

# Kolbe Academy Home School

## GRADE 7 HISTORY

*Light to the Nations,  
Part One: The History of Christian Civilization*

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**COURSE TITLE:** World History

**COURSE TEXT:** *Light to the Nations, Part One: The History of Christian Civilization* (Catholic Schools Textbook Project)

**COURSE DESCRIPTION:**

*Light to the Nations, Part One* provides students with a framework for understanding our common past from the standpoint of the Catholic Church. Acknowledging the existence of prehistorical and "Before Christ" epochs, *The Light to the Nations, Part One* nevertheless begins with the Incarnation of Jesus Christ and concludes with the onset of the French Revolution. Milestones of the Church's relationship with the developing western culture it both spurs and strives against are given close attention, as is the ongoing impact of Islam, Russia, and the major figures of each age. Secularizing trends in the wake of the Protestant Reformation set the stage for the Reign of Terror which is covered in more depth in *The Light to the Nations, Part Two: The Making of the Modern World*.

**COURSE OBJECTIVES:**

- ❖ Appreciation of the parameters of the discipline of history itself, including its definition, and the overall contours of what is to be studied and how;
- ❖ Acknowledgement of Jesus Christ as the pivotal figure in all of creation and, therefore, of history itself;
- ❖ Mastery of factual highlights concerning the figures and events shaping civilization up to the onset of the French Revolution; and
- ❖ Sound preparation for a consideration of the philosophical, religious, and political conflicts of the modern age, which will be covered in the following text of the series (*Light to the Nations, Part Two: The Making of the Modern World*).

**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 second semester, 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

**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, *Light to the Nations, Part One: The History of Christian Civilization* is represented by the abbreviation **LNI**. 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 semester 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, two samples of written and graded work is required per semester per course along with the signed and filled out report card. The weighting suggestion in the end of 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 2 18-week semesters. Week 8 and Week 17 are lighter weeks, and usually include 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 semester.**

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 SEMESTER ◆◆◆

WEEK 1				
Book	Weekly Breakdown	Goals and Notes for the Week		
LNI	Introduction	-What we mean by the term, "history" -What we know about human history, and how we know it		
<div style="border: 1px solid black; padding: 2px;">Notes</div> <p>At the end of each chapter, there is a list of "Key Concepts" which includes vocabulary words from the boxes in the margins. In addition to these terms, students should learn the meaning of the following: culture (p. 7); megaliths (p. 8); Aryans/Indo-Europeans (p. 10); <i>Mare Nostrum</i> (p. 11).</p> <p>Assigned paragraphs may be presented, alternatively, in oral form.</p>				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	LNI Pages 1-4	<input type="checkbox"/>	Have the student read pp. 1-4, and study the time line on pp. 2-3. Using outside sources, identify and describe each red bullet point.	
DAY 2	LNI Pages 5-9	<input type="checkbox"/>	Have the student read pp. 5-10.	
DAY 3	LNI Pages 10-13	<input type="checkbox"/>	Have the student read pp. 10-13.	
DAY 4	Introduction Review	<input type="checkbox"/>	Have the student read the review material and answer the questions on p. 15.	
Week 1 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Reading assignments	<input type="checkbox"/>		25	
Timeline	<input type="checkbox"/>	<div style="border: 1px solid black; padding: 2px;">Notes</div>	50	
Review questions	<input type="checkbox"/>		25	
<b>Week 1 Average</b>	<b>Add up column C &amp; divide by number of included <input checked="" type="checkbox"/> assignments =</b>			<b>%</b>

◆ **COURSE PLAN** ◆

WEEK 2				
Book	Weekly Breakdown	Goals and Notes for the Week		
LNI	First half of Chapter One	-The Incarnation -The periods of Jesus' life -The concept of the Eucharist		
<div style="border: 1px solid black; padding: 5px; width: fit-content;">Notes</div> <p>At the end of each chapter, there is a list of "Key Concepts" which includes vocabulary words from the boxes in the margins. In addition to these terms, students should learn the meaning of the following: tetrarch (p. 22); blasphemy (p. 26); institution (p. 28); gentiles (p. 36).</p> <p>Assigned paragraphs may be presented, alternatively, in oral form.</p>				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	LNI Pages 17-21	<input type="checkbox"/>	Have the student read pp. 17-21. Reinforce understanding of the subject by reading through the Scriptural account of the Incarnation in Lk: 1-2 and writing a paragraph summarizing it.	
DAY 2	LNI Pages 21-32	<input type="checkbox"/>	Have the student read pp. 21-32.	
DAY 3	LNI Page 33	<input type="checkbox"/>	Have the student read the text box, "The Holy Eucharist" on p. 33. Research how, in Jn. 6, His first hearers reacted when Jesus instructed them to "eat" His flesh and "drink" His blood. Write a paragraph answering the questions: Did Jesus expect people to understand the Eucharist right away? Did He try to retract His original assertions of what it is and how important it is.	
DAY 4	LNI Pages 32-36	<input type="checkbox"/>	Have the student read pp. 32-36.	
Week 2 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Reading assignments	<input type="checkbox"/>		25	
Incarnation paragraph	<input type="checkbox"/>		25	
Eucharist paragraph	<input type="checkbox"/>		50	
<b>Week 2 Average</b>	<b>Add up column C &amp; divide by number of included <input checked="" type="checkbox"/> assignments =</b>			<b>%</b>

◆ **COURSE PLAN** ◆

WEEK 3				
Book	Weekly Breakdown	Goals and Notes for the Week		
LNI	Second half of Chapter One	-Saints Peter and Paul -The establishment of the Roman Catholic Church		
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Notes</div> <p>At the end of each chapter, there is a list of "Key Concepts" which includes vocabulary words from the boxes in the margins. In addition to these terms, students should learn the meaning of the following: catholic (p. 38); persecution (p. 41).</p> <p>Assigned paragraphs may be presented, alternatively, in oral form.</p>				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	LNI Pages 36-42	<input type="checkbox"/>	Have the student read pp. 36-42.	
DAY 2	LNI Page 39	<input type="checkbox"/>	Using the Bible, have the student research how many letters of the New Testament were written by St. Paul, and how many were written by other people. Have the student choose one of St. Paul's epistles to read	
DAY 3	LNI Page 40	<input type="checkbox"/>	Using the Bible, have the student read what Jesus told St. Peter about the establishment of the Church (Matt. 16:13-20). Compare His words to Peter with His teaching about the two possible foundations of every human life (Matt. 7:24-29). Have the student write a paragraph explaining why there is only one Church and why it is important to belong to it.	
DAY 4	Chapter One Review	<input type="checkbox"/>	Have the student read the review material and answer the questions on page 44.	
Week 3 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Reading assignments	<input type="checkbox"/>		25	
Epistle assignment	<input type="checkbox"/>		25	
Establishment of the Church paragraph	<input type="checkbox"/>		25	
Review questions	<input type="checkbox"/>		25	
<b>Week 3 Average</b>	<b>Add up column C &amp; divide by number of included <input checked="" type="checkbox"/> assignments =</b>			<b>%</b>