

HIS0300_202338_Staging_EMBR_TEM

HIS-300

2023 05/01/2023 to 04/30/2024 Modified 03/23/2023

Course Description

This history course provides students with exciting and engaging opportunities to explore historical events, people, and places that have helped to shape the world today. The student will take a journey through time to visit the ancient empires of China, Greece, Rome, Mali, and Egypt and will learn the fundamentals of the development of culture and a way of life. Biblical truths are woven continuously throughout the course, allowing students to see and experience God's incredible plan throughout history. These in-depth explorations pave a clear path for students to embrace and understand patterns of the past and prepare students to be Christ-followers and to learn and exhibit citizenship behaviors to help create a better future.

Rationale

This course offers students a deeper understanding of the beginning of the United States. Knowledge of historical heroes will increase the skill set of the Christian traits and characteristics that have been evident throughout the history of the United States. An understanding of the rights and responsibilities of citizenship will help the students to appreciate the freedoms and sacrifices of the country.

Course Learning Outcomes

- A. The student will identify and understand the parts of a map.
- B. The student will understand geography including the United States, oceans, and continents.
- C. The student will identify and investigate biblical archaeology.
- D. The student will identify and investigate the meaning of citizenship.
- E. The student will explore the importance of communities, economics, and community heroes.
- F. The student will identify and investigate the importance of Greece upon the pre- American civilizations.
- G. The student will identify and investigate Ancient Greece's impact upon architecture, art, government, and the Olympics.
- H. The student will identify and investigate the explorations and explorers to America including Christopher Columbus, Juan Ponce de Leon, and Jacques Cartier.
- I. The student will identify and investigate the establishment of Jamestown and the Pilgrims.
- J. The student will identify and investigate the thirteen colonies.
- K. The student will identify and investigate the Revolutionary War.
- L. The student will explore the lives of important people in the Revolutionary War such as Patrick Henry and Phillis Wheatley.
- M. The student will identify and investigate the Articles of Confederation, the Preamble to the Constitution, the Bill of Rights, and the Constitution.
- N. The student will identify and investigate the designers and framers of the Constitution.

- O. The student will explore the branches of government.
- P. The student will identify and investigate the Louisiana Purchase and explorers such as Lewis & Clark.
- Q. The student will identify and investigate the Oregon Territory.
- R. The student will identify and investigate the purchase of Alaska and Hawaii.
- S. The student will identify and investigate the Civil War and Reconstruction.
- T. The student will identify and investigate the business of industry during the Gilded Age.
- U. The student will identify and investigate the events of World War I.
- V. The student will identify and investigate the events of World War II.
- W. The student will identify and investigate historical heroes in the 1700s such as George Washington, Thomas Jefferson, and Daniel Boone.
- X. The student will identify and investigate historical heroes in the 1800s such as Susan B. Anthony, Abraham Lincoln, and Thomas Edison.
- Y. The student will identify and investigate historical heroes in the 1900s such as Martin Luther King, Jr., Rosa Parks, Thurgood Marshall, and Cesar Chavez.
- Z. The student will identify and explore the regions and landmarks of the United States through a student showcase history project.

Biblical Integration Outcomes

- A. The student will understand that God's Word is the map that provides direction for his/her life.
- B. The student will understand the importance of doing his/her best in everything.
- C. The student will understand that God has a detailed plan for everything.

Course Resources

See Ember's [Systems Requirements](#) for computer specifications necessary to operate this curriculum.

- Note: Embedded YouTube videos may be utilized to supplement Ember's YouTube videos are the property of the respective content creator, licensed to YouTube for distribution and user access. As a non-profit educational institution, Ember is able to use YouTube video content under the YouTube Terms of Service. For additional information on copyright, please contact the [Jerry Falwell Library](#)

Course Policies

Types of Assessments

To simplify and clearly identify which policies apply to which assessment, each assessment has been categorized into one of four categories: Lesson, Assignment, Quiz, or Test. Each applicable item on the course Modules page has been designated with an identifier chosen from among these categories. Thus, a Quiz on the American Revolution may be designated by the title, "1.2.W Quiz. The American Revolution."

- **Lesson:** *Any item on the Modules page designated as a "Lesson"*

These include instructional content and sometimes an assessment of that content. Typically, a Lesson will be the day-to-day work that a student completes.

- **Assignment:** *Any item on the Modules page designated as an "Assignment"*

Typical examples of Assignments include, but are not limited to, papers, book reports, projects, labs, and speeches. Assignments are usually something that the student should do his or her best work on the first time.

- **Quiz:** *Any item on the Modules page designated as a “Quiz”*

This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Quizzes cover a smaller amount of material than Tests.

- **Test:** *Any item on the Modules page designated as a “Test”*

This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Tests cover a larger amount of material than Quizzes.

Materials Selection Policy

Ember curates educational materials that are consistent with the school’s philosophy; however, the fallen human condition depicted in literature (as in Scripture itself) is not always pleasant. Valuable works sometimes have objectionable or profane elements. Good books provide four (4) recognized values.

- They build godly attitudes and character traits.
- They deepen our social and cultural awareness.
- They strengthen our use of written language.
- They provide a lifelong source of enjoyment and relaxation.

In order to instill these values in students and fulfill the stated objectives of the school, all Ember students are expected to read and study good books on a regular basis. Recognizing that materials designed for one level may not be appropriate for another, three (3) levels of criteria are applied:

- Elementary materials must contain no objectionable material,
- Objectionable elements in sixth through eighth-grade materials must be limited and must serve a specific educational purpose, and
- Objectionable content may be included in high school materials but must be outweighed by positive literary, curricular, and/or Christian values.

The curriculum department has approved required educational materials for students.

Resubmission Policy

Students are expected to submit their best work on the first submission for every Lesson, Assignment, Quiz, and Test. However, resubmissions may be permitted in the following circumstances:

- **Lesson:** Students are automatically permitted two attempts on a lesson. Students may freely resubmit for their first two attempts without the need for teacher approval.

If a student feels that he or she deserves a resubmission on a Lesson, Assignment, Quiz, or Test due to a technical issue such as a computer malfunction, the student should message his or her teacher to make the request. With Ember, the teacher may be a physical school teacher or the student’s parent/guardian. The teacher can give another attempt from his or her Canvas account. For more information on how to do this, please review the Ember orientation course.

Schedule

Module 1: Introduction to History & Geography

- Week 1: Map Skills
- Week 2: Decisions
- Week 3: Sources
- Week 4: Rights and Responsibilities

Module 2: Ancient Cultures and Geography

- Week 5: Introduction to Geographic Features
- Week 6: Ancient Egypt, Greece, and Rome
- Week 7: Ancient Cultures and Their Adaptations
- Week 8: History Tools
- Week 9: Quarter One Review

Module 3: Ancient China & Egypt

- Week 10: Learning About Ancient China
- Week 11: Architecture and Inventions of Ancient China
- Week 12: Learning About Ancient Egypt
- Week 13: Architecture and Inventions in Ancient Egypt

Module 4: Ancient Greece & Rome

- Week 14: Learning About Ancient Greece
- Week 15: Learning About Ancient Rome
- Week 16: Ancient Greece and Rome

Module 5: Ancient Mali

- Week 17: Learning About Ancient Mali
- Week 18: Quarter Two Review

Module 6: Economics

- Week 19: Introduction to Economics
- Week 20: Specialization
- Week 21: Economic Choices and Opportunity Costs
- Week 22: Economics Review

Module 7: Citizenship

- Week 23: Introduction to Citizenship
- Week 24: Respect, Rights, and Decision Making
- Week 25: Actions, Self-Discipline, and Self-Reliance
- Week 26: Honesty, Trustworthiness, and Rules
- Week 27: Quarter Three Review

Module 8: Government

- Week 28: Community, Virginia, and the United States Governments
- Week 29: The Purpose of Government and Laws
- Week 30: Government Protection and Rights

Module 9: Amazing America

- Week 31: Coming to America
- Week 32: America's Government
- Week 33: Rights and Freedoms

Module 10: Connecting Past and Present

- Week 34: Connecting the Past
- Week 35: Connecting the Present
- Week 36: Quarter Four Review