



SCHOLÉ ACADEMY  
CLASSICAL ACADEMIC PRESS

# The Curious Historian: Classical World

**Mr. Christian Herring**

Yearlong Course 2023-2024

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## ELIGIBLE STUDENT:

**Incoming 5th and 6th graders.**

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## REQUIRED TEXTS:\*

- Classical Academic Press' *The Curious Historian 2A: Greece and the Classical World*
- Classical Academic Press' *The Curious Historian 2B: Rome and the Classical World*
- *The Children's Homer* by Padraic Colum.
- *The Aeneid for Boys and Girls* by Alfred Church
- Recommended Supplemental Text: *Story of the World Vol. 1* by Susan Wise Bauer.

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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:** September 5-May 24 excluding scheduled holidays.

**OFFICE HOURS:** If you have questions between scheduled class sessions please feel free to email me or set up a virtual meeting. I am more than willing to help answer your questions or concerns in any reasonable way.

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## COURSE DESCRIPTION

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*For if history records good things of good men, the thoughtful hearer is encouraged to imitate what is good: or if it records evil of wicked men, the devout, religious listener or reader is encouraged to avoid all that is sinful and perverse and to follow what he knows to be good and pleasing to God. Bede.*

Delving into the pages of history can be one of the most delightful endeavors a student can have. A journey can be taken back through the centuries and a glimpse is given of the highs and lows of the human experience. Most importantly for the classical student, pictures are painted of people who have displayed both virtue and vice, wisdom and folly.

In this course our focus will be especially on the Classical world of Greece and Rome. In addition to the information and exercises in the textbook we will enjoy two supplemental books: *The Children's Homer* and *The Aeneid for Boys and Girls*.

## COURSE MAP

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<b>Fall</b>	<i>The Curious Historian Level 2A: Greece and the Classical World</i>	<i>The Children's Homer</i>
<b>Spring</b>	<i>The Curious Historian Level 2B: Rome and the Classical World</i>	<i>The Aeneid for Boys and Girls</i>

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## STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS

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### IMPORTANT SKILLS & BEHAVIORS NEEDED FOR SUCCESS IN THIS COURSE • - -

- Students should be able to read fluently at a late-elementary level (aloud and quietly) and answer lower-order comprehension questions.
- Students should be able to independently write complete sentences and compose short paragraphs.
- Students should have skills needed in discussion—perseverance, patience, and the willingness to think deeply.
- Children should be able to log in to Canvas to review homework assignments and upload completed work. If a student is not able to navigate Canvas independently, a parent or guardian should be willing to assist that student with homework assignments and other course materials obtained through this platform.

**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.

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### STUDENT EXPECTATIONS IN ACTION

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Some student work will be completed in the textbook. However, a large portion of the class will involve regular classroom participation, taking notes on grammar and vocabulary, and reading

adaptations based on the readings in the textbook. Students will receive homework derived from exercises in the textbook and supplementary exercises designed by the department. Students will also be encouraged to use some online tools.

During class time, students will review answers, pose questions, and explain and justify their answers and solutions. They will be required to take notes documenting the new content covered in each class. Each week the teacher will lead discussions informed by issues and problems raised by students, as well as issues introduced by the teacher.

In this class, students will be expected to listen attentively and participate actively in class discussions and practices. Students are expected to arrive to class on time 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 is ultimately the responsibility of the student.

**Students who have not submitted their homework to the appropriate Schoology assignment folder prior to the start of class will not be permitted to join the live class session.** Those students will be asked to leave the Zoom session to work privately until they have completed the day's assignment. After they have completed their homework submission, they will be permitted to rejoin the class in session. Time spent in a breakout room will constitute an absence from class.

All assignments will be due in the appropriate Canvas Assignment folder prior to the start of class each day. Students turning in late work will not be able to receive full credit. Students will submit their work by scanning their homework pages and uploading it into the Canvas assignment window as one PDF document. **Photographs of completed assignments will not be accepted as they are incredibly difficult to read.**

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## STUDENT GRADING AND EVALUATION

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While pursuing history through Scholé Academy will be “restful” and enjoyable, we also recognize the need to provide grades for students who will be using this course as part of their prepared college transcript. It’s a delicate balance to achieve both restful learning and excellent academic performance. Earning a specific grade should not overshadow achievement goals for mastery of this discipline. The teacher will assign the following grades to your student’s level of achievement: *magna cum laude* (with great praise); *cum laude* (with praise); *satis* (sufficient, satisfactory) and *non satis* (not sufficient).

Ideally, every average student working diligently should do praiseworthy work (*cum laude*). Those who excel beyond this expectation will receive *magna cum laude* for their efforts. Work which demonstrates minimal but sufficient mastery will be designated *satis*. *Non satis* designates work that demonstrates insufficient mastery. Additionally, we will provide a transcript with a

traditional percentage grade to the requesting parent at quarterly intervals. All students will receive both a Scholé evaluation and a percentage grade at the end of the year.

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### **STUDENT EVALUATION : MASTERY PORTRAIT**

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**By the end of the course cum laude students should be able to...**

- Put significant historical events of the time period covered in order.
- Write coherent and meaningful paragraphs on topics discussed in class and studied throughout the week.
- Describe, with confidence, the importance of the Greek and Roman cultures and their impact on Western Civilization.
- Narrate significant events from the time period covered.

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

The teacher will communicate with students regarding assignment feedback and grading through the free online grading system, Canvas. The teacher will provide students with more detailed information and access to the Writing and Rhetoric course page.

Students' grades will have the following weight (out of 100):

1. Class Participation (discussion, note taking, commonplace): 30
2. Homework assignments: 30
3. Assessments: 40

The incremental nature of the assessments is in place to ensure that students are continually reviewing previous material.

Typically Speaking:

- magna cum laude is the grade range of 94% or above.
- cum laude is the grade range of 85-93%
- satis is the grade range of 75-84%
- non satis is any grade lower than a 75%

This reflects the student's mastery and ability to move on to the next level.

Students and their parents will receive quarterly feedback from their teachers in the form of a quarterly update.

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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.

### 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.

### ABOUT THE INSTRUCTOR

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Christian Herring holds a B.S in History from Western Carolina University, an M.Div from Hood Theological Seminary, and a Th.M in Church History from Liberty University. He has been teaching in a variety of settings from churches to prisons to a hybrid-model Classical Christian school, since 2005. He loves sharing his passion for history, the Bible, and great literature. His teaching philosophy revolves around reading great books, having great discussions, and writing great papers.

It is his conviction that education is an essential part of discipleship, no matter what the specific subject matter is, therefore the Christian worldview brings itself to bear on all areas of study. Furthermore, all areas of study contribute to forming us into wise, virtuous, and godly human beings. Christian, his wife and four children call central North Carolina home. He typically enjoys a cup of hot tea during class.

*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 [scholeacademy.com](http://scholeacademy.com) and be familiar with the ideas, policies, and procedures outlined.*