CONNECTED LEARNING SERIES

World History

CIVILIZATIONS • IDEAS • CHARACTER



UPLIFTING EDUCATION

Parent Guide

A 36-Week High School Course

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World History: Civilizations, Ideas & Character

Connected Learning Series | Parent Guide

PUBLICATION

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A LOOK INSIDE THE PARENT GUIDE

WELCOME TO CONNECTED LEARNING

World History: Civilizations, Ideas & Character is a 36-week high school course that develops historical understanding, evidence-based reasoning, and thoughtful discussion. Students work independently, with brief parent check-ins every two weeks.

NOTICE > COMPARE > CONNECT & TEST > EVALUATE & BUILD

YOUR TWO-WEEK RHYTHM

1	**Review progress**	Check the MSGR, assigned work, and Investigator Entries. Record both Weekly Investment marks.
2	**Discuss Character & Ideas**	Allow about 15-20 minutes. The student prepares; the parent guides the conversation.
3	**Review Level Challenges**	At quarter checkpoints, review historical thinking and score the challenge using the course rubric.

LEVEL CHALLENGES: LEARNING TO INVESTIGATE

Each Level Challenge uses four criteria worth 0-2 points: Historical Understanding, Investigator Thinking, Evidence & Support, and Conclusion & Synthesis. **Level 1** is completed in Week 9 and scored at the regular Weeks 9-10 meeting. The parent determines the final score.

OPTIONAL HELP FOR PARENTS

Historical Thinking Review

Open beside the Level Challenge or History Investigation notes. Share the assignment and response without names. Feedback is the default; provisional scoring is optional.

OPEN THINKING REVIEW

Discussion Companion

Prepare, consider another perspective, make a connection, or find an opening question. Paste the complete relevant two-week Parent Guide section.

OPEN DISCUSSION COMPANION

Click a link, then press **Send**. The parent leads the discussion and decides any final grade.

WHAT FOLLOWS: The complete Weeks 9-10 Parent Guide section follows. Its companion links remain clickable, and the original page numbers are retained.

WEEK 9

Greek Thought & Culture

WHAT YOUR STUDENT LEARNED

This week your student encountered Greek thinkers who asked enduring questions about truth, justice, knowledge, and the best way to live.

Socrates, Plato, and Aristotle approached these questions differently, but the week's central idea was that confidence alone does not establish truth. A person can be sincere and still be mistaken. Good thinking requires enough conviction to reach conclusions while retaining enough humility to question assumptions and consider evidence.

Your student also prepared for **Character & Ideas 5** by studying either Daniel or Socrates. That discussion takes place in Quarter 2, so there is no Character & Ideas discussion to complete this week.

QUICK REVIEW & ASSESSMENT

Use the **Master Schedule & Grade Record** to confirm that the required Week 9 work was completed and that World History Detective work was self-corrected.

The student completes Week 9 assignments and the Level 1 Challenge this week. Weekly Investment for Week 9 is recorded at the next regular two-week review, together with Week 10.

At the Weeks 9-10 meeting, review the Level 1 Challenge and finalize the Quarter 1 grade. The scoring notes below are provided for that meeting.

HISTORY INVESTIGATION: SUGGESTED ANSWER

OPEN AI HISTORICAL THINKING REVIEW COMPANION (OPTIONAL)

Week 9 | Architectural Detective. IDENTIFY: A = Doric (simple capital), B = Ionic (scrolls), C = Corinthian (elaborate leaflike decoration). LOOK CLOSER: Any correctly observed defining feature is acceptable. CONNECT: Later builders could imitate or adapt recognizable Greek styles to express beauty, tradition, prestige, or civic importance; styles changed as they spread.

CIVILIZATION INVESTIGATOR LEVEL 1 CHALLENGE

Learn to Notice

OPEN HISTORICAL THINKING REVIEW COMPANION (OPTIONAL)

Your student chooses one civilization, person, event, or idea from Weeks 1-9 and writes **4-6 sentences**.

The response should:

identify an important piece of historical evidence

explain something important that could easily be overlooked

recognize a strength, weakness, tradeoff, or consequence

reach a reasonable conclusion that takes the evidence into account

WHAT TO LOOK FOR

The student does not need to choose a particular topic or reach a predetermined conclusion.

A strong response should show that the student is beginning to **look beyond the first or easiest judgment**.

For example, the student might recognize that:

Hammurabi's written laws brought order while not making every law just.

Sparta demonstrated genuine discipline and strength while placing heavy demands on individuals.

Athens expanded citizen participation while excluding many people from political rights.

Alexander's empire broke apart while his cultural influence continued.

Ashoka's military victory brought power while also leading him to confront the human cost of conquest.

These are examples only. Other well-supported responses are equally appropriate.

LEVEL 1 SCORING

Score the response in the four areas shown in the Master Schedule & Grade Record:

Historical Understanding: ____ / 2
Does the response show reasonable understanding of the history chosen?

Investigator Thinking: ____ / 2
Does the student notice something beyond an obvious or overly simple conclusion?

Evidence & Support: ____ / 2
Does the student use relevant historical evidence to support the thinking?

Conclusion & Synthesis: ____ / 2
Does the response reach a reasonable conclusion that fits the evidence?

Level 1 Challenge Total: ____ / 8

The goal is not a perfect historical essay. Look for evidence that the student is beginning to practice the Quarter 1 skill:

I can investigate evidence before rushing to a conclusion.

END OF QUARTER 1

Use the **Master Schedule & Grade Record** to total:

Weekly Investment: ____ / 18
Character & Ideas 1-4: ____ / 8
Level 1 Challenge: ____ / 8

Quarter 1 Total: ____ / 34

Then calculate the Quarter 1 percentage.

QUARTER 2

CIVILIZATION INVESTIGATOR: LEARN TO COMPARE

Quarter Goal:
I can compare civilizations and explanations without reducing complicated history to one simple judgment.

WEEK 10

The Roman Republic

WHAT YOUR STUDENT LEARNED

Your student examined how the Roman Republic divided political responsibilities among consuls, the Senate, assemblies, and other institutions rather than placing all authority permanently in one person's hands. Written law, civic responsibility, and limits on power were part of Rome's attempt to create functioning government while reducing the danger of abuse. Students also considered why even intelligent, well-intentioned leaders can make mistakes and why good character and institutional safeguards may both matter.

QUICK REVIEW & ASSESSMENT

At the regular Weeks 9-10 review, confirm both weeks' work, record both Weekly Investment marks, discuss Character & Ideas 5, and finalize the Quarter 1 grade using the Level 1 Challenge completed in Week 9.

CHARACTER & IDEAS 5

Truth, Conscience & Wisdom

OPEN AI DISCUSSION COMPANION (OPTIONAL)

CHARACTER QUESTION

Why might even a good leader need limits on power?

A LITTLE CONTEXT

Your student prepared in Week 9 by studying either **Daniel** or **Socrates**. Both studies explored the relationship between conviction and humility. A person may sincerely believe something and still need to listen, learn, and examine assumptions.

The Roman Republic brings that same issue into government. Even capable and well-intentioned rulers are human. They can make mistakes, favor friends, become angry, or use poor judgment. Divided power, known laws, and other safeguards can provide protection when human judgment fails.

POSSIBLE DIRECTIONS FOR THE CONVERSATION

You might explore one or two of these if helpful:

- Does good character eliminate the possibility of serious mistakes?
- Why might a government need to prepare for future leaders, not just the present one?
- Can limits on power ever make it harder for government to act when action is necessary?
- Why can emergency powers be both useful and risky?
- How might good character and good institutions support one another?

There is no required conclusion about exactly how much authority a leader should have.

OPTIONAL FAITH CONNECTION

- How can faith give someone strong conviction while still encouraging humility?
- How might prayer, reflection, Scripture, or other faith practices help someone seek wisdom rather than simply defend an opinion?
- Is being willing to admit we may be mistaken compatible with having strong faith? Why?

ONE THING TO LISTEN FOR

Listen for whether your student recognizes that **trusting a leader's character and placing reasonable safeguards around power do not have to be opposites**.