

HIS0500_202338_Staging_EMBR_TEM

HIS-500

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

Course Description

This history course relates to the history of the United States from pre-Columbian times until 1865. Students will use historical and geographical analysis skills to explore the early history of the United States and understand the ideas and events that strengthened the Union. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history chronologically and learn about change and continuity in our history. They will also study documents and speeches that laid the foundation for American ideals and institutions and examine people's everyday life at different times in the country's history through the use of primary and secondary sources.

Rationale

This course provides students with exciting and engaging opportunities to explore historical events, people, and places that have helped to shape our future. Biblical truths are woven continuously into the course, allowing students to see and experience God and His incredible plan throughout history. The in-depth explorations pave a clear path for students to embrace past history patterns that are preparing them and future generations to be Christ followers. Students will explore a wide range of topics which include: Geography and Map Skills, European Exploration, Colonial America, the American Revolution, New Nation, Westward Expansion and Reform, the Civil War, and Interdependence.

Course Learning Outcomes

- A. The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship.
- B. The student will interpret maps, globes, photographs, pictures, or tables.
- C. The student will apply social science skills to understand how early cultures developed in North America.
- D. The student will apply social science skills to understand European exploration in North America and West Africa.
- E. The student will apply social science skills to understand the factors that shaped colonial America.
- F. The student will apply social science skills to understand the causes and results of the American Revolution.
- G. The student will apply social science skills to understand the challenges faced by the new nation.
- H. The student will apply social science skills to understand westward expansion and reform in America from 1801 to 1861.
- I. The student will apply social science skills to understand the causes, major events, and effects of the Civil War.

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

* 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: Geography

- Week 1: Oceans and Continents
- Week 2: Regions of the United States
- Week 3: Bodies of Water in the United States
- Week 4: Mountains and Deserts in the United States

Module 2: Archaeology and the First Americans

- Week 5: Early Cultures in North America
- Week 6: Exploration
- Week 7: North American Tribe Project
- Week 8: Ancient African Empires
- Week 9: Quarterly Review Week

Module 3: The Founding of Colonial America

- Week 10: First Settlements
- Week 11: Colonial Expansion
- Week 12: Early Life in the Colonies
- Week 13: Revolution Begins

Module 4: Declaring Independence

- Week 14: Beginning of Independence
- Week 15: Major Events of the Revolution
- Week 16: Independence

Module 5: Important People of the Revolutionary War

- Week 17: Important People of the Revolutionary War
- Week 18: Quarterly Review

Module 6: Organized Government and New Land

- Week 19: Forming Government
- Week 20: First Presidents
- Week 21: New Land
- Week 22: Lewis and Clark

Module 7: A Changing Landscape

- Week 23: Westward Expansion
- Week 24: Important Inventions
- Week 25: Abolition
- Week 26: Women of the 1800s
- Week 27: Quarterly Review

Module 8: Differences that Divided a Nation

- Week 28: Differences
- Week 29: A Nation Divided

Module 9: Civil War

- Week 30: The Civil War Begins
- Week 31: Civil War
- Week 32: Important Leaders of the Civil War
- Week 33: Reconstruction

Module 10: Civil War Life

- Week 34: Life During the Civil War
- Week 35: Women of the Civil War
- Week 36: Review Week