



## Lower School

### Ancient History

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#### ELIGIBLE STUDENT:

**Grades 4-5.** Students must be curious learners, ready to dig deep into His Story, and able to keep up with assignments as posted on Canvas.

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#### REQUIRED TEXTS:\*

- *The Curious Historian Level 1A: The Early and Middle Bronze Ages*
- *The Curious Historian Level 1B: The Late Bronze & Iron Ages*
- *The Golden Bull* by Marjorie Cowley
- *God King* by Joanne Williamson
- Spiral-bound blank sketchbook
- Ruled notebook
- Stockmar Beeswax block crayons

\*Required texts are not included in the purchase of the course.

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#### COURSE SCHEDULE

##### ORIENTATION SESSION:

The date and time of the student/parent orientation will depend on the particular section in which you are enrolled, but all orientation sessions will be scheduled during the week prior to the start of the class.

**CLASS SESSION DATES:** The dates of your class depend on the particular section in which you are enrolled. Consult the Scholé Academy [academic calendar](#) for details concerning scheduled, school-wide breaks.

This section will meet Monday, Tuesday, and Thursday at 1:00-2:00 pm EST.

**OFFICE HOURS:** Your teachers are available outside of scheduled class times! During “Office Hours” students may raise questions, seek assistance, or review class material. This can happen via email or a meeting in the Zoom classroom. Your teacher will do their best to respond within 24-48 hours; please keep in mind that they likely will not respond immediately to messages after 5 p.m. EST.

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## COURSE DESCRIPTION

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As we venture through history—His Story!—we will be diving into Ancient Mesopotamia, Ancient Egypt, the Late Bronze Age, and the Iron Age. Students will be invited to explore these eras by engaging with artwork, historical fiction accounts, and architecture. Viewing history through a biblical lens will aid students in growing to see and love the Good, True, and Beautiful.

*The Curious Historian* curriculum inspires wonder and curiosity by also exploring geography and ancient culture. Students will be invited to think big picture and ask big questions.

**Parents will be responsible for proctoring at-home quizzes and tests**, and assessments will not take place during the course’s Zoom meetings.

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## COURSE MAP

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### Quarter 1—Ancient Mesopotamia [September 5 – October 27, 2023]

1. The ancient Sumerian city-states
2. The Akkadian, Ur III, and Old Babylonian Empires
3. Sargon the Great and Hammurabi
4. Mesopotamian culture: ziggurats, cuneiform, and religion

### Quarter 2—Ancient Egypt [October 30 – January 19, 2024]

1. The Egyptian Archaic Period
2. The gifts of the Nile River
3. The Egyptian Old and Middle Kingdoms
4. Egyptian culture: pyramids, hieroglyphics, and religion

### Quarter 3—The Late Bronze Age [January 22 – March 22, 2024]

1. The Egyptian Middle and New Kingdom periods
2. The Hittites, Hurrians, and Kassites
3. The Assyrians and Elamites
4. The Minoans and Mycenaeans

### Quarter 4—The Iron Age & The Far East [March 25 – May 24, 2024]

1. The Sea Peoples, Israelites, and Philistines
2. Egypt under the Nubians and Libyans
3. The Phoenicians and Arameans
4. The great Iron Age empires: Assyria, Babylonia, and Persia
5. India during the Harappan Civilization and Vedic Period

6. China during the Xia, Shang, and Zhou dynasties
7. Far Eastern culture: architecture, writing, religion, and more

Semester 1 Additional Reading: *The Golden Bull* by Marjorie Cowley

Semester 2 Additional Reading: *God King* by Joanne Williamson

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## STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS

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Students enrolling in Scholé Academy's Curious Historian Level 1A will be expected to show development of Executive Function throughout the year. Executive Functioning is the brain's work of planning, prioritizing, controlling impulses, recollection, etc. These six areas of execution are important in this class, and ultimately, in the student's life.

**1. Engagement:** An engaged student is one who is willing to step into the arena of class discussion, to ask questions, to supply answers, and to generate the internal dialogue necessary to determine if a discussion is important and relevant to himself. Students should be viewing the class via Zoom and should not be browsing the internet instead. Scholars should be prepared to take notes on the text and on class discussion.

**2. Attention to Detail & Preparedness:** These students are ones who consistently adhere to deadlines, submission requirements, adhering to style guides and codes, confirm technology is working prior to the start of class, be responsible to determine how to proceed after an absence, be responsible for consulting his course syllabus and adjusting as the class proceeds, etc. Students should come to class prepared—having done any necessary reading or writing ahead of time. They should also come mentally prepared—ready to focus on the material being presented. Students should arrive to the Zoom meeting on time and if they are late should respectfully listen to try to understand where the class is in relation to the text and should wait patiently for the teacher and classmates to finish their current task, which is when the teacher will catch the student up. Homework should be uploaded to Canvas before class begins. Students should try to develop the virtue of constancy by remaining focused and diligent and pushing away even “good” distractions that would inhibit learning and mastery.

**3. Self-Monitoring:** Students in the 3rd – 5th grade range should continually develop self-monitoring skills. Students who successfully self-monitor can evaluate their own performance. They are able to see both their own strengths and their own weaknesses. Self-monitoring students are the ones who determine which problems they can work through on their own and where they need peer, teacher, or parent support.

**4. Task Initiation:** This student recognizes the time to begin working and is able to do so without procrastination. A student who can initiate tasks easily adjusts from a Zoom classroom to a breakout room while still maintaining a scholarly attitude.

**5. Employing Critiques:** These students are ones who receive feedback to one of their submissions, and then attempt to apply that feedback to future assignments rather than repeat mistakes. These students also glean information from the live class feedback from fellow students and note mistakes to avoid by learning from others. Students should have an attitude of humility when receiving feedback, as this affords an invaluable opportunity to grow and to develop their God-given talents. Likewise, students should celebrate the successes of their peers.

**6. Problem Solving:** A student with well-developed problem-solving skills is willing to persevere, even when he is unable to successfully overcome a challenge on the first try. Good writing involves the problem-solving skills of perseverance; looking at a story from a new perspective; finding an additional source or doing research; taking a rest to refresh the mind and body; or asking for help from a teacher, parent, or the Lord.

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## STUDENT EXPECTATIONS IN ACTION

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The long-term, ultimate goal for the student will be to master English grammar in order to winsomely express oneself both orally and in writing. At Scholé Academy, we recognize that education is more than the acquisition of information. Ultimately, we regard education as a means to know, love, and serve God. We encourage students to engage in their studies with both rigor and humility, accepting instruction, recognizing their own strengths and weaknesses, and rejoicing when others succeed. Students should strive for patience, with themselves and fellow classmates; constancy, through remaining focused and diligent in the face of distraction; and perseverance, or being willing to do what must be done in order to achieve mastery. Teachers strive to model these characteristics. The *Ancient Historian* student will be expected to:

- Be respectful of others during class time. This involves speaking when called upon, listening attentively, participating actively in the class discussion and practices, and focusing on the discussion. Conversely, it does not include speaking out of turn, distracting others, or bringing unrelated material to the conversation.
- Strive for mastery of each concept. The activities and practices serve to promote understanding and enjoyment of the study of grammar. Students should apply their best effort in all work involved with the class. Should students encounter difficulty with their work, they should endeavor to understand and strive to complete the work, however inaccurately it may be. Putting forth effort exemplifies integrity in learning and fosters solid study habits as well as a mind inclined towards perseverance.
- Arrive to class on time and with all assigned material completed. The instructor will facilitate learning for the student, but the responsibility for staying up-to-date with classwork and assignments ultimately falls to the student. **Students who have not completed their assignments by the start of class will be excused to a breakout room to complete their work and will be welcomed back when the class finishes discussing the assignment. This will count as a tardy.**
- Avail themselves of all the resources and materials related to our class, i.e., texts, Canvas, class time, and office hours when needed.
- Complete all assignments to the best of his ability and upload all assignments by the due date/time into the appropriate Canvas assignment folder prior to the start of class. Students will submit their work by scanning their homework pages and uploading it into the Canvas assignment window. All work posted to Canvas is to be scanned and uploaded unless otherwise noted. Assignments submitted by email will not be accepted. Photographs of completed assignments will not be accepted as they are incredibly difficult to read and grade. Submissions that are not scanned right side up or are not entirely legible will be noted and given one opportunity to be submitted correctly.

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## STUDENT GRADING AND EVALUATION

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While pursuing *The Curious Historian* through Scholé Academy will be restful, we also recognize the need to provide grades to students. Earning a specific grade should not overshadow achievement goals for mastery of this discipline.

Students will not be measured against a traditional grading scale with letters and numbers. Instead, instructors will assess the student as a whole, including participation, attitude, behavior, growth, virtue, and understanding. Teachers will assign the following broad categories to your student's level of achievement according to Scholé Academy's grading policy:

- Magna Cum Laude:** “with great praise”; the student goes above and beyond what is expected, consistently exhibiting mastery of material, demonstrating love, humility, patience, constancy, and perseverance in work and interactions with others. This mark is rarely achieved.
- Cum Laude:** “with praise”; the student has been following directions, doing homework, participating cheerfully, and clearly working hard as the weeks progress. This is work to be proud of. The student works toward mastery of self and the material presented. Ideally, every student working diligently should do praiseworthy work (cum laude).
- Satis:** “sufficient”; the student is completing homework, attending class, understanding things with a few gaps, perhaps a forgotten homework assignment here and there. Students who do adequate but not praiseworthy work will be designated satis.
- Non Satis:** “not sufficient”; the student has significant gaps, homework is not turned in, missing class often, failing to participate in class. Students who receive *non satis* grades will need to do additional work to achieve understanding and be able to move on to subsequent levels of grammar study.

Student work and assessments will be completed in the text, occasional online tools, and additional PDFs and will include classroom participation and frequent practice assignments. Any additional assignments not included in the required textbooks will be posted on Canvas with ample time before the start of class and should be printed in preparation for the student's participation in class. In conjunction with the grading scale outlined above, narrative evaluations of student performance in the classroom will be sent quarterly to keep parents informed of their students' level of growth and achievement. These narrative evaluations are the core of the student assessment process.

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## STUDENT EVALUATION : MASTERY PORTRAIT

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By the end of the class, cum laude students will be able to . . .

- Understand the concept of a timeline and memorize an ancient history timeline.
- Be able to identify significant locations on a map of the ancient world.

- Recognize and narrate significant historical events of ancient times.
- Describe prominent figures of antiquity.
- Write short paragraphs about the culture, architecture, and worldview of Sumerian, Mesopotamian, and Egyptian cultures.

### **STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS**

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Student's grades will be comprised of the following:

#### **Class Participation (25%)**

1. Active listening
2. Group work
3. Participation in class discussions
4. Preparedness
5. Staying on task and following along with the text
6. Timely attendance
7. Putting forth one's best effort
8. Guided Drawings
9. Attitude and approach towards the class and its members

#### **Homework (45%)**

1. Textbook exercises
2. Reading comprehension questions
3. Quizzes

#### **Summative Assessments (30%)**

1. Unit Projects
2. Semester tests
3. Recitations

## Absences

The following is taken from the *Student-Parent Handbook*:

Our classes are live and highly interactive, with students regularly interacting with their instructor and peers and participating in class discussion. **Students are expected to attend classes with their videos turned on and to function as a full participant in each class, contributing to the class dynamic and success of the entire cohort.** There are, of course, circumstances, both planned and unplanned, in which students must miss a class. In such circumstances, we provide students with a recording of the live class session so that they may view the session they missed. Whenever possible, we ask that students alert their instructor of their absence before missing class. While recordings of live sessions are a helpful tool for occasional absences, they are not a sufficient replacement for class participation in the long term. **We allow a maximum of 6 absences for yearlong courses that meet 2 times per week.**

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## STUDENT EVALUATION: ACADEMIC INTEGRITY

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Students will often take tests and/or quizzes privately at home. Students are on their honor to abide by Scholé Academy's Learning Philosophy which assumes the personal cultivation of Student-Virtues described in the Student-Parent Handbook. **We ask that parents proctor quizzes and tests to help keep their children accountable.**

Specifically, cheating and plagiarism are punishable offenses. Copying the work of other students is prohibited and proper citation of all sources is essential.

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## THE VIRTUAL CLASSROOM:

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We will be using the free online "virtual classroom" software provided by Zoom. The live, interactive nature of our courses is foundational and we require cameras to be on during all class sessions. The virtual classroom will provide students with interactive audio and an interactive whiteboard in which texts, diagrams, video and other media can be displayed and analyzed. We will provide students with a link (via email) that will enable students to join the virtual classroom. Courses will be managed through our learning management system, Canvas.

Specific information regarding the technology used by Scholé Academy (including required technology) can be found by visiting the [Technology in the Classroom](#) section of the Student Parent Handbook.

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## ABOUT THE INSTRUCTOR

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### Mrs. Audrey Christensen

Instructor and Tutor

[achristensen.scholeacademy@gmail.com](mailto:achristensen.scholeacademy@gmail.com)

Audrey Christensen holds a BA in English from the University of Alabama in Huntsville with a minor in education and is currently pursuing an MA in Composition & Rhetoric from Shawnee State University. She loves



teaching all things humanities and has experience in the classical classroom as both a student and a teacher. Audrey's strengths lie in helping students understand the mechanics behind effective grammar and strong composition. With experience as a writing tutor for 5 years and classical instructor for 2 years, she has a passion for helping students become confident thinkers and writers. Growing up in Appalachia gave her a love for storytelling and seeing the Lord's glory in nature, making real-life connections with the good, true, and beautiful. Audrey enjoys being active, reading, spending time outside, traveling with her husband Jonathan, and being involved in her local church alongside her husband. The Christensens currently reside in Fort Worth, Texas.

If you have questions about this course, please send me an email! I'd love to chat.

*Please note: While this syllabus addresses details specific to this course, it is not extensive. Parents should also read the Student-Parent Handbook located on [scholareacademy.com](http://scholareacademy.com) and be familiar with the ideas, policies, and procedures outlined.*