

Kolbe Academy Home School

GRADE EIGHT AMERICAN HISTORY *Christ and the Americas*

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COURSE TITLE: History

COURSE TEXTS: *Christ and the Americas*, by Anne W. Carroll, Tan Books, 1997 (T7802)
Kolbe Academy Answer Key to Christ and the Americas, (T7802A), optional
Christ and the Americas Workbook, (T7802B), optional

Supplemental Materials:

Uncle Tom's Cabin, (T3960)
Miguel Pro (T3964)

Kolbe suggests that the student read *Uncle Tom's Cabin* in literature to coincide with the third quarter of history. The course plan for *Uncle Tom's Cabin* covers an entire quarter, so it would be beneficial for the student to read it in the second quarter. If the student has not already read *Miguel Pro* by Ann Ball, it would be beneficial to read it in the third quarter. His story is told in Chapter 21 in the Quarter 3, Week 7.

COURSE DESCRIPTION: This course seeks to provide familiarity with the historical context of the settlement of the Americas. This course will help the student to obtain a broad Catholic understanding of the anthropological history of the Americas up until the last decade. It begins with the explorations of Columbus, Cortes, and Magellan, proceeds to the arrival of the English in the American colonies and the American Revolution, the influence of missionaries, the birth of the American government, the Civil War, through the Depression, World Wars I and II, and concludes with a look at the moral decline of America.

COURSE OBJECTIVES:

- Familiarity with the historical context of the settlement of the Americas,
- Knowledge of the broad outlines of American history;
- Knowledge of the major figures of American history;
- Ability to trace the continuity and development of the United States Government throughout its history, so as to be better able to pinpoint the particular problems of the present day and their solutions.

SCOPE AND SEQUENCE:

1. Weekly readings from the book, as outlined in the course plan and supplemented by questions from the book. Answers may be found in the pink answer key.
2. Short weekly or biweekly papers on a topic suggested at the end of the chapter.
3. Oral reports whenever possible.
4. A term paper in the fourth quarter. 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, syntax, and focus on the stated topic.

SKILLS TO BE DEVELOPED:

- Research and evaluation.
- Oral presentation (strongly recommended)
- Composition
- Reading comprehension

COURSE PLAN METHODOLOGY:

Kolbe Academy has worked diligently to create the best possible course plans with the home schooling family in mind. Remember, however, that our program is intended to be flexible. Per the principle of subsidiarity, these course plans are a **suggested** course of study. As the teacher, you should adapt and modify them to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

In the course plans that follow, *Christ and the Americas* is represented by the abbreviation **CA**. Each weekly assignment is summarized in the first line of the week's daily course plan. The specific daily assignments are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3, and DAY 4** abbreviations. Parent daily guidelines are given to the right of the student assignments. The quarterly schedule is set up such that one lesson, investigation or test can be done on a five-day schedule. Although most of Kolbe Academy Home School course plans are set up for a four-day week, the mathematics courses at this level do benefit from a five-day week schedule. This can be altered if the student would like to double up on an assignment or test on the final day of their week. A family's schedule can and should vary as needed.

A weekly grade book is included at the end of the week's course plan *as a convenience*. Parents should use the grade book only as a help to their homeschooling and not as a hindrance. It includes a cumulative list of written assignments from the week's course plan as well as space for additional assignments, if needed. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your student's work to Kolbe Academy for an official record, only one sample of written and graded work is required per quarter per course along with the signed and filled out report card. The weighting suggestion in the end of quarter grade book is there for *convenience* and may be modified as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This History course contains 36 weeks broken into four 9-week quarters. Week 8 is a lighter week, and usually includes a few days for review. You should use the review days as time to catch up if necessary and then go over the subject matter. **If you intend to use the tests provided, look them over *before* teaching the subjects and make sure you review the material in the tests throughout the quarter.**

Finally, begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most beneficial.

◆◆◆ FIRST QUARTER ◆◆◆

WEEK 1				
Book	Weekly Breakdown	Goals and Notes for the Week		
CA	Pages xiii-19 Chapter 1: The New World Meets the Old.	<p>The Devil Gods, The Incas of Peru, Visitors from the East, Christopher Columbus, Catholic Spain Leads the Way, Catholic Portugal Follows, Spaniards Explore the New World. Please note that when the student is assigned reading, he will read to the bold sub-title on the ending page of the assignment. If time allows, it would be good for the student to do some of the Projects that are suggested at the end of each chapter.</p> <p>It is always good for the student to read the questions at the end of the chapters before reading the text.</p>		
<div style="border: 1px solid black; padding: 5px; width: fit-content;">Notes</div>				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	CA Pages xiii-xiv, 18-19	<input type="checkbox"/>	Have the student read p. xiii-xiv and pp18-19.	
DAY 2	CA Pages 1-8	<input type="checkbox"/>	Have the student read pages 1-8, up to Christopher Columbus	
DAY 3	CA Pages 8-18	<input type="checkbox"/>	Have the student read pages 8-18	
DAY 4	CA Pages 18-19 Questions	<input type="checkbox"/>	Have the student answer the questions on pp 18-19.	
Week 1 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Questions	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Week 1 Average	Add up column C & divide by number of included <input checked="" type="checkbox"/> assignments =			%

◆ COURSE PLAN ◆

WEEK 2				
Book	Weekly Breakdown	Goals and Notes for the Week		
CA	Pages 20-33 Chapter 2: Two Heroes: Cortes and Magellan	Two Heroes: Cortes and Magellan, Toward the Home of the Devil Gods, In the Home of the Devil Gods, The Night of Sorrows, Never, Surrender, Victory, The Captain General, Across the Pacific, Death		
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	CA Pages 20-23	<input type="checkbox"/>	Have the student read pages 20-23.	
DAY 2	CA Pages 23-27	<input type="checkbox"/>	Have the student read pages 23-27.	
DAY 3	CA Pages 28-33	<input type="checkbox"/>	Have the student read pages 28-33	
DAY 4	CA Page 33 Questions	<input type="checkbox"/>	Have the student answer the questions on p 33.	
Week 2 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Questions	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Week 2 Average	Add up column C & divide by number of included <input checked="" type="checkbox"/> assignments =			%