

# Kolbe Academy Home School

## GRADE FIVE HISTORY *Famous Men of Rome*

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**COURSE TITLE:** History

**COURSE TEXTS:** *Famous Men of Rome*, Memoria Press, (T7834)

**Supplemental Material:** *Famous Men of Rome, Teacher Guide*, T7834A and *Student Guide*, and T7834B. The *Teacher Guide* is not written into the course plans, but offers answers to the lessons in the *Student Guide* and tests to make sure the student understands the lessons. Both books, although not necessary, offer great tools to aid in the understanding of Roman History.

**COURSE DESCRIPTION:**

This course is designed to introduce the student to the great figures of Roman history and myth, and to trace the historical rise and fall of the Roman civilization.

**COURSE OBJECTIVES:**

- ❖ To familiarize the student with the great figures of Rome that contributed to the thought and culture of Catholic Europe;
- ❖ To help the student become more familiar with the flow of history and the chronological relationships between events, particularly in regard to Rome and early Christianity;
- ❖ To continue to introduce the student to cultural and historical perspectives that will help him recognize and criticize the assumptions of our own age from a Catholic standpoint.

**SKILLS TO BE DEVELOPED:**

- ❖ Memorization (of important dates);
- ❖ Research (using the encyclopedia);
- ❖ Report-writing.

**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, *Famous Men of Rome* student textbook is represented by the abbreviation **FMR**. *Famous Men of Rome* Student Guide is represented by the abbreviation **STU**. Each weekly assignment is summarized in the first rows of the week's daily course plan along with the goals and notes for that week. The specific daily assignments for the student 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 reading assignments are shown on **DAY 1** and **DAY 3**, and it is suggested that the student use **DAY 2** and **DAY 4** to work on lessons in the Student Guide as well as vocabulary and names to remember or any other activities related to Roman History. This outline can be altered; 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 home schooling 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 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.**

Some children have a difficult time doing written exams, but it is important for them to learn how to take them. If your fifth grader does poorly on them, give them to him orally a couple of days after he has taken them and average the grades.

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		
Book	Weekly Breakdown	Goals and Notes for the Week
FMR	Pages 4-10: <i>Romulus</i>	Throughout the book, there are names to remember and vocabulary words to know. It is recommended that the student have a notebook in which he writes the names and vocabulary words with explanations or definitions to help reinforce what he reads. Use <b>DAY 2</b> and <b>DAY 4</b> to work on this.  <b>Names:</b> Aeneas, Romulus, Remus, Sylvia, Vestal Virgins, Faustulus, Palatine Hill, Sabines, Tarpeia, Campus Martius, Tiber River. <b>Vocabulary:</b> Senate, patricians, plebeians, adjacent, descendants, feeble, scornfully, perish, refuge, and any other words with which the student is not familiar.
FMR	Names & Vocab: Pages 151-157	
STU	Lesson 1	

Notes

Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines
DAY 1	Do FMR Pages 151-157 And 5-7	<input type="checkbox"/>	Go to pages 151-157, The Glossary of People and Places and the maps. Have the student become familiar with this section to be used as a reference as the student proceeds through the text. Have him read pages 5-7 – Section I-III.
DAY 2	Do STU Lesson 1	<input type="checkbox"/>	Have the student do Lesson 1 in STU. The lesson can be divided for two days and finished on DAY 4. Have him work on vocabulary and names to remember and any other activities related to Roman History. Have the student write down ten of the above listed names or vocabulary words along with their description in a notebook.
	Do FMR Names & Vocab	<input type="checkbox"/>	
DAY 3	Do FMR Pages 7-10	<input type="checkbox"/>	Have the student read and discuss pages 7-10 – Section IV.
DAY 4	Do FMR Names & Vocab	<input type="checkbox"/>	Have the student finish Lesson 1 in STU. Have him work on vocabulary and names to remember and any other activities related to Roman History. Have the student write down the rest of the above listed names or vocabulary words along with their description in a notebook.

Week 1 Grade Book

Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Names and Vocab 1	<input type="checkbox"/>			
Names and Vocab 2	<input type="checkbox"/>			
Lesson 1	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			

<b>Week 1 Average</b>	<b>Add up column C &amp; divide by number of included <input checked="" type="checkbox"/> assignments =</b>	<b>%</b>
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◆ COURSE PLANS ◆

WEEK 2		
Book	Weekly Breakdown	Goals and Notes for the Week
FMR	Pages 11-14: <i>Numa Pompilius</i>	<b>Names:</b> Numa Pompilius, Egeria, Janus, Temple of Janus, four pillars of Roman culture, augurs. <b>Vocabulary:</b> induced, eloquence, statuary, degraded, reign, prosperous, contented, January
FMR	Names & Vocab: Pages 151-157	
STU	Lesson 2	

Notes

Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines
DAY 1	Do FMR Pages 11-12	<input type="checkbox"/>	Have the student read and discuss pages 11-12 – Section I-II.
DAY 2	Do STU Lesson 2	<input type="checkbox"/>	Have the student do Lesson 2 in STU. Have him work on vocabulary and names to remember and any other activities related to Roman History. Have the student write down seven of the above listed names or vocabulary words along with their description in a notebook.
	Do FMR Names & Vocab	<input type="checkbox"/>	
DAY 3	Do FMR Pages 12-14	<input type="checkbox"/>	Have the student read and discuss pages 12-14 –Section III.
DAY 4	Do FMR Names & Vocab	<input type="checkbox"/>	Have the student finish Lesson 2 in STU. Have the student work on vocabulary and names to remember and any other activities related to Roman History. Have him write down the rest of the above listed names or vocabulary words along with their description in a notebook.

Week 2 Grade Book

Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Names and Vocab 1	<input type="checkbox"/>			
Names and Vocab 2	<input type="checkbox"/>			
Lesson 2	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			

<b>Week 2 Average</b>	<b>Add up column C &amp; divide by number of included <input checked="" type="checkbox"/> assignments =</b>			<b>%</b>
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