

# Kolbe Academy Home School

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

### TABLE OF CONTENTS

<b>I. Syllabus</b>	2
A. Diploma Requirements	3
B. Quarterly Reporting Requirements	3
C. Scope and Sequence	4
<b>II. Course Plan</b>	
A. Quarter 1	5
B. Quarter 2	8
C. Quarter 3	11
D. Quarter 4	14
<b>III. Paper Topics Answer Guide</b>	
A. Quarter 1	18
B. Quarter 2	20
C. Quarter 3	22
D. Quarter 4	23
<b>IV. Quarterly Exams</b>	
<b>V. Answer Keys for the Exams</b>	

**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:** 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](mailto: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.**

## ◆◆◆ FIRST QUARTER ◆◆◆

WEEK 1	
If time allows, it would be in the student's best interest to do some of the Projects that are suggested at the end of each chapter.	
<b>CKLH</b>	Chapter One: What History is All About & Chapter Two: Abraham
<b>READ</b>	Pages 7-24
<b>QUESTIONS</b>	Page 13 and pages 23-24.
<b>PAPER TOPIC</b>	Write a five-paragraph essay describing the three most important ancient civilizations. Based on what you have read, which one was most important and why?
<b>ENRICHMENT ACTIVITIES (OPTIONAL)</b>	<ul style="list-style-type: none"> <li>• <i>Shadow Hawk</i> by Andre Norton</li> <li>• <i>God King</i> by Joanne Williamson</li> <li>• <i>Mara, Daughter of the Nile</i></li> <li>• <i>The Golden Goblet</i> by Eloise Jarvis McGraw</li> <li>• <i>Pyramid</i> by David Macaulay</li> <li>• <i>Pharaohs of Ancient Egypt</i> by Elizabeth Payne</li> <li>• Build a 3-D pyramid jigsaw puzzle or construct a pyramid from other materials</li> </ul>
Notes	
WEEK 2	
<b>CKLH</b>	Chapter Three: Moses & Chapter Four: The Kingdom of Israel
<b>READ</b>	Pages 25-42
<b>QUESTIONS</b>	Pages 30 and 41
<b>PAPER TOPIC</b>	Imagine that you were a spectator at the contest between Elias and the priests of Baal? Try to paint a word picture of your experience, include sounds, colors, smells. How did the result of this contest change your life? (You may use first person for this essay.)
<b>ENRICHMENT ACTIVITIES (OPTIONAL)</b>	<ul style="list-style-type: none"> <li>• <i>Victory on the Walls</i> by Frieda Clark Hyman</li> <li>• <i>Tirzah</i> by Lucille Travis</li> <li>• Older readers may enjoy <i>Sarah, Rebekah, or Rachel and Leah</i> by Orson Scott Card.</li> <li>• <i>The Ten Commandments</i> (1956)</li> <li>• <i>Prince of Egypt</i> (1998)</li> </ul>
Notes	