

# Story of the World 1 Ancient Times (5000 BC to 400 AD)

**Box 1: Course (Class) Description:** Cut and paste the following sentence (in red), filling in the two blanks with appropriate information.

This year-long course covers the elementary Social Studies content noted below. Weekly certificated contact will be completed through direct personal contact with an HQ/certificated teacher in an on-site HC class. At least one EALR/GLE will be covered in this course.

**Box 2: Materials:** List curriculum, books, supplies, materials, websites, and other instructional items used for this course. Do not include faith-based instructional materials. Cut and paste the following sentence in red and then complete it.

The curriculum, books, supplies, materials, web-sites, and other sources used for this course are:

Story of the World Volume 1: Ancient Times by Susan Wise Bauer

The Story of the World vol. 1: Ancient Times - Activity Book One

The Story of the World vol. 1: Ancient Times - Extra pages

The Story of the World vol. 1: Ancient Times - Tests and Answer Key

The Story of the World, Vol. 1 Audiobook

The Story of the World, Vol. 1: Ancient Times, Revised Edition, Paperback

**Box 3: Learning Goals:** First, note the lessons, units, or chapters that will be covered in the course, by month. Second, (either at the same time or afterwards) give general topics and primary learning content which will be covered in those lessons, units, chapters, or whole course

September Goals:

Chapter 1: the Earliest People

Chapter 2: Egyptians Lived on the Nile River

Chapter 3: The First Writing

Chapter 4: The Old Kingdom of Egypt.

1.2.3 Understands a variety of forms of government from the past or present

October Goals:

Chapter 5: The First Sumerian Dictator

Chapter 6: The Jewish People

Chapter 7: Hammurabi and the Babylonians

Chapter 8: The Assyrians

1.3.1 Analyzes how societies have interacted with one another in the past or present.

November Goals:

Chapter 9: The First Cities of India

Chapter 10: The Far East: Ancient China

Chapter 11: Ancient Africa

Chapter 12: The Middle Kingdom of Egypt

1.4.1 Understands the historical origins of civic involvement.

December Goals:

Chapter 13: The New Kingdoms of Egypt

Chapter 14: The Israelites Leave Egypt

Chapter 15: The Phoenicians

Chapter 16: The Return of Assyria

2.1.1 Analyzes the costs and benefits of economic choices made by groups and individuals in the past or present.

#### January Goals:

Chapter 17: Babylon Takes over again!

Chapter 18: Life in Early Crete

Chapter 19: The Early Greeks

Chapter 20: Greece gets Civilized Again

Chapter 21: The Medes and the Persians

Chapter 22: Sparta and Athens

2.3.1 Understands the role of government in the world's economies through the creation of money, taxation, and spending in the past or present.

#### February Goals:

Chapter 23: The Greek Gods

Chapter 24: The Wars of the Greeks

Chapter 25: Alexander the Great

Chapter 26: The People of the Americas

3.1.2 Identifies the location of places and regions in the world and understands their physical and cultural characteristics.

#### March Goals:

Chapter 27: The Rise of Rome

Chapter 28: The Roman Empire

Chapter 29: Rome's War with Carthage

Chapter 30: The Aryans of India

3.2.1 Understands and analyzes how the environment has affected people and how people have affected the environment in the past or present.

#### April Goals:

Chapter 31: The Mauryan Empire of India

Chapter 32: China: Writing and the Qin

Chapter 33: Confucius

Chapter 34: The Rise of Julius Caesar

3.2.2 Understands the characteristics of cultures in the world from the past or in the present.

#### May Goals:

Ch. 35: Caesar the Hero

Ch. 36: The First Roman Prince

Ch. 37: The Beginning of Christianity

Ch. 38: The End of the Ancient Jewish Nation

3.2.3 Understands the geographic factors that influence the movement of groups of people in the past or present.

#### June Goals:

Ch. 39: Rome and the Christians

Ch. 40: Rome begins to Weaken

Ch. 41: The attacking Barbarians

Ch. 42: The End of Rome

**Box 4: Learning Activities:** Explain what the student will do to cover the monthly learning goals (Box 3) and materials (Box 2) above. See an example below. Simply copy and paste the example in red into Box 4. Feel free to adjust the wording according to your planned learning activities in this class.

An example is: Each day the student will complete an English lesson from the curriculum mentioned above. The lesson will be taught to them, samples will be worked on together to make sure the student comprehends, and the student will then independently work through a daily assignment to make sure they understand and show the ability to complete the learning of the day. Any errors will be corrected.

(Make additions and subtractions to the above statement as you see fit.)

**Box 5. Progress Criteria/ Methods of Evaluation:** Tell how you will decide if the student is mastering the learning goals you listed in the learning goals section above. Please copy the sentence in red. Delete any evaluation activities your child does not do.

Student monthly progress evaluation is made on the basis of weekly certificated contact, work samples, communications with students, communications with parents, and performance in on-site classes. It is electronically communicated to parents via WINGS. It is our goal that the student will accomplish approximately 10% of the goals of this course each month, September through June. The level of mastery expected is 70% or higher to progress. Methods of evaluation will include but are not limited to those below, under the direction of a certificated teacher:

- \* observation and/or correction of daily and/or weekly work and progress
- \* daily or weekly discussion of assignments, readings, writings
- \* tests, quizzes
- \* correction of work done incorrectly
- \* portfolio kept of student work, at least weekly
- \* standardized testing (iReady, SBAC, ITBS)

NOTE: Evaluation of progress items noted above with an \*, should be changed and adjusted to fit the specific age of the child, course being taken, etc.

**Box 6 Weekly Hours:** Please estimate the number of hours you student will work on this course each week.