

Kolbe Academy Home School

GRADE EIGHT HISTORY

Land of Our Lady, Volume V: Guardians of Freedom

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COURSE TITLE: History

COURSE TEXT: *Land of Our Lady Series, Guardians of Freedom, Volume V.* Neumann Press. (T7308)

Supplemental Material: *Land of Our Lady Series, Guardians of Freedom, Volume V. Answer Key.* (T7308A)

COURSE DESCRIPTION:

Before going through the text of a chapter, check out the activities, etc. at the end of the chapter and the end of the unit. It is recommended that you have a globe to use in conjunction with the text. Point out the relevant areas as you encounter them.

Have the student become familiar with The Declaration of Independence, the Constitution of the United States, and the Amendments to the Constitution as shown on page 347 – 368. Also, have him be aware of the Index on pages 369 – 383.

1. To identify important
 - ❖ People
 - ❖ Events
 - ❖ Places
 - ❖ Dates
2. To identify, evaluate and discuss the relationships among those people, events, places and dates that developed the course of history.
3. To trace either the rise or the fall of a state, and to give facts pointing to the actions which took place causing the rise or fall of that state.
4. To identify the major elements of the growth of civilization in the United States.

SCOPE AND SEQUENCE:

1. The United States—A giant among nations
 - ❖ US expansion
 - ❖ Spanish control ceases in America
 - ❖ Struggle for peace in Foreign Countries
2. The American business world: owners and managers
 - ❖ The rise of big business
 - ❖ Standards of living
 - ❖ Government protects and regulates industry
3. American workers
 - ❖ The worker in American society

- ❖ Social justice
 - ❖ Labor problems
4. Farmers
 - ❖ Security for farmers
 - ❖ Government aid for farmers
 5. Progress in America
 - ❖ Federal aid for progress in America
 - ❖ Cultural and scientific contributions to progress in America
 6. World War I
 - ❖ Economic rivalry
 - ❖ American participation
 - ❖ A failed peace
 7. World War II
 - ❖ The cause of the war
 - ❖ Allied victory
 - ❖ The aftermath
 8. The preservation of American heritage
 - ❖ The American ideal of democracy
 - ❖ Saving American democracy

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, *Guardian of Freedom* is represented by the abbreviation **GOF**. 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 quarterly 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, only one sample of written and graded work is required per quarter per course along with the signed and filled out report card. The weighting suggestion in the end of quarter 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 four 9-week quarters. Week 8 is a lighter week, and usually includes 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 quarter.**

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 QUARTER ◆◆◆

WEEK 1				
◆◆◆ Unit One: The United States—A Giant among Nations ◆◆◆				
Book	Weekly Breakdown	Goals and Notes for the Week		
GOF	Pages 3-29	Chapter 1: The United States Expands Its Boundaries: Foreign Policy, Alaska, Samoa and Hawaii		
<div style="border: 1px solid black; padding: 5px; width: fit-content;">Notes</div>				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	GOF Pages 3-13, 347	<input type="checkbox"/>	Have the student look through the book to become familiar with it. Especially become aware of the documents that begin on page 347 and know how to use the index that follows. Read pages 3-13. The outline on page 12 shows what will be covered in this unit.	
DAY 2	GOF Do You Know the Meaning of These	<input type="checkbox"/>	Have the student go over Do you know the meaning of these? Page 29. Explain that the student should become familiar with these phrases as he progresses through the chapter.	
DAY 3	GOF Pages 14-21	<input type="checkbox"/>	Have the student read and discuss pages 14-21.	
DAY 4	GOF Pages 21-29	<input type="checkbox"/>	Have the student read and discuss pages 21-29.	
Week 1 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Do you know the meaning of these?	<input type="checkbox"/>			
Read and discuss	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Week 1 Average	Add up column C & divide by number of included <input checked="" type="checkbox"/> assignments =			%

◆ COURSE PLAN ◆

WEEK 2				
Book	Weekly Breakdown	Goals and Notes for the Week		
GOF	Page 29	Chapter 1 written work		
<div style="border: 1px solid black; padding: 5px; width: fit-content;">Notes</div>				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	GOF Sentences	<input type="checkbox"/>	Have the student use each of the words and phrases in Do you know the meaning of these? in sentences that show there is an understanding of their meanings. Page 29.	
DAY 2	GOF Questions	<input type="checkbox"/>	Have the student write the answers to 1 & 2 of Some questions to think about and discuss. Page 29.	
DAY 3	GOF Questions	<input type="checkbox"/>	Have the student write the answers to 3, 4, & 5 of Some questions to think about and discuss. Page 29.	
DAY 4	GOF Test Your Knowledge	<input type="checkbox"/>	Have the student do Test your knowledge. Page 29.	
Week 2 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Sentences	<input type="checkbox"/>			
Questions	<input type="checkbox"/>			
Questions	<input type="checkbox"/>			
Test your knowledge	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Week 2 Average	Add up column C & divide by number of included <input checked="" type="checkbox"/> assignments =			%