

HIS0900_202338_Staging_EMBR_TEM

HIS-900

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

Course Description

This year-long course surveys early African, American, Asian, and European cultures from Creation to the establishment of early societies in the Americas. Students will also study the geography of ancient civilizations in an attempt to understand their patterns of behavior, including religion, science, economy, and government. The course uses the Bible as a historical source to complement primary source historical research and study to reveal God as the prime architect in human history and Jesus Christ as central to that history.

Rationale

World History I provides the student with an understanding of the foundation of world civilizations and governments. It will also provide a basic understanding of the Bible as a historical source. Knowledge of the development and structure of early civilizations will provide the student with the tools necessary to develop appreciation for the modern world.

Course Learning Outcomes

- A. The student will identify major people, influences, and events concerned with the development of world culture from creation to the Renaissance.
- B. The student will describe the political, economic, religious, and intellectual characteristics of various world cultures.
- C. The student will evaluate and analyze primary and secondary source documents.
- D. The student will identify and evaluate the development of the world economy from Creation to the Renaissance.
- E. The student will identify and evaluate changing relationships between people groups from Creation to the Renaissance.

Biblical Integration Outcomes

- A. The student will describe the origins of man and the resulting relationship between God and man as a result of his special creation and the Fall.
- B. The student will evaluate the role of the Bible as an important historical source as well as the inspired Word of God.
- C. The student will analyze the basic tenets of major world religions in comparison to the Truth of Biblical Christianity.

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: World Geography

- Week 1: World Geography
- Week 2: World Geography Assessments

Module 2: Pre-History & the First Civilizations

- Week 3: Pre-History & Mesopotamia
- Week 4: Mesopotamia (continued)
- Week 5: Egypt
- Week 6: The Indus Valley & China
- Week 7: History in the News Project
- Week 8: Test: The First Civilizations
- Week 9: 9-Week Exam

Module 3: Ancient & Classical Civilizations

- Week 10: Classical Asian Civilizations
- Week 11: Ancient & Classical Civilizations Assessments

Module 4: The Greek World

- Week 12: Greek History
- Week 13: Greek Culture & Alexander the Great
- Week 14: Quiz: The Greek World & Alexander the Great Project

Module 5: The Roman World

- Week 15: The Rise of Rome & the Birth of Christianity
- Week 16: The Spread of Christianity & the Fall of Rome
- Week 17: Test: The Greek & Roman Worlds
- Week 18: 18-Week Exam

Module 6: The Early Medieval World

- Week 19: Medieval Christendom & Charlemagne
- Week 20: Medieval Groups & Feudalism
- Week 21: The Early Medieval World Assessments

Module 7: The Eastern World

- Week 22: The Eastern World
- Week 23: The Eastern World (continued)

Module 8: The World of Trade (Asia & Africa)

- Week 24: The World of Trade
- Week 25: Annotated Map Project
- Week 26: Test: The Eastern World & the World of Trade
- Week 27: 27-Week Exam

Module 9: The American World

- Week 28: The American World
- Week 29: The American World Assessments

Module 10: The High & Late Medieval World

- Week 30: The Monarchies of Western Europe
- Week 31: War, Religion, & Death in the High and Late Middle Ages
- Week 32: The High & Late Middle Ages Quiz/Bayeux Tapestry Project

Module 11: The New World

- Week 33: The Renaissance
- Week 34: The Renaissance Quiz/Renaissance Art Project
- Week 35: The Medieval World & the Renaissance Test
- Week 36: 36-Week Exam