon Valley
270 Christian Assembly in Santa Clara, by appointment.

271 **Materials: BIBLICAL APPLICATION IN LIFE MANAGEMENT (BALM) NOTE BOOK** (please bring
272 every week)

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

276 Notebook sections should include;

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

278 Bible / Information Requests

279 Notes

280 Observations and realizations journal

281 Project Records and Documents

282 Research Materials

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

287 Put your **BALM Notebook** together before the first class. Make sure that you have your Bible, a good
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289 sure your mind is ready to FOCUS (well rested, well fed, well exercised, comfortable shoes, etc.) and respect-
290 fully dialogue about the subject matter, when you come into class. If you have any questions about these as-
291 signments, feel free to send a note.

292
293 **Workload:** All classes taught by Gail Efting are student and family centered. You, as teacher of record, will be
294 evaluating whether your student will be working at middle, high school, or honors levels (Gail Efting can help
295 you with that). There are several ways to determine workload, based on how you plan to evaluate course
296 credit. Determination before the class begins, of the method to be used, makes the workload planning and rec-
297 ord keeping process much easier. Two common methods of valuation are by **time** (based on the number of
298 hours of coursework completed in the year) and by **competency** (based on the actual performance of the student
299 in the area of study).

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

310
311 **Curriculum:** The Holy Bible (accurate word for word translation, no paraphrases) in which you can
312 write. All other necessary coursework materials will be provided, or gathered by the student during the
313 year.

314
315 *About Your Instructor at the end of this document.*

316
317 **Contacting the Teacher:** If you have any questions, comments or suggestions, please feel free to send Gail
318 Efting an email at BALMinstitute@gmail.com. Please make sure you put, "HEART BALM", your name, and
319 your topic in the subject line of your note.

320
321 **Teacher Assistant Position Available:** One TA position is currently available for this class. If you would like
322 to enjoy some lively discussions with curious and insightful students and have participated in at least two years
323 of BALM (or can support the class with adult insight, or in a more "behind the scenes" way) please send Gail
324 Efting by e-mail immediately. **Tuition discounts are available for TAs.**

325
326 **Assignments before classes begin:** Send Gail Efting an email at BALMinstitute@gmail.com. In the sub-
327 ject line enter "HEART BALM" and your name. As soon as confirmation of your registration for this
328 class has been received, and processed, you will receive a student ID and password by email, from
329 BALMpathwright. (Make sure you check your spam folder, in case your system rejects it.) Please go
330 online, to the URL given, and begin the intro process for this course. You will be asked to complete sign
331 up and answer several questions before classes begin. Please make sure you have set up your student ac-
332 count online no later than September 20th, 2021.

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

382 All students have the opportunity to benefit from online videos and other presentations, commentary,
383 and discussions, as well as feedback, accountability, and recordkeeping online. Instructions for accessing online
384 coursework and records will
385 be made available to students upon confirmation of registration and student email.
386

387 **Course Content:** This course is designed to give students study and test taking tools and skills. Students will be
388 developing expertise in a wide variety of learning related research and techniques, as well as a thorough over-
389 view of the Greek or Latin roots used in the English language. (This part of the class rotates from year to year.
390 Check with Mrs. Efting to see which roots you will be
391 covering this year.)
392

393 **Honors credit:** Honors credit is available for this class. Honors courses are generally valued more highly in
394 transcript GPA calculations because they are more demanding. Students who request honors work will be held
395 to a higher standard, both for effort in
396 class and the depth of thoughtful analysis in commentaries and other submissions. Please let Gail Efting know,
397 immediately, if you will be doing honors work.
398

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

402 Because of the nature of class discussion in person, and online posting, 100% of the students can partici-
403 pate in discussion and reflection in their own time, at their
404 own pace. Throughout the year, the parent will know, just by checking the online resources, what percentage of
405 the work has been completed and when. The ultimate decisions about grades still rest with you, the teacher of
406 record. Once I have the student's email, I will be contacting you to set up a time to discuss your goals in this
407 area, and to assist you in taking best advantage of the evaluation information. I will also be available to parents
408 through the year, as needed, to assist you in evaluating priorities, answer questions (including assignments,
409 challenges and accomplishments, participation, or recommendations for future work) or simply be a sounding
410

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

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

418 I know suspending this concern can be difficult. I can guarantee you that they will learn a tremendous
419 amount - students always do. And they will be better prepared for college and life than you could imagine be-
420 cause of what they learn in this class. In fact, many students choose to take the class more than the recom-
421 mended four semesters, so they can glean even more from the discussions and instruction. There is so much
422 material that no one can get it all the first time. But in order to accomplish that tremendous learning process,
423 the student needs to fully experience the material and coursework, themselves. The more you do for them
424 (thinking, explanation, retention, etc.), and the more you look for grading or evaluations of their performance,

425 or worry about “how they are doing”, the less they will gain and retain for life. Most of us apply what we gain
426 from our own realizations and discoveries, our own “aha” moments, rather than from instruction or inculcation
427 by others.

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

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

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

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

449 1) to encourage students to build the habit of seeking Godly counsel in decision making and
450 coursework,

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567 students to work to mastery in areas of interest, by stimulating learning autonomy (a very important capacity, if
568 they intend to go to college or get a job). Honors work requires more time and effort, of course, but in an area of
569 passion, it is well worth while to allow time and energy for work to this level. The online system can keep track
570 of assignments and commentaries completed, records of posts, and any other project materials the student
571 chooses to store there. Please contact Gail Efting if you would like to discuss any of this further.
572

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

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

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

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

583 *About Your Instructor at the end of this document.*

585 **Contacting the Teacher:** If you have any questions, comments or suggestions, please feel free to send Gail
586 Efting an email at BALMInstitute@gmail.com. Please make sure you put, “HEART Study Skills”, your name,
587 and your topic in the subject line of your note.
588

589 **Teacher Assistant Position Available:** One TA position is currently available for this class. If you would like
590 to enjoy some lively discussions with curious and insightful students (or can support the class with adult insight,
591 or in a more “behind the scenes” way) please send Gail Efting by e-mail immediately. **Tuition discounts are**
592 **available for TAs.**
593

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

598 Please go online, to the URL given, and begin the intro process for this course. You will be asked
599 to complete sign up and answer several questions before classes begin. Please make sure you have set up
600 your student account online no later than September 20th, 2021.
601

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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646 Other classes are available for distance learning on other days as there is interest. Please go to
647 BALM.pathwright.com for course choices. Arrangements for timing will be made based on demand and availa-
648 bility.
649

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

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

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

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

664
665 This commentary will also function as a communication device for you, to clarify your weekly work
666 process and help you focus on some of the issues we are discussing in class. This commentary is designed to
667 provide your student with an opportunity for review and reflection, which are important aspects of conversion
668 from transactional learning to transformational learning. If completed correctly, it will also provide the parent,
669 as teacher of record, with the information necessary to complete any accomplishment descriptions throughout
670 the year. I strongly recommend that you require your students to retain copies of the weekly commentaries they
671 are supposed to be sending to me, for your records.

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

677
678 **Attendance:** Class learning is often experiential and interactive, and cannot be easily repeated outside of the
679 group experience, so consistent attendance within each topic block (whether in class or online) is extremely im-
680 portant. There is new material given every week, which students may not obtain easily if they miss a class or a
681 weekly posting. Additionally, it is often difficult for students to complete 'homework assignments' when they
682 have not participated in the preceding class. However, because of the "blocking" nature of the coursework, a
683 topic is reviewed and combined with new information each week through the progression of the block. Also, if
684 necessary, a block could be missed in its entirety without too seriously damaging the learning process during the
685 rest of the year. And, of course, students are always welcome to gather some of the information they missed
686 during the following class or during that block in the following bi-annual cycle. This gives you the flexibility
687 which is so important to the homeschool experience. If you have scheduled to miss classes for any reason,
688 please let me know as soon as YOU know, so that I can adjust as necessary, to make the learning process eas-
689 ier. Courtesy mandates communication.

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

698
699 **Assignment Criteria:** Assignments are often activity or interview oriented. Topic blocks range from 4 to 8
700 weeks, depending on the subject matter being studied, with submission of weekly commentaries and a project
701 (which requires several weeks to complete) due during each block. Students are strongly encouraged to seek
702 Godly counsel between sessions, and often have interview assignments. Parents are encouraged to attend class
703 to observe if they desire, so that they are familiar with the processes experienced by their students. Many do
704 so.

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

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

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

720
721
722 ..stopped

723 **Materials: OWW NOTE BOOK** (please bring every week)

724 Notebook sections should include;

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

726 Information Requests

727 Notes

728 Observations and realizations journal

729 Project Records and Documents

730 Research Materials

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

735 Put your **Notebook** together before the first class. Make sure that you are ready to go. You will need to
736 bring your Notebook with you to every class. Make sure your mind is ready to FOCUS (well rested, well fed,

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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.

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

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

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

Apologetics and Introduction to Philosophy will focus on application of critical thinking skills and effective Biblical discourse to the ongoing intellectual and cultural struggle currently raging through universities and scholarly journals, professional societies and the corner coffee shop.

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

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

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

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

Other classes are available 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.

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

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

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,

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

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

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

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

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

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

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

912
913 **Course Requirements:** My **commitment** is to provide opportunities, instruction and encouragement in observa-
914 tion, discernment and critical thinking, communication, both written and verbal, life management skills, and
915 discovery and application of God’s truths in every-day situations around us. I will provide material and training
916 which will be beneficial long term and practically useful.

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

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

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

927
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929 process and help you focus on some of the issues we are discussing in class. This commentary is designed to
930 provide your student with an opportunity for review and reflection, which are important aspects of conversion
931 from transactional learning to transformational learning. If completed correctly, it will also provide the parent,
932 as teacher of record, with the information necessary to complete any accomplishment descriptions throughout
933 the year. I strongly recommend that you require your students to retain copies of the weekly commentaries they
934 are supposed to be sending to me, for your records.

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936 ble for the requirements of the class, starting on time, submitting work as instructed, participation, doing their
937 best “as unto the Lord”. Also, many of the projects may require your input or availability for interviews or pro-
938 cesses. Please do not do the work FOR your student, or give them the answers to thought questions, but encour-
939 age them to persevere (sometimes in the face of frustration) to their goals.

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

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956 learning without distraction. In this class, students are encouraged to put in the effort to take every thought cap-
957 tive to the obedience of Jesus Christ, ready to give an answer with gentleness and respect, considering one an-
958 other ahead of themselves. Nothing will be permitted in the classroom which distracts students from the thrill-
959 ing process of learning. All students should come to class and/or post online; attentive, courteous, interactive,
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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 Apol & Philo" in the subject line. Additionally, I am available for questions, additional discussion or assistance in Biblical research or other projects, at the **BALM Library** at Silicon Valley Christian Assembly in Santa Clara, by appointment.

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

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

Essays and Supporting Documents

New Words and Definitions

Research Materials

Put your Apologetics Notebook together before the first class. Make sure that you have ALL of the required texts, ready to go. Bring all of these books with you to the first class.

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

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008 of assignments and commentaries completed, records of posts, and any other project materials the student
009 chooses to store there. Please contact Gail Efting if you would like to discuss any of this further.
010

011 ***Curriculum:***

012 **Tactics: A Game Plan for Discussing Your Christian Convictions. Gregory Koukl**

013 **Defending Your Faith: An Introduction to Apologetics by R. C. Sproul**

014 **The Universe Next Door, fifth edition, Sire**

015
016 **Optional materials: Staying Christian in College, Budziszewski**

017 **Faith at State, Kennedy**

018 **Chris Chrisman goes to College, Sire**

019
020 **Honors Texts: Introduction to Philosophy, A Christian Perspective, Geisler, Feinberg**

021 **Handbook of Christian Apologetics, Kreeft, Tacelli**

022 **Philosophical Foundations for a Christian Worldview, Moreland, Craig**

023 **Perspectives on the World Christian Movement, A Reader, Winter, Hawthorne**

024
025 **Additional helpful materials: Classical Apologetics, Sproul, Gerstner, Lindsley**

026 **Christian Apologetics, Geisler**

027 **Unshakable Foundations, Geisler, Bocchino**

028 **Reasonable Faith, Craig**

029 **Making Choices, Kreeft**

030
031 **All other necessary coursework materials will be provided, or gathered by the student during the year.**

032
033 ***About Your Instructor at the end of this document.***

034
035 ***Contacting the Teacher:* If you have any questions, comments or suggestions, please feel free to send Gail
036 Efting an email at BALMinstitute@gmail.com. Please make sure you put, “HEART Apol & Philo”, your name,
037 and your topic in the subject line of your note.
038**

039 ***Teacher Assistant Position Available:* One TA position is currently available for this class. If you would like
040 to enjoy some lively discussions with curious and insightful students and have participated in at least two years
041 of BALM (or can support the class with adult insight, or in a more “behind the scenes” way) please send Gail
042 Efting by e-mail immediately. **Tuition discounts are available for TAs.**
043**

044 ***Assignments before classes begin:* Send Gail Efting an email at BALMinstitute@gmail.com. In the sub-
045 ject line enter “HEART APOL” and your name. As soon as confirmation of your registration for this
046 class has been received, you will receive a student ID and password by email, from BALM-
047 pathwright. (Make sure you check your spam folder, in case your system rejects it.) Please go online, to
048 the URL given, and begin the intro process for this course. You will be asked to complete sign up and
049 answer several questions before classes begin. Please make sure you have set up your student account
050 online no later than September 20, 2021.
051**

052

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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.

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

Mrs. Efting has taught at all levels, in Christian private school settings and homeschool Enrichment classes, as well as college classrooms and corporate boardrooms. She has been a speaker for CHEA, SCOPE, and many other homeschooling organizations, and is a regular consultant to schools, homeschooling families, and other groups. Gail has offered consistent guidance and encouragement to Christian homeschooling families for over 30 years, including serving as The King's Academy's PSP Curriculum Coordinator (14 y) and Director of the TKA Enrichment Program (20+ y). She served on the advisory council for HEART ACADEMY during its formative years and co-created Crossroads Enrichment Center, a collaborative homeschooling community in

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148 San Mateo County. She has also served as an educational consultant nationally and internationally, to both pub-
149 lic and private schools (from formation - to those with student populations of over 1800). The Eftings educated
150 their own children at home, through high school. And yes, they are fine. 😊

151
152 Mrs. E has served on many ministry and non-profit boards through the years, including; Santa Clara Speech and
153 Debate Club (SCSDC – one of the earliest homeschool debate clubs in CA, hosting NCFCA nationals in 2001),
154 Green Pastures (a full care home for children with disabilities in the Bay area), Crossroads Enrichment Center,
155 the Association for Dispute Resolution of Northern California (ADRNC – an organization supporting national
156 and international conflict resolution) and Rebuild South Sudan (a ministry improving education in Sub-Saharan
157 Africa). Before shifting to ministry, Mrs. Efting headed CMI (a consulting firm providing training and support,
158 to financial institutions and law firms, on management and banking law issues). She has a Masters in Leader-
159 ship, and is currently putting the finishing touches on the dissertation for her Doctorate of Education (EdD).

160
161 **Sandi Gonzalez** has had many roles, but her favorite is mom to four daughters, (ages 14, 17, 20, 21) and one
162 son (age 12), three of whom she homeschools, and all of whom have been involved in the performing arts of
163 music, theater, dance, and stagecraft. Having studied dance as a child with an emphasis on tap, Sandi returned
164 to it a few years ago when her children expressed interest in music, then theater and dance, and has performed
165 as a tap and jazz dancer with Ohlone College. She has also worked with Stage 1 Theatre in Newark, performing
166 in such shows as Cinderella, Titanic and AIDA and working behind the scenes as an assistant choreographer,
167 co-producer, and properties designer on various other productions and has taught dance classes for varying ages
168 with the City of Fremont's recreation department. She currently serves as a dance instructor at Starlight Studios
169 in Tracy where she teaches beginning to advanced and adult tap classes, musical theatre classes, and preschool
170 tap and ballet combination classes. Three of her children take classes of every style and her eldest daughter
171 teaches piano and voice there. An ongoing learner, Sandi is taking jazz and ballet classes with the studio. She
172 also has the privilege of being a choreographer with HEART's Youth Theater Project, which allows students to
173 perform theatre in a Christ-centered environment. The first show she choreographed for YTP was Joseph and
174 the Amazing Technicolor Dreamcoat in 2014. She has gone on to choreograph YTP's productions of Singin' in
175 the Rain, Seussical Jr., The Lion the Witch and the Wardrobe, Mary Poppins, Honk! Jr., Into the Woods Jr. and
176 Wizard of Oz. One of her favorite aspects is seeing students' growth in character, skill and confidence as God
177 uses and grows each one. As she combines her passions for teaching and dance at YTP, she is excited to do the
178 same for the Worship Dance class at HEART where the focus is bringing glory to God through the art of vari-
179 ous dance styles.

180
181 **YingYang (Sunny) Huang** – Mrs. Sunny Huang was born in Canton, China. When she was 13 years old, she
182 started to learn traditional Chinese calligraphy and painting from Master Huang Tang for ten years. She fol-
183 lowed Master Huang, visited many famous natural attractions in China, practiced water washed ink landscape
184 painting there. Sunny has a passion for learning, sharing and teaching traditional calligraphy and painting. Af-
185 ter she arrived in US, God opened the door for Mrs. Huang. She became a member of Chinese Calligraphy and
186 Painting Lingnan Association, transporting her art between Canton and America. Because she enjoyed study-
187 ing Chinese culture, she started her new journey teaching Mandarin Chinese, Cantonese, and traditional Chi-
188 nese calligraphy and painting at local Chinese schools. She served as a judge for the Chinese Calligraphy and
189 Painting Association of Northern California Chinese School, and she is a volunteer coordinator for the Chinese
190 language and culture program in Noble Library, San Jose. She has been invited to several presentations for cal-
191 ligraphy and painting at several Bay Area high schools. In past summer, she taught traditional calligraphy and
192 painting at Columbia Middle School in Sunnyvale, which is run by the Start Talk Program of Stanford Univer-
193 sity. She has three children ages 12 to 18 years old, and she has been a homeschool mom for 6 years.

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194
195
196 **Jonathan Pappas**, alumni of HEART Academy, entrepreneur, software developer and artist/maze enthusiast is
197 excited to be sharing his love of programming with HEART Academy. He began homeschooling in high school
198 and fell in love with it! It has allowed him time needed to pursue God-given talents, develop entrepreneurship
199 skills while starting a business and enjoy sharing his passion with the world. Coding is a delight and among his
200 top passions!

201
202 Now downloaded in over 100 countries, Mr. Pappas' Maze Jam app combines original art and music, as well as
203 character, game, and graphic design. For the past two years, the Children's Discovery Museum of San Jose
204 hosted his Maze Jam Experience where hundreds of families participated in Mr. Pappas' multi-level, hands-on-
205 workshop. This year, his art show "It's A-Maze-ing: The Art of Mazes" appeared in the gallery of the Chil-
206 dren's Discovery Museum of San Jose. He was awarded an Editor's Choice Blue Ribbon at the Bay Area Maker
207 Faire where thousands of guests enjoyed his Maze Jam booth, and was recently invited to write an article on
208 homeschooling for Make: Community Magazine. He brought Maze Jam to Pitch Tank 4.0 held at eBay, and
209 was delighted to win time with eBay's VP of eCommerce, where he learned about marketing.

210
211 When he's not coding, you'll find Mr. Pappas drawing the most intricately detailed mazes, and building his art
212 business! And when he's not drawing mazes, you'll find him enjoying math, astronomy, Aristotle's rhetoric and
213 Tolkien! He also loves to play basketball and board games with friends and family!

214
215 **Liz Shimada** has homeschooled for 15 years. She has an M.S. degree in Computer Engineering (Santa Clara
216 University), a B.S. degree in Electronic Engineering (Cal Poly-SLO), and ten years in industry. She currently
217 teaches math and science classes at HEART Academy and HSLDA Online Academy.

218
219 **Warren Shimada** has 17 years' experience coaching both boys and girls fundamental and strategic basketball
220 skills from ages 5-18 years old. Here are some of the programs that I have been involved with: Coached BASIC
221 Sports Basketball Program (2010-2012), Tri-City Basketball Youth Group Coach for girls 5th-8th and boys 6th-
222 12th (2009-present), Tri-City Basketball Youth Group Assistant Basketball Commissioner (2012-present), Sac-
223 ramento Japanese Youth Basketball League (1982-1985), The King's Academy High School Girls JV Basket-
224 ball Team (2013-present), Cupertino Hoops Boys 678 Division (2013-2015), Girls JV Club Basketball Foothill
225 College Spring League (2015), founder and head coach for Christian Home School Basketball program for boys
226 6th-12th (2013-present), private lessons to clients in training and fundamental techniques specializing in shoot-
227 ing and private group basketball classes for boys and girls age 5-18 years.

228
229 Warren Shimada has 27 years in personal finance background: Personal finance applications such as Quicken,
230 Quicken Estate Planning, Microsoft Money and Turbo Tax. Personal finance mentor and teacher specializing in
231 teaching life skills in the area of savings, investing (stock market and real estate), budgeting, credit/debt man-
232 agement, insurance, consumer awareness, bargain shopping, at home businesses for income, taxes, retirement
233 and tithing and selling on eBay and Craigslist. Certified Dave Ramsey Personal Finance Master Coach in 2019.
234 Completed two-year InvestTools PhD Options Trading Program. Founder and director of a 501c(3) organiza-
235 tion. Warren also holds a B.S. degree in Electronic Engineering from Cal Poly-SLO and a M.S. degree in Com-
236 puter Engineering from Santa Clara University. He has worked 17 years in industry (Systems Engineer/Project
237 Manager 1989-2001 FMC Corporation, Software Engineer 2001-2004 Lam Research, Independent Systems En-
238 gineer Consultant 2004-2006).

240 **Karen Tsai:** Mrs. Tsai received her B.S. in Chemical Engineering from the University of Illinois. She had
241 worked in the chemical manufacturing industry for several years before the Lord moved her to the bay area
242 where she found another career path as a semiconductor project manager. With the arrival of her two children,
243 she has since stayed home to focus on teaching God's truth at the local church children and woman minis-
244 try. She had homeschooled her older son for a few years before he returned back to public school and now she
245 is focusing on homeschooling her younger daughter. It brings her joy to help kids learn to love math and sci-
246 ence as a tangible way to appreciate the intelligence behind all of creations. Besides teaching, she also has a
247 passion for learning and practicing natural diet/exercise because she believes that a healthy temple of God en-
248 ables her to be effective in serving Him.
249