

Kolbe Academy Home School

GRADE TWO HISTORY *Child's Bible History*

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COURSE TITLE: History**COURSE TEXT:**

Child's Bible History by Fr. F. J. Knecht, D.D., 1973)
Kolbe Academy Answer Key to *Child's Bible History*, 2009

COURSE DESCRIPTION:

The core and meaning of all history is the history of our salvation, so history rightly begins with salvation history. This course is designed to supplement the study of religion by familiarizing the student with the chief figures and events of the Old and New Testament.

This Bible history course should be used to reinforce what is learned in religion class with an emphasis on God's plan for salvation. The student should get an understanding of the genealogy of the people of the Old Testament in relation to the coming of Our Savior. Help him to make the connections between the Old Testament, the New Testament, and our own times. Bible history does not need to be done every day and can be eliminated if the student is being challenged by the basics in the other subjects.

COURSE OBJECTIVES:

- ❖ To familiarize the student with the great figures and events of the Old Testament and New Testament;
- ❖ To help the student become more familiar with the flow of history and the chronological relationships between events;
- ❖ To introduce the student to the history of God's salvation of His people.

SCOPE AND SEQUENCE:**Quarter 1: The Old Testament**

1. Creation and the Fall
2. The Deluge
3. The call of Abraham
4. Joseph Is Sold into Slavery in Egypt

Quarter 2: The Old Testament (Continued)

1. Joseph in Egypt
2. Jacob's Journey to Egypt
3. The Birth of Moses
4. Israel's Escape from Egypt
5. The Ten Commandments
6. The Israelites in the Promised Land

Quarter 3: The New Testament

1. The Birth and Childhood of Jesus
2. The Public Life and Miracles of Jesus

Quarter 4: The New Testament (Continued)

1. The Institution of the Holy Eucharist
2. The Sufferings and Death of Jesus
3. The Resurrection of Jesus
4. The Ascension of Jesus
5. The Descent of the Holy Spirit
6. The Church of Jesus

SKILLS TO BE DEVELOPED:

- ❖ Reading comprehension, by the answering, in oral or written form, of the chapter questions;
- ❖ Memorization (of important information);
- ❖ Report-writing (focusing on an important person or event). This report may be given orally.

COURSE PLAN METHODOLOGY:

Kolbe Academy has worked diligently to create the best possible course plans with the home schooling family in mind. Remember, however, that our program is intended to be flexible. Per the principle of subsidiarity, these course plans are a **suggested** course of study. As the teacher, you should adapt and modify these course plans to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

Child's Bible History is represented by the abbreviation **CBH**. Each weekly assignment is summarized in the first rows of the week's daily course plan along with the goals and notes for that week. The specific daily assignments are outlined in the following lines indicated by the **DAY 1**, **DAY 2**, **DAY 3**, and **DAY 4** abbreviations. Parent daily guidelines are given to the left of the student assignments. Most families will use Days 1-4 as a Monday through Thursday schooling schedule. This leaves Friday open for review, catch-up, field trips, or other activities. A family's schedule can and should vary as needed.

As much as possible, the text should be supplemented by readings from the Bible itself. These should be read to the student, or by the student when possible. Some of this material will be covered in the *Faith and Life* religion series. It should not be stinted in either book; repetition makes for mastery. The questions should be answered on paper when possible, or orally. The first semester will cover the Old Testament, and the second semester will cover the New Testament.

A weekly grade book is included at the end of the week's course plan *as a convenience*. It includes a cumulative list of written assignments from the week's course plan with point values given as a suggestion. Space for additional assignments, if needed, is included. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your child's work to Kolbe Academy for an official report card, only one sample of written and graded work is required per quarter for each course along with a report card submission. Parents should use the grade book only as a help to their home schooling and not as hindrance. Point values and weighting are suggested for *convenience* and may be modified, dropped completely, or added to as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This history course contains 36 weeks broken into four 9-week quarters. Week 8 is considered a review week and week 9 is dedicated strictly to examination. Your student may not need all of Week 8 for review. You can use this time to catch up if necessary and then go over the subject matter. **If you intend to use the tests provided, look them over before teaching the subjects and make sure you teach the material in the tests.** Some children have a difficult time doing written exams, but it is important for them to learn how to take them. If your second grader does poorly on them, give them to him orally a couple of days after he has taken them and average the grades.

Finally, begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most beneficial.

Kolbe Academy Home School

GRADE SEVEN BIBLE HISTORY

Bible History – Benzinger & Tan

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COURSE TITLE: Bible History

COURSE TEXT: *Bible History – A Textbook of the Old and New Testaments for Catholic Schools*, by Fr. George Johnson, Ph.D., et al., (1931), Tan Books

The Bible. The Revised Standard Version, Catholic Edition (Ignatius) is preferred.

The Bible History Workbook with Answer Key, Optional

Kolbe Academy Answer Key for Bible History textbook, Optional

COURSE DESCRIPTION:

Grade Seven Bible History covers most of the Old Testament, one-half of the textbook. The last part of the Old Testament and the New Testament are covered in Eighth Grade. This is a two-year course. The first half of the book is presented in seventh grade and the second half in eighth grade. It can be used in conjunction with the Religion course and done easily in one or two days a week. The course plan shows a one-day plan, but the written work can be done on a different day.

The text presents an important aspect for one who is going to be educated with a classical curriculum because it shows how God used all cultures and peoples to bring about the Redemption of mankind through His Son, Jesus Christ.

COURSE OBJECTIVES:

This course will enable the student to:

- ❖ Understand and embrace the Church’s teaching on Divine Revelation (Sacred Scripture and Sacred Tradition) and the role of the Magisterium in preserving, defending, interpreting, and explaining the Word of God;
- ❖ Become familiar with the Messianic prophecies and their fulfillment in Christ.
- ❖ Know how to read God’s Word with understanding and to begin to read it prayerfully and profitably.

SCOPE AND SEQUENCE:

The course expands upon and is guided by the *Catechism of The Catholic Church*. The numbers following each section title refer to divisions of the Catechism.

A. Divine Revelation in general.

1. The Divine Plan (50 – 53).
2. Sacred Tradition and Sacred Scripture (74 – 83).
3. The inspiration and truth of Sacred Scripture (101 – 108).

B. The Old Testament (121 – 123).

1. Genesis 1: Creation (279 – 301, 337 – 349).
2. Adam and Eve and original sin (355 – 412).
 - a. Man created in the image of God (355 – 373).
 - b. The Fall and original sin (374 – 412).
 - c. Revelation at the beginning of human history (54 – 55).
3. The covenant with Noe (56 – 58).
4. God chooses Abraham (59 – 61, 2570 – 2572).
5. God forms His people Israel (62 – 64).
6. The Exodus and the revealing of God's Name and His Law (203 – 204, 1961 – 1964).
 - a. The Ten Commandments.
 - b. The Holy Eucharist in the manna (1334).
7. Great men of the Old Testament, Judges, Kings, Prophets.

COURSE PLAN METHODOLOGY:

Kolbe Academy has worked diligently to create the best possible course plans with the home schooling family in mind. Remember, however, that our program is intended to be flexible. Per the principle of subsidiarity, these course plans are a **suggested** course of study. As the teacher, you should adapt and modify these course plans to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

Bible History, A Textbook of the Old and New Testaments for Catholic Schools is represented by the abbreviation **BH**. Each weekly assignment is summarized in the first line of the week's daily course plan. The specific daily assignments within *Bible History, A Textbook of the Old and New Testaments for Catholic Schools* are generally to be done on Tuesdays and are outlined in the following line indicated by the **DAY 2** abbreviation. Parent daily guidelines are given to the right of the student assignments. Most families will use Days 1-4 as a Monday through Thursday schooling schedule. This leaves Friday open for review, catch-up, field trips, or other activities. A family's schedule can and should vary as needed.

A weekly grade book is included at the end of the week's course plan *as a convenience*. It includes a cumulative list of written assignments from the week's course plan with point values given as a suggestion. Space for additional assignments, if needed, is included. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your child's work to Kolbe Academy for an official report card, only two samples of written and graded work is required per semester for each course along with a report card submission. Parents should use the grade book only as a help to their home schooling and not as hindrance. Point values and weighting are suggested for *convenience* and may be modified, dropped completely, or added to as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This bible history course contains 36 weeks broken into two 18 week semesters. Weeks 8 and 17 are considered review weeks and weeks 9 and 18 are dedicated strictly to examination. Your student may not need all of Week 8 and 17 for review. You can use this time to catch up if necessary and then go over the subject matter. **If you intend to use the tests provided, look them over before teaching the subjects and make sure you teach the material in the tests.**

Finally, begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most beneficial.

Kolbe Academy Home School

GRADE EIGHT BIBLE HISTORY *Bible History – Benzinger and Tan*

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D. Quarter 4	
IV. Answer Keys	
A. Quarter 1	
B. Quarter 2	
C. Quarter 3	
D. Quarter 4	

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COURSE TITLE: Bible History

COURSE TEXTS:

Bible History, A textbook of the Old and New Testaments for Catholic Schools, by Fr. George Johnson, Ph.D., et al, ©1931, Tan Books

The Bible, The Revised Standard Version, Catholic Edition (Ignatius) is preferred.

A Life of Christ, Bishop Fulton Sheen's is suggested, (Kolbe Academy does not carry this book), Optional

Kolbe Academy Answer Key for Bible History textbook, Kolbe Academy, Optional

Bible History Workbook, Tan Books, Optional

COURSE DESCRIPTION:

Grade Eight Bible History covers the last part of the Old Testament about how God's chosen people were led into captivity and their kingdom was destroyed; It leads into the New Testament and the fulfillment of God's promise to His chosen people. (The first half of the book is used in seventh grade.)

The text presents an important aspect for one who is going to be educated with a classical curriculum because it shows how God used all cultures and peoples to bring about the Redemption of mankind through His Son, Jesus Christ.

This is a two – year course. The first half of the book is presented in seventh grade and the second half in eighth grade. It can be used in conjunction with the Religion course and done easily in one or two days a week. If the student has not read the first part of the book in seventh grade, it is recommended that it be read before following the course plan for the eighth grade. It would not be necessary to do the written work attached, but it would be beneficial to have the background for what will be covered this year.

COURSE OBJECTIVES:

This course will enable the student to:

- ❖ Know how the Old Testament leads into the New Testament and fulfills God's promise to redeem man.
- ❖ Understand and embrace the Church's teaching on Divine Revelation (Sacred Scripture and Sacred Tradition) and the role of the Magisterium in preserving, defending, interpreting, and explaining the Word of God;
- ❖ Understand the history and eternal significance of the Incarnation, public ministry, Crucifixion, and Resurrection of our Lord Jesus Christ;
- ❖ Trace the development of the Church from its founding by our Lord to the death of the last Apostle and the closing of public revelation, and to understand our Lord's provisions for the continuity of His Holy Church from then to now.

SCOPE AND SEQUENCE:

The course expands upon and is guided by the *Catechism of the Catholic Church*. The numbers following each section title refer to divisions of the Catechism.

- A. Divine Revelation in general.
 - 1. The Divine Plan (50 – 53).
 - 2. Sacred Tradition and Sacred Scripture (74 – 83)
 - 3. The inspiration and truth of Sacred Scripture (101 – 108).
- B. The Old Testament (121 – 123).
- C. The New Testament
 - 1. The Incarnation. Christology. (456 – 483).
 - 2. The Annunciation, Visitation, Nativity, Presentation, and Finding of Child Jesus in the Temple. Their historical character and spiritual significance. Our Lady as His Mother and ours. (484 – 534).
 - 3. The public ministry of Our Lord: His teachings and actions. The Church’s understanding of His sayings and parables, especially one most important for Christian discipleship today. The kind of life He calls us to live. (535 – 570).
 - 4. The public ministry of Our Lord and His miracles.
 - 5. The Seven Sacraments and their establishment by Our Lord. (1223 – 1228, 1286 – 1289, 1337 – 1344, 1441 – 1442, 1506 – 1510, 1544 – 1553, 1612 – 1617).
 - 6. The Passion and Crucifixion. The Atoning Sacrifice. (571 – 637).
 - 7. The Resurrection. (638 – 658).
 - 8. The Ascension. (659 – 667).

COURSE PLAN METHODOLOGY:

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In the course plans that follow, *Bible History, A Textbook of the Old and New Testaments for Catholic Schools* is represented by the abbreviation **BH**. Each weekly assignment is summarized in the first line of the week's daily course plan. The specific daily assignments are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3, and DAY 4** abbreviations. Parent daily guidelines are given to the right of the student assignments. The quarterly schedule is set up such that one lesson, investigation or test can be done on a five-day schedule. Although most of Kolbe Academy Home School course plans are set up for a four-day week, the mathematics courses at this level do benefit from a five-day week schedule. This can be altered if the student would like to double up on an assignment or test on the final day of their week. A family's schedule can and should vary as needed.

A weekly grade book is included at the end of the week's course plan *as a convenience*. Parents should use the grade book only as a help to their homeschooling and not as a hindrance. It includes a cumulative list of written assignments from the week's course plan as well as space for additional assignments, if needed. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your student's work to Kolbe Academy for an official record, only one sample of written and graded work is required per quarter per course along with the signed and filled out report card. The weighting suggestion in the end of quarter grade book is there for *convenience* and may be modified as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This Bible History course contains 36 weeks broken into four 9-week quarters. Week 8 is a lighter week, and usually includes a few days for review. You should use the review days as time to catch up if necessary and then go over the subject matter. **If you intend to use the tests provided, look them over *before* teaching the subjects and make sure you review the material in the tests throughout the quarter.**

Finally, begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most beneficial.

Kolbe Academy Home School

GRADE THREE HISTORY

Stories of Great Americans For Little Americans

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D. Quarter 4	
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A. Quarter 1 Answer Key	
B. Quarter 2 Answer Key	
C. Quarter 3 Answer Key	
D. Quarter 4 Answer Key	

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COURSE TITLE: History

COURSE TEXTS: *Stories of Great Americans, For Little Americans*
Kolbe Guide to Stories of Great Americans

COURSE DESCRIPTION:

The aim of this history book is to help the young reader appreciate the contributions made by individuals to our country in the beginning years.

COURSE OBJECTIVES:

1. To identify important
 - ❖ People
 - ❖ Events
 - ❖ Places
2. To familiarize the students with some of the leaders of our country during its foundation by short stories about them.

SCOPE AND SEQUENCE:

Quarter 1

- Governor John Winthrop
- Father Marquette & Joliet
- William Penn
- Thomas Smith
- Eliza Lucas
- Benjamin Franklin
- John Stark
- Benezet

- Robert Fulton
- Washington Irving
- Francis Scott Key
- John James Audubon
- William Cullen Bryant
- Hawthorne
- Prescott
- Oliver Holmes
- Daniel Webster

Quarter 2

- Putnam
- Washington
- Benjamin West
- General Marion
- George Rogers Clark
- Daniel Boone
- Stephen Decatur

Quarter 4

- Webster (again)
- Charles Goodyear
- Doctor Kane
- Longfellow
- Kit Carson
- Horace Greeley
- Dorothy Dix
- Louisa Alcott

Quarter 3

- Thomas Jefferson
- Captain Clark (again)

COURSE PLAN METHODOLOGY:

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Stories of Great Americans is represented by the abbreviation **SGA**. The student questions assigned are designated by GUIDE. Each weekly assignment is summarized in the first rows of the week's daily course plan along with the goals and notes for that week. The specific daily assignments for the student are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3, and DAY 4** abbreviations. Parent daily guidelines are given to the left of the student assignments. Most families will use Days 1-4 as a Monday through Thursday schooling schedule. This leaves Friday open for review, catch-up, field trips, or other activities. A family's schedule can and should vary as needed.

A weekly grade book is included at the end of the week's course plan *as a convenience*. It includes a cumulative list of written assignments from the week's course plan with point values given as a suggestion. Space for additional assignments, if needed, is included. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your child's work to Kolbe Academy for an official report card, only one sample of written and graded work is required per quarter for each course along with a report card submission. Parents should use the grade book only as a help to their home schooling and not as hindrance. Point values and weighting are suggested for *convenience* and may be modified, dropped completely, or added to as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This history course contains 36 weeks broken into four 9-week quarters. Week 8 is considered a review week and week 9 is dedicated strictly to examination. Your student may not need all of Week 8 for review. You can use this time to catch up if necessary and then go over the subject matter. **If you intend to use the tests provided, look them over before teaching the subjects and make sure you teach the material in the tests.** Some children have a difficult time doing written exams, but it is important for them to learn how to take them. If your fourth grader does poorly on them, give them to him orally a couple of days after he has taken them and average the grades.

Finally, begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most beneficial.

Kolbe Academy Home School

GRADE FOUR HISTORY

Famous Men of Greece (1st & 2nd Quarters) & *Famous Men of Rome (3rd & 4th Quarters)*

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C. Quarter 3 Exam	43
D. Quarter 4 Exam	45
IV. Quarterly Exam Answer Keys	
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COURSE TITLE: History

COURSE TEXTS: *Famous Men of Greece Book*, John Haaren & A.B. Poland, edited by Memoria Press 2006, (T7814)
Famous Men of Greece Student Guide (T7814A)
Famous Men of Greece Teacher Guide (T7814B)
Famous Men of Rome John Haaren & A.B. Poland, edited by Memoria Press 2006, (T7834)
Famous Men of Rome Student Guide (T7834A)
Famous Men of Rome Teacher Guide (T7834B)

Supplemental Material: *D'Aulaire's Book of Greek Myths* (T3420)
The Children's Homer (T3440), also in Elementary Literature

COURSE DESCRIPTION: This course is designed to introduce the student to the great figures of ancient Greek and Roman history and myth, and to trace the historical rise and lasting influence of the civilizations. The textbooks can be supplemented with material from other sources, particularly encyclopedias for the writing of brief research reports. As you read *Famous Men of Greece*, it is to the student's advantage to read about the incident or the god/goddess in *D'Aulaire's Book of Greek Myths*. This can give the student more details and help to reinforce in his memory persons, places, and incidents of Ancient Greece.

COURSE OBJECTIVES:

- ❖ To familiarize the student with the great figures of ancient Greece and Rome that contributed to the thought and culture of Catholic Europe;
- ❖ To help the student become more familiar with the flow of history and the chronological relationships between events;
- ❖ To continue to introduce the student to cultural and historical perspectives that will help him recognize and criticize the assumptions of our own age from a Catholic standpoint.

SCOPE AND SEQUENCE:

Quarter 1

1. The Gods of Greece
2. Deucalion and the Flood
3. Cadmus and the Dragon's Teeth
4. Perseus
5. Hercules and His Labors
6. Jason and the Golden Fleece
7. Theseus
8. Agamemnon, King of Men
9. Achilles, Dravest of the Greeks
10. The Adventures of Odysseus
11. Lycurgus
12. Draco and Solon
13. Pisistratus the Tyrant

14. Miltiades, the Hero of Marathon
15. Leonidas at Thermopylae
16. Themistocles
17. Aristides the Just

Quarter 2

1. Cimon
2. Pericles
3. Alcibiades
4. Lysander
5. Socrates
6. Xenophon
7. Epanimondas and Pelopidas
8. Philip of Macedonia
9. Alexander the Great
10. Demosthenes
11. Aristotle, Zeno, Diogenes, and Apelles
12. Ptolemy
13. Pyrrhus
14. Cleomenes III
15. The Fall of Greece

Quarter 3

1. Romulus
2. Numa Pompilius
3. The Horatii and the Curiatii
4. The Tarquins
5. Junius Brutus
6. Horatius
7. Mucius the Left-Handed
8. Coriolanus
9. The Fabii
10. Cincinnatus
11. Camillus
12. Manlius
13. Manlius Torquatus
14. Appius Claudius Cæcus
15. Regulus
16. Scipio Africanus

Quarter 4

1. Cato the Censor
2. The Gracchi
3. Marius
4. Sulla
5. Pompey the Great
6. Julius Cæsar
7. Cicero
8. Augustus
9. Nero
10. Titus
11. Trajan
12. Marcus Aurelius
13. Diocletian
14. Constantine the Great
15. End of the Western Empire

SKILLS TO BE DEVELOPED:

- ❖ Memorization (of important dates)
- ❖ Research (using the encyclopedia)
- ❖ Report-writing

COURSE PLAN METHODOLOGY:

Kolbe Academy has worked diligently to create the best possible course plans with the home schooling family in mind. Remember, however, that our program is intended to be flexible. Per the principle of subsidiarity, these course plans are a **suggested** course of study. As the teacher, you should adapt and modify these course plans to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

Quarters 1 and 2:

Famous Men of Greece textbook is represented by the abbreviation **FMG**. The *Famous Men of Greece* Student Guide is represented by the abbreviation **GUIDE**. Each weekly assignment is summarized in the first rows of the week's daily course plan along with the goals and notes for that week. The specific daily assignments for the student are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3, and DAY 4** abbreviations. Parent daily guidelines are given to the left of the student assignments. Most families will use Days 1-4 as a Monday through Thursday schooling schedule. This leaves Friday open for review, catch-up, field trips, or other activities. A family's schedule can and should vary as needed.

Throughout the text, there are "Names to remember" and vocabulary words to know. It is recommended that the student have a Greek and a Rome notebook for this course. They should have two sections, one for the names and the other for the vocabulary. The names listed each week should be written in column fashion with a description following each. Many of the Greek gods are mentioned with the Roman names also. In this case the student should write: "Demeter/Ceres-queen of grains, fruits, and flowers." Refer to the notebook whenever necessary. A worksheet to aid in filling out the names and descriptions of the Greek gods is included at the end of this course plan. For vocabulary words, definitions of the new word should be written next to each word.

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Quarters 3 and 4

In the course plans that follow, *Famous Men of Rome* student textbook is represented by the abbreviation **FMR**. *Famous Men of Rome* Student Guide is represented by the abbreviation **GUIDE**. Each weekly assignment is summarized in the first rows of the week's daily course plan along with the goals and notes for that week. The specific daily assignments for the student are outlined in the following lines indicated by the **DAY 1**, **DAY 2**, **DAY 3**, and **DAY 4** abbreviations. Parent daily guidelines are given to the right of the student assignments. The reading assignments are shown on **DAY 1** and **DAY 3**, and it is suggested that the student use **DAY 2** and **DAY 4** to work on lessons in the Student Guide as well as vocabulary and names to remember or any other activities related to Roman History. This outline can be altered; a family's schedule can and should vary as needed.

A weekly grade book is included at the end of the week's course plan *as a convenience*. It includes a cumulative list of written assignments from the week's course plan with point values given as a suggestion. Space for additional assignments, if needed, is included. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your child's work to Kolbe Academy for an official report card, only one sample of written and graded work is required per quarter for each course along with a report card submission. Parents should use the grade book only as a help to their home schooling and not as hindrance. Point values and weighting are suggested for *convenience* and may be modified, dropped completely, or added to as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This history course contains 36 weeks broken into four 9-week quarters. Week 8 is considered a review week and week 9 is dedicated strictly to examination. Your student may not need all of Week 8 for review. You can use this time to catch up if necessary and then go over the subject matter. **If you intend to use the tests provided, look them over before teaching the subjects and make sure you teach the material in the tests.** Some children have a difficult time doing written exams, but it is important for them to learn how to take them. If your fourth grader does poorly on them, give them to him orally a couple of days after he has taken them and average the grades.

Finally, begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most beneficial.

Kolbe Academy Home School

GRADE FOUR HISTORY

Land of Our Lady, Volume I: Founders of Freedom

TABLE OF CONTENTS

I. Syllabus	2
II. Daily Course Plan	
A. Quarter 1	4
B. Quarter 2	12
C. Quarter 3	20
D. Quarter 4	28
III. Quarterly Exams	
A. Quarter 1	
B. Quarter 2	
C. Quarter 3	
D. Quarter 4	
IV. Quarterly Exam Answer Keys	
A. Quarter 1 Answer Key	
B. Quarter 2 Answer Key	
C. Quarter 3 Answer Key	
D. Quarter 4 Answer Key	

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COURSE TITLE: History

COURSE TEXTS: *Founders of Freedom, Land of Our Lady Series*, Volume I. Neumann Press, 1997, (T7304)
Kolbe Academy Answer Key to *Founders of Freedom*, (T7304A), Optional

COURSE DESCRIPTION:

The flow of history in this course will be drawn from the beginnings of history through to the foundations of the American drama. Grade four history concentrates on the ancient and medieval world events that led up to the founding of the United States of America.

Before going through the text of a chapter, check out the activities, etc. at the end of the chapter and the end of the unit. It is recommended that you have a globe to use in conjunction with the text. Point out the relevant areas as you encounter them. A map of the ancient world would also be helpful.

COURSE OBJECTIVES:

1. To identify important
 - ❖ People
 - ❖ Events
 - ❖ Places
 - ❖ Dates
2. To identify, evaluate and discuss the relationships among those people, events, places and dates that developed the course of history.
3. To trace either the rise or the fall of a state, and to give facts pointing to the actions which took place causing the rise or fall of that state.
4. To identify the major elements of the growth of civilization from the time of Sumeria to the present day.

SCOPE AND SEQUENCE:**Quarter 1**

1. Civilization Begins
 - ❖ Creation of Adam and Eve
 - ❖ Civilization Grows in other Lands
 - ❖ God's Promises Kept Alive by the Hebrews
2. Civilization Develops
 - ❖ Greek Children – Soldiers or Scholars
 - ❖ Pericles
 - ❖ Alexander the Great
 - ❖ Founding of Rome
 - ❖ Expansion of Rome

Quarter 2

3. Civilization is Christianized
 - ❖ Christ, the center of civilization
 - ❖ Rome, the center of Christianity
4. Christian civilization is challenged
 - ❖ Christian Suffering
 - ❖ Christian writers

Quarter 3

5. The Church saves Christian civilization
 - ❖ Irish Monks and Missionaries
 - ❖ Monks of St. Benedict
6. Feudalism Molds Christian Civilization
 - ❖ Franks
 - ❖ Castles, Knights, and Nobles
 - ❖ Feudalism on the Continent
 - ❖ Magna Carta

Quarter 4

7. Religion Unites Christian Civilization
 - ❖ Religious Orders
 - ❖ Christian Social Living in Action
8. A New World Awaits Christian Civilization
 - ❖ Strife in Europe
 - ❖ Steps to a New World

COURSE PLAN METHODOLOGY:

Kolbe Academy has worked diligently to create the best possible course plans with the home schooling family in mind. Remember, however, that our program is intended to be flexible. Per the principle of subsidiarity, these course plans are a **suggested** course of study. As the teacher, you should adapt and modify these course plans to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

Founders of Freedom is represented by the abbreviation **FOF**. Each weekly assignment is summarized in the first rows of the week's daily course plan along with the goals and notes for that week. The specific daily assignments for the student are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3, and DAY 4** abbreviations. Parent daily guidelines are given to the left of the student assignments. Most families will use Days 1-4 as a Monday through Thursday schooling schedule. This leaves Friday open for review, catch-up, field trips, or other activities. A family's schedule can and should vary as needed.

A weekly grade book is included at the end of the week's course plan *as a convenience*. It includes a cumulative list of written assignments from the week's course plan with point values given as a suggestion. Space for additional assignments, if needed, is included. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your child's work to Kolbe Academy for an official report card, only one sample of written and graded work is required per quarter for each course along with a report card submission. Parents should use the grade book only as a help to their home schooling and not as hindrance. Point values and weighting are suggested for *convenience* and may be modified, dropped completely, or added to as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This history course contains 36 weeks broken into four 9-week quarters. Week 8 is considered a review week and week 9 is dedicated strictly to examination. Your student may not need all of Week 8 for review. You can use this time to catch up if necessary and then go over the subject matter. **If you intend to use the tests provided, look them over before teaching the subjects and make sure you teach the material in the tests.** Some children have a difficult time doing written exams, but it is important for them to learn how to take them. If your fourth grader does poorly on them, give them to him orally a couple of days after he has taken them and average the grades.

Finally, begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most beneficial.

Kolbe Academy Home School

GRADE FIVE HISTORY *Land of Our Lady, Volume II: Bearers of Freedom*

TABLE OF CONTENTS

I. Syllabus	2
II. Daily Course Plan	
A. Quarter 1	4
B. Quarter 2	12
C. Quarter 3	20
D. Quarter 4	28
III. Quarterly Exams	
A. Quarter 1	36
B. Quarter 2	38
C. Quarter 3	39
D. Quarter 4	41
IV. Quarterly Exam Answer Keys	
A. Quarter 1 Answer Key	43
B. Quarter 2 Answer Key	44
C. Quarter 3 Answer Key	45
D. Quarter 4 Answer Key	46

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COURSE TITLE: History

COURSE TEXT: *Land of Our Lady Series, Bearers of Freedom*, Volume II. Neumann Press

Land of Our Lady Series, Bearers of Freedom Answer Key, Volume II. Kolbe Academy, Optional

COURSE DESCRIPTION:

This course is designed to introduce the student to the figures in History who discovered America, where these figures came from and the contributions they made which formed America into what it is today.

COURSE OBJECTIVES:

- ❖ To identify important people, events, places, and dates.
- ❖ To identify, evaluate and discuss the relationships among those people, events, places and dates that developed the course of history.
- ❖ To trace either the rise or the fall of a state, and to give facts pointing to the actions, which took place causing the rise or fall of that state.
- ❖ To identify the major elements of the growth of civilization from the time of Sumeria to the present day.

SKILLS TO BE DEVELOPED:

- ❖ Memorization (of important dates)
- ❖ Research (using the encyclopedia)
- ❖ Learning how to use maps

SCOPE AND SEQUENCE:

- | | |
|---|---|
| <p>1. God's gift – America</p> <ul style="list-style-type: none"> ❖ Sailors, silks, and traders ❖ A new route to India ❖ Greater than gold <p>2. With saddles and sandals</p> <ul style="list-style-type: none"> ❖ An Indian tale comes true ❖ Explorers on land and sea ❖ Pathways in the Southeast ❖ Pioneer trails in the Southwest | <ul style="list-style-type: none"> ❖ Where Mission bells ring <p>3. For souls and sables</p> <ul style="list-style-type: none"> ❖ New France begins ❖ Among the Missions ❖ From lakes to the Gulf ❖ Homemakers all ❖ Before the March began ❖ A plant makes a colony pay ❖ Liberty in the cradle ❖ English Catholics in Maryland |
|---|---|

❖ Let freedom ring

❖ South of Virginia

4. Rounding out thirteen colonies

- ❖ Conquered by capture
- ❖ More New England colonies

5. French lands in English Hands

- ❖ Divided Englishmen
- ❖ United Englishmen

COURSE PLAN METHODOLOGY:

Kolbe Academy has worked diligently to create the best possible course plans with the home schooling family in mind. Remember, however, that our program is intended to be flexible. Per the principle of subsidiarity, these course plans are a **suggested** course of study. As the teacher, you should adapt and modify them to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

In the course plans that follow, *Bearers of Freedom* student textbook is represented by the abbreviation **BOF**. Each weekly assignment is summarized in the first rows of the week's daily course plan along with the goals and notes for that week. The specific daily assignments for the student are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3,** and **DAY 4** abbreviations. Parent daily guidelines are given to the right of the student assignments. This outline can be altered; a family's schedule can and should vary as needed.

A weekly grade book is included at the end of the week's course plan *as a convenience*. Parents should use the grade book only as a help to their home schooling and not as a hindrance. It includes a cumulative list of written assignments from the week's course plan as well as space for additional assignments, if needed. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your student's work to Kolbe Academy for an official record, only one sample of written and graded work is required per quarter per course along with the signed and filled out report card. The weighting suggestion in the end of quarter grade book is there for *convenience* and may be modified as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This history course contains 36 weeks broken into four 9-week quarters. Week 8 is a lighter week, and includes a few days for review. You should use the review days as time to catch up if necessary and then go over the subject matter. **If you intend to use the tests provided, look them over *before* teaching the subjects and make sure you review the material in the tests throughout the quarter.**

Some children have a difficult time doing written exams, but it is important for them to learn how to take them. If your fifth grader does poorly on them, give them to him orally a couple of days after he has taken them and average the grades.

Finally, begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most beneficial.

Kolbe Academy Home School

GRADE SIX HISTORY

Land of Our Lady, Volume III: Leaders of Freedom

TABLE OF CONTENTS

I. Syllabus	2
II. Daily Course Plan	
A. Quarter 1	5
B. Quarter 2	13
C. Quarter 3	21
D. Quarter 4	29
III. Tests	
A. Quarter 1	
B. Quarter 2	
C. Quarter 3	
D. Quarter 4	
IV. Answer Keys	
A. Quarter 1	
B. Quarter 2	
C. Quarter 3	
D. Quarter 4	

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COURSE TITLE: History**COURSE TEXT:**

Land of Our Lady Series, Leaders of Freedom, Volume III. Neumann Press, T7306

Land of Our Lady Series, Leaders of Freedom, Volume III Answer Key. Kolbe Academy, T7306A, optional

COURSE DESCRIPTION:

Before going through the text of a chapter, check out the activities, etc., at the end of the chapter and the end of the unit. It is recommended that you have a globe to use in conjunction with the text. Point out the relevant areas as you encounter them.

Have the student become familiar with The Declaration of Independence, the Constitution of the United States, and the Amendments to the Constitution as shown on pages 245 – 271. Also, have him be aware of the Index on pages 272 – 288.

The flow of history in this course will be drawn from the beginnings of history through to the foundations of the American drama.

COURSE OBJECTIVES:

1. To identify important
 - ❖ People
 - ❖ Events
 - ❖ Places
 - ❖ Dates
2. To identify, evaluate and discuss the relationships among those people, events, places and dates that developed the course of history.
3. To trace either the rise or the fall of a state, and to give facts pointing to the actions which took place causing the rise or fall of that state.
4. To identify the major elements of the growth of civilization from the time of Sumeria to the present day.

SCOPE AND SEQUENCE:

1. Dissatisfied Englishmen to Patriotic Americans
 - ❖ Misunderstanding and injustices lead to serious quarrels with England
 - ❖ Disagreements grows into rebellion
 - ❖ Revolutionary War
 - ❖ American Independence

2. New government
 - ❖ The Confederation
 - ❖ The new plan of government
 - ❖ The Constitution
3. The success of the new plan of government
 - ❖ Implications of the new government
 - ❖ French Revolution
 - ❖ Foreign policy
4. The Jeffersonian Era
 - ❖ Democratic-Republicans govern the nation
 - ❖ The War of 1812
5. Westward Expansion
 - ❖ Southwest settlements
 - ❖ Northwest settlements
 - ❖ The pioneers
6. America's Way of Life
 - ❖ Education
 - ❖ Literature and Art
 - ❖ Inventions

COURSE PLAN METHODOLOGY:

Kolbe Academy has worked diligently to create the best possible course plans with the home schooling family in mind. Remember, however, that our program is intended to be flexible. Per the principle of subsidiarity, these course plans are a **suggested** course of study. As the teacher, you should adapt and modify these course plans to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

Leaders of Freedom is represented by the abbreviation **LOF**. Each weekly assignment is summarized in the first line of the week's daily course plan. The specific daily assignments are outlined in the following lines indicated by the **DAY 1**, **DAY 2**, **DAY 3**, and **DAY 4** abbreviations. Parent daily guidelines are given to the left of the student assignments. Most families will use Days 1-4 as a Monday through Thursday schooling schedule. This leaves Friday open for review, catch-up, field trips, or other activities. A family's schedule can and should vary as needed.

A weekly grade book is included at the end of the week's course plan *as a convenience*. It includes a cumulative list of written assignments from the week's course plan with point values given as a suggestion. Space for additional assignments, if needed, is included. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your child's work to Kolbe Academy for an official report card, only

one sample of written and graded work is required per quarter for each course along with a report card submission. Parents should use the grade book only as a help to their home schooling and not as hindrance. Point values and weighting are suggested for *convenience* and may be modified, dropped completely, or added to as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This history course contains 36 weeks broken into four 9-week quarters. Week 8 is considered a review week and week 9 is dedicated strictly to examination. Your student may not need all of Week 8 for review. You can use this time to catch up if necessary and then go over the subject matter. **If you intend to use the tests provided, look them over before teaching the subjects and make sure you teach the material in the tests.**

Finally, begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most beneficial.

Kolbe Academy Home School

GRADE SEVEN HISTORY

Land of Our Lady, Volume IV: Challenge of Freedom

TABLE OF CONTENTS

I. Syllabus	2
II. Daily Course Plan	
A. Quarter 1	4
B. Quarter 2	12
C. Quarter 3	20
D. Quarter 4	28
III. Tests	
A. Quarter 1	
B. Quarter 2	
C. Quarter 3	
D. Quarter 4	
IV. Answer Keys	
A. Quarter 1	
B. Quarter 2	
C. Quarter 3	
D. Quarter 4	

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COURSE TITLE: History

COURSE TEXT: *Land of Our Lady Series, Challenge of Freedom*, Volume IV. Neumann Press.
Challenge of Freedom Answer Key, Kolbe Academy Press., Optional

COURSE DESCRIPTION:

Before going through the text of a chapter, check out the activities, etc. at the end of the chapter and the end of the unit. It is recommended that you have a globe to use in conjunction with the text. Point out the relevant areas as you encounter them. Have the student become familiar with The Declaration of Independence, the Constitution of the United States, and the Amendments to the Constitution as shown on pages 285 – 306. Also, have him be aware of the Index on pages 307 – 318.

1. To identify important
 - ❖ People
 - ❖ Events
 - ❖ Places
 - ❖ Dates
2. To identify, evaluate and discuss the relationships among those people, events, places and dates that developed the course of history.
3. To trace either the rise or the fall of a state, and to give facts pointing to the actions which took place causing the rise or fall of that state.
4. To identify the major elements of the growth of civilization from the time of Sumeria to the present day.

SCOPE AND SEQUENCE:

1. The common man comes to power
 - ❖ Victory for the common man
 - ❖ Andrew Jackson
2. The Cross and the Flag reach the Pacific
 - ❖ Exploring the far west
 - ❖ Winning the west
 - ❖ Settling the west
3. Slavery
 - ❖ God's human images in chains
 - ❖ Slavery – North vs. South
 - ❖ Slavery and the balance of power
 - ❖ Civil war

4. Binding up the Nation's wounds
 - ❖ Reconstruction
 - ❖ The Church in the United States
 - ❖ The last frontier
5. American—one family formed from many
 - ❖ Taking God's people in
 - ❖ Our Immigration Policy – Christian or Pagan?
6. The Price of Progress
 - ❖ Science and invention
 - ❖ Agricultural America
 - ❖ Educational and Cultural Progress

COURSE PLAN METHODOLOGY:

Kolbe Academy has worked diligently to create the best possible course plans with the home schooling family in mind. Remember, however, that our program is intended to be flexible. Per the principle of subsidiarity, these course plans are a **suggested** course of study. As the teacher, you should adapt and modify these course plans to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

Challenge of Freedom is represented by the abbreviation **COF**. Each weekly assignment is summarized in the first line of the week's daily course plan. The specific daily assignments are outlined in the following lines indicated by the **DAY 1**, **DAY 2**, **DAY 3**, and **DAY 4** abbreviations. Parent daily guidelines are given to the right of the student assignments. Most families will use Days 1-4 as a Monday through Thursday schooling schedule. This leaves Friday open for review, catch-up, field trips, or other activities. A family's schedule can and should vary as needed.

A weekly grade book is included at the end of the week's course plan *as a convenience*. It includes a cumulative list of written assignments from the week's course plan with point values given as a suggestion. Space for additional assignments, if needed, is included. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your child's work to Kolbe Academy for an official report card, only one sample of written and graded work is required per quarter for each course along with a report card submission. Parents should use the grade book only as a help to their home schooling and not as hindrance. Point values and weighting are suggested for *convenience* and may be modified, dropped completely, or added to as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This English Grammar course contains 36 weeks broken into four 9-week quarters. Week 8 is considered a review week and week 9 is dedicated strictly to examination. Your student may not need all of Week 8 for review. You can use this time to catch up if necessary and then go over the subject matter. **If you intend to use the tests provided, look them over before teaching the subjects and make sure you teach the material in the tests.**

Finally, begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most beneficial.

Kolbe Academy Home School

GRADE EIGHT HISTORY

Land of Our Lady, Volume V: Guardians of Freedom

TABLE OF CONTENTS

I. Syllabus	2
II. Daily Course Plan	
A. Quarter 1	5
B. Quarter 2	13
C. Quarter 3	21
D. Quarter 4	31
III. Quarterly Exams	
A. Quarter 1	
B. Quarter 2	
C. Quarter 3	
D. Quarter 4	
IV. Quarterly Exam Answer Keys	
A. Quarter 1 Answer Key	
B. Quarter 2 Answer Key	
C. Quarter 3 Answer Key	
D. Quarter 4 Answer Key	

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COURSE TITLE: History

COURSE TEXT: *Land of Our Lady Series, Guardians of Freedom, Volume V.* Neumann Press.

Supplemental Material: *Land of Our Lady Series, Guardians of Freedom, Volume V.* Answer Key.

COURSE DESCRIPTION:

Before going through the text of a chapter, check out the activities, etc. at the end of the chapter and the end of the unit. It is recommended that you have a globe to use in conjunction with the text. Point out the relevant areas as you encounter them.

Have the student become familiar with The Declaration of Independence, the Constitution of the United States, and the Amendments to the Constitution as shown on page 347 – 368. Also, have him be aware of the Index on pages 369 – 383.

1. To identify important
 - ❖ People
 - ❖ Events
 - ❖ Places
 - ❖ Dates
2. To identify, evaluate and discuss the relationships among those people, events, places and dates that developed the course of history.
3. To trace either the rise or the fall of a state, and to give facts pointing to the actions which took place causing the rise or fall of that state.
4. To identify the major elements of the growth of civilization in the United States.

SCOPE AND SEQUENCE:

1. The United States—A giant among nations
 - ❖ US expansion
 - ❖ Spanish control ceases in America
 - ❖ Struggle for peace in Foreign Countries
2. The American business world: owners and managers
 - ❖ The rise of big business
 - ❖ Standards of living
 - ❖ Government protects and regulates industry
3. American workers
 - ❖ The worker in American society

- ❖ Social justice
 - ❖ Labor problems
4. Farmers
 - ❖ Security for farmers
 - ❖ Government aid for farmers
 5. Progress in America
 - ❖ Federal aid for progress in America
 - ❖ Cultural and scientific contributions to progress in America
 6. World War I
 - ❖ Economic rivalry
 - ❖ American participation
 - ❖ A failed peace
 7. World War II
 - ❖ The cause of the war
 - ❖ Allied victory
 - ❖ The aftermath
 8. The preservation of American heritage
 - ❖ The American ideal of democracy
 - ❖ Saving American democracy

COURSE PLAN METHODOLOGY:

Kolbe Academy has worked diligently to create the best possible course plans with the home schooling family in mind. Remember, however, that our program is intended to be flexible. Per the principle of subsidiarity, these course plans are a **suggested** course of study. As the teacher, you should adapt and modify them to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

In the course plans that follow, *Guardian of Freedom* is represented by the abbreviation **GOF**. Each weekly assignment is summarized in the first line of the week's daily course plan. The specific daily assignments are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3, and DAY 4** abbreviations. Parent daily guidelines are given to the right of the student assignments. The quarterly schedule is set up such that one lesson, investigation or test can be done on a five-day schedule. Although most of Kolbe Academy Home School course plans are set up for a four-day week, the mathematics courses at this level do benefit from a five-day week schedule. This can be altered if the student would like to double up on an assignment or test on the final day of their week. A family's schedule can and should vary as needed.

A weekly grade book is included at the end of the week's course plan *as a convenience*. Parents should use the grade book only as a help to their homeschooling and not as a hindrance. It includes a cumulative list of written assignments from the week's course plan as well as space for additional assignments, if needed. **Kolbe**

Academy does not require that you keep record of all student work. If you intend to report your student's work to Kolbe Academy for an official record, only one sample of written and graded work is required per quarter per course along with the signed and filled out report card. The weighting suggestion in the end of quarter grade book is there for *convenience* and may be modified as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This History course contains 36 weeks broken into four 9-week quarters. Week 8 is a lighter week, and usually includes a few days for review. You should use the review days as time to catch up if necessary and then go over the subject matter. **If you intend to use the tests provided, look them over *before* teaching the subjects and make sure you review the material in the tests throughout the quarter.**

Finally, begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most beneficial.

Kolbe Academy Home School

GRADE FIVE AMERICAN HISTORY *From Sea to Shining Sea*

TABLE OF CONTENTS

I. Syllabus	2
II. Daily Course Plan	
A. Quarter 1	4
B. Quarter 2	12
C. Quarter 3	20
D. Quarter 4	28
III. Quarterly Exams	36
IV. Answer Keys	45

Teachers' Notes: Begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most beneficial. In most cases, Fridays have been left open. You may do a four – day week or use Friday as a “catch – up” day. While art and music can be worked in during the week, Friday is also a good day to concentrate on those subjects.

Your student may not need all of Week 8 for review. You can use this time to catch up if necessary and then go over the subject matter. If you intend to use the sample tests provided, look them over before teaching the subjects and make sure you teach the material in the tests. Some children have a difficult time doing written exams, but it is important for them to learn how to take them. If your eighth grader does poorly on them, give them to him orally a couple of days after he has taken them and average the grades.

COURSE TITLE: American History

COURSE DESCRIPTION: To obtain a broad Catholic understanding of the anthropological history of the Americas up until the last decade.

COURSE OBJECTIVES:

- Familiarity with the historical context of the settlement of the Americas,
- Knowledge of the broad outlines of American history,
- Knowledge of the major figures of American history,
- Ability to trace the continuity and development of the United States Government throughout its history, so as to be better able to pinpoint the particular problems of the present day and their solutions.

SCOPE AND SEQUENCE:

- New World
- France in the New World
- England in the New World
- Battle for North America
- Revolutionary War
- Constitution
- Early Days of the Nation
- Catholics in United States
- Exploration
- Far West
- Civil War
- Industrialism

SKILLS TO BE DEVELOPED:

- Research and evaluation.
- Oral presentation (strongly recommended)
- Composition
- Reading comprehension

COURSE TEXT: *From Sea to Shining Sea* by Catholic Schools Textbook Project
Supplement (optional) *From Sea to Shining Sea* workbook with answer key for workbook, chapter quizzes, and tests on CD.

COURSE PLAN METHODOLOGY: *From Sea to Shining Sea* is represented by the abbreviation **SSS** and the quizzes are represented by **Q** followed by the number of the quiz. Each weekly assignment is summarized in

the first line of the week's daily course plan. The specific daily assignments are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3, DAY 4** abbreviations.

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Kolbe Academy Home School

GRADE SIX HISTORY *All Ye Lands*

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COURSE TITLE: Grade 6 History: *All Ye Lands*

COURSE DESCRIPTION:

This grade 6 *All Ye Lands* history course covers world history and culture from prehistory through the Greeks, the rise of Christianity, and the Middle Ages as well as developments in China, Japan, Russia, Europe, Africa and the Americas up to the mid-1800's.

COURSE TEXTS:

- ❖ *All Ye Lands* Student Textbook, The Catholic Textbook Project
- ❖ *All Ye Lands* Workbook CD (includes workbook answer key)
- ❖ *All Ye Lands* Teacher's Manual (contains chapter quizzes, tests, and answer keys)

SUPPLEMENTAL SUPPLIES:

It is recommended that you have a globe to use in conjunction with the text to point out the relevant areas as you encounter them.

COURSE OBJECTIVES:

- ❖ To identify important people, events, places, and dates.
- ❖ To understand geography, prehistory, and ancient cultures.
- ❖ To identify, evaluate and discuss the relationships among those people, events, places and dates that developed the course of history.
- ❖ To trace either the rise or the fall of a civilization or government, and to give facts pointing to the actions, which took place causing the rise or fall of that civilization or government.
- ❖ To understand the development of modern history.
- ❖ To see the working of God in the history of the world.

SCOPE AND SEQUENCE:

- | | |
|-----------------------------------|---------------------------|
| ▪ Introduction to Geography | ▪ Europe: The Renaissance |
| ▪ Prehistory | ▪ China |
| ▪ The Mission of Israel | ▪ Japan |
| ▪ The Greeks | ▪ India |
| ▪ Rome | ▪ Africa |
| ▪ Christianity | ▪ Russia |
| ▪ Byzantium and the Rise of Islam | ▪ North America |
| ▪ Europe: The Middle Ages | ▪ Latin America |
| ▪ | |

COURSE PLAN METHODOLOGY:

All Ye Lands is represented by the abbreviation **AYL**; the tests are represented by **T** followed by the number of the test. Each weekly assignment is summarized in the first line of the week's daily course plan. The specific daily assignments are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3, DAY 4**.

Kolbe Academy has worked diligently to create the best possible course plans with the home schooling family in mind. Remember, however, that our program is intended to be flexible. Per the principle of subsidiarity, these course plans are a **suggested** course of study. As the teacher, you should adapt and modify these course plans to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

Teachers' Notes: Begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most beneficial. In most cases, Fridays have been left open. You may do a four – day week or use Friday as a “catch – up” day. While art and music can be worked in during the week, Friday is also a good day to concentrate on those subjects.

Your student may not need all of Weeks 8 and 17 each semester for review. You can use this time to catch up if necessary and then go over the subject matter. If you intend to use the sample tests provided, look them over before teaching the subjects and make sure you teach the material in the tests. Some children have a difficult time doing written exams, but it is important for them to learn how to take them. If your student does poorly on them, as a suggestion, give them to him orally a couple of days after he has taken them and average the grades.

Kolbe Academy Home School

GRADE 7 HISTORY

*Light to the Nations,
Part One: The History of Christian Civilization*

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COURSE TITLE: World History

COURSE TEXT: *Light to the Nations, Part One: The History of Christian Civilization* (Catholic Schools Textbook Project)

COURSE DESCRIPTION:

Light to the Nations, Part One provides students with a framework for understanding our common past from the standpoint of the Catholic Church. Acknowledging the existence of prehistorical and "Before Christ" epochs, *The Light to the Nations, Part One* nevertheless begins with the Incarnation of Jesus Christ and concludes with the onset of the French Revolution. Milestones of the Church's relationship with the developing western culture it both spurs and strives against are given close attention, as is the ongoing impact of Islam, Russia, and the major figures of each age. Secularizing trends in the wake of the Protestant Reformation set the stage for the Reign of Terror which is covered in more depth in *The Light to the Nations, Part Two: The Making of the Modern World*.

COURSE OBJECTIVES:

- ❖ Appreciation of the parameters of the discipline of history itself, including its definition, and the overall contours of what is to be studied and how;
- ❖ Acknowledgement of Jesus Christ as the pivotal figure in all of creation and, therefore, of history itself;
- ❖ Mastery of factual highlights concerning the figures and events shaping civilization up to the onset of the French Revolution; and
- ❖ Sound preparation for a consideration of the philosophical, religious, and political conflicts of the modern age, which will be covered in the following text of the series (*Light to the Nations, Part Two: The Making of the Modern World*).

SCOPE AND SEQUENCE:

1. Weekly reading and questions, as outlined in the course plan;
2. Short weekly or biweekly papers on a topic suggested in the projects section at the end of each chapter;
3. Oral reports whenever possible;
4. A term paper in the second semester, on a topic suggested in the projects section of one of the chapters. This paper should be 5-10 pages in length and involve library research. Papers should be:
 - ❖ Typed, footnoted, double-spaced and properly researched for presentation.
 - ❖ Graded on neatness, grammar, spelling, syntax, and focus on the stated topic.

SKILLS TO BE DEVELOPED:

- ❖ Research and evaluation
- ❖ Oral presentation (strongly recommended)
- ❖ Composition
- ❖ Reading comprehension

COURSE PLAN METHODOLOGY:

Kolbe Academy has worked diligently to create the best possible course plans with the home schooling family in mind. Remember, however, that our program is intended to be flexible. Per the principle of subsidiarity, these course plans are a **suggested** course of study. As the teacher, you should adapt and modify them to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

In the course plans that follow, *Light to the Nations, Part One: The History of Christian Civilization* is represented by the abbreviation **LNI**. Each weekly assignment is summarized in the first line of the week's daily course plan. The specific daily assignments are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3, and DAY 4** abbreviations. Parent daily guidelines are given to the right of the student assignments. The semester schedule is set up such that one lesson, investigation or test can be done on a five-day schedule. Although most of Kolbe Academy Home School course plans are set up for a four-day week, the mathematics courses at this level do benefit from a five-day week schedule. This can be altered if the student would like to double up on an assignment or test on the final day of their week. A family's schedule can and should vary as needed.

A weekly grade book is included at the end of the week's course plan *as a convenience*. Parents should use the grade book only as a help to their homeschooling and not as a hindrance. It includes a cumulative list of written assignments from the week's course plan as well as space for additional assignments, if needed. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your student's work to Kolbe Academy for an official record, two samples of written and graded work is required per semester per course along with the signed and filled out report card. The weighting suggestion in the end of grade book is there for *convenience* and may be modified as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This History course contains 36 weeks broken into 2 18-week semesters. Week 8 and Week 17 are lighter weeks, and usually include a few days for review. You should use the review days as time to catch up if necessary and then go over the subject matter. **If you intend to use the tests provided, look them over *before* teaching the subjects and make sure you review the material in the tests throughout the semester.**

Finally, begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most beneficial.

Kolbe Academy Home School

HIGH SCHOOL WESTERN CIVILIZATION 1

*Light to the Nations,
Part One: The History of Christian Civilization*

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COURSE TITLE: Western Civilization I

COURSE TEXT:

Light to the Nations: Part One The History of Christian Civilization. Catholic Schools Textbook Project.

MLA Handbook Eighth Edition. Modern Language Association of America, 2016

COURSE DESCRIPTION:

The text begins with the creation of the world and covers the concept of prehistory, but only in an introductory way. The study's focus begins with the Incarnation, and traces the development of Christendom from the founding of the Roman Catholic Church to the inception of the French Revolution. While secular history is emphasized, the relationship between Church and state, as well as the relationship between Catholicism and other religions, is not overlooked.

The following pages include a detailed course plan for student wishing to use *Light to the Nations* for high school History credit. Students who are *currently enrolled* in high school may opt to use this course plan to achieve the Kolbe Core (K) designation on their transcript. Parents who opt to have their grade school student use this course plan and complete the requirements MAY NOT receive future high school credit.

COURSE OBJECTIVES:

- ❖ Recognition of the parameters of the discipline, including a definition of history itself, and the overall contours of what is to be studied and how;
- ❖ Acknowledgment of Jesus Christ as the pivotal figure in all of creation and therefore, of history itself;
- ❖ Mastery of factual highlights concerning the figures and events that shaped the course of civilization;
- ❖ Sound preparation for a consideration of the philosophical, religious, and political conflicts of the modern age, which will be covered in the following text of the series, *Light to the Nations: Part Two The Making of the Modern World.*

SCOPE AND SEQUENCE:

1. Weekly reading and questions, as outlined in the course plan;
2. Short weekly or biweekly papers on a topic suggested in the projects section at the end of each chapter;
3. Oral reports whenever possible;

4. A term paper in the second semester, on a topic suggested in the projects section of one of the chapters. This paper should be 5-10 pages in length and involve library research. Papers should be:
- ❖ Typed, footnoted, double-spaced and properly researched for presentation.
 - ❖ Graded on neatness, grammar, spelling, syntax, and focus on the stated topic.

SKILLS TO BE DEVELOPED:

- ❖ Research and evaluation
- ❖ Oral presentation (strongly recommended)
- ❖ Composition
- ❖ Reading comprehension

DIPLOMA REQUIREMENTS:

Summa Cum Laude students **MAY NOT** use this World History course as a substitute for the four year history sequence including Ancient Greece, Ancient Rome, Era of Christendom, and Modern & US History. ***Magna Cum Laude*** and ***Standard*** diploma candidates may choose to pursue the (K) designation in this course, but are not required to do so. If not pursuing the (K) designation, the parent has the option of altering the course plan as desired. ***Magna Cum Laude*** students must include 3 years of History in high school, including one year of World History and one year of American history. ***Standard*** diploma students must include 3 years of History in high school, including one year of World History and one year of American history. This course counts toward the 1 year World History requirement for the Magna and Standard diplomas, regardless of whether the (K) designation is sought.

KOLBE CORE (K) HIGH SCHOOL COURSES:

- ❖ Students pursuing the **Kolbe Core (K)** designation should do the readings. **Kolbe Core students need to complete at least 2 of the 14 weekly papers each semester.** Further, they should have discussions or write informal essays in response to the rest of the weekly paper topics as these are major themes and will appear in some way on the exams.
- ❖ Students pursuing the Kolbe Core (K) designation should be sure to complete the additional Kolbe Core sections included in the exams.
- ❖ To receive the Kolbe Core (K) designation on the high school transcript, be sure to turn in the appropriate sample work, as outlined below.

SEMESTER REPORTING REQUIREMENTS:

Designation*		K
Course Title	World History	World History
Semester 1	Any 2 graded written work samples from Semester 1.	1. <i>Complete</i> Midterm 1 Exam (including ALL additional Kolbe Core sections). 2. <i>Complete</i> Semester 1 Exam (including ALL additional Kolbe Core sections).
Semester 2	Any 2 graded written work samples from Semester 2.	1. <i>Complete</i> Midterm 2 Exam (including ALL additional Kolbe Core sections). 2. <i>Complete</i> Semester 2 Exam (including ALL additional Kolbe Core sections).

*Designation refers to designation type on transcript. K designates a Kolbe Academy Core course.

The Kolbe academic advisor will verify that the required work was completed successfully and award the Kolbe Core (K) designation. The Kolbe academic advisor has the final decision in awarding the designation for the course. If no designation on the transcript is desired, parents may alter the lesson plan in any way they choose and any two written samples work are acceptable to receive credit for the course each semester.

COURSE PLAN METHODOLOGY:

Kolbe Academy has worked diligently to create the best possible course plans with the home schooling family in mind. Remember, however, that our program is intended to be flexible. Per the principle of subsidiarity, these course plans are a **suggested** course of study. As the teacher, you should adapt and modify them to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

In the course plans that follow, *Light to the Nations, Part One: The History of Christian Civilization* is represented by the abbreviation **LNI**. Each weekly assignment is summarized in the first line of the week's daily course plan. The specific daily assignments are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3, and DAY 4** abbreviations. Parent daily guidelines are given to the right of the student assignments. The semester schedule is set up such that one lesson, investigation or test can be done on a five-day schedule. Although most of Kolbe Academy Home School course plans are set up for a four-day week, the mathematics courses at this level do benefit from a five-day week schedule. This can be altered if the student would like to double up on an assignment or test on the final day of their week. A family's schedule can and should vary as needed.

A weekly grade book is included at the end of the week's course plan *as a convenience*. Parents should use the grade book only as a help to their homeschooling and not as a hindrance. It includes a cumulative list of written assignments from the week's course plan as well as space for additional assignments, if needed. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your student's work to Kolbe Academy for an official record, two samples of written and graded work is required per semester per course along with the signed and filled out report card. The weighting suggestion in the end of the grade book is there for *convenience* and may be

modified as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This History course contains 36 weeks broken into 2 18-week semesters. Week 8 and Week 17 are lighter weeks, and usually include a few days for review. You should use the review days as time to catch up if necessary and then go over the subject matter. **If you intend to use the tests provided, look them over *before* teaching the subjects and make sure you review the material in the tests throughout the semester.**

Finally, begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most beneficial.

Kolbe Academy Home School

GRADE EIGHT HISTORY *Light to the Nations, Part Two: The Making of the Modern World*

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COURSE TITLE: History

COURSE TEXT: *Light to the Nations, Part Two: The Making of the Modern World* (Catholic Schools Textbook Project)

COURSE DESCRIPTION:

Light to the Nations, Part Two: The Making of the Modern World traces the dissolution of medieval Christendom from the time of the Industrial Revolution through the aftermath of the Second World War. Following upon the analysis provided in *Light to the Nations, Part One*, the impact of Christian belief on the formation of human culture is highlighted. Focusing on Europe and Russia, the text provides a detailed description of the French Revolution, which then serves as the lens through which following events are interpreted. The “humanism” of the Reign of Terror is contrasted with the authentic, God-centered anthropology of Catholic thought, emphasizing the importance of Christian witness without shrinking from the reality of failure in that regard. The text prepares the reader to reflect in an informed way not only on the reality of the divided culture in which we currently find ourselves, but also on the philosophical origins of this conflict.

COURSE OBJECTIVES:

- ❖ Recognition of the impact of Enlightenment principles on political events, unfolding from the time of the French Revolution even until the present day;
- ❖ Awareness of the struggle between Church and state, and how that understanding has been shaped by challenges deeply rooted in both philosophy and politics;
- ❖ Mastery of factual highlights concerning the figures and events that shaped the modern world;
- ❖ Sound preparation for informed consideration of the philosophical, religious, and political conflicts with which we are faced at the dawn of the Third Millennium.

SCOPE AND SEQUENCE:

1. Weekly reading and questions, as outlined in the course plan;
2. Short weekly or biweekly papers on a topic suggested in the projects section at the end of each chapter;
3. Oral reports whenever possible;
4. A term paper in the second semester, on a topic suggested in the projects section of one of the chapters. This paper should be 5-10 pages in length and involve library research. Papers should be:
 - ❖ Typed, footnoted, double-spaced and properly researched for presentation.
 - ❖ Graded on neatness, grammar, spelling, syntax, and focus on the stated topic.

SKILLS TO BE DEVELOPED:

- ❖ Research and evaluation
- ❖ Oral presentation (strongly recommended)
- ❖ Composition
- ❖ Reading comprehension

COURSE PLAN METHODOLOGY:

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In the course plans that follow, *Light to the Nations, Part Two: The Making of the Modern World* is represented by the abbreviation **LNII**. Each weekly assignment is summarized in the first line of the week's daily course plan. The specific daily assignments are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3, and DAY 4** abbreviations. Parent daily guidelines are given to the right of the student assignments. The schedule is set up such that one lesson, investigation or test can be done on a five-day schedule. Although most of Kolbe Academy Home School course plans are set up for a four-day week, the mathematics courses at this level do benefit from a five-day week schedule. This can be altered if the student would like to double up on an assignment or test on the final day of their week. A family's schedule can and should vary as needed.

A weekly grade book is included at the end of the week's course plan *as a convenience*. Parents should use the grade book only as a help to their homeschooling and not as a hindrance. It includes a cumulative list of written assignments from the week's course plan as well as space for additional assignments, if needed. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your student's work to Kolbe Academy for an official record, two samples of written and graded work is required per semester per course along with the signed and filled out report card. The weighting suggestion in the end of semester grade book is there for *convenience* and may be modified as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This History course contains 36 weeks broken into two 18-week semesters. Week 8 and Week 17 are lighter weeks, and usually includes a few days for review. You should use the review days as time to catch up if necessary and then go over the subject matter. **If you intend to use the tests provided, look them over before teaching the subjects and make sure you review the material in the tests throughout the semester.**

Finally, begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most beneficial.

Kolbe Academy Home School

HIGH SCHOOL WESTERN CIVILIZATION 2 *Light to the Nations, Part Two: The Making of the Modern World*

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COURSE TITLE: Western Civilization II

COURSE TEXT:

Light to the Nations, Part Two: The Making of the Modern World. Catholic Schools Textbook Project.

MLA Handbook Eighth Edition. Modern Language Association of America, 2016

COURSE DESCRIPTION:

Light to the Nations, Part Two: The Making of the Modern World traces the dissolution of medieval Christendom from the time of the Industrial Revolution through the aftermath of the Second World War. Following upon the analysis provided in *Light to the Nations, Part One*, the impact of Christian belief on the formation of human culture is highlighted. Focusing on Europe and Russia, the text provides a detailed description of the French Revolution, which then serves as the lens through which following events are interpreted. The “humanism” of the Reign of Terror is contrasted with the authentic, God-centered anthropology of Catholic thought, emphasizing the importance of Christian witness without shrinking from the reality of failure in that regard. The text prepares the reader to reflect in an informed way not only on the reality of the divided culture in which we currently find ourselves, but also on the philosophical origins of this conflict.

COURSE OBJECTIVES:

- ❖ Recognition of the impact of Enlightenment principles on political events, unfolding from the time of the French Revolution even until the present day;
- ❖ Awareness of the struggle between Church and state, and how that understanding has been shaped by challenges deeply rooted in both philosophy and politics;
- ❖ Mastery of factual highlights concerning the figures and events that shaped the modern world;
- ❖ Sound preparation for informed consideration of the philosophical, religious, and political conflicts with which we are faced at the dawn of the Third Millennium.

SCOPE AND SEQUENCE:

1. Weekly reading and questions, as outlined in the course plan;
2. Short weekly or biweekly papers on a topic suggested in the projects section at the end of each chapter;
3. Oral reports whenever possible;
4. A term paper in the second semester, on a topic suggested in the projects section of one of the chapters. This paper should be 5-10 pages in length and involve library research. Papers should be:

- ❖ Typed, footnoted, double-spaced and properly researched for presentation.
- ❖ Graded on neatness, grammar, spelling, syntax, and focus on the stated topic.

SKILLS TO BE DEVELOPED:

- ❖ Research and evaluation
- ❖ Oral presentation (strongly recommended)
- ❖ Composition
- ❖ Reading comprehension

The following pages include a detailed course plan for student wishing to use *Light to the Nations* for high school History credit. Students who are *currently enrolled* in high school may opt to use this course plan to achieve the Kolbe Core (K) designation on their transcript. Parents who opt to have their grade school student use this course plan and complete the requirements MAY NOT receive future high school credit.

DIPLOMA REQUIREMENTS:

Summa Cum Laude students MAY NOT use this World History course as a substitute for the four year history sequence including Ancient Greece, Ancient Rome, Era of Christendom, and Modern & US History. ***Magna Cum Laude*** and ***Standard*** diploma candidates may choose to pursue the (K) designation in this course, but are not required to do so. If not pursuing the (K) designation, the parent has the option of altering the course plan as desired. ***Magna Cum Laude*** students must include 3 years of History in high school, including one year of World History and one year of American history. ***Standard*** diploma students must include 3 years of History in high school, including one year of World History and one year of American history. This course counts toward the 1 year World History requirement for the Magna and Standard diplomas, regardless of whether the (K) designation is sought.

KOLBE CORE (K) HIGH SCHOOL COURSES:

- ❖ Students pursuing the **Kolbe Core (K)** designation should do the readings. **Kolbe Core students need to complete at least 2 of the 14 weekly papers each semester.** Further, they should have discussions or write informal essays in response to the rest of the weekly paper topics as these are major themes and will appear in some way on the exams.
- ❖ Students pursuing the Kolbe Core (K) designation should be sure to complete the additional Kolbe Core sections included in the exams.
- ❖ To receive the Kolbe Core (K) designation on the high school transcript, be sure to turn in the appropriate sample work, as outlined below.

SEMESTER REPORTING REQUIREMENTS:

Designation*		K
Course Title	World History	World History
Semester 1	Any 2 graded written work samples from Semester 1.	1. <i>Complete</i> Midterm 1 Exam (including ALL additional Kolbe Core sections). 2. <i>Complete</i> Semester 1 Exam (including ALL additional Kolbe Core sections).
Semester 2	Any 2 graded written work samples from Semester 2.	1. <i>Complete</i> Midterm 2 Exam (including ALL additional Kolbe Core sections). 2. <i>Complete</i> Semester 2 Exam (including ALL additional Kolbe Core sections).

*Designation refers to designation type on transcript. K designates a Kolbe Academy Core course.

The Kolbe academic advisor will verify that the required work was completed successfully and award the Kolbe Core (K) designation. The Kolbe academic advisor has the final decision in awarding the designation for the course. If no designation on the transcript is desired, parents may alter the lesson plan in any way they choose and any two written samples work are acceptable to receive credit for the course each semester.

COURSE PLAN METHODOLOGY:

Kolbe Academy has worked diligently to create the best possible course plans with the home schooling family in mind. Remember, however, that our program is intended to be flexible. Per the principle of subsidiarity, these course plans are a **suggested** course of study. As the teacher, you should adapt and modify them to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

In the course plans that follow, *Light to the Nations, Part Two: The Making of the Modern World* is represented by the abbreviation **LNII**. Each weekly assignment is summarized in the first line of the week's daily course plan. The specific daily assignments are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3, and DAY 4** abbreviations. Parent daily guidelines are given to the right of the student assignments. The schedule is set up such that one lesson, investigation or test can be done on a five-day schedule. Although most of Kolbe Academy Home School course plans are set up for a four-day week, the mathematics courses at this level do benefit from a five-day week schedule. This can be altered if the student would like to double up on an assignment or test on the final day of their week. A family's schedule can and should vary as needed.

A weekly grade book is included at the end of the week's course plan *as a convenience*. Parents should use the grade book only as a help to their home schooling and not as a hindrance. It includes a cumulative list of written assignments from the week's course plan as well as space for additional assignments, if needed. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your student's work to Kolbe Academy for an official record, two samples of written and graded work is required per semester per course along with the signed and filled out report card. The weighting suggestion in the end of semester grade book is there for *convenience* and may be

modified as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This History course contains 36 weeks broken into two 18-week semesters. Week 8 and Week 17 are lighter weeks, and usually includes a few days for review. You should use the review days as time to catch up if necessary and then go over the subject matter. If you intend to use the tests provided, look them over *before* teaching the subjects and make sure you review the material in the tests throughout the semester.

Finally, begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most beneficial.

Kolbe Academy Home School

HIGH SCHOOL AMERICAN CIVILIZATION I *LANDS OF HOPE AND PROMISE*

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COURSE TITLE: American Civilization I

COURSE TEXTS: *Lands of Hope and Promise* by Catholic Textbook Project
MLA Style Handbook (optional)

COURSE DESCRIPTION:

This course presents the history of North America, including the lands of Mexico, from the landing of Columbus in 1492 to the late 20th century, including the contributions of the Catholic Church, Catholic communities and individuals, and Catholic ideas to the rich and tempestuous American story.

COURSE OBJECTIVES:

This course will enable the student to:

- ❖ Discover the similarities and differences between American Civilization and civilizations throughout the world
- ❖ Identify the periods of development of American civilization and major characters of history up to modern-day
- ❖ Trace the cause and effect of political developments in the United States and their effects on modern civilization
- ❖ Become familiar with the map of the growth of American Civilization, both in North and America and Mexico
- ❖ Explore and study the roots of conflict within American Civilization as well as conflicts with other nations in the world
- ❖ Examine the changes to American society resulting from historical events
- ❖ Trace the growth of the Catholic Church in North America and Mexico
- ❖ Relate modern historical situations and documents to their antecedents

WEEKLY COURSE WORK:

- ❖ Weekly readings, homework assignments, and participation as outlined in the course plan
- ❖ Weekly papers: topics are listed in the Course Plan. These papers should be 1- 2 pages in length, type-written, size 12-point font, and double-spaced. Papers should include a Works Cited page (not to be counted in 1-2-page assignment length). Papers should adhere to MLA style formatting requirements. Each paper should be comprised of strong introduction, body, and conclusion. See the *Weekly Paper Topics Answer Guide* for grading guidelines.

- ❖ Three-Part Exams (1 mid-term, 1 Final Exam per semester): given in order to assess the student's understanding and retention of materials and concepts. These tests along with the test answer keys are provided in the Course Plan packet.
- ❖ Students seeking Honors for this course must complete the course of readings, weekly papers, assignments, and all exams in their totality, in addition to any assignments labeled "Honors" as laid out in the course plan.

SKILLS TO BE DEVELOPED:

- ❖ Knowledge of American Civilization and American History and its influence on the world
- ❖ Memory
- ❖ Ability to relate the events of one's own age with the events of American history
- ❖ Ability to formulate and effectively communicate, both in writing and speaking, a clear, logically-sound argument
- ❖ Ability to locate and utilize textual support for logically-sound arguments

DIPLOMA REQUIREMENTS:

Summa Cum Laude students must complete the entire Kolbe Academy proposed curriculum as written. Summa students must fulfill the requirements for the Kolbe Core (K) or Kolbe Honors (H) course as outlined in this History course plan. In 9th grade, **Summa** students must pursue the (H) designation in at least one of the following courses: Theology, Literature, or History. In 10th grade, **Summa** students must pursue the (H) designation in at least two of the following courses: Theology, English, Literature, or History. In 11th grade, **Summa** students must pursue the (H) designation in at least three of the following courses: Theology, English, Literature, or History. In 12th grade, **Summa** students must pursue the (H) designation in all of the following courses: Theology, English, Literature, and History. **Magna Cum Laude** and **Standard** diploma candidates may choose to pursue the (H) or (K) designation, but are not required to do so. If not pursuing either of those designations the parent has the option of altering the course plan as desired. **Magna Cum Laude** students must complete 3 years of History in high school, including 1 year of World History and one year of American history. **Standard** diploma students must also complete 3 years of History in high school, including 1 year of World History and one year of American history.

KOLBE CORE (K) AND HONORS (H) COURSES:

- ❖ Students pursuing the **Kolbe Core (K)** designation must do all of the readings. **Kolbe Core students need to complete 4 of the 14 weekly papers each semester**; they should have discussions or write informal essays in response to the rest of the weekly paper topics as these are major themes and will appear in some way on the final exam.
- ❖ Students pursuing the **Kolbe Honors (H)** designations must do all of the readings. **Honors students need to complete 8 of the 14 weekly papers each semester**; they should have discussions or write informal essays in response to the rest of the weekly paper topics as these are major themes and will appear in some way on the final exam.
- ❖ For students who are not seeking either the Kolbe Core (K) or Honors (H) designation for this course, parents may alter the course as they so desire.

SEMESTER REPORTING REQUIREMENTS:

Designation*		K	H
Course Title	American Civ I	American Civ I	American Civ I
Semester 1	Any TWO samples of written and graded work from Semester 1.	1. <i>Complete</i> Midterm 1 Exam 2. <i>Complete</i> Semester 1 Exam	1. <i>Complete</i> Midterm 1 Exam 2. <i>Complete</i> Semester 1 Exam 3. EIGHT Paper Topic Essays
Semester 2	Any TWO samples of written and graded work from Semester 2.	1. <i>Complete</i> Midterm 2 Exam 2. <i>Complete</i> Semester 2 Exam	1. <i>Complete</i> Midterm 2 Exam 2. <i>Complete</i> Semester 2 Exam 3. EIGHT Paper Topic Essays

*Designation refers to designation type on transcript. K designates a Kolbe Academy Core course. H designates a Kolbe Academy Honors course.

The Kolbe academic advisor will verify that the required work was completed successfully and award the Kolbe Core (K) or Honors (H) designation. The Kolbe academic advisor has the final decision in awarding the designation for the course. **If no designation on the transcript is desired, parents may alter the lesson plan in any way they choose and any written sample work is acceptable to receive credit for the course each semester.** If you have any questions regarding what is required for the (K) or (H) designations or diploma type status, please contact the academic advisory department at 707-255-6499 or by email at advisors@kolbe.org.

SCOPE AND SEQUENCE:

SEMESTER 1 QUARTER 1 (UP TO MID-TERM EXAM): WEEKS 1-8

I. EXPLORATION AND CONQUISTADORS.

Initially motivated by economic means, The Enterprise of the Indies engages the leading European nations in a race to explore the New World, and declare territories satellite extensions of their respective European empires.

- A. Portugal: Since the times of Prince Henry the Navigator, Portugal was at the forefront of exploration. The first nation to discover a sea route around Africa to the Indies, explorers were inspired by economic means to establish a more direct route to East Asia.
- B. Spain: Christopher Columbus's grave miscalculation results in this landing in San Salvador and the discovery of the Americas; many Spanish explorers would follow him, with both magnificent and equally disastrous consequences for Spanish America (Ponce de Leon, Vasco de Balboa, Ferdinand Magellan, Hernando Cortez, Hernando de Soto, Francisco de Coronado)
 - a. Spanish America in 17th-18th centuries (New Mexico, *encomienda* system, establishment of first missions, Baja California, Fr. Junipero Serra, San Francisco)
- C. France: Under the direction of Francois I, France enters the age of exploration seeking a northern route to the Indies, through the region of North America and Canada (Giovanni da Verrazzano, Samuel de Champlain, Sieur de La Salle). Explosion of the fur trade, first Jesuit missionaries in the New World, major North American geographical discoveries including the Mississippi River.
- D. England: The news of Columbus' discovery sent England into a frenzied quest for lands in North America and Canada (Sir Francis Drake, Sir Walter Raleigh, Bartholomew Gosnold, John Rolfe). First Protestant services in North America. Also includes brief discussion of Dutch/Netherlands explorers including Henry Hudson. Life in the early colonies is discussed as well as the divisions created along religious groups.
 - a. Creation of New American Colonies (Massachusetts, Connecticut, Virginia, Maryland, New York, Pennsylvania)
 - b. Sowing the seeds of American Revolution: French/Indian War, Albany Congress

SEMESTER 1 QUARTER 2 (MID-TERM TO FINAL EXAM): WEEKS 9-17

II. American Revolution and Creation of United States Government.

Population growth in the North American colonies leads to a shift in society. As the population grows, ideas rooted in the Enlightenment and Liberalism begin to take hold. Individuals began to regard individual liberty as the highest "ideal of social life".

- A. The Road to Independence: Stamp Act, Coercive Acts, Boston “Massacre”, Boston Tea Party, 1st and 2nd Continental Congresses
- B. Declaration of Independence, major battles of the Revolutionary War, alliance with France, victory at Yorktown.
- C. A New Nation: Creation of U.S. Constitution, Bill of Rights, and the fight for Ratification.
- D. The First Test of the Union: Expansion beyond the Mississippi, finishing the fight with the British and the War of 1812, sowing the seeds of Civil War and secession.
- E. Revolution in New Spain: The Missions, Independent Mexico
- F. The Era of Good Feelings and Hard Times in America: Catholics pioneers, War with Spain over Florida, the divide over a national bank, rise of Jacksonian politics, Tariff Act of 1828, continued violence and issues over the “Indian Problem”.
- G. War and Peace in Mexico: Anglo-American settlement of Texas, Mexican dictator Santa Anna, “free” California, “Oregon Fever” and settling of the Pacific Northwest, rise of Mormonism in Utah, completion of “Manifest Destiny” efforts.

SEMESTER 2 QUARTER 1 (UP TO MID-TERM EXAM): WEEKS 1-8

III. American Civil War and Reconstruction.

The anti-slavery movement reaches new heights in the mid 1830's. Passage of legislation such as the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act (1854) attempted to keep the union together, but end in failure.

- A. America on the Brink of Civil War: Increased productivity, industrialism efforts, and growth of cities leads to heightened sentiments of discontent between North and South (Slave vs. Free); California Gold Rush.
- B. The Debate Over Slavery: Pope's position on American slavery question, debates between Daniel Webster and Henry Clay, Bloody Kansas, Dred Scott decision, Election of Abraham Lincoln and dissolution of the Union, first battle at Fort Sumter.
- C. Virginia secession and creation of new government in Richmond: Lincoln's battle to secure the border states, important battles of the Civil War, leading military figures.
- D. Civil War rages on: Major victories of the North, tide turns in the North's favor, General Sherman's march across the South, Robert E. Lee's surrender at Appomattox Courthouse, assassination of Abraham Lincoln. Conclusion of Civil War.
- E. Return to Mexico: Mexican Liberalism and anti-clerical constitution creation; Pope Pius IX response to Liberal government, appeals for foreign assistance (France).
- F. Reconstruction efforts fall flat: disagreements in government over how to address “Negro Question”, opposing views on how to treat the South after Civil War ends, passage of 14th, 15th Amendment, formation of radical group like the Ku Klux Klan, Impeachment of President Andrew Johnson.

IV. America at the Turn of the Century

This period in American history is known as the “Gilded Age” and refers to a time of material prosperity, but also rampant political and “big business” corruption post Civil War.

- A. Election of President Ulysses S. Grant, series of economic downturns, over-speculations, and “Panic of 1873”. Beginnings of big businesses and “trusts”. New York City center of political corruption.
- B. Election of Rutherford B. Hayes and removal of American troops in the South, the “end” of Reconstruction efforts.
- C. Resolving the “Indian Question”: development of Native American reservations, decimation at Little Big Horn, Dawes Act (1887), Sioux slaughter and death of Sitting Bull.
- D. Railroad expansion: development of American romantic cowboy and cattle drive legacies. New century inventions. Plight of the American urban worker and development of labor unions (AFL). Pope Leo XIII and stance on unionized labor.
- E. Americans and religion at the end of the century: conflicts with Darwinism, debate regarding similarities/differences between Catholic and American ideals.
- F. Populists and Progressivism gain steam: Panic of 1893 and Pullman strike.

SEMESTER 2 QUARTER 2 (MID-TERM TO FINAL EXAM): WEEKS 9-17

V. America before the World War.

Acquisition of land in Puerto Rico and Hawaii as well as assistance provided to Cuba and Philippines for wars of independence marked the beginnings of the United States’ “Open Door Policy”. The century would see America pulled into European conflicts of a larger, wider scale in World War I and II.

- A. President McKinley’s “Open Door Policy” with regards to China; McKinley’s assassination and Theodore Roosevelt’s presidency/ “big-stick” policy; movements to improve working class conditions, creation of the IWW, anti-trust legislation, and “New Nationalism”, “Square Deal”.
- B. The Second Mexican Revolution: Mexican civil war, rise of Bolshevism in Mexico, election of Avila Camacho (1940), revolution ends.
- C. Rise of Progressivism: President Woodrow Wilson, outbreak of World War I, proliferation of German U-boats, sinking of the Lusitania, US involvement, major battles, Treaty of Versailles, Wilson’s failed League of Nations, Pope Benedict XV’s Peace Proposal.
- D. The Roaring Twenties and Economic Crash: Temperance movement, women’s suffrage, creation of Henry Ford’s Model-T (first automobile), new cultural “freedoms” of the 1920’s, economic boom followed by economic bust, Franklin Delano Roosevelt’s “New Deal” (1932), 100 Days Congress
- E. Depression and World War II: 100 Days of the New Deal, ramifications of lasting new legislation such as abandoning the gold standard and creating the Social Security Act, Catholics making their mark in the New Deal era, American isolationism and attempts at neutrality, finally beginnings of World War II.
- F. World War II and the Cold War: Fighting the wars on two fronts, the Catholic response to the War, major battles and V-day, dropping of the atomic bomb, Winston Churchill’s “Iron Curtain”, and the beginnings of the Cold War.
- G. Living in the Atomic Age: rise of Communism, the Korean War, John F. Kennedy’s “new frontier”, the space race and *Sputnik*, American social issues including segregation and the Civil Rights movement, the Vietnam War, Pope John XXIII and Vatican II, *Roe vs. Wade*, sexual revolution, rise of feminism.

COURSE PLAN METHODOLOGY:

Parents should use the teacher's manual for guidance and answers for the topics and questions in the Key Points section each week. The review questions can be completed by the student during the week as he reads the material, unless otherwise noted. The quizzes should be given at the end of each week after the student has read the chapters assigned.

Kolbe Academy Home School

GRADE SEVEN WORLD HISTORY *Christ King, Lord of History*

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COURSE TITLE: History

COURSE TEXT: *Christ the King, Lord of History* by Anne Carroll (T7801)
Kolbe Academy Answer Key for Christ King, Lord of History, Optional (T7801A)
Christ King, Lord of History Workbook, Optional (T7801B)

COURSE DESCRIPTION:

This course covers world history from the beginning of recorded history to the present. The perspective is Catholic throughout, with Biblical history skillfully interwoven with secular records in the early chapters. Special attention is paid to the growth of the Church and its influence in the world.

COURSE OBJECTIVES:

- ❖ Familiarity with the historical context of the scheme of revelation in relation to other events in world history;
- ❖ Knowledge of the broad outlines of world history;
- ❖ Knowledge of the major figures of world history;
- ❖ Ability to trace the continuity and development of the Church throughout the ages.

SCOPE AND SEQUENCE:

1. Weekly reading and questions, as outlined in the course plan;
2. Short weekly or biweekly papers on a topic suggested in the projects section at the end of each chapter;
3. Oral reports whenever possible;
4. A term paper in the fourth quarter, on a topic suggested in the projects section of one of the chapters. This paper should be 5-10 pages in length and involve library research. Papers should be:
 - ❖ Typed, footnoted, double-spaced and properly researched for presentation.
 - ❖ Graded on neatness, grammar, spelling, syntax, and focus on the stated topic.

SKILLS TO BE DEVELOPED:

- ❖ Research and evaluation
- ❖ Oral presentation (strongly recommended)
- ❖ Composition
- ❖ Reading comprehension

COURSE PLAN METHODOLOGY:

Kolbe Academy has worked diligently to create the best possible course plans with the home schooling family in mind. Remember, however, that our program is intended to be flexible. Per the principle of subsidiarity, these course plans are a **suggested** course of study. As the teacher, you should adapt and modify them to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

In the course plans that follow, *Christ the King, Lord of History* is represented by the abbreviation **CK**. Each weekly assignment is summarized in the first line of the week's daily course plan. The specific daily assignments are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3, and DAY 4** abbreviations. Parent daily guidelines are given to the right of the student assignments. The quarterly schedule is set up such that one lesson, investigation or test can be done on a five-day schedule. Although most of Kolbe Academy Home School course plans are set up for a four-day week, the mathematics courses at this level do benefit from a five-day week schedule. This can be altered if the student would like to double up on an assignment or test on the final day of their week. A family's schedule can and should vary as needed.

A weekly grade book is included at the end of the week's course plan *as a convenience*. Parents should use the grade book only as a help to their homeschooling and not as a hindrance. It includes a cumulative list of written assignments from the week's course plan as well as space for additional assignments, if needed. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your student's work to Kolbe Academy for an official record, only one sample of written and graded work is required per quarter per course along with the signed and filled out report card. The weighting suggestion in the end of quarter grade book is there for *convenience* and may be modified as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This History course contains 36 weeks broken into four 9-week quarters. Week 8 is a lighter week, and usually includes a few days for review. You should use the review days as time to catch up if necessary and then go over the subject matter. **If you intend to use the tests provided, look them over before teaching the subjects and make sure you review the material in the tests throughout the quarter.**

Finally, begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most beneficial.

Kolbe Academy Home School

HIGH SCHOOL WORLD HISTORY *Christ King, Lord of History*

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COURSE TITLE: World History

COURSE TEXT: *Christ the King, Lord of History* textbook, Anne Carroll, © 1994, (T7801)
Christ the King, Lord of History Workbook, Optional, (T7801B)
Kolbe Academy Answer Key to Christ the King Lord of History text, Optional (T7801A)

COURSE DESCRIPTION:

This course covers world history from the beginning of recorded history to the present. The perspective is Catholic throughout, with Biblical history skillfully interwoven with secular records in the early chapters. Special attention is paid to the growth of the Church and its influence in the world.

COURSE OBJECTIVES:

- ❖ Familiarity with the historical context of the scheme of revelation in relation to other events in world history;
- ❖ Knowledge of the broad outlines of world history;
- ❖ Knowledge of the major figures of world history;
- ❖ Ability to trace the continuity and development of the Church throughout the ages.

SCOPE AND SEQUENCE:

1. Weekly reading and questions, as outlined in the course plan;
2. Short weekly or biweekly papers on a topic suggested in the projects section at the end of each chapter;
3. Oral reports whenever possible;
4. A term paper in the fourth quarter, on a topic suggested in the projects section of one of the chapters. This paper should be 5-10 pages in length and involve library research. Papers should be:
 - ❖ Typed, footnoted, double-spaced and properly researched for presentation.
 - ❖ Graded on neatness, grammar, spelling, syntax, and focus on the stated topic.

SKILLS TO BE DEVELOPED:

- ❖ Research and evaluation
- ❖ Oral presentation (strongly recommended)
- ❖ Composition
- ❖ Reading comprehension

The following pages include a detailed course plans for student wishing to use Christ the King, Lord of History for high school History credit. Students who are *currently enrolled* in high school may opt to use this course plan to achieve the Kolbe Core (K) designation on their transcript. Parents who opt to have their grade school student use this course plan and complete the requirements MAY NOT receive future high school credit.

DIPLOMA REQUIREMENTS:

Summa Cum Laude students MAY NOT use this World History course as a substitute for the four year history sequence including Ancient Greece, Ancient Rome, Era of Christendom, and/or Modern & US History. **Magna Cum Laude** and **Standard** diploma candidates may choose to pursue the (K) designation in this course, but are not required to do so. If not pursuing the (K) designation, the parent has the option of altering the course plan as desired. **Magna Cum Laude** students must include 3 years of History in high school, including one year of World History and one year of American history. **Standard** diploma students must include 3 years of History in high school, including one year of World History and one year of American history. This course counts toward the 1 year World History requirement for the Magna and Standard diplomas, regardless of whether the (K) designation is sought.

KOLBE CORE (K) HIGH SCHOOL COURSES:

- ❖ Students pursuing the **Kolbe Core (K)** designation should do the readings. **Kolbe Core students need to complete at least 1 or 2 of the 7 weekly papers each quarter.** Further, they should have discussions or write informal essays in response to the rest of the weekly paper topics as these are major themes and will appear in some way on the final exam.
- ❖ Students pursuing the Kolbe Core (K) designation should be sure to complete the additional Kolbe Core sections included in the Quarterly exams.
- ❖ To receive the Kolbe Core (K) designation on the high school transcript, be sure to turn in the appropriate sample work, as outlined below.

REQUIRED SAMPLE WORK:

Designation*		K
Course Title	World History	World History
Quarter 1	1. Any written sample work	1. <i>Complete</i> Quarter 1 Exam (including ALL additional Kolbe Core sections).
Quarter 2	1. Any written sample work	1. <i>Complete</i> Quarter 2 Exam (including ALL additional Kolbe Core sections).
Quarter 3	1. Any written sample work	1. <i>Complete</i> Quarter 3 Exam (including ALL additional Kolbe Core sections).
Quarter 4	1. Any written sample work	1. <i>Complete</i> Quarter 4 Exam (including ALL additional Kolbe Core sections).

*Designation refers to designation type on transcript. K designates a Kolbe Academy Core course.

The Kolbe academic advisor will verify that the required work was completed successfully and award the Kolbe Core (K) designation. The Kolbe academic advisor has the final decision in awarding the designation for the course. **If no designation on the transcript is desired, parents may alter the lesson plan in any way they choose and any written sample work is acceptable to receive credit for the course each quarter.** If you have any

questions regarding what is required for the (K) designation or diploma type status, please contact the academic advisory department at 707-255-6499 ext. 5 or by email at advisors@kolbe.org.

COURSE PLAN METHODOLOGY: *Christ the King, Lord of History* is represented by the abbreviation CKLH. Each weekly assignment is summarized in the first line of the week's daily course plan. .

It is always a good idea to have the student, in whatever course, read the questions at the end of the chapter before reading the chapter. It enables him/her to understand what the author considers are the most important aspects of the material covered. There are a great number of questions at the end of each chapter of this book, and it is not necessary for the student to **write** the answers to every question. It is more important that the material is understood. **If the student has not yet read *The Tale of Two Cities* in literature, it may be a good idea to read it before the beginning of the fourth quarter as this era is covered.**

The enrichment activities listed each week are OPTIONAL! Students should only do enrichment activities if it doesn't interfere with their regular assignments. Enrichment suggestions are offered to give the student more exposure to the era being studied and provide a means for the entire family to participate through quality films. Several literature suggestions are made from the Kolbe Literature course plans. There are many other resources available to help students understand and appreciate the eras covered in this text. PBS, The History Channel, and A&E all have documentaries available on the Ancient world of the Egyptians, Greeks, and Romans.

While every effort has been made to only recommend top quality books and movies, parents as always should exercise discretion in the choice of supplemental books and/or movies based on their own best judgment. All enrichment materials should be reviewed by parents to insure a good fit for the students in terms of reading level and maturity.

Kolbe Academy Home School

GRADE EIGHT AMERICAN HISTORY *Christ and the Americas*

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COURSE TITLE: History

COURSE TEXTS: *Christ and the Americas*, by Anne W. Carroll, Tan Books, 1997 (T7802)
Kolbe Academy Answer Key to Christ and the Americas, (T7802A), optional
Christ and the Americas Workbook, (T7802B), optional

Supplemental Materials:

Uncle Tom's Cabin, (T3960)
Miguel Pro (T3964)

Kolbe suggests that the student read *Uncle Tom's Cabin* in literature to coincide with the third quarter of history. The course plan for *Uncle Tom's Cabin* covers an entire quarter, so it would be beneficial for the student to read it in the second quarter. If the student has not already read *Miguel Pro* by Ann Ball, it would be beneficial to read it in the third quarter. His story is told in Chapter 21 in the Quarter 3, Week 7.

COURSE DESCRIPTION: This course seeks to provide familiarity with the historical context of the settlement of the Americas. This course will help the student to obtain a broad Catholic understanding of the anthropological history of the Americas up until the last decade. It begins with the explorations of Columbus, Cortes, and Magellan, proceeds to the arrival of the English in the American colonies and the American Revolution, the influence of missionaries, the birth of the American government, the Civil War, through the Depression, World Wars I and II, and concludes with a look at the moral decline of America.

COURSE OBJECTIVES:

- Familiarity with the historical context of the settlement of the Americas,
- Knowledge of the broad outlines of American history;
- Knowledge of the major figures of American history;
- Ability to trace the continuity and development of the United States Government throughout its history, so as to be better able to pinpoint the particular problems of the present day and their solutions.

SCOPE AND SEQUENCE:

1. Weekly readings from the book, as outlined in the course plan and supplemented by questions from the book. Answers may be found in the pink answer key.
2. Short weekly or biweekly papers on a topic suggested at the end of the chapter.
3. Oral reports whenever possible.
4. A term paper in the fourth quarter. This paper should be 5-10 pages in length and involve library research. Papers should be:
 - Typed, footnoted, double-spaced and properly researched for presentation.
 - Graded on neatness, grammar, syntax, and focus on the stated topic.

SKILLS TO BE DEVELOPED:

- Research and evaluation.
- Oral presentation (strongly recommended)
- Composition
- Reading comprehension

COURSE PLAN METHODOLOGY:

Kolbe Academy has worked diligently to create the best possible course plans with the home schooling family in mind. Remember, however, that our program is intended to be flexible. Per the principle of subsidiarity, these course plans are a **suggested** course of study. As the teacher, you should adapt and modify them to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

In the course plans that follow, *Christ and the Americas* is represented by the abbreviation **CA**. Each weekly assignment is summarized in the first line of the week's daily course plan. The specific daily assignments are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3, and DAY 4** abbreviations. Parent daily guidelines are given to the right of the student assignments. The quarterly schedule is set up such that one lesson, investigation or test can be done on a five-day schedule. Although most of Kolbe Academy Home School course plans are set up for a four-day week, the mathematics courses at this level do benefit from a five-day week schedule. This can be altered if the student would like to double up on an assignment or test on the final day of their week. A family's schedule can and should vary as needed.

A weekly grade book is included at the end of the week's course plan *as a convenience*. Parents should use the grade book only as a help to their homeschooling and not as a hindrance. It includes a cumulative list of written assignments from the week's course plan as well as space for additional assignments, if needed. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your student's work to Kolbe Academy for an official record, only one sample of written and graded work is required per quarter per course along with the signed and filled out report card. The weighting suggestion in the end of quarter grade book is there for *convenience* and may be modified as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This History course contains 36 weeks broken into four 9-week quarters. Week 8 is a lighter week, and usually includes a few days for review. You should use the review days as time to catch up if necessary and then go over the subject matter. **If you intend to use the tests provided, look them over *before* teaching the subjects and make sure you review the material in the tests throughout the quarter.**

Finally, begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most beneficial.

Kolbe Academy Home School

HIGH SCHOOL AMERICAN HISTORY *Christ and the Americas*

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Resale & Copying Policy: This course plan and all accompanying materials are not intended for resale or copying. Copying represents copyright infringement, which is illegal. Regarding reselling the materials, Kolbe Academy relies upon the continued purchase of our course plans for financial stability. As a Catholic Apostolate, we ask you to refrain from reselling Kolbe's course plans. While we cannot stop you from copying or reselling this course plan, we do strongly implore you not to do so.

COURSE TITLE: American History

COURSE TEXT: *Christ and the Americas* textbook, Anne Carroll, © 1997, (T7802)
Christ and the Americas Workbook, Belinda Mooney, © 2000, Optional, (T7802B)
Kolbe Academy Answer Key to Christ and the Americas text, Optional (T7802A)

Supplemental Materials:

The Constitution of the United States of America by Cullop. (T7201)
Uncle Tom's Cabin (T3960) and *Miguel Pro* (T3963)*

*It is suggested that the student read *Uncle Tom's Cabin* in literature to coincide with the third quarter of history. The course plan for *Uncle Tom's Cabin* covers an entire quarter, so it would be good for the student to read it in the second quarter. If the student has not already read *Miguel Pro* by Ann Ball, it would be good to read it in the third quarter. His story is told in Chapter 21 in the seventh week.

COURSE DESCRIPTION: To obtain a broad Catholic understanding of the anthropological history of the Americas up until the last decade. Gives the role of the Catholic Church in American history. Starts with the earliest explorers and concludes with the 1990's. Covers American history in a fast-paced, thorough, interesting manner. Each era has its own in-depth coverage.

COURSE OBJECTIVES:

- Familiarity with the historical context of the settlement of the Americas,
- Knowledge of the broad outlines of American history;
- Knowledge of the major figures of American history;
- Ability to trace the continuity and development of the United States Government throughout its history, so as to be better able to pinpoint the particular problems of the present day and their solutions.

SCOPE AND SEQUENCE:

1. Weekly readings from the book, as outlined in the course plan and supplemented by questions from the book. Answers may be found in the pink answer key.
2. Short weekly or biweekly papers on a topic suggested at the end of the chapter.
3. Oral reports whenever possible.
4. A term paper in the fourth quarter. This paper should be 5-10 pages in length and involve library research. Papers should be:
 - Typed, footnoted, double-spaced and properly researched for presentation.
 - Graded on neatness, grammar, syntax, and focus on the stated topic.

SKILLS TO BE DEVELOPED:

- Research and evaluation.
- Oral presentation (strongly recommended)
- Composition
- Reading comprehension

The following pages include a detailed course plans for student wishing to use *Christ and the Americas* text for high school History credit. Students who are *currently enrolled* in high school may opt to use this course plan to achieve the Kolbe Core (K) designation on their transcript. Parents who opt to have their grade school student use this course plan and complete the requirements MAY NOT receive future high school credit.

DIPLOMA REQUIREMENTS:

Summa Cum Laude students MAY NOT use this World History course as a substitute for the four year history sequence including Ancient Greece, Ancient Rome, Era of Christendom, and/or Modern & US History. **Magna Cum Laude** and **Standard** diploma candidates may choose to pursue the (K) designation in this course, but are not required to do so. If not pursuing the (K) designation, the parent has the option of altering the course plan as desired. **Magna Cum Laude** students must include 3 years of History in high school, including one year of World History and one year of American history. **Standard** diploma students must include 3 years of History in high school, including one year of World History and one year of American history. This course counts towards the 1 year American History requirement for the Magna and Standard diplomas, regardless of whether the (K) designation is sought.

KOLBE CORE (K) HIGH SCHOOL COURSES:

- ❖ Students pursuing the **Kolbe Core (K)** designation should do the readings. **Kolbe Core students need to complete at least 1 or 2 of the 7 weekly papers each quarter.** Further, they should have discussions or write informal essays in response to the rest of the weekly paper topics as these are major themes and will appear in some way on the final exam.
- ❖ Students pursuing the Kolbe Core (K) designation should be sure to complete the additional Kolbe Core sections included in the Quarterly exams.
- ❖ To receive the Kolbe Core (K) designation on the high school transcript, be sure to turn in the appropriate sample work, as outlined below.

REQUIRED SAMPLE WORK:

Designation*		K
Course Title	World History	World History
Quarter 1	1. Any written sample work	1. <i>Complete</i> Quarter 1 Exam (including ALL additional Kolbe Core sections).
Quarter 2	1. Any written sample work	1. <i>Complete</i> Quarter 2 Exam (including ALL additional Kolbe Core sections).
Quarter 3	1. Any written sample work	1. <i>Complete</i> Quarter 3 Exam (including ALL additional Kolbe Core sections).
Quarter 4	1. Any written sample work	1. <i>Complete</i> Quarter 4 Exam (including ALL additional Kolbe Core sections).

*Designation refers to designation type on transcript. K designates a Kolbe Academy Core course.

The Kolbe academic advisor will verify that the required work was completed successfully and award the Kolbe Core (K) designation. The Kolbe academic advisor has the final decision in awarding the designation for the course. **If no designation on the transcript is desired, parents may alter the lesson plan in any way they choose and any written sample work is acceptable to receive credit for the course each quarter.** If you have any

questions regarding what is required for the (K) designation or diploma type status, please contact the academic advisory department at 707-255-6499 ext. 5 or by email at advisors@kolbe.org.

COURSE PLAN METHODOLOGY: *Christ and the Americas* is represented by the abbreviation **CA**. Each weekly assignment is summarized in the first line of the week's daily course plan.

It is always a good idea to have the student, in whatever course, read the questions at the end of the chapter before reading the chapter. It enables him/her to understand what the author considers are the most important aspects of the material covered. There are a great number of questions at the end of each chapter of this book, and it is not necessary for the student to **write** the answers to every question. It is more important that the material is understood. **If the student has not yet read *Uncle Tom's Cabin* or *Blessed Miguel Pro* in literature, it may be a good idea to incorporate it into the study of this course.** It is suggested that the student read *Uncle Tom's Cabin* in literature to coincide with the third quarter of history. The course plan for *Uncle Tom's Cabin* covers an entire quarter, so it would be good for the student to read it in the second quarter. If the student has not already read *Miguel Pro* by Ann Ball, it would be good to read it in the third quarter. His story is told in Chapter 21 in the seventh week.

Kolbe Academy Home School

GRADE NINE WORLD HISTORY I: ANCIENT GREECE

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COURSE TITLE: World History I: Ancient Greece

COURSE DESCRIPTION:

This course examines the great civilization of ancient Greece, beginning around 600 B.C. with the rise of the Lydian state, and concentrating on the rise and fall of Athens. The course reads the great ancient histories of the Persian and Peloponnesian Wars. It then examines Plato's view of the ideal state. Plato's state can be compared to the actual Greek states and to our own government.

COURSE OBJECTIVES:

This course will enable the student to:

- ❖ Observe the timelessness of human relations and the similarities of man's responses to the conditions in which he finds himself, across time periods
- ❖ Discover the similarities of and difference between ancient Greek and Christian ideas of virtue
- ❖ Trace the cause and effect of political developments in the ancient world and, by extension, in the modern
- ❖ Identify the periods of ancient history and major characters of the period
- ❖ Become familiar with the map of the ancient world and the seeds of modern conflicts
- ❖ Relate modern historical situations and documents to their ancient antecedents

WEEKLY COURSE WORK:

1. Readings
2. Accompanying study guide questions and quizzes
3. Weekly papers: topics are listed in the Course Plan. These papers should be 1- 2 pages type written, point 12 font, double-spaced. Each paper should be comprised of strong introduction, body, and conclusion. See the *Weekly Paper Topics Answer Guide* for grading guidelines.
4. Audio lectures, from Kolbe Academy Classics conference
5. Three-Part Quarterly Exams: given in order to assess the student's understanding and retention of materials and concepts. These tests along with the test answer keys are provided in the Course Plan packet.
6. Students seeking Honors for this course must complete the course of readings, weekly papers, assignments, and quarterly tests in their totality and as laid out in the course plan.

SKILLS TO BE DEVELOPED:

- Knowledge of Ancient Greek history and its influence on the world
- Memory
- Ability to relate the events of one's own age, with the events of history
- Ability to formulate and effectively communicate, both in writing and speaking, a clear, logically-sound argument

DIPLOMA REQUIREMENTS:

Summa Cum Laude students must complete the entire Kolbe Academy proposed curriculum as written. Summa students must fulfill the requirements for the Kolbe Core (K) or Kolbe Honors (H) course as outlined in this History course plan. In 9th grade, **Summa** students must pursue the (H) designation in at least one of the following courses: Theology, Literature, or History. In 10th grade, **Summa** students must pursue the (H) designation in at least two of the following courses: Theology, English, Literature, or History. In 11th grade, **Summa** students must pursue the (H) designation in at least three of the following courses: Theology, English, Literature, or History. In 12th grade, **Summa** students must pursue the (H) designation in all of the following courses: Theology, English, Literature, and History. **Magna Cum Laude** and **Standard** diploma candidates may choose to pursue the (H) or (K) designation, but are not required to do so. If not pursuing either of those designations the parent has the option of altering the course plan as desired. **Magna Cum Laude** students must include 3 years of History in high school, include 1 year of World History and one year of American history. **Standard** diploma students must include 3 years of History in high school, including 1 year of World History and one year of American history.

KOLBE CORE (K) AND HONORS (H) COURSES:

- ❖ Students pursuing the **Kolbe Core (K)** designation should do the readings. **Kolbe Core students need to complete at least 1 or 2 of the 7 weekly papers each quarter;** they should have discussions or write informal essays in response to the rest of the weekly paper topics as these are major themes and will appear in some way on the final exam.
- ❖ Students pursuing the **Kolbe Honors (H)** designations must do all of the readings. **Honors students need to complete 5 of the 7 weekly papers each quarter;** they should have discussions or write informal essays in response to the rest of the weekly paper topics as these are major themes and will appear in some way on the final exam.
- ❖ For students who are not seeking either the Kolbe Core (K) or Honors (H) designation for this course, parents may alter the course as they so desire.

REQUIRED SAMPLE WORK:

Designation*		K	H
Course Title	World Hist I: Ancient Greece	World Hist I: Ancient Greece	World Hist I: Ancient Greece
Quarter 1	1. Any written sample work	1. <i>Complete</i> Quarter 1 Exam	1. <i>Complete</i> Quarter 1 Exam 2. One Paper Topic Essay
Quarter 2	1. Any written sample work	1. <i>Complete</i> Quarter 2 Exam	1. <i>Complete</i> Quarter 2 Exam 2. One Paper Topic Essay
Quarter 3	1. Any written sample work	1. <i>Complete</i> Quarter 3 Exam	1. <i>Complete</i> Quarter 3 Exam 2. One Paper Topic Essay
Quarter 4	1. Any written sample work	1. <i>Complete</i> Quarter 4 Exam	1. <i>Complete</i> Quarter 4 Exam 2. One Paper Topic Essay

*Designation refers to designation type on transcript. K designates a Kolbe Academy Core course. H designates a Kolbe Academy Honors course.

The Kolbe academic advisor will verify that the required work was completed successfully and award the Kolbe Core (K) or Honors (H) designation. The Kolbe academic advisor has the final decision in awarding the

designation for the course. **If no designation on the transcript is desired, parents may alter the lesson plan in any way they choose and any written sample work is acceptable to receive credit for the course each quarter.** If you have any questions regarding what is required for the (K) or (H) designations or diploma type status, please contact the academic advisory department at 707-255-6499 ext. 5 or by email at advisors@kolbe.org.

SCOPE AND SEQUENCE:

FIRST QUARTER

I. Herodotus: *The Histories*.

Herodotus traces the relations of the Greek city-states with the Persian Empire from around 600B.C. to the stunning Greek victories over the invader Xerxes, ending around 480 B.C. This is the eve of the golden age of Athens.

- A. The rise of the Persian Empire: Books I to V. (If time is short, this section may be omitted, provided that the historical developments are filled in from other sources. Alternatively, Book II, which is largely an exposition of Egyptian history, geography, and customs, may be omitted. Please note that the course plan provides for the reading of Book I, a small portion of Book II, and Books V – IX.)
- B. The Persian Wars with the Greek city-states: Books VI to IX. (This section is essential.) The military union between Athens and Sparta, and the Greek virtues displayed in various leading figures. Their lives will be examined later by Plutarch as well.

SECOND QUARTER

II. Thucydides: *The History of the Peloponnesian War*.

Thucydides provides a wealth of information on the “golden age” and decline of Athenian democracy during the Peloponnesian War between Athens and Sparta (432 – 404 B.C.) His work contains many aphorisms and observations about the nature of man and the causes of war. A large number of comparisons between the events of the Peloponnesian War and modern parallels are possible.

- A. The causes of the war: Book I. These events can be profitably related to the pre-World War I situation, as well as that of the Cold War.
- B. The outbreak of war and the policies of Pericles: Book II. Pericles’ funeral oration anticipates Lincoln’s “Gettysburg Address.” Athenian democracy affords illuminating parallels with American republican government.
- C. The war widens: Books III – IV. Contrasts between Athens and Sparta in Mytilene and Plataea. (Sections about military operations may be omitted if necessary.)
- D. Peace attempts: Books IV – VI. The truce and peace of Nicias. “Peace movements” throughout history. (Sections about the military operations may be omitted in necessary.)
- E. The Sicilian campaign and disaster for Athens: Books VI – VIII. (Sections about the military operations may be omitted in necessary.)

THIRD QUARTER

III. Xenophon: *The Persian Expedition (Anabasis)*.

Xenophon: a leader of the Ten Thousand, a Greek mercenary army in the employ of Cyrus the Younger of Persia (401 B.C.). Throughout the book he considers various qualities of leadership, as well as the details of the encounters of the Greek culture with various barbarian tribes. The course plan follows the expedition long enough to expose the weakness of the Persian empire, which would later provide an opportunity for Alexander the Great, and to narrate the soldiers’ famous sighting of the sea.

IV. Plutarch, *The Rise and Fall of Athens (from Parallel Lives)*.

The Penguin edition of Plutarch offers brief biographies of nine prominent Athenians, allowing for continuing considerations of leadership qualities and character begun in Herodotus, Thucydides, and Xenophon.

- A. Solon and Greek law. Comparisons with Mosaic and Christian law systems.
- B. Themistocles, Alcibiades, Pericles: additions and alterations to the pictures from Herodotus and Thucydides.

(Other editions of Plutarch include leaders of Sparta, Persia, and Macedonia. These portraits of Lycurgus, Artaxerxes, Alexander, etc., can supplement those found elsewhere.)

FOURTH QUARTER**V. Plato, *The Republic*.**

Plato's theoretical considerations about the nature of the ideal state make illuminating comparisons with actual ancient and modern states. His utopian social blueprint can be compared with *Mein Kampf* (Hitler) and *The Communist Manifesto* (Marx).

- A. The nature of justice: Books I – II. Is injustice more profitable than justice?
- B. The ideal education: Books II – III. Useful comparisons with the classical education and modern educational fads.
- C. The perfect city and its government: Books III – VI. The upbringing of children by the state: cf. Sparta and modern totalitarianisms.
- D. Plato's cave: Book VII. The necessity for classical studies!
- E. Four types of constitutions: Books VIII – IX: aristocracy, timocracy, oligarchy, and democracy. An analysis with lasting value. Trace (briefly) the history of Germany from Bismarck through Hitler.

SUPPLEMENTAL MATERIALS:

- **Aristotle, *Nicomachean Ethics*.**
 - The good in general and the good of politics (Book I: Chapters 1 & 2)
 - The three classes of the good life (Book I: Chapter 5)
 - The idea of the good in opposition to Plato (Book I, VI – VIII)
 - How to acquire happiness (Book I: Chapters 9 – 10). Cf. Herodotus and Sophocles
 - "The Golden Mean" (Book II: Chapter 5 – 6)
 - Evaluation of moral behavior and the virtues: the basis of Thomist ethics (Books III – VIII). These virtues are seen enfolded in the various characters of the earlier works studied.
- **Chester Starr, *History of the Ancient World*.** Oxford University Press.
 - Excellent for historical background.
- **H.D.F. Kitto, *The Greeks*.** Penguin.
- **Edith Hamilton, *The Greek Way*.**
- **Fustel De Coulanges, *The Ancient City*.** Doubleday.
 - This book is useful to understand the pagan mind.

A GREATLY ABBREVIATED CHART OF AGES, DATES AND EVENTS(DATES BEFORE 600BC ARE APPROXIMATE; AUTHORS ARE IN PARENTHESES)¹

The Bronze Age	3000-1250 BC	Also referred to as the Age of Palace Cultures; the Mycenaeans establish and expand their kingdom.
The Dark Ages	1250BC-900 BC	A breakdown occurs in settlements in Greece, and Mycenaean culture is destroyed. The Trojan War probably takes place about 1200 BC.
Archaic Period	900-478BC	Colonization expands, and cities like Corinth, Sparta and Athens grow politically, culturally and artistically. The Persian War occurs in the early 5 th century. (Homer)
Classical Period	478-403 BC	Athens' Golden Age occurs around 478-429 BC; it flourishes, politically and culturally. Athens develops her empire, and tension between Sparta and Athens leads to war. Athens is defeated by Sparta. (Herodotus, Thucydides)
Late Classical Period	403-323 BC	Athens, Sparta and Thebes struggle for control, and Persia is dominant. Philip of Macedon rises to power and expands his influence, and, upon his death, his son Alexander expands the Macedonian empire as far as Russia, Afghanistan and India. (Plato)
Hellenistic Age	323-200 BC	After Alexander's death, his generals fight between themselves; eventually, three Hellenistic powers dominate: Egypt, Macedon and the Seleucid Empire (which ruled from Turkey, through Palestine, to India)

COURSE TEXTS:

- HERODOTUS** ❖ Herodotus: *The Histories*. Tran. Aubrey De Sélincourt. Penguin Books: London, 1996.
- THUCYDIDES** ❖ Thucydides: *The History of the Peloponnesian War*. Tran. Rex Warner. Penguin Books: London, 1954.
- PLUTARCH** ❖ Plutarch, *The Rise and Fall of Athens: Nine Greek Lives*. Tran. Ian Scott-Kilvert. Penguin Books: London, 1960.
- XENOPHON** ❖ Xenophon: *The Persian Expedition (Anabasis)*. Tran. Rex Warner. Penguin Books: London, 1949.
- PLATO** ❖ Plato, *Great Dialogues of Plato*. Trans. W.H.D. Rouse. Signet Classic: New York, 1984.
- KING** ❖ Carroll, Anne W. *Christ the King Lord of History*. Tan Books and Publishers, Inc.: Rockford, 1994.
- CLASSICS** ❖ King, Abigail. *Classics Conference The Greeks*. Kolbe Academy Press: Napa, 2002.
- GRK HST** ❖ *Kolbe Academy Weekly Quiz Book for Greek History*. Kolbe Academy Press: Napa, 2002.
- HERO** ❖ *Kolbe Academy Study Guide to Herodotus*. Kolbe Academy Press: Napa, 2005.
- THUCY** ❖ *Kolbe Academy Study Guide to Thucydides*. Kolbe Academy Press: Napa, 2005.
- XENO-PLU** ❖ *Kolbe Academy Study Guide to Xenophon's Persian Expedition & Plutarch's Rise and Fall of Athens*. Kolbe Academy Press: Napa, 2005.
- PLATO** ❖ *Kolbe Academy Study Guide to Great Dialogues of Plato*. Kolbe Academy Press: Napa, 2000.

¹ Dates and events taken from *The Oxford History of the Classical World*, Boardman, Griffin and Murray, 1986, and <http://ancienthistory.about.com/od/timelines/>

Kolbe Academy Home School

GRADE TEN ANCIENT ROMAN HISTORY

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COURSE TITLE: World History II: Ancient Rome

COURSE DESCRIPTION:

This course examines the pre-Christian and early Christian world as seen through the rise and fall of the Roman Empire. It covers highlights of Roman history from the mythical founding of the city in 753 BC, the fall of the Republic in the first century BC, to the fall of the Empire in 476 AD. St. Augustine provides background on the conflict of Catholicism with paganism in Roman society.

COURSE OBJECTIVES:

This course will enable the student to:

- ❖ Become familiar with the political and religious developments of this period
- ❖ Know and understand the significance of the important events, dates, persons and places in the Western Europe of 753 BC-476 AD
- ❖ Trace the cause and effect of political developments in the ancient world and, by extension, in the modern
- ❖ Observe the timelessness of human relations and the similarities of man's responses to the conditions in which he finds himself, across time periods
- ❖ Identify the periods of ancient history and major characters of the period
- ❖ Become familiar with the map of the ancient world and the seeds of modern conflicts

WEEKLY COURSE WORK:

1. Readings: approximately 50 pages per week
2. Accompanying study guide questions
3. Weekly papers; topics are listed in the Course Plan. These papers should be 1-2 pages type-written, size 12 font, double-spaced or neatly handwritten in cursive. Each paper should be comprised of a strong introduction, body, and conclusion. See the *Weekly Paper Topics Answer Guide* for assessment and grading guidelines.
4. Audio lectures, from Kolbe Academy Classics conference
5. Key Points sections highlight the most important concepts that the student should know and consider.
6. Three-Part Exams: given at the end of each semester in order to assess the student's understanding and retention of material and concepts. These tests along with the test answer keys are provided in the Course Plan packet.
7. Students seeking Honors for this course must complete the readings, weekly papers, assignments, and exams in their totality and as laid out in the course plan.

SKILLS TO BE DEVELOPED:

- Knowledge of Ancient Roman history and Rome's influence on the world
- Memory
- Ability to relate the events of one's own age with the events of history
- Ability to formulate and effectively communicate, both in writing and speaking, a clear, logically-sound argument

DIPLOMA REQUIREMENTS:

Summa Cum Laude students must complete the entire Kolbe Academy proposed curriculum as written. Summa students must fulfill the requirements for the Kolbe Core (K) or Kolbe Honors (H) course as outlined in this History course plan. In 9th grade, **Summa** students must pursue the (H) designation in at least one of the following courses: Theology, Literature, or History. In 10th grade, **Summa** students must pursue the (H) designation in at least two of the following courses: Theology, English, Literature, or History. In 11th grade, **Summa** students must pursue the (H) designation in at least three of the following courses: Theology, English, Literature, or History. In 12th grade, **Summa** students must pursue the (H) designation in all of the following courses: Theology, English, Literature, and History. **Magna Cum Laude** and **Standard** diploma candidates may choose to pursue the (H) or (K) designation, but are not required to do so. If not pursuing either of those designations the parent has the option of altering the course plan as desired. **Magna Cum Laude** students must include 3 years of History in high school; include 1 year of World History and one year of American history. **Standard** diploma students must include 3 years of History in high school, including 1 year of World History and one year of American history.

KOLBE CORE (K) AND HONORS (H) COURSES:

- ❖ Students pursuing the **Kolbe Core (K)** designation should do the readings. **Kolbe Core students need to complete at 4 of the 14 weekly papers each semester**; they should have discussions or write informal essays in response to the rest of the weekly paper topics as these are major themes and will appear in some way on the final exam.
- ❖ Students pursuing the **Kolbe Honors (H)** designations must do all of the readings. **Honors students need to complete 8 of the 14 weekly papers each semester**; they should have discussions or write informal essays in response to the rest of the weekly paper topics as these are major themes and will appear in some way on the final exam.
- ❖ For students who are not seeking either the Kolbe Core (K) or Honors (H) designation for this course, parents may alter the course as they so desire.

REQUIRED SAMPLE WORK:

Designation *		K	H
Course Title	World History II: Ancient Rome	World History II: Ancient Rome	World History II: Ancient Rome
Semester 1	1. Any Two samples of written work	1. <i>Complete</i> Midterm 1 Exam 2. <i>Complete</i> Semester 1 Exam	1. <i>Complete</i> Midterm 1 Exam 2. <i>Complete</i> Semester 1 Exam 2. EIGHT Paper Topic Essays
Semester 2	1. Any Two samples of written work	1. <i>Complete</i> Midterm 2 Exam 2. <i>Complete</i> Semester 2 Exam	1. <i>Complete</i> Midterm 2 Exam 2. <i>Complete</i> Semester 2 Exam 2. EIGHT Paper Topic Essays

*Designation refers to designation type on transcript. K designates a Kolbe Academy Core course. H designates a Kolbe Academy Honors course.

The Kolbe academic advisor will verify that the required work was completed successfully and award the Kolbe Core (K) or Honors (H) designation. The Kolbe academic advisor has the final decision in awarding the designation for the course. **If no designation on the transcript is desired, parents may alter**

the lesson plan in any way they choose and any written sample work is acceptable to receive credit for the course each semester. If you have any questions regarding what is required for the (K) or (H) designations or diploma type status, please contact the academic advisory department at 707-255-6499 ext. 5 or by email at advisors@kolbe.org.

SCOPE AND SEQUENCE:

I. Rome: Kingdom and Republic (753-27 BC)

FIRST SEMESTER

1. Livy, *Ab Urbe Condita* (*The History of Rome from Its Foundations*. Published by Penguin as *The Early History of Rome* and *The War with Hannibal*). Livy's work is a repository for myths and legends about the founding of Rome. It was written to spur patriotism and public morality. Books I-V give the stories of Romulus and Remus, Cincinnatus, and other important Romans. Books XXI-XXX tell the gripping story of the Second Punic War, which Rome won to cement its hegemony in the Mediterranean. The course plan provides for reading of Books I-III (The Early History of Rome), Books XXI-XXIV, and XXVI-XXX (The War with Hannibal).

2. Livy, *Ab Urbe Condita*, The War with Hannibal, continued

3. Plutarch, Makers of Rome from *Parallel Lives*

This is another selection from the same source as *The Rise and Fall of Athens* used in the Ancient Greek History course. Many of these were the sources for Shakespeare's plots.

II. The Roman Empire (27 BC-476 AD)

SECOND SEMESTER

1. Plutarch, Makers of Rome, continued

2. Tacitus, the *Annals*

Tacitus' history of the reigns of Tiberius, Caligula, Claudius, and Nero records a rising tide of decadence and irresponsible absolutism. Parallels with modern totalitarianism and the present-day U.S.A. are many.

3. St. Augustine, *De Civitate Dei* (*City of God*).

The monumental apologetic defending Christianity from charges that it brought about the decline of Rome, a view held into the modern age. St. Augustine's work also exerted enormous influence on the character of medieval Christianity. Books I-IX are included on the course plan (except books VI and VII), but the whole work can be fruitfully read again and again.

SUPPLEMENTAL MATERIALS:

- Carroll, Anne, *Christ the King, Lord of History*. TAN Books: Illinois, 1994
- Julius Caesar, *The Gallic War*: A much-studied military handbook, as well as a picture of Rome in transition from republic to empire. (Especially good in Latin for intermediate Latin students.)
- Carroll, Warren, *The Founding of Christendom*. Chapters 10-14: Roman history from 301 to 4 BC, ending with the Incarnation of our Lord. Chapters 15-20: Roman history from 4 BC to 324 AD, when the age of persecution ended and Christianity became the imperial religion.

- Tacitus, *The Histories*: The Histories extends Tacitus' chronicle of Rome and her emperors through the pivotal year 69 AD. The conclusions about morality and public life are clear and essential.
- Scullard, H.H., *From the Gracchi to Nero* (Routledge).
- Starr, Chester, *History of the Ancient World* (Oxford Univ. Press). Excellent for historical background.
- Grant, Michael, *History of Rome* (Prentice-Hall).
- Carroll, Warren, *The Building of Christendom*. Chapters 8, 10: The rise of Islam and its early wars against Christendom.
- Adkins, Lesley, Adkins, Roy, *Handbook to Life in Ancient Rome* (Oxford University Press). Presents all aspects of pagan Roman history and life, as well as limited entries on early Christianity. An accessible reference book for the student of ancient Rome.
- Much material on the history of the late Roman empire, as well as portions of the writings of St. Augustine, St. Gregory of Tours, and Charlemagne, can be found in Readings in Church History, ed. C. Barry (Christian Classics).

COURSE TEXTS:

- AUGUSTINE** ❖ St. Augustine: *City of God*. Tran. H. Bettenson. Penguin Books: London, 1972, 2003.
- LIVY EH** ❖ Livy: *The History of Rome from Its Foundations: The Early History of Rome*. Tran. Aubrey De Sélincourt. Penguin Books: London, 1960, 2002.
- LIVY WH** ❖ Livy: *The History of Rome from Its Foundations: The War with Hannibal*. Tran. Aubrey De Sélincourt. Penguin Books: London, 1965.
- PLUTARCH** ❖ Plutarch, *Makers of Rome*. Trans. Ian Scott-Kilvert. Penguin Books: New York, 1965.
- TACITUS** ❖ Tacitus: *The Annals of Imperial Rome*. Tran. Michael Grant. Penguin Books: London, 1996.
- CLASSICS** ❖ King, Abigail. *Classics Conference Roman Era*. Kolbe Academy Press: Napa, 2002. (This flash drive contains the Roman audio files assigned in the course plan. Optional, unless earning the Honors designation for the course or the Summa diploma. For students planning on taking both Greek and Roman history, a flash drive with a combined set of the Greek and Roman audio files may be purchased in the bookstore.)
- AUG** ❖ *Kolbe Academy Study Guide to St. Augustine*. Kolbe Academy Press: Napa, 2014.
- LIVY EH** ❖ *Kolbe Academy Study Guide to Livy's Early History of Rome*. Kolbe Academy Press: Napa, 2006.
- LIVY WH** ❖ *Kolbe Academy Study Guide to Livy's War with Hannibal*. Kolbe Academy Press: Napa, 2014.
- PLUT** ❖ *Kolbe Academy Study Guide to Plutarch*. Kolbe Academy Press: Napa, 2014.
- TAC** ❖ *Kolbe Academy Study Guide to Tacitus*. Kolbe Academy Press: Napa, 2006.
- MLA** ❖ *MLA Handbook Eighth Edition*. Modern Language Association of America, 2016.

A GREATLY ABBREVIATED CHART OF AGES, DATES AND EVENTS(DATES BEFORE 600 BC ARE APPROXIMATE; AUTHORS ARE IN PARENTHESES)¹

	1250BC-900 BC	A breakdown occurs in settlements in Greece, and Mycenaean culture is destroyed. The Trojan War probably takes place about 1200 BC.
The Kingdom; The Expulsion of Tarquin; The Republic is established	900-478 BC	The Etruscans settle in Italy. Rome's traditional date of founding by Romulus and Remus is 753 BC. The Roman kingship is established and rules until approx. 510 BC, when Tarquin Superbus was expelled and the Republic was established. Rome fights for and gains control of Latium.
	478-403 BC	The Struggle of the Orders takes place between the plebians and the patricians, and the office of tribune is created to resolve class strife. The Law of the 12 Tables is created so that the plebians can more fully understand the laws of the city.
	403-323 BC	Rome expands her domination over Italy.
The Punic Wars	323-146 BC	By 265 BC Rome has control of Italy. The city turns its ambitions to expanding its Empire further abroad. In 264, these imperial ambitions lead to conflict with Carthage, and the first Punic War takes place. The Second Punic War occurs in 218, and Carthage is finally defeated in the Third Punic War in 146 BC.
	146-82 BC	The Gracchi brothers introduce their land reforms, and Tiberius Gracchus is murdered. Marius becomes consul and holds this office for numerous successive terms (though this was not allowed). He fought with Sulla in the Social Wars, but the two men eventually struggle for control of Rome. Sulla marched on Rome in 88 BC—the first time that a Roman marches on Rome with a Roman army. Sulla becomes permanent dictator.
	82-49 BC	Sulla retires from political life after inflicting a reign of terror upon the Romans. Caesar, Pompey and Crassus form the First Triumvirate (Livy born: 59 BC).
	49-44 BC	Caesar crosses the Rubicon and civil war is declared between Caesar and Pompey. Pompey is defeated at Pharsalus. The Republic is effectively ended.
	44-31 BC	Julius Caesar is assassinated; the Second Triumvirate is formed by Octavius (Augustus) Caesar, Antony and Lepidus. Thirteen years of civil war occur during this time, until Antony and Cleopatra are defeated at the Battle of Actium (31 BC).

¹ Dates and events taken from the Introduction to *The Early History of Rome*, R.M. Ogilvie, <http://ancienthistory.about.com/od/timelines/>, and http://en.wikipedia.org/wiki/List_of_Roman_Emperors.

The End of the Republic and Beginning of the Empire; Julio-Claudian Dynasty Begins.	31 BC-14 AD	Octavius is made emperor and is given the name "Augustus." The Golden Age of Latin Literature is at this time, and the "Peace of Augustus" begins. The Birth of Our Lord occurs during the reign of Augustus.
	14-68 AD	Reigns of Emperors Tiberius, Caligula, Claudius and Nero (Plutarch born: 46 AD; Tacitus born: 55 AD)
Year of the Four Emperors	68-69 AD	Reigns of Emperors Galba, Otho, Vitellius and Vespasian
Flavian Dynasty	69-96 AD	Reigns of Vespasian, Titus and Domitian
The Five "Good" Emperors	96-180 AD	Reigns of Nerva, Trajan, Hadrian, Antoninus Pius, and Marcus Aurelius (Verus and Commodus were co-emperors with Marcus Aurelius at various times)
	180 - 192 AD	Reign of Commodus
The Severan Dynasty	193- 235 AD	Reigns of Septimius Severus, Caracalla, Publius Septimius Geta, Macrinus, Diadumenian, Heliogabalus, and Alexander Severus
The Crisis of the 3rd Century	235-284 AD	Rome encounters economic collapse and internal and external strife. The Empire was ruled by 20-25 rulers during this unstable period.
The Tetrarchy and Constantinian Dynasty	284-364 AD	Emperor Diocletian divides the Empire into Eastern and Western portions. A ruler with the title "Augustus" rules each part with the assistance of a "Caesar." Thus the rule of the Empire was divided between four men. Constantine the Great began his rule in 307 and legalized Christianity in 313 AD (St. Augustine born: 354 AD). Note: this era is studied in detail in the Kolbe Church History I course.
	410 AD	Rome is sacked by the barbarians.
	476 AD	The Western Roman Empire falls.

COURSE PLAN METHODOLOGY: Parents should use the teacher editions of the study guides for guidance and answers for the topics and questions in the Key Points section each week. The study guide questions can be completed by the student during the week as he reads the material, unless otherwise noted.

Kolbe Academy Home School

ANCIENT WESTERN CIVILIZATION Greek And Roman History High School History Elective

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Resale & Copying Policy: This course plan and all accompanying materials are not intended for resale or copying. Copying represents copyright infringement, which is illegal. Regarding reselling the materials, Kolbe Academy relies upon the continued purchase of our course plans for financial stability. As a Catholic Apostolate, we ask you to refrain from reselling Kolbe's course plans. While we cannot stop you from copying or reselling this course plan, we do strongly implore you not to do so.

COURSE TITLE: Ancient Western Civilization

COURSE TEXTS:

- | | |
|-------------------------|--|
| CLASSICS | ❖ King, Abigail. <i>Classics Conference: The Complete Set</i> . Kolbe Academy Press: Napa, 2002. (This set contains both the Greek and Roman audio files assigned in the course plan. Optional, unless earning the Honors designation for the course or the Summa diploma. The Greek and Roman sets may also be purchased separately.) |
| HERODOTUS | ❖ Herodotus, <i>The Histories</i> . Tran. Aubrey De Sélincourt. Penguin Books: London, 1996. |
| CARROLL | ❖ Carroll, Anne: <i>Christ the King, Lord of History</i> . TAN Books: Illinois, 1994. |
| LIVY-ROME | ❖ Livy: <i>The History of Rome from Its Foundations: The Early History of Rome</i> . Trans. Aubrey De Sélincourt. Penguin Books: London, 1960, 2002. |
| LIVY-HANNIBAL | ❖ Livy: <i>The History of Rome from Its Foundations: The War with Hannibal</i> . Trans. Aubrey De Sélincourt. Penguin Books: London, 1965. |
| PLUTARCH | ❖ Plutarch, <i>Makers of Rome</i> . Trans. Ian Scott-Kilvert. Penguin Books: New York, 1965. |
| TACITUS | ❖ Tacitus: <i>The Annals of Imperial Rome</i> . Tran. Michael Grant. Penguin Books: London, 1977. |
| THUCYDIDES | ❖ Thucydides, <i>The History of the Peloponnesian War</i> . Trans. Rex Warner. Penguin Books: London, 1954. |
| GREEKHIST SG | ❖ <i>Kolbe Academy Weekly Quiz Book for Greek History</i> . Kolbe Academy Press: Napa, 2002. |
| HERODOTUS SG | ❖ <i>Kolbe Academy Study Guide to Herodotus</i> . Kolbe Academy Press: Napa, 2005. |
| LIVY-ROME SG | ❖ <i>Kolbe Academy Study Guide to Livy's Early History of Rome</i> . Kolbe Academy Press: Napa, 2006. |
| LIVY-HANNIBAL SG | ❖ <i>Kolbe Academy Study Guide to Livy's War with Hannibal</i> . Kolbe Academy Press: Napa, 2006. |
| PLUTARCH SG | ❖ <i>Kolbe Academy Study Guide to Plutarch</i> . Kolbe Academy Press: Napa, 2006. |
| TACITUS SG | ❖ <i>Kolbe Academy Study Guide to Tacitus</i> . Kolbe Academy Press: Napa, 2006. |
| THUCYDIDES SG | ❖ <i>Kolbe Academy Study Guide to Thucydides</i> . Kolbe Academy Press: Napa, 2005. |

COURSE DESCRIPTION:

This course examines the great civilizations of the ancient world, beginning in Greece around 600 BC with the seeds of the conflict between Persia and the Greek city-states, and tracing the rise and fall of Athens throughout the Persian and Peloponnesian Wars. In the second half of the year, the course transitions to Roman history, beginning with the mythical founding of Rome in 753 BC and ending with the fall of the Empire in 476 AD.

COURSE OBJECTIVES:

This course will enable the student to:

- ❖ Know and understand the significance of the important events, dates, persons and places in the Mediterranean world from the rise of the Greek city-states to the fall of Rome (600 BC–476 AD)
- ❖ Observe the timelessness of human relations and the similarities of man's responses to the conditions in which he finds himself throughout history
- ❖ Discover the similarities of and difference between classical and Christian ideas of virtue
- ❖ Trace the cause and effect of political developments in the ancient world and, by extension, in the modern
- ❖ Become familiar with the map of the ancient world and the seeds of modern conflicts
- ❖ Relate modern historical situations and documents to their ancient antecedents
- ❖ Become familiar with the political and religious developments of this period

SKILLS TO BE DEVELOPED:

- ❖ Knowledge of Ancient Greek and Roman history and its influence on the world
- ❖ Ability to relate the events of one's own age with the events of history
- ❖ Ability to formulate and effectively communicate--orally and in writing--a clear, logically sound argument

WEEKLY COURSE WORK:

- ❖ Readings: approximately 50-70 pages per week
- ❖ Accompanying study guide questions and quizzes
- ❖ Weekly papers, topics for which are listed in the Course Plan. These papers should be 1–2 pages typed, double-spaced, in 12-point font, (or handwritten neatly in cursive). Each paper should contain a strong introduction, body, and conclusion. See the *Weekly Paper Topics Answer Guide* for grading guidelines.
- ❖ Audio lectures from the Kolbe Academy Classics conference
- ❖ ➔ **Key Points** sections highlight the most important concepts for the student to know and consider
- ❖ Three-Part Exams: given in order to assess the student's understanding and retention of material and concepts. These tests along with the test answer keys are provided in the Course Plan packet.
- ❖ Students seeking Honors for this course must complete the course of readings, weekly papers, assignments, and exams as laid out in the course plan.

SCOPE AND SEQUENCE:**SEMESTER 1: WEEKS 1–9****I. The Greek Archaic Period (800–480 BC)****1. Herodotus, *The Histories***

Herodotus traces the relations of the Greek city-states with the Persian Empire from around 600 BC to the stunning Greek victories over the invader Xerxes in 480 BC. This is the eve of the golden age of Athens.

- A. The rise of the Persian Empire: Books I–V.
- B. The Persian Wars with the Greek city-states: Books VI–IX. The military union between Athens and Sparta, and the Greek virtues displayed in various leading figures

SEMESTER 1: WEEKS 10–18**II. The Greek Classical Period (480–323 BC)****1. Thucydides, *The History of the Peloponnesian War***

Thucydides provides a wealth of information on the “golden age” and decline of Athenian democracy during the Peloponnesian War between Athens and Sparta (432–404 BC). His work contains many aphorisms and observations about the nature of man and the causes of war. A large number of comparisons between the events of the Peloponnesian War and the modern age are possible.

- A. The causes of the war: Book I. These events can be profitably related to the preconditions of World War I, as well as the Cold War.
- B. The outbreak of war and the policies of Pericles: Book II. Pericles’ funeral oration anticipates Lincoln’s “Gettysburg Address.” Athenian democracy affords illuminating parallels with American republican government.
- C. The war widens: Book III. Contrasts between Athens and Sparta in Mytilene and Plataea.
- D. Peace attempts: Books IV–V. The truce and peace of Nicias.
- E. The Sicilian campaign and disaster for Athens: Books VI–VIII.

SEMESTER 2: WEEKS 1–9**III. The Roman Kingdom and Republic (753–27 BC)****1. Livy, *Ab Urbe Condita* (Published by Penguin as *The Early History of Rome and The War with Hannibal*)**

Livy’s work is a repository of myths and legends about the founding of Rome. It was written to spur patriotism and public morality. Books I–V give the stories of Romulus and Remus, Cincinnatus, and other important Romans. Books XXI–XXX tell the gripping story of the Second Punic War, which Rome won to cement its hegemony in the Mediterranean. The course plan provides for reading of all of Book I, much of II and III, an excerpt from V in *The Early History of Rome*, and excerpts from Books XXI, XXII, and XXX in *The War with Hannibal*.

2. Plutarch, *Life of Cato the Elder* (Found in Penguin’s *Makers of Rome*)

SEMESTER 2: WEEKS 10–18

IV. The Roman Empire (27 BC–476 AD)

1. Plutarch, **Life of Brutus** (Found in Penguin's Makers of Rome)

2. Tacitus, *The Annals of Imperial Rome*

Tacitus's history of the reigns of Tiberius, Caligula, Claudius, and Nero records a rising tide of decadence and irresponsible absolutism. Parallels with modern totalitarianism and the present-day U.S.A. are many.

COURSE PLAN METHODOLOGY:

- ❖ In working through the assignments each week, we recommend first reading through the course plan with your high school student in order to introduce the material. Secondly, ask your high school student to read the assigned study guide questions and then begin his reading assignments. He should keep a notebook where he answer the study guide questions and takes notes as he reads. After the student has completed the reading, discuss the paper topic in depth and allow him to work on the topic. At that time it would be helpful to give the weekly quiz. Giving the quizzes will help the student prepare for the mid-term and semester exams and act as a measure of his comprehension.
- ❖ **PLEASE NOTE** that 9th grade Literature and History begin a week earlier than the semester allowing a general introduction to the Classics as well as a more gradual introduction to the high school workload.
- ❖ Family discussions on the materials and lessons are highly effective means to foster deeper considerations of the materials. Use the Key Points from the course plan, the paper topics and study guide questions as a basis to start these discussions at home with your students.
- ❖ Be sure to reference the introductory portions and glossaries of your textbooks. They are full of valuable information and helps for understanding the texts.
- ❖ Classics Conference CD 9 Lecture 1 is on the principles of Ignatian Education; Week One has listening assignments for both student and teacher.
- ❖ **Books on CD/tape.** Many students especially those new to Kolbe Academy and/or to the classics may find it difficult to follow some of the ancient texts at first. A great way to help a student get started is to listen to the beginning of the book on tape or CD from the library. This can help the student pick up on the storyline and style a bit more easily. **Use the books on tape to help get started, not in lieu of reading.** Make sure your student follows along with the book while making use of books on CD/tape, as the translation may differ significantly from the course text, which will make tests and quizzes very confusing if the student has not cross-referenced both texts.

SUPPLEMENTAL MATERIALS:**PRIMARY SOURCES**

- ❖ **Tacitus, *The Histories*.** Extends Tacitus's chronicle of Rome and her emperors through the pivotal year 69 AD. The conclusions about morality and public life are clear and essential.

SECONDARY SOURCES

- ❖ **H.D.F. Kitto, *The Greeks*.** Penguin.
- ❖ **Edith Hamilton, *The Greek Way* and *The Roman Way*.** W.W. Norton and Company.
- ❖ **Chester Starr, *History of the Ancient World* and *The Ancient Romans*.** Oxford University Press.
- ❖ **Warren Carroll, *The Founding of Christendom*.** Chapters 10–14: Roman history from 301 to 4 BC, ending with the Incarnation of our Lord. Chapters 15–20: Roman history from 4 BC to 324 AD, when the age of persecution ended and Christianity became the imperial religion.
- ❖ **H.H. Scullard, *From the Gracchi to Nero*.** Routledge.
- ❖ **Michael Grant, *History of Rome*.** Prentice-Hall.
- ❖ **Lesley Adkins and Roy Adkins, *Handbook to Life in Ancient Rome*.** Oxford University Press. Presents all aspects of pagan Roman history and life, as well as limited entries on early Christianity. An accessible reference book for the student of ancient Rome.
- ❖ **Barry, ed., *Readings in Church History*.** Christian Classics. A valuable source for the history of the late Roman empire, as well as selected writings of St. Augustine, St. Gregory of Tours, and Charlemagne.

AN ABBREVIATED TIMELINE OF GREEK HISTORY FOR THE FIRST SEMESTER(DATES BEFORE 600BC ARE APPROXIMATE; AUTHORS ARE IN PARENTHESES)¹

The Bronze Age	3000–1250 BC	Also referred to as the Age of Palace Cultures; the advanced seafaring Minoan civilization is dominant in the Aegean for over a thousand years before giving way to the warlike Mycenaeans around 1400 BC.
The Dark Ages	1250BC–900 BC	A widespread breakdown occurs in settlements and palaces throughout Greece. Mycenaean culture is destroyed. Writing is lost. The Trojan War probably takes place about 1200 BC.
Archaic Period	900–478BC	Greek colonies established all around the Mediterranean and Aegean. Villages become city-states. Corinth, Sparta and Athens develop politically, culturally and artistically. Writing recovered through adoption of the Phoenician alphabet; Homeric epics first written down. The Persian War occurs in the early 5 th century. (Homer)
Classical Period	478–403 BC	The Athenian Golden Age; drama, philosophy, and architecture flourish. Athens develops her empire, and tension between Sparta and Athens leads to war. Athens is defeated by Sparta. (Herodotus, Thucydides)
Late Classical Period	403–323 BC	Athens, Sparta and Thebes struggle for control, and Persia is dominant. Philip of Macedon rises to power and expands his influence; upon his death, his son Alexander expands the Macedonian empire as far as Russia, Afghanistan and India.
Hellenistic Age	323–200 BC	After Alexander's death, his generals fight among themselves; eventually, three Hellenistic powers dominate: Egypt, Macedon and the Seleucid Empire (which ruled from Turkey, through Palestine, to India)

¹ Dates and events taken from *The Oxford History of the Classical World*, Boardman, Griffin and Murray, 1986, and <http://ancienthistory.about.com/od/timelines/>

AN ABBREVIATED TIMELINE OF ROMAN HISTORY FOR THE SECOND SEMESTER(DATES BEFORE 600 BC ARE APPROXIMATE; AUTHORS ARE IN PARENTHESES)²

The Kingdom; The Expulsion of the Tarquins; Foundation of the Republic	900–478 BC	The Etruscans settle in Italy. Rome’s traditional date of founding by Romulus and Remus is 753 BC. The Roman kingship is established and rules until approx. 510 BC, when Tarquin Superbus was expelled and the Republic was established. Rome fights for and gains control of Latium.
	478–403 BC	The Struggle of the Orders takes place between the plebeians and the patricians, and the office of tribune is created to resolve class strife. The Law of the 12 Tables is created so that the plebeians can more fully understand the laws of the city.
	403–323 BC	Rome expands her domination over Italy.
The Punic Wars	323–146 BC	By 265 BC Rome has control of Italy. The city turns its ambitions to expanding its Empire further abroad. In 264, these imperial ambitions lead to conflict with Carthage, and the first Punic War takes place. The Second Punic War occurs in 218, and Carthage is finally defeated in the Third Punic War in 146 BC.
	146–82 BC	The Gracchi brothers introduce their land reforms, and Tiberius Gracchus is murdered. Marius becomes consul and holds this office for numerous successive terms (though this was not allowed). He fought with Sulla in the Social Wars, but the two men eventually struggle for control of Rome. Sulla marched on Rome in 88 BC—the first time a Roman marches on Rome with a Roman army. Sulla becomes permanent dictator.
	82–49 BC	Sulla retires from political life after inflicting a reign of terror upon the Romans. Caesar, Pompey and Crassus form the First Triumvirate (Livy born in 59 BC).
	49–44 BC	Caesar crosses the Rubicon and civil war is declared between Caesar and Pompey. Pompey is defeated at Pharsalus. The Republic is effectively ended.
	44–31 BC	Julius Caesar is assassinated; the Second Triumvirate is formed by Octavius (Augustus) Caesar, Antony and Lepidus. Thirteen years of civil war occur during this time, until Antony and Cleopatra are defeated at the Battle of Actium (31 BC).
The End of the Republic; Julio-Claudian Dynasty Begins.	31 BC–14 AD	Octavius is made emperor and is given the name “Augustus.” The Golden Age of Latin Literature is at this time, and the “Peace of Augustus” begins. The Birth of Our Lord occurs during the reign of Augustus.

² Dates and events taken from the Introduction to *The Early History of Rome*, R.M. Ogilvie, <http://ancienthistory.about.com/od/timelines/>, and http://en.wikipedia.org/wiki/List_of_Roman_Emperors.

◆ SYLLABUS ◆

	14-68 AD	Reigns of Emperors Tiberius, Caligula, Claudius and Nero (Plutarch born: 46 AD; Tacitus born: 55 AD)
Year of the Four Emperors	68-69 AD	Reigns of Emperors <u>Galba</u> , <u>Otho</u> , <u>Vitellius</u> and <u>Vespasian</u>
Flavian Dynasty	69-96 AD	Reigns of Vespasian, Titus and Domitian
The Five "Good" Emperors	96-180 AD	Reigns of Nerva, Trajan, Hadrian, Antoninus Pius, and Marcus Aurelius (Verus and Commodus were co-emperors with Marcus Aurelius at various times)
	180-192 AD	Reign of Commodus
The Severan Dynasty	193-235 AD	Reigns of Septimius Severus, Caracalla, Publius Septimius Geta, Macrinus, Diadumenian, Heliogabalus, and Alexander Severus
The Crisis of the 3rd Century	235-284 AD	Rome encounters economic collapse and internal and external strife. The Empire was ruled by 20-25 rulers during this unstable period.
The Tetrarchy and Constantinian Dynasty	284-364 AD	Emperor Diocletian divides the Empire into Eastern and Western portions. A ruler with the title "Augustus" rules each part with the assistance of a "Caesar." Thus the rule of the Empire was divided between four men. Constantine the Great began his rule in 307 and legalized Christianity in 313 AD (St. Augustine born in 354 AD). Note: this era is studied in detail in the Kolbe Church History I course.
	410 AD	Rome is sacked by the barbarians.
	476 AD	The Western Roman Empire falls.

DIPLOMA REQUIREMENTS:

Summa Cum Laude students must complete the entire Kolbe Academy proposed curriculum as written. Summa students must fulfill the requirements for the Kolbe Core (K) or Kolbe Honors (H) course as outlined in this Literature course plan. In 9th grade, **Summa** students must pursue the (H) designation in at least one of the following courses: Theology, Literature, or History. In 10th grade, **Summa** students must pursue the (H) designation in at least two of the following courses: Theology, English, Literature, or History. In 11th grade, **Summa** students must pursue the (H) designation in at least three of the following courses: Theology, English, Literature, or History. In 12th grade, **Summa** students must pursue the (H) designation in all of the following courses: Theology, English, Literature, and History. **Magna Cum Laude** and **Standard** diploma candidates may choose to pursue the (H) or (K) designation, but are not required to do so. If not pursuing either of those designations the parent has the option of altering the course plan as desired. **Magna Cum Laude** students must include a combination of 5 years of English and Literature courses in high school, two of which must be Literature. **Standard** diploma students must include a combination of 3 years of English and Literature in high school.

KOLBE CORE (K) AND HONORS (H) COURSES:

- ❖ Students pursuing the **Kolbe Core (K)** designation must do all of the readings. **Kolbe Core students need to complete 4 of the 14 weekly papers each semester**; they should have discussions or write informal essays in response to the rest of the weekly paper topics as these are major themes and will appear in some way on the final exam.
- ❖ Students pursuing the **Kolbe Honors (H)** designations must do all of the readings. **Honors students need to complete 8 of the 14 weekly papers each semester**; they should have discussions or write informal essays in response to the rest of the weekly paper topics as these are major themes and will appear in some way on the final exam.
- ❖ For students who are not seeking either the Kolbe Core (K) or Honors (H) designation for this course, parents may alter the course as they so desire.

SEMESTER REPORTING REQUIREMENTS:

Designation*		K	H
Course Title	Ancient Western Civilization	Ancient Western Civilization	Ancient Western Civilization
Semester 1	Any TWO samples of written and graded work from Semester 1.	1. Complete Midterm 1 Exam 2. Complete Semester 2 Exam	1. Complete Midterm 1 Exam 2. Complete Semester 1 Exam 3. EIGHT Paper Topic Essays
Semester 2	Any TWO samples of written and graded work from Semester 2.	1. Complete Midterm 2 Exam 2. Complete Semester 2 Exam	1. Complete Midterm 2 Exam 2. Complete Semester 2 Exam 3. EIGHT Paper Topic Essays

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A Kolbe academic advisor will verify that the required work was completed successfully and award the Kolbe Core (K) or Honors (H) designation. The Kolbe academic advisor has the final decision in awarding the designation for the course. **If no designation on the transcript is desired, parents may alter the lesson plan in any way they choose and any written sample work is acceptable to receive credit for the course each semester.** If you have any questions regarding what is required for the (K) or (H) designations or diploma type status, please contact the academic advisory department at 707-255-6499 ext. 5 or by email at advisors@kolbe.org.

Kolbe Academy Home School

GRADE ELEVEN WORLD HISTORY III: ERA OF CHRISTENDOM

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COURSE TITLE: World History III: The Era of Christendom

COURSE TEXTS:

- KOLBE READER** ❖ *Kolbe Academy 11th Grade History: The Era Of Christendom Reader*. Kolbe Academy Press: Napa, 2008. (T7860)
- BYZANTIUM** ❖ *Byzantium: Church, Society, and Civilization Seen through Contemporary Eyes*, Geanakoplos, Deno. (T7859)
- VIKING CHRONICLES** ❖ *Viking Portable Medieval Reader*, Penguin (T7857)
- Quarter 1 SG** ❖ *Kolbe Academy Study Guide to Kolbe World History III: Quarter 1*. Kolbe Academy Press: Napa, 2008. (T7860A)
- Quarter 2 SG** ❖ *Kolbe Academy Study Guide to Kolbe World History III: Quarter 2*. Kolbe Academy Press: Napa, 2008. (T7857A)
- Quarter 3 SG** ❖ *Kolbe Academy Study Guide to Kolbe World History III: Quarter 3*. Kolbe Academy Press: Napa, 2008. (T7858A)
- Quarter 4 SG** ❖ *Kolbe Academy Study Guide to Kolbe World History III: Quarter 4*. Kolbe Academy Press: Napa, 2008. (T7859A)

COURSE DESCRIPTION: This course is an introduction to the post-Pagan Roman world (which encompassed the province of Britannia, in the west, to the Kingdoms of Armenia and Georgia in the east), and to the expansion and transformation of that world, i.e. the new lands won for Christ by missionaries and the renewal or abolition of many western and central European institutions and traditions. More than this, the Kolbe 11th grade History Course is an attempt to present as an elaborate thriving organism, an often slandered or overlooked period in which the Christian ideal shaped and inspired the social and political order.

Students will study this era through its sources, occasionally comparing them against the judgments of modern historians, in order to form an impression that is marred neither by the pejoratives of progressives nor the sense of vindication often voiced by Catholics. Students will be able to identify the greater themes of this era and to distinguish between the vagaries of life in this (or any) era, the anomalies of this era, and its ideals. An over-emphasis on particulars—a trick of progressive and anti-Catholic historians—is misleading. Similarly, the person who passes judgment on this era with reference to only the political formulations issued by popes and the recorded aspirations saints will have obscured or overlooked a very complex culture. In short, our goal is to let this era manifest itself to the student, while supplying occasional readings or glosses that put the readings in proper context.

For this very reason the Kolbe 11th Grade curriculum is entitled “the Era of Christendom”, rather than the “Middle Ages Curriculum” or “Dark Ages Curriculum”, for the designations “medieval”, “Middle ages” and “Dark Ages” are shamefully derogatory and unscientific, as the historian Theodor Ernst Mommsen observed. We feel it is important therefore that even something so seemingly insignificant as the title of the course suggest a fresh approach to this subject.

COURSE OBJECTIVES:

1. a familiarity with the various events and phases of this era
2. the ability to distinguish the various phases
3. an appreciation of the cultural hallmarks and achievements of each

WEEKLY COURSE WORK:

- ❖ Readings: approximately 50 pages per week centered on primary source material. Reading has also been enhanced by the inclusion of several secondary sources.
- ❖ Accompanying study guide questions
- ❖ Weekly papers; topics are listed in the Course Plan. These papers should be 1-2 pages type-written, size 12 font, double-spaced or neatly handwritten in cursive. Each paper should be comprised of a strong introduction, body, and conclusion. See the *Weekly Paper Topics Answer Guide* for assessment and grading guidelines.
- ❖ Key Points sections highlight the most important concepts that the student should know and consider.
- ❖ Three-Part Quarterly Exams: given at the end of each quarter in order to assess the student's understanding and retention of material and concepts. These tests along with the test answer keys are provided in the Course Plan packet.
- ❖ Students seeking Honors for this course must complete the readings, weekly papers, assignments, and quarterly tests in their totality and as laid out in the course plan. See the following page for more information.

DIPLOMA REQUIREMENTS:

Summa Cum Laude students must complete the entire Kolbe Academy proposed curriculum as written. Summa students must fulfill the requirements for the Kolbe Core (K) or Kolbe Honors (H) course as outlined in this History course plan. In 9th grade, **Summa** students must pursue the (H) designation in at least one of the following courses: Theology, Literature, or History. In 10th grade, **Summa** students must pursue the (H) designation in at least two of the following courses: Theology, English, Literature, or History. In 11th grade, **Summa** students must pursue the (H) designation in at least three of the following courses: Theology, English, Literature, or History. In 12th grade, **Summa** students must pursue the (H) designation in all of the following courses: Theology, English, Literature, and History. **Magna Cum Laude** and **Standard** diploma candidates may choose to pursue the (H) or (K) designation, but are not required to do so. If not pursuing either of those designations the parent has the option of altering the course plan as desired. **Magna Cum Laude** students must include 3 years of History in high school, include 1 year of World History and one year of American history. **Standard** diploma students must include 3 years of History in high school, including 1 year of World History and one year of American history.

KOLBE CORE (K) AND HONORS (H) COURSES:

- ❖ Students pursuing the **Kolbe Core (K)** designation should do the readings. **Kolbe Core students need to complete at least 1 or 2 of the 7 weekly papers each quarter;** they should have discussions or write informal essays in response to the rest of the weekly paper topics as these are major themes and will appear in some way on the final exam.
- ❖ Students pursuing the **Kolbe Honors (H)** designations must do all of the readings. **Honors students need to complete 5 of the 7 weekly papers each quarter;** they should have discussions or write informal essays in response to the rest of the weekly paper topics as these are major themes and will appear in some way on the final exam.
- ❖ For students who are not seeking either the Kolbe Core (K) or Honors (H) designation for this course, parents may alter the course as they so desire.

REQUIRED SAMPLE WORK:

Designation*		K	H
Course Title	WorldHist III: Era of Christendom	WorldHist III: Era of Christendom	WorldHist III: Era of Christendom
Quarter 1	1. Any written sample work	1. <i>Complete</i> Quarter 1 Exam	1. <i>Complete</i> Quarter 1 Exam 2. One Paper Topic Essay
Quarter 2	1. Any written sample work	1. <i>Complete</i> Quarter 2 Exam	1. <i>Complete</i> Quarter 2 Exam 2. One Paper Topic Essay
Quarter 3	1. Any written sample work	1. <i>Complete</i> Quarter 3 Exam	1. <i>Complete</i> Quarter 3 Exam 2. One Paper Topic Essay
Quarter 4	1. Any written sample work	1. <i>Complete</i> Quarter 4 Exam	1. <i>Complete</i> Quarter 4 Exam 2. One Paper Topic Essay

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The Kolbe academic advisor will verify that the required work was completed successfully and award the Kolbe Core (K) or Honors (H) designation. The Kolbe academic advisor has the final decision in awarding the designation for the course. **If no designation on the transcript is desired, parents may alter the lesson plan in any way they choose and any written sample work is acceptable to receive credit for the course each quarter.** If you have any questions regarding what is required for the (K) or (H) designations or diploma type status, please contact the academic advisory department at 707-255-6499 ext. 5 or by email at advisors@kolbe.org.

SCOPE AND SEQUENCE:**FIRST AND SECOND QUARTER**

1. Post Constantine Byzantium and the West
2. Transformation of the Roman world; Refutation of the "Fall of Rome" theory
3. Feudalism
4. Early Byzantine society to Justinian
5. Post-Roman West, Christian re-organization of society. Early Britain
6. Byzantines in Italy, Muslims
7. Merovingians. Formation of France, Italy, Germany
8. Iconoclasm, Popes vs Patriarchs of Constantinople, standing army
9. Charlemagne and his family: Einhard (Kolbe Reader), Byzantium reader
10. Anglo-Saxons, Normans, the later Carolingians

THIRD AND FOURTH QUARTER

1. The Normans in Italy, The Eastern Schism, The First Crusade
2. The Achievements of the French, The Second and Third Crusades
3. Life in the West, Life in the East
4. The "Northern Crusades," The Fourth Crusade, Fall of the Latin Empire
5. The Early 13th Century
6. The conflict between the pope and Emperor Frederick II
7. The 7th Crusade,
8. Late 13th century

9. The Black Death
10. The 15th Century
11. The 100-Years War
12. The Great Schism
13. The 16th Century, The Protestant Revolt

TIMELINE OF AGES, DATES, AND EVENTS

337-1000	The early Era of Christendom and its struggle for survival	The death of Constantine to the end of the Carolingian House. Theological disputes. Monastic reform. Reorganization of society. Threats to Europe from pagans and Muslims.
1000-1400	Europe on the March & The Renaissance of Europe and the Church	The rise of the Normans. The Crusades. The Holy Roman Empire. The expansion of commerce. Economic prosperity. Technological advances. Christian humanism.
1400-1517	The late Era of Christendom	Conflict, decadence, and catastrophe. The first Age of Discovery. Artistic and architectural advances and rediscoveries. Secular humanism.
1517-1600	The Protestant Revolt and Catholic Reformation	From Luther to the Council of Trent and the new, fractured political and cultural climate of Europe. Further threats from Islam.

Kolbe Academy Home School

GRADE TWELVE UNITED STATES & MODERN HISTORY

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III. Paper Topic Answer Guide

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IV. Exams

V. Exam Answer Keys

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COURSE TITLE: United States and Modern History

COURSE TEXTS:

- | | |
|-------------------|---|
| READER | ❖ <i>Kolbe Academy Modern History Reader</i> , Kolbe Academy Press: Napa, 2008. (T7884) |
| HISTORY | ❖ <i>A Documentary History of the United States</i> , Richard D. Heffner, 1999. (T7872) |
| FEDERALIST | ❖ <i>The Federalist Papers</i> , Hamilton, Madison, Jay (T7873) |
| DEMOCRACY | ❖ <i>Democracy in America</i> , Alexis de Tocqueville, abridged edition, 1984. (T7876) |
| MODERN | ❖ <i>Modern Times: The World from the 20's to the 90's</i> , Paul Johnson, 1992. (T7875) |
| <i>Guide 1</i> | ❖ <i>Kolbe Academy Study Guide to the US & Modern History Course, Quarter 1</i> . Kolbe Academy Press: Napa, 2008. (T7884A) |
| <i>Guide 2</i> | ❖ <i>Kolbe Academy Study Guide to the US & Modern History Course, Quarter 2</i> . Kolbe Academy Press: Napa, 2008. (T7884B) |
| <i>Guide 3</i> | ❖ <i>Kolbe Academy Study Guide to the US & Modern History Course, Quarter 3</i> . Kolbe Academy Press: Napa, 2008. (T7884C) |
| <i>Guide 4</i> | ❖ <i>Kolbe Academy Study Guide to the US & Modern History Course, Quarter 4</i> . Kolbe Academy Press: Napa, 2008. (T7884D) |

COURSE DESCRIPTION:

Thought shapes history. Man's thoughts are shaped by his beliefs, his habits (be they virtue or vice), his society, culture, custom, environment, experience, and education. Man shapes history through his choices, which are rooted in those soils of his thought. As you read the pages of modern history you will see that man's thought—beliefs and philosophies—are some of the most powerful forces on earth.

This course studies the major ideological trends of modern Western Civilization and their effects on the world. In this course students will be asked to examine the work of a number of thinkers—philosophers, scientists and theologians — in conjunction with their study of historical events and documents. In essence this is both a course in history and in political philosophy. It will be most fruitful to seriously consider the power of an idea in to shape history.

COURSE OBJECTIVES:

This course will enable the student to:

- ❖ Identify major ideological and political trends
- ❖ Critically interpret political and philosophical rhetoric
- ❖ Analyze the implications of philosophical ideologies; and of political actions, policies and regimes

WEEKLY COURSE WORK:

1. Readings: approximately 50 pages per week
2. Accompanying study guide questions
3. Weekly papers; topics are listed in the Course Plan. These papers should be 1- 2 pages type-written, size 12 font, double-spaced or neatly handwritten in cursive. Each paper should be comprised of a strong introduction, body, and conclusion. See the *Weekly Paper Topics Answer Guide* for grading guidelines.
4. **Key Points** sections highlight the most important concepts that the student should know and consider.

5. Three-Part Quarterly Exams: given at the end of each quarter in order to assess the student's understanding and retention of material and concepts. These tests along with the test answer keys are provided in the Course Plan packet.
6. Students seeking Honors for this course must complete the readings, weekly papers, reading assignments, and quarterly tests as laid out in the course plan.

SKILLS TO BE DEVELOPED:

- Knowledge of the ideologies and major historical events of modern Western Civilization through a study of influential first hand sources
- Greater ability to distinguish truth from falsity
- Ability to identify rhetoric and distinguish between truth and mere rhetoric
- Ability to analyze ideas
- Ability to reason according to sound logic
- Ability to formulate and effectively communicate clear, logically sound arguments both in writing and speaking

DIPLOMA REQUIREMENTS:

Summa Cum Laude students must complete the entire Kolbe Academy proposed curriculum as written. Summa students must fulfill the requirements for the Kolbe Core (K) or Kolbe Honors (H) course as outlined in this History course plan. In 9th grade, **Summa** students must pursue the (H) designation in at least one of the following courses: Theology, Literature, or History. In 10th grade, **Summa** students must pursue the (H) designation in at least two of the following courses: Theology, English, Literature, or History. In 11th grade, **Summa** students must pursue the (H) designation in at least three of the following courses: Theology, English, Literature, or History. In 12th grade, **Summa** students must pursue the (H) designation in all of the following courses: Theology, English, Literature, and History. **Magna Cum Laude** and **Standard** diploma candidates may choose to pursue the (H) or (K) designation, but are not required to do so. If not pursuing either of those designations the parent has the option of altering the course plan as desired. **Magna Cum Laude** students must include 3 years of History in high school, include 1 year of World History and one year of American history. **Standard** diploma students must include 3 years of History in high school, including 1 year of World History and one year of American history.

KOLBE CORE (K) AND HONORS (H) COURSES:

- ❖ Students pursuing the **Kolbe Core (K)** designation should do all of the reading **except** those listed as HONORS or Supplemental. **Kolbe Core students need to complete at least 1 or 2 of the 7 weekly papers each quarter;** they should have discussions or write informal essays in response to the rest of the weekly paper topics as these are major themes and will appear in some way on the final exam.
- ❖ Students pursuing the **Kolbe Honors (H)** designations must do all of the readings. The readings listed as HONORS are done in addition to the rest of the assignments, not in lieu of them. Honors students are *not* required to read the supplemental readings. **Honors students need to complete 5 of the 7 weekly papers each quarter;** they should have discussions or write informal essays in response to the rest of the weekly paper topics as these are major themes and will appear in some way on the final exam.
- ❖ For students who are not seeking either the Kolbe Core (K) or Honors (H) designation for this course, parents may alter the course as they so desire.

REQUIRED SAMPLE WORK:

Designation*		K	H
Course Title	US & Modern History	US & Modern History	US & Modern History
Quarter 1	1. Any written sample work	1. <i>Complete</i> Quarter 1 Exam	1. <i>Complete</i> Quarter 1 Exam 2. One Paper Topic Essay
Quarter 2	1. Any written sample work	1. <i>Complete</i> Quarter 2 Exam	1. <i>Complete</i> Quarter 2 Exam 2. One Paper Topic Essay
Quarter 3	1. Any written sample work	1. <i>Complete</i> Quarter 3 Exam	1. <i>Complete</i> Quarter 3 Exam 2. One Paper Topic Essay
Quarter 4	1. Any written sample work	1. <i>Complete</i> Quarter 4 Exam	1. <i>Complete</i> Quarter 4 Exam 2. One Paper Topic Essay

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SCOPE AND SEQUENCE:**FIRST QUARTER**

- I. New Modes and Orders: Machiavelli
- II. The Scientific Revolution
- III. Europe: 1565-1685 - Religious Warfare and the Ascent of Absolutism and Nationalism
- IV. 17th Century England: From the Civil War to the Glorious Revolution
- V. The Nascence of Modern Political Theory: Thomas Hobbes and John Locke
- VI. Rise of Modern Economic Theory: Adam Smith
- VII. Political Philosophy during the Enlightenment: Jean Jacques Rousseau

SECOND QUARTER

- I. America: A New Beginning
- II. The Development of the Colonies and the Move Toward Unification
- III. English Abuses and American Responses
- IV. America Breaks Free
- V. Europe in Turmoil: The French Revolution
- VI. Early Formation of a New Nation
- VII. The Founding of the United States of America

THIRD QUARTER

- I. Growth of a New Nation
- II. Religion, Liberty and Democracy

- III. Preventing Democratic Despotism
- IV. The Changing American Landscape
- V. Changes Abroad
- VI. The Civil War
- VII. Booming Business in America: The Late 19th Century

FOURTH QUARTER

- I. World War I
- II. Post War Economics & Modern Man
- III. The End of Isolationism & The Rise of Stalin
- IV. Nazi Germany & The Cold War
- V. The 1960s & Concluding WWII
- VI. 1970s – The Decade of Turmoil
- VII. Conservatism in the West & The Communist Regime of Mao Tse-Tung in the Far East

SUPPLEMENTAL MATERIALS:

- Warren Carroll,
 - ❑ *The Rise and Fall of the Communist Revolution*
 - ❑ ---, *1917*
 - ❑ ---, *The Founding of Christendom*
 - ❑ ---, *Conquest of Darkness*

COURSE PLAN METHODOLOGY:

- It is recommended that this course be taken in conjunction with the 12th grade Theology course.
- Be sure to reference the introductory portions and glossaries of your textbooks. They are full of valuable information and helps for understanding the texts.
- Family discussions on the materials and lessons are highly effective means to foster deeper considerations of the materials. Use the *Key Points* from the course plan, the paper topics and study guide questions as a basis to start these discussions at home with your students.

Kolbe Academy Home School

HIGH SCHOOL U.S. GOVERNMENT DECLARATION STATESMENSHP

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- A. Fill in Outlines
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- D. Civics Readings
- E. Glossary of Terms

V. Quarterly Exams

VI. Answer Keys for the Exams

COURSE TITLE: U.S. Government

COURSE DESCRIPTION:

This course examines the character and history of American democracy in light of the principles expressed in the Declaration of Independence. It highlights three pivotal periods in our nation's history: our separation from Britain and the establishment of the Constitution; the sectional conflict over slavery that culminated in civil war; and the struggle for racial equality in the 20th century that eventually saw a triumph of Declaration principles over unjust laws. Throughout the course, the influence of philosophy and religion on the evolution of American thought is emphasized. The course ends with a meditation on the dangers that threaten our democracy today.

COURSE OBJECTIVES:

This course will enable the student to:

- ❖ Name the principles stated in the Declaration of Independence that have been most influential in American political thought
- ❖ Recite a portion of the Declaration of Independence, the preamble to the Constitution, and selected portions of the speeches of Abraham Lincoln.
- ❖ Know, and explain the significance, of the important historical events leading up to American independence from Britain
- ❖ Trace the Scriptural and philosophical roots of the democratic ideals expressed in our founding documents
- ❖ Describe the development of the sectional controversy over slavery leading up to the Civil War.
- ❖ Know the important developments in the history of the civil rights movement, from Reconstruction through Jim Crow to the present day
- ❖ Explain why our American government was unique at the time of its founding and what factors contributed to its success where other new democracies of the time failed.
- ❖ Describe the inherent conflict between government power and individual freedom in a democracy, particularly with regard to moral issues
- ❖ Name the dangers threatening our freedom today and explain why they have the potential to destroy democracy

WEEKLY COURSE WORK:

- **Weekly reading** (main text and supplemental readings). Optional study guide questions can be found in both volumes, with additional questions in the teacher's manual.
- **Memorization and recitation** of important excerpts from important documents
- **Fill-in-the-blank outlines** to be completed while reading the three longest and most complex reading assignments: the Articles of Confederation, the Constitution, and Lincoln's speech at Peoria. The outlines are included as guides to highlight important facts and to keep students' minds engaged as they read. This will enable them to read with greater understanding and less frustration.
- **A weekly paper** on one of the topics listed in the Course Plan. These papers should be 1-2 pages typed, size 12 font, double-spaced, or neatly handwritten in cursive. For assessment guidelines, see the Answer Key.

- **Quarterly exams**, consisting of four sections: fill in the blank or matching, short answer, and essay. Answers and grading guidelines can be found in the Answer Key.

SKILLS TO BE DEVELOPED:

- Determining the main arguments of a piece of primary source text
- Connecting past events and written works to present-day issues
- Writing clear, concise, and well supported papers in response to the course material
- Building vocabulary through the use of context clues
- Memorization and recitation

DIPLOMA REQUIREMENTS:

Summa Cum Laude students may take the U.S. Government course as an elective in addition to the courses required to complete their graduation requirements. **Summa Cum Laude, Magna Cum Laude** and **Standard** diploma candidates may choose to pursue the (K) designation, but are not required to do so. If not pursuing either of those designations the parent has the option of altering the course plan as desired. **Magna Cum Laude** and **Standard** diploma students may use the U.S Government course to satisfy one semester of their American History or elective history requirement.

KOLBE CORE (K) AND HONORS (H) COURSES:

- ❖ Students pursuing the **Kolbe Core (K)** designation should do the readings. **Kolbe Core students need to complete at least 2 of the 7 weekly papers each quarter**; they should have discussions or write informal essays in response to the rest of the weekly paper topics as these are major themes and will appear in some way on the final exam.
- ❖ For students who are not seeking either the Kolbe Core (K) designation for this course, parents may alter the course as they wish.

REQUIRED SAMPLE WORK:

Designation*	U.S. Government	K U.S. Government
Quarter 1	1. Any written sample work	1. <i>Complete</i> Quarter 1 Exam
Quarter 2	1. Any written sample work	1. <i>Complete</i> Quarter 2 Exam

*Designation refers to designation type on transcript. K designates a Kolbe Academy Core course.

The Kolbe academic advisor will verify that the required work was completed successfully and award the Kolbe Core (K) designation. The Kolbe academic advisor has the final decision in awarding the designation for the course. **If no designation on the transcript is desired, parents may alter the lesson plan in any way they choose and any written sample work is acceptable to receive credit for the course each quarter.** If you have any questions regarding what is required for the (K) designation or diploma type status, please contact the academic advisory department at 707-255-6499 ext. 5 or by email at advisors@kolbe.org.

COURSE TEXTS:

- *Declaration Statesmanship: A Course In American Government*, Richard Ferrier and Andrew Seeley.
- *Declaration Statesmanship: Readings*
- *Declaration Statesmanship: Teacher's Manual (optional)*

SCOPE AND SEQUENCE:

FIRST QUARTER

I. Declaration Statesmanship

Chapters 1-6 Covers the founding of our country, our founding documents and the present form of our government.

Readings: The Gettysburg Address, Common Sense, Speech On the 150th Anniversary, The Articles of Confederation, Federalist Papers, Constitution of the United States,

SECOND QUARTER

II. Declaration Statesmanship

Chapters 7-9 Covers the Civil War, the civil rights movement, and the current state of our government.

Readings: Excerpts from *Our Government Local, State, and National*, House Divided, Second Inaugural Address, *Democracy in America*

COURSE PLAN METHODOLOGY:

1. The main text, *Declaration Statesmanship*, is represented by the abbreviation DS.
2. Each week's readings, paper topic, and any other assignments are listed in the first line of the week's daily course plan.
3. **Some of the paper topics and discussion questions ask students to make their own judgments about issues presented in the readings.** The Bible, the Catechism of the Catholic Church, and relevant writings by Catholic theologians can be very important resources for students in evaluating the morality of certain acts or beliefs and in forming their political conscience. However, in order to develop the life skills of thinking independently and making moral judgments, it is important for students to be allowed to exercise their own God-given reason and intellect in considering these questions. Therefore, rather than immediately pointing them to a source that the parents feel gives the "correct" or "required" answer, **we encourage parents to allow students to give their own opinion first** and then, by way of discussion, bring up any Catholic moral teachings that may be relevant to the topic.
4. **Some of the assigned readings are not in the Readings book but can be found in the Appendix at the back of the course plan.**

5.. The Chapter Review questions in the Teacher’s Manual, the Questions for Reflection and Research in DS, and the Review Questions in the Readings book are optional. Parents who choose to use these additional questions might either ask them questions orally or assign them as written work in order to assess students’ understanding or help with studying for exams. **When assigning extra written work, parents should carefully consider both the student’s academic abilities and his or her workload in other courses,** so as to avoid causing unnecessary frustration and burnout. Learning occurs more easily when the student retains a positive attitude towards the material because he or she is challenged but not overwhelmed by the work.

6. Memorization and recitation of portions of famous speeches and documents is included as part of this course. Sometimes specific portions of the document or speech are designated in the course plan, In other assignments, parents and students will be directed to make their own selection.

7. The weekly vocabulary words are not intended to be assigned as written work, but rather to be used as a reading comprehension aid where necessary. To maximize learning, we suggest using the following three steps for vocabulary:

- Before beginning each week’s readings, the student looks over the week’s vocabulary words and marks any of which he/she is unsure of the meaning.
- When one of the marked words comes up in the reading, the student attempts to figure out the word’s meaning using the context.
- The student looks up the word in the glossary to check the actual definition and then continues reading.