

## Story of the World 3 Early Modern Times (1600-1850)

**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/History 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 Story of the World, Vol. 3: Early Modern Times The Story of the World, Vol. 3 Audiobook The Story of the World vol. 3 Early Modern Times - Activity Book The Story of the World vol. 3 Early Modern Times - Extra Pages The Story of the World vol. 3 Early Modern Times - Tests and Answer Key

**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: Ch. 1: A World of Empires Ch. 2: Protestant Rebellions Ch. 3: James, King of Two Countries Ch. 4: Searching for the NW Passage 1.2.3 Understands a variety of forms of government from the past or present

October Goals: Ch. 5: Warlords of Japan Ch. 6: New Colonies in the New World Ch. 7: The Spread of Slavery Ch. 8: The Middle of the East 1.3.1 Analyzes how societies have interacted with one another in the past or present.

November Goals: Ch. 9: The Western War Ch. 10: Far East of Europe Ch. 11: The Moghul Emperors of India Ch. 12: Battle, Fire, and Plague in England 1.4.1 Understands the historical origins of civic involvement.

December Goals: Ch. 13: The Sun King Ch. 14: The Rise of Prussia Ch. 15: A New World in Conflict Ch. 16: the West 2.1.1 Analyzes the costs and benefits of economic choices made by groups and individuals in the past or present.

January Goals: Ch. 17: Russia Looks West Ch. 18: East and West Collide Ch. 19: The English in India Ch. 20: The Imperial East Ch.21: Fighting over North America Ch. 22: Revolution! 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: Ch. 23: The New Country Ch. 24: Sailing South Ch. 25: Revolution Gone Sour Ch. 26: Catherine the Great 3.1.2 Identifies the location of places and regions in the world and understands their physical and cultural characteristics.

March Goals: Ch. 27: A Changing World Ch. 28: China and the Rest of the World Ch. 29: The Rise of Bonaparte Ch. 30: Freedom in the Caribbean 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: Ch. 31: A Different Kind of Rebellion Ch. 32: The Opened West Ch. 33: The End of Napoleon Ch. 34: Freedom for South America 3.2.2 Understands the characteristics of cultures in the world from the past or in the present.

May Goals: Ch. 35: Mexican Independence Ch. 36: The Slave Trade Ends Ch. 37: Troubled Africa Ch. 38: American Tragedies 3.2.3 Understands the geographic factors that influence the movement of groups of people in the past or present.

June Goals: Ch. 39: China Adrift Ch. 40: Mexico and Her Neighbor Ch. 41: New Zealand and her Rulers Ch. 42: The World of Forty-Nine

Progress Criteria/Methods of Evaluation: Evaluation will be based on successful completion of at least 70% of the learning activities/goals, at a minimum of 70% accuracy.

September Complete Chapters 1 – 4

October Complete Chapters 5 – 8

November Complete Chapters 9 – 12

December Complete Chapter 13 – 16

January Complete Chapters 17 – 22

February Complete Chapters 23 – 26

March Complete Chapters 27 – 30

April Complete Chapters 31 – 34

May Complete Chapters 35 – 38

June Complete Chapters 39 – 42

## **Box 4 Learning Activities**

Explain what the student will do to cover the monthly learning goals (Box 3) and materials (Box2) above. Two examples are below, one for math and another for phonics/reading. If one of them is correct as is, and appropriate to what your child will do, simply copy and paste it into Box 4. Feel free to adjust them according to your planned learning activities in this class.

The first four days of the week the student will complete a phonics lesson from the phonics curriculum mentioned above. The lesson will be taught to them, samples will be worked on the whiteboard or pencil & paper 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. The fifth day of each week the student will learn to read by reading and being read to. This will include books from the list of books in the Learning Materials section above.

### **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, ITBSNOTE:
- \* 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.