

HIS1000_202338_Staging_EMBR_TEM

HIS-1000

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

Course Description

This year-long course surveys African, American, Asian, and European cultures from the Renaissance to modern times. The course includes units on the Reformation, exploration, the economic and scientific revolutions, the Enlightenment, industrialization, the world wars, and the contemporary world. Students will read various primary sources to learn history straight from the words of those who lived it, and the course's biblical approach will demonstrate that man, though made in the image of God, is innately sinful, has limitations, and is in need of redemption.

Rationale

This course provides the student with an understanding of the importance of development of world history and culture since the Renaissance. Knowledge of the development and interaction of world nations and empires will provide students with a deeper view of how past events have contributed to the world in which we live today. Special attention will be paid to the Christian religion since the Protestant Reformation.

Course Learning Outcomes

- A. The student will identify major people, influences, and events concerned with the development of world culture since 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 from world history.
- D. The student will identify and evaluate the development of the world economy from the Renaissance to the present.
- E. The student will identify and evaluate changing relationships between people groups from the Renaissance to the present.

Biblical Integration Outcomes

- A. The student will describe the biblical rationale for the actions of man in a historical context.
- B. The student will evaluate the changing role of the Christian faith as it relates to world events and the truth of the Bible.

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: The Renaissance & Reformation

- Week 1: The World in 1500
- Week 2: Quiz: The World in 1500 & The Reformation
- Week 3: The Reformation (continued)
- Week 4: Test: The Renaissance & Reformation

Module 2: Exploration

- Week 5: Exploration
- Week 6: Exploration (continued)
- Week 7: Exploration Assessments
- Week 8: Exploring Primary Sources Project
- Week 9: Exam: Quarter 1

Module 3: Economic & Scientific Revolutions

- Week 10: Economic & Scientific Revolutions
- Week 11: Assessments: Economic & Scientific Revolutions

Module 4: Absolutism, Reason, & Revolution

- Week 12: Absolutism in Europe
- Week 13: Quiz: Absolutism in Europe & the Enlightenment
- Week 14: Quiz: The Enlightenment & The Age of Revolution
- Week 15: The Age of Revolution Continued
- Week 16: Test: Absolutism, Reason, & Revolution
- Week 17: Timeline Project
- Week 18: 18-Week Exam

Module 5: Asia & Africa, 1500-1800

- Week 19: Asia, 1500-1800
- Week 20: Quiz: Asia, 1500-1800 & Africa, 1500-1800
- Week 21: Quiz: Africa, 1500-1800 & Test: Asia & Africa, 1500-1800

Module 6: Industrialization, Nationalism, & Imperialism

- Week 22: Industrialization, Nationalism, & Imperialism
- Week 23: Assessments: Industrialization, Nationalism, & Imperialism

Module 7: The Great War

- Week 24: The Great War
- Week 25: Assessments: The Great War
- Week 26: Assignment: Exploring Primary Sources
- Week 27: Exam: Quarter 3

Module 8: Depression & a Return to World War

- Week 28: The Great Depression & World War II
- Week 29: World War II (continued)
- Week 30: Test: Depression & A Return to World War

Module 9: Superpower Conflict & Decolonization

- Week 31: The Cold War
- Week 32: Decolonization

Module 10: The Contemporary World

- Week 33: The Contemporary World
- Week 34: Test: Superpowers, Decolonization & a Remade World
- Week 35: Project
- Week 36: Exam: Quarter 4