

COURSE TITLE

AP European History

LENGTH

Full Year
Grade 12

DEPARTMENT

Social Studies

SCHOOL

Rutherford High School

DATE

Revision Date: 8/24/2020

Initial BOE Approval Date (Born on): 6/15/2015

AP European History

I. Introduction/Overview/Philosophy

This course is a study of European history since 1450 and is an introduction to the cultural, economic, political, and social developments that have played a fundamental role in shaping the world. It creates a context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. Building upon the knowledge and skills developed and learned in previous social studies courses, students will continue their in-depth studies and preparation for the Advanced Placement examination. The course meets the New Jersey Student Learning Standards, the AP College Board requirements, and all LGBTQ+, Holocaust/Genocide and Amistad mandates.

Since it is taught at a college level, the students are expected to work at a high level, do extensive and intensive readings of primary and secondary sources, continue developing their analytical abilities, form accurate conclusions from available information, analyze various historians' views, and improve their skills with the available technology. Each student enrolled in this course is mandated to take the Advanced Placement European History Examination and do well so as to earn full college credit.

II. Objectives

Course Outline:

Unit 1: Renaissance and Exploration

- Italian Renaissance
 - Humanism
 - revival of classical texts and movement from theology- Petrarch & Mirandola
 - secular models for individual and political behavior- Castiglione- *The Courtier*
 - Civic Humanism- Niccolo Machiavelli- *The Prince*
 - Art
 - fresco, perspective
 - Leonardo da Vinci, Michelangelo, Raphael- *The School of Athens*
- Northern Renaissance- Flanders, Belgium
 - printing press
 - growth of vernacular language and national cultures
 - Flemish Art- naturalism
 - Jan Van Eyck, Albrecht Durer, Pieter Brueghel the Elder- *Netherlandish Proverbs*
- New Monarchies
 - Military Revolution
 - Political centralization
 - Spain, England, France
- Exploration
 - Motives for exploration- God, glory, & gold
 - Advances in technology, navigation, cartography, military technology, new ship technology- stern rudder, gunpowder, horses

- New economic ideas
 - Mercantilism
 - commercial revolution
 - price revolution
 - balance of trade
 - joint stock companies
 - English- market economy
 - Gentry
 - Nobles of the robe
 - Bank of England
 - East India Company
- Conquests
 - Spain- colonies in Americas, Caribbean, Pacific
 - Portugal- African coast, South and East Asia, South America
 - Atlantic Nations- France, England Netherlands
 - Rivalries on the World Stage
- The Slave Trade
 - Middle Passage
- Columbian Exchange
 - new plants, animals, and diseases
 - subjugation and destruction of indigenous peoples

Unit 2: Age of Reformation

- Protestant Reformation
 - Martin Luther- 95 Theses
 - Peace of Augsburg- Charles V- HRE
 - Church of England- Anglican Church
 - Anabaptists, Calvinists, Huguenots, Puritans
- Catholic Reformation
 - Council of Trent
 - Jesuit order & *Index of Prohibited Books*
 - Roman Inquisition
- Life in 16th Century
 - Women's roles- *la querelles des femmes*- debates about the role of women
 - Agriculture- little ice age, three field, enclosure movement
 - Witch-hunts
 - Popular culture-leisure activities- carnivals, saints' feasts, folklore, charivari\
 - 16th Century Art- Mannerism, Baroque
- Religious Wars
 - Catholic Spain vs. Protestant England
 - Rebellion in Netherlands
 - French Wars of Religion- Henry IV- Edict of Nantes (1598)
 - Thirty Years' War- Treaty of Westphalia (1648)

Unit 3: Absolutism & Constitutionalism

- France- Louis XIV
 - mercantilism- Jean Baptiste Colbert

- 7 Years War, War of Spanish Succession, Treaty of Utrecht
- Eastern & Central Europe
- Hapsburg- Austria- Maria Teresa
 - Battle of Vienna- defeat of the Turks (1683)
- Hohenzollerns- Prussia- Frederick II
- Partition of Poland
- Russia- Peter the Great
 - Table of Ranks
 - westernization
- Alternatives to Absolutism
 - England- Constitutionalism
 - English Civil War
 - Glorious Revolution
 - English Bill of Rights
 - The Dutch Republic- The Dutch Golden Age
 - oligarchy and urban gentry
 - Dutch Realism- Vermeer, Rembrandt
 - urban financial centers, Bank of Amsterdam, DEIC

Unit 4: Scientific, Philosophical and Political Developments

- Scientific Revolution
 - natural philosophy- Aristotle, Galen, Ptolemy
 - astronomy- Copernicus, Galileo, Newton, heliocentric theory
 - anatomy and medicine- Harvey, Vesalius- challenge the teachings of Galen
 - mathematics- Bacon, Descartes, inductive and deductive reasoning, experimentation and scientific method
 - continued appeal of alchemy, folklore, cosmos
- The Enlightenment
 - Rational and empirical thought challenges traditional views- Descartes, Spinoza, Voltaire
 - new political models based on social contract and natural rights- Locke, Rousseau, Montesquieu
 - religious toleration- Hume, Voltaire, and Diderot
 - Coffeehouses, salons, print media- *The Encyclopedia*
 - Physiocrats- challenge mercantilist ideas- Adam Smith- *Wealth of Nations*
 - Role of Women
 - Rousseau- *Emilè* vs. Mary Wollstonecraft- *Vindication of the Rights of Women*
 - Enlightened Despotism- Frederick II, Catherine the Great, Joseph II
- 18th Century Life and Social Change
 - population growth
 - agricultural revolution
 - putting out system
 - cottage industry
 - social hierarchies- popular vs. elite culture
 - family patterns- infant mortality, marriage patterns, nuclear family
 - consumer society- goods for homes- mirrors, porcelain, boudoir, La Chapelier Laws, tea
 - commercial rivalries
- Art & literature

- Baroque- Velasquez, Gentileschi
- Neoclassical- Jacques-Louis David
- The novel- Samuel Richardson

Unit 5: Conflict, Crisis, Reaction in the late 18th Century

- French Revolution
 - Causes
 - *Declaration of the Rights of Man and the Citizen*
 - Civil Constitution of the Clergy
 - Constitution of 1791
 - Radical Phase- (1792-1795) Committee of Public Safety
 - Mass conscription- Levee en masse
 - Women's role in the Revolution- Olympe DeGouge, Women's March on Versailles
 - Effects- Haitian Revolution, Edmund Burke
- Age of Napoleon
 - domestic reforms- Napoleonic Code, Concordat of 1801
 - curtailment of rights- censorship, limitation of women's rights
 - nationalistic responses to Napoleon
- The Congress of Vienna
 - Klemens von Metternich
 - balance of power, legitimacy, Concert of Europe, Holy Alliance
- Romanticism
 - Art- Goya, Delacroix, Friedrich- *Wanderer Above Sea & Fog*
 - Literature- Mary Schelly- *Frankenstein*
 - music- Ludwig van Beethoven

Unit 6: Industrial Revolution and Its Effects

- Origins
- Spread of the Industrial Revolution
 - France- government support- canals
 - Prussia- Zollerein- Friedrich List
 - Lagging areas- eastern and southern Europe
 - Irish Potato Famine
- The Second Industrial Revolution
 - mass production
 - chemicals, electricity, communication
 - internal combustion engine
- Social Impact
 - urbanization- working and living conditions
 - new social classes
 - urban reformers- Edwin Chadwick, Chartists, Luddites
- The Concert of Europe
 - conservatism- Metternich, Joseph de Maistre
- Reactions & Revolutions
 - Revolutions of 1848
 - July Revolution-France
 - Russia- Decembrist Revolts

- Greek Wars of Independence
- Ideologies of Change and Reform Movements
 - Liberalism- John Stuart Mill- *On Liberty*
 - Thomas Malthus- *Principles of Population*
 - Utopian socialist- Charles Fourier, Henri de Saint-Simon
 - Anarchists- Mikhail Bakunin
 - Marxism- Karl Marx & Friedrich Engels- *Communist Manifesto*
 - Suffragists- Chartists, Flora Tristan
 - Feminism- WSPU, Emmeline Pankhurst
- Reform
 - Anti-Corn League, Reform Act of 1832
 - Social Democratic Parties
 - British Labour Party
 - evolutionary socialism
 - prison reform, police systems
 - living conditions, education, infrastructure, public housing

Unit 7: 19th Century Perspectives and Political Developments

- Nationalism 1850-1871
 - Nationalism, Pan-Slavists, Giuseppe Mazzini
 - Anti-Semitism- Dreyfus Affair, Karl Luegar
 - Theodor Herzl- Zionism
 - Napoleon III- Third Republic
 - Crimean War- Russia vs. Ottomans, GB, France, Austria
- The Unification of Italy- Camillo di Cavour, Giuseppe Garibaldi
- The Unification of Germany
 - Otto von Bismarck- realpolitik
 - Three Emperors' League
 - Franco-Prussian War
- Russia- Alexander II- emancipation of serfdom, zemstvos
- Austria- Francis Joseph- dual monarchy
- Darwinism, Social Darwinism
- Progress and Modernity
 - science and culture
 - Louis Pasteur- Germ Theory
 - public health, medical schools. Modern surgery
 - irrational thought- Friedrich Nietzsche
- New Imperialism
 - Causes
 - White Man's Burden
 - Social Darwinism- Spenser
 - advances in science- Maxim gun, vaccines, transportation and communication
- New Imperialism's Global Effects
 - Berlin Conference & Boer War
 - Fashoda Crisis
 - Moroccan Crisis
- Responses to Imperialism

- Sepoy rebellion- India
- Boxer Rebellion- China
- Anti-Imperialists- Lenin, Hobson
- 19th Century Modern Art & Literature
 - primitivism- Paul Gauguin, Pablo Picasso
 - naturalism- Dostoevsky
 - realism- Gustave Courbet, Jean Francois Millet, Charles Dickens- *Oliver Twist*
 - Impressionism- Monet
 - Post-impressionism- Vincent van Gogh
 - Cubism- Picasso

Unit 8: 20th Century Global Conflicts

- World War I
 - Causes- militarism, nationalism, alliances, imperialism
 - new technologies and warfare- Maxim gun, poison gas, trench warfare
 - Non-European theaters- Armenian Genocide, Arab revolt, Japanese aggression
 - Collapse of Empires- mandate system
- Russian Revolution
 - Causes/key players- Czar Nicholas II, V.I. Lenin, Leon Trotsky, Alexander Kerensky
 - Feb/Mar Revolution- provisional government
 - October Revolution- Bolsheviks, Petrograd Soviet
 - Russian Civil War
- Paris Peace Conference- 14 Points, Treaty of Versailles
- Global economic crisis
 - Great Depression
 - Popular Fronts
 - Keynesianism in Britain
- Authoritarian and Totalitarian governments
- fascism- Benito Mussolini- Italy, Adolf Hitler-Germany, Francisco Franco- Spanish Civil War 1936
- communism- VI Lenin & Joseph Stalin
 - NEP, collectivization of agriculture, gulags, cult of personalism
- Interwar Period
 - German reoccupation of Rhineland, Munich Pact, Non-Aggression Pact
- World War II
 - success of the blitzkrieg and modern technology
- Holocaust
 - new racial order
 - loss of Russian and German men, European Jewry, gypsies, disabled, displaced persons
 - Auschwitz- Wannsee Conference
 - Nuremberg Laws

Unit 9: Post War & Contemporary Europe

- Western European Recovery- Marshall Plan
- The Cold War
 - Causes
 - “hot wars”- Korean, Vietnam, Afghan Wars
 - Iron Curtain

- NATO, COMECON, Warsaw Pact
- WTO, GATT
- De-Stalinization, the Soviet Union and satellite nations
- Hungarian Revolt, Prague Spring
- Contemporary Western Democracies- cradle to grave, welfare states
- Collapse of Communism
 - fall of the USSR 1991
 - reunification of Germany
 - perestroika, glasnost
 - Dissolution of Yugoslavia
 - ethnic cleansing- Bosnian, Kosovo Wars
 - nationalist and separatist movements- Chechnya, Basque
- Decolonization- Africa & Asia
- Second Wave Feminism- The Women's Movement
 - women in politics- Margaret Thatcher
 - Simone de Beauvoir- *The Second Sex*
- The European Union
 - Economic and Political integration- ECSC & EEC- Common Market, the euro
 - Challenges to the EU- Brexit, migration, immigration
- Technology- birth control, abortion, fertility treatment, genetic engineering
- Globalization- communication, consumerism
- Art & Culture
 - Dadaism, surrealism, Abstract expressionism, Pop Art , postmodernism- existentialism
 - religion- Pope John Paul II & the Second Vatican Council

Student Outcomes:

After successfully completing this course, the student will:

- Demonstrate a knowledge of European History comparing favorably to that of a college student who has completed two semesters' work in the same subject.
- Prepare, in a timed period, a valid essay based on a given set of documents.
- Compare cause and or effects, including between short-term and long term effects.
- Analyze and evaluate the interaction of multiple causes or effects
- Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critique existing interpretations of cause and effect.
- Analyze and evaluate historical patterns of continuity and change over time.
- Connect patterns of continuity and change over time to larger processes and themes.
- Explain ways that historical events and processes can be organized within blocks of time.
- Compare related historical developments and processes across place, time, and or different societies or within one society.
- Explain and evaluate multiple and differing perspectives on a given historical phenomenon.
- Explain and evaluate was specific historical phenomena, events or processes connect to broader regional, national, or global processes occurring at the same time.
- Explain and evaluate ways in which a phenomenon, or process connects to other similar historical phenomenon across time and place.
- Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence.
- Construct convincing interpretations through analysis of disparate, relevant historical evidence.

- Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.
- Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered.
- Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions.
- Analyze historical interpretations.
- Evaluate how historians' perspectives influence their interpretations and how models of historical interpretation change over time.
- Combine disparate, sometimes contradictory evidence from primary resources and secondary works in order to create a persuasive understanding of the past.
- Apply insights about the past to other historical context or circumstances including the present.
- Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.
- Critically analyze information, make ethical judgements, and responsibly address controversial issues.
- Communicate through rational and persuasively written and oral arguments to present issues to controversial issues.
- Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
- Take actions that result in a more equitable society.
- Analyze sources of prejudice and discrimination and propose solutions to eliminate them.

New Jersey Student Learning Standards

CAREER READY PRACTICES

CRP1 Act as a responsible and contributing citizen and employee.

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2 Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP4 Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Strand A. Technology Operations and Concepts

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Strand B. Creativity and Innovation

8.1.12.B.1 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

Strand C. Communication and Collaboration

8.1.12.C.1 Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

Strand D. Digital Citizenship

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

Strand E. Research and Information Literacy

8.1.12.E.1 Produce a position statement about a real-world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Strand A. Nature of Technology: Creativity and Innovation

8.2.12.A.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

Strand D. Research and Information Fluency

8.2.12.D.4 Assess the impacts of emerging technologies on developing countries.

21ST CENTURY LIFE AND CAREERS**Standard 9.2 Career Awareness, Exploration, And Preparation****Strand C. Career Preparation:**

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

NEW JERSEY STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES (2014)

6.2.12.C.1.b Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.

6.2.12.C.1.d Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.

6.2.12.C.1.e Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.

6.2.12.D.1.a Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.

6.2.12.D.1.b Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

6.2.12.D.1.c Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.

6.2.12.D.1.e Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

- 6.2.12.A.2.b Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
- 6.2.12.C.2.a Relate the development of more modern banking and financial systems to European economic influence in the world.
- 6.2.12.D.2.a Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.
- 6.2.12.D.2.b Determine the factors that led to the Reformation and the impact on European politics.
- 6.2.12.D.2.c Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.
- 6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- 6.2.12.D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
- 6.2.12.A.3.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.
- 6.2.12.A.3.b Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
- 6.2.12.A.3.c Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
- 6.2.12.A.3.d Compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.
- 6.2.12.B.3.a Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.
- 6.2.12.C.3.a Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding
- 6.2.12.C.3.b Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
- 6.2.12.C.3.c Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.
- 6.2.12.C.3.d Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
- 6.2.12.C.3.e Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
- 6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
- 6.2.12.D.3.b Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
- 6.2.12.D.3.c Compare and contrast China’s and Japan’s views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.
- 6.2.12.D.3.d Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
- 6.2.12.D.3.e Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.
- 6.2.12.A.4.a Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.
- 6.2.12.A.4.c Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.

- 6.2.12.A.4.d Assess government responses to incidents of ethnic cleansing and genocide.
- 6.2.12.B.4.a Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
- 6.2.12.B.4.d Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.
- 6.2.12.C.4.a Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
- 6.2.12.C.4.b Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
- 6.2.12.C.4.d Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.
- 6.2.12.D.4.a Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.
- 6.2.12.D.4.b Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.
- 6.2.12.D.4.g Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”.
- 6.2.12.D.4.i Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
- 6.2.12.D.4.j Analyze how the social, economic, and political roles of women were transformed during this time period.
- 6.2.12.D.4.k Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.
- 6.2.12.B.5.b Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
- 6.2.12.B.5.d Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.
- 6.2.12.C.5.a Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.
- 6.2.12.C.5.b Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.
- 6.2.12.C.5.c Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
- 6.2.12.C.5.d Determine the challenges faced by developing nations in their efforts to compete in a global economy.
- 6.2.12.C.5.e Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.
- 6.2.12.C.5.f Assess the impact of the European Union on member nations and other nations.
- 6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
- 6.2.12.D.5.b Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries.
- 6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

- 6.2.12.D.5.d Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.
- 6.2.12.A.6.c Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
- 6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- 6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
- 6.2.12.C.6.a Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
- 6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
- 6.2.12.C.6.c Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
- 6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
- 6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.
- 6.3.12.C.1 Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2 Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
- 6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

New Jersey Student Learning Standards for English Language Arts Companion Standards in History/Social Studies, Science, and Technical Subjects

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

WHST.11-12.1. Write arguments focused on *discipline-specific content*.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

III. Proficiency Levels

This Advanced Placement course is offered to twelfth grade students as a full year elective.

IV. Methods of Assessment

Student Assessments

- Homework
- Individual oral presentations
- Technology-based projects
- Group projects and reports
- Alternate assessments
- Research papers
- Tests and quizzes
- Document-Based Question essays
- Long Essay Questions
- Primary and secondary readings
- Class participation
- Summer reading and writing assignments
- Quarterly Benchmark Assessments
- Debates, Socratic Seminars, & class discussion
- Stimuli based Multiple Choice Questions
- Short Answer/Free Response Questions
- Project Based Assessments
- AP Practice tests

Teacher/Curriculum Assessment

Throughout the academic year, the teacher and the supervisor will continually discuss the curriculum to assess changes and needs. The teacher is always encouraged to make suggestions for improvement. The supervisor may also request an annual meeting or written review from the teacher for suggestions or modifications.

V. Grouping

The Advanced Placement European History is limited to students who are recommended by their social studies teacher, maintain a A- average or better in the following courses: US History II and English 300, and meet the criteria outlined below based upon teacher evaluation.

- Possesses curiosity, is a keen observer, gets involved
- Shows strong intellectual ability in functions such as conceptualizing and reasoning.
- Is self-directed and perseveres to meet classroom requirements.
- Learns easily and efficiently; retains and uses information.
- Student completes assignments accurately and on time.
- Is inquisitive, asks questions.
- Has a pronounced ability to concentrate for long periods of time.
- Can express oneself in writing.
- Is a frequent participant in class.
- Demonstrates maturity and responsible behavior in the classroom.
- Demonstrates motivation, interest, enthusiasm and effort in class.
- Demonstrates proficiency in using technology for research and oral presentation

VI. Articulation/Scope & Sequence/Time Frame

This is a twelfth grade, full-year elective course.

VII. Resources***Texts/Supplemental Reading/References***

- Rutherford High School Library database
- Western Civilization Since 1300 - AP Edition. Spielvogel, Cengage Learning, MA. (2016)
- A History of Western Society, McKay, Crowston, Wiesner-Hanks, Perry
Bedford/St. Martin's, NY, 2014
- Western Civilization, Sources, Images, Interpretations, Sherman, McGraw Hill, NJ (2004)
- Sources of the Western Tradition; Volume 2, Perry, Wadsworth – Cengage Learning, MA. (2014)
- Discovering the Western Past, A Look at Evidence; Volume 2. Wiesner, Ruff, Wheeler, Houghton Mifflin Co., NY (2008)
- AP European History Review book
- *Albert I.O* Test Prep

VIII. Suggested Activities

Teaching strategies that will help AP students do well include the following:

- Interdisciplinary and problem-based assignments with planned scope and sequence
- Internship, mentorship, and other forms of apprenticeship
- Advanced, accelerated, or compacted content
- Abstract and advanced higher-level thinking activities
- Allowance for individual students' interests

- Assignments geared to development in areas of affect, creativity, cognition and research skills
- Complex, in-depth assignments
- Diverse enrichment that broadens learning
- Variety in types of resources
- Community involvement in student learning
- Projects that focus on cultural diversity
- Field trips

IX. Methodologies

This Advanced Placement course is for those who meet its standards and criteria. There will be a range of academic abilities and learning styles for which the teacher must use a variety of instructional methods. The following are suggestions, not limits, as to what a teacher will do.

- Individualized assignments
- Group work of all types
- Computer and technology use
- DVD's
- Differentiated instruction

X. Interdisciplinary Connections

The Advanced Placement European History teacher will consult with the Advanced Placement English and Art History teachers to develop cross-content connections such as writing assignments, cultural history, technology use, supplemental reading assignments, and research, and to develop other creative lessons to implement the social studies program and improve the scores of students taking the Advanced Placement exam.

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Guided Questioning
- AP Style Practice Questions
- Teacher modelling
- Graphic organizers
- Annotation of texts
- Guided outline
- Khan Academy videos
- Peer editing
- Peer review
- Allow for mistakes
- Small group work

- Small group instruction
- Pinpoint essential vocabulary
- Chunking of material
- Self-assessment
- Oral and written assignments
- Teacher conferencing
- Re-teaching and reviewing major concepts
- Jigsaw activities
- Teacher notes available upon request
- Flipped lessons/videos
- Practice exams
- Peer developed notes

Differentiation for Enrichment

- Supplemental reading
- Multiple levels of questions
- Independent research topics
- Current events
- Differentiated jigsaw readings
- Student choice
- Varied work option
- Inquiry based instruction
- Independent study
- Tiered assignments
- Real world problems and scenarios
- Adjust the pacing of lessons
- Student led research presentations
- Exemplars of varying levels

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
-------------------	-----------------------	--	------------------	--------------------

<p>Renaissance & Exploration</p> <ul style="list-style-type: none"> • Italian Renaissance • Northern Renaissance • Printing • New Monarchies • Technological Advances and the Age of Exploration • Rivals on the World Stage • Colonial expansion and Columbian Exchange • The Slave Trade • The Commercial Revolution 	<p>4 weeks</p>	<p><i>For Support</i></p> <ul style="list-style-type: none"> • Guided Questioning-Chapter reading guide • Albert I.O. practice questions • Teacher modelling- Socratic seminar, DBQ • Graphic organizer of Chapter 14- African Slave Trade, colonization, rise of capitalism, mercantilism • Annotated text reading- AP Achiever • Guided outline-HIPPOS chart • Khan Academy videos <p><i>For Enhancement</i></p> <ul style="list-style-type: none"> • Supplemental reading material- Pico della Mirandola (History Today article) • Multiple levels of questions • Supplemental reading assignment- Catalonia • Independent research topics 	<p>6.2.12.D.2.a 6.2.12.D.2.c 6.2.12.D.2.d 6.2.12.D.2.e 6.3.12.D.2 6.2.12.C.1.b 6.2.12.C.1.d 6.2.12.C.1.e 6.2.12.D.1.a 6.2.12.D.1.b 6.2.12.D.1.c 6.2.12.D.1.e 6.2.12.C.2.a Amistad Holocaust RH.11-12.1-6 RH.11-12.8-10 WHST.11-12.1-2 WHST.11-12.4-10 CRP1,2,4,5,6,7,8, 9,10,11,12 9.2.12.C.4 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4</p>	<p><i>Formative Assessment</i></p> <ul style="list-style-type: none"> • Reading quiz- socratic.com • Socratic Seminar on <i>The Prince</i> • SAQ on <i>The Courtier</i> • Silent debate on <i>Christopher Columbus- hero or villain?</i> • Socratic Seminar- on excerpts from <i>Guns Germs and Steel & Columbian Exchange</i> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> • Summer reading assignment- book discussion and written assignment • Europe and the World Project- annotated bibliography-evaluate the impact exploration had on Europe, Africa and Americans • Exploration DBQ • Unit Test
--	----------------	--	---	--

<p>The Age of Reformation</p> <ul style="list-style-type: none"> • Luther and the Protestant Reformation • English Reformation • Catholic Reformation • Wars of Religion • 16th century politics and Society • 16th Century Art 	<p>3 weeks</p>	<p><i>For Support</i></p> <ul style="list-style-type: none"> • Guided Questioning-Chapter reading thematic questions • Graphic organizers- LEQ outline • Teacher modelling- SAQ, LEQ <p><i>For Enhancement</i></p> <ul style="list-style-type: none"> • Research and analyze a current event article related to Europe 	<p>6.2.12.D.2.b 6.2.12.D.2.d 6.2.12.D.2.e 6.3.12.C.1 RH.11-12.1-6 RH.11-12.8-10 WHST.11-12.1-2 WHST.11-12.4-10 CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1</p>	<p><i>Formative Assessment</i></p> <ul style="list-style-type: none"> • Roundtable discussion on Martin Luther’s contributions to the Reformation • <i>Edict of Nantes</i> SAQ • Socratic Seminar • 30 Years’ War- interactive web activity <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> • LEQ on Causes of Reformation • Unit Test- MCQ
<p>Absolutism & Constitutionalism</p> <ul style="list-style-type: none"> • The English Civil War and Glorious Revolution • Economic Development and Mercantilism • The Dutch Golden Age • Balance of Power • Absolutist approaches to Power • Comparison of Absolutism and Constitutionalism 	<p>4 weeks</p>	<p><i>For Support</i></p> <ul style="list-style-type: none"> • Peer editing/peer-review-DBQ workshop • Allow for mistakes- DBQ revisions • Small group work • Teacher modelling-reading and annotating texts <p><i>For Enhancement</i></p> <ul style="list-style-type: none"> • Differentiated and jigsaw readings and assignments • Student choice 	<p>6.2.12.A.2.b RH.11-12.1-6 RH.11-12.8-10 WHST.11-12.1-2 WHST.11-12.4-10 CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1</p>	<p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> • Cultural Changes of 17th century jigsaw activity • Annotation and Socratic seminar on <i>The Fabrication of Louis XIV</i> • English Constitutionalism Jigsaw Activity • Primary source analysis- Hobbes and Locke <p><i>Summative Assessments:</i></p> <ul style="list-style-type: none"> • DBQ- English Civil War & Constitutionalism • Q1 Benchmark Assessment- Cumulative AP Practice exam

<p>Scientific, Philosophical and political Developments</p> <ul style="list-style-type: none"> • The Scientific Revolution • The Enlightenment Enlightened despotism • 18th century society and demographics • 18th century Art and Culture • Enlightened Approached to Power 	3 weeks	<p><i>For Support</i></p> <ul style="list-style-type: none"> • Small group instruction • Pinpoint essential vocabulary • Guided outlines- APPARTS <p><i>For Enhancement</i></p> <ul style="list-style-type: none"> • Varied work option • Inquiry based instruction • Recommended supplemental reading 	<p>6.2.12.D.2.d 6.2.12.A.3.a 6.2.12.A.3.b LGBTQ+ RH.11-12.1-6 RH.11-12.8-10 WHST.11-12.1-2 WHST.11-12.4-10 CRP1,2,4,5,6,7,8,9,10,11,12 9.2.12.C.4</p>	<p><i>Formative Assessment</i></p> <ul style="list-style-type: none"> • Document analysis on the <i>Wealth of Nations</i> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> • Unit test • Enlighted Salon Simulation Activity
<p>Conflict, Crisis and Reaction in the Late 18th Century</p> <ul style="list-style-type: none"> • Rise of Global Markets • Britain's Ascendancy • The French Revolution • The Effects of the French Revolution • Age of Napoleon • Congress of Vienna • Romanticism 	4 weeks	<p><i>For Support</i></p> <ul style="list-style-type: none"> • Chunking of material • Self-assessment <p><i>For Enhancement</i></p> <ul style="list-style-type: none"> • Independent study- Haitian revolution • Tiered assignments- Hyperdoc • Inquiry-based instruction 	<p>6.2.12.A.3.b 6.2.12.D.3.a RH.11-12.1-6 RH.11-12.8-10 WHST.11-12.1-2 WHST.11-12.4-10 CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1</p>	<p><i>Formative Assessment</i></p> <ul style="list-style-type: none"> • Socratic Seminar- <i>The Great Cat Massacre</i> • Debate- Napoleon enlightened despot or tyrant? • MCQ's • Art presentation <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> • Hyperdoc Activity on the French Revolution • Unit Test

<p>Industrial Revolution and Its Effects</p> <ul style="list-style-type: none"> • Spread of the Industrial Revolution • The Second Wave of Industrialization and Its Effects • The Social Effects of The Industrial Revolution • The Concert of Europe and European Conservatism • Reaction and Revolutions • Ideologies of Change and Reform Movements • 19th Century Social Reform • Institutional Responses and Reform 	4 weeks	<p><i>For Support</i></p> <ul style="list-style-type: none"> • Oral and written assignments • Guided questioning – Thematic chapter reading guide • Teacher modelling-MCQ's <p><i>For Enhancement</i></p> <ul style="list-style-type: none"> • Adjust the pacing of lesson • Jigsaw reading materials-primary and secondary sources 	<p>6.2.12.A.3.c 6.2.12.C.3.a 6.2.12.C.3.b 6.2.12.C.3.c 6.2.12.C.3.d 6.2.12.D.3.b RH.11-12.1-6 RH.11-12.8-10 WHST.11-12.1-2 WHST.11-12.4-10 CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4</p>	<p><i>Formative Assessment</i></p> <ul style="list-style-type: none"> • Urban game-Industrialization simulation • Congress of Vienna simulation game • Conservative order SAQ • Crimean war reading quiz • <i>Realpolitik</i> activity and class discussion <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> • Q2 Benchmark Assessment- Cumulative AP Practice exam • <i>Communist Manifesto</i> Socratic Seminar
---	---------	--	--	---

<p>19th Century Perspectives and Political Developments</p> <ul style="list-style-type: none"> • Nationalism • National Unification and Diplomatic Tensions • Darwinism, Social Darwinism • Age of Progress and Modernity • New Imperialism • Imperialism’s Global Effects • 19th Century Art and Culture 	<p>4 weeks</p>	<p><i>For Support</i></p> <ul style="list-style-type: none"> • Teacher conferencing and peer review of LEQ and Q2 Benchmark assessment • Re-teaching and reviewing of major concepts/ideologies • Jigsaw reading material • Teacher notes available upon request-unifications • Bismarck DBQ peer editing • Guided note outline-Chapter reading guide • Pinpoint essential vocabulary and terms • Annotated chapter readings- AP Achiever • Guided outlines- APPARTS chart, CCOT activity • Guided notes- Chapter reading outline • <p><i>For Enhancement</i></p> <ul style="list-style-type: none"> • Jigsaw reading-primary and secondary sources • Supplemental reading on the Conservative Order • History Today article on Bismarck and annotations • Exemplars of varying levels • Independent research topics on art • Independent study on Colonization of Africa and Asia 	<p>6.2.12.A.3.a 6.2.12.A.3.b 6.2.12.D.3.a 6.2.12.C.3.e 6.2.12.D.3.c 6.2.12.D.3.d 6.2.12.D.3.e 6.2.12.A.3.d 6.2.12.B.3.a RH.11-12.1-6 RH.11-12.8-10 WHST.11-12.1-2 WHST.11-12.4-10 CRP1,2,4,5,6,7,8 ,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1</p>	<p><i>Formative Assessment</i></p> <ul style="list-style-type: none"> • Hashtag# review game of ideologies • CCOT activities on- nation-states, anti-Semitism and women’s rights • Modern Art Presentations • Primary and secondary source analysis and class discussion • <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> • ISM’S Project- student presentations and research on ideologies • Unit Test- MCQ & SAQ’s • DBQ- Bismarck • LEQ- New Imperialism
---	----------------	---	---	---

<p>20th Century Global Conflicts</p> <ul style="list-style-type: none"> • WWI • Russian Revolution • Versailles Conference and Peace Settlement • Global Economic Crisis • Fascism and Totalitarianism • Interwar Period • WWII • Holocaust • 20th Century Cultural, Intellectual, and Artistic Developments 	<p>4 weeks</p>	<p><i>For Support</i></p> <ul style="list-style-type: none"> • <i>Albert IO</i> MCQ questions in small groups • Chunking of the chapter reading guide • Flipped lessons- Crash course videos on various topics pertaining to WWI • SAQ peer editing and review • Allow for mistakes • Teacher guided notes <p><i>For Enhancement</i></p> <ul style="list-style-type: none"> • TED Talk video on History vs Lenin • Student choice; French Revolution or research of Iranian Revolution • Khan academy- independent study on Rise of Nazis • Independent study on Keynesian Economics 	<p>Holocaust</p> <p>6.2.12.D.4.a 6.2.12.D.4.g 6.2.12.D.4.i 6.2.12.A.4.a 6.2.12.A.4.c 6.2.12.A.4.d 6.2.12.B.4.a 6.2.12.B.4.d 6.2.12.C.4.a 6.2.12.C.4.b 6.2.12.C.4.d 6.2.12.D.4.b 6.2.12.D.4.j 6.2.12.D.4.k RH.11-12.1-6 RH.11-12.8-10 WHST.11-12.1-2 WHST.11-12.4-10 CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1</p>	<p><i>Formative Assessment</i></p> <ul style="list-style-type: none"> • Historiography of causes of WWI and class discussion • Total War annotated bibliography and class discussion • Primary and secondary source analysis on interwar period • SAQ assessment- WWII, Spanish Civil War • Mind-mapping Activity- Stalin, Mussolini, Hitler • <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> • <i>Anatomy of a Revolution-</i> research, comparison, primary and secondary source analysis and synthesis • Q3 Benchmark Assessment- AP Practice Test (55 MCQ's cumulative)
--	----------------	--	--	--

<p>Cold War and Contemporary Europe</p> <ul style="list-style-type: none"> • Rebuilding Europe • Cold War • Two Superpowers Emerge • Post War Nationalism Ethnic Conflict and Atrocities • Contemporary Western Democracies • The Fall of Communism • 20th Century Feminism • Decolonization • The EU • Migration and Immigration • Technology • Globalization • 20th and 21st Culture, Art and Demographic trends 	<p>4 weeks</p>	<p><i>For Support</i></p> <ul style="list-style-type: none"> • Teacher provided notes • Chunking of material on Cold War • Annotated text reading- AP Achiever • Peer developed notes • Teacher conferencing- LEQ <p><i>For Enhancement</i></p> <ul style="list-style-type: none"> • Student led research presentations on East vs. West • Student choice on independent study of decolonization • Provide real-world problems and scenarios • Current event readings- examples maybe: <i>Brexit, Bosnian War, ETA terrorism</i> 	<p>6.2.12.B.4.a 6.2.12.B.5.b 6.2.12.B.5.d 6.2.12.C.5.a 6.2.12.C.5.b 6.2.12.C.5.c 6.2.12.C.5.d 6.2.12.C.5.e. 6.2.12.D.5.a 6.2.12.D.5.b 6.2.12.D.5.c 6.2.12.D.5.d 6.2.12.C.5.f 6.2.12.A.6.c 6.2.12.A.6.d 6.2.12.B.6.a 6.2.12.C.6.a 6.2.12.C.6.b 6.2.12.C.6.c 6.2.12.C.6.d 6.2.12.D.6.a 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1 6.3.12.C.1 Holocaust LGBTQ+ RH.11-12.1-6 RH.11-12.8-10 WHST.11-12.1-2 WHST.11-12.4-10 CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1</p>	<p><i>Formative Assessment</i></p> <ul style="list-style-type: none"> • Student led presentations of Eastern and Western Europe form 1945-1965 • Decolonization case study • Student led presentations on major topics • Socratic Seminar- on excerpts from <i>The Second Sex</i> • LEQ- Second wave feminism • Primary and secondary source work- European Union, Dissolution of Yugoslavia <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> • Seminar on causes and effects of the Cold War • LEQ- post war Europe Contemporary Europe Project- students will research specific topics in European History from 1985-present • DBQ- European Unity • Unit Test
---	----------------	---	--	---

AP Exam Review	3 weeks	<p><i>For Support</i></p> <ul style="list-style-type: none"> • Guided notes • Various review videos • Teacher led review • Teacher modelling • Peer review, editing, • Small group work • Practice exams • Annotated text reading-AP Achiever <p><i>For Enhancement</i></p> <ul style="list-style-type: none"> • Suggested supplemental reading on major topics throughout the course 	RH.11-12.1-6 RH.11-12.8-10 WHST.11-12.1-2 WHST.11-12.4-10 CRP1,2,4,5,6,7,8,9,10,11,12	<p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> • Released Practice Exams <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • College Board- AP European History Exam
Capstone Project	3 weeks	<p><i>For Support</i></p> <ul style="list-style-type: none"> • Teacher conferencing <p><i>For Enhancement</i></p> <ul style="list-style-type: none"> • Inquiry based instruction • Suggested supplemental reading on major topics throughout the course 	6.3.12.D.2 6.3.12.A.2 6.3.12.D.1 CRP1,2,4,5,6,7,8,9,10,11,12 RH.11-12.1-6 RH.11-12.8-10 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1	<p>Students will choose a topic within European History. They will develop an iMovie documentary discussing the topic and its direct effect on European history. Students are responsible for completing a proposal which needs to be accepted by the teacher, create and complete annotated bibliography of 7-10 sources used in their research, a storyboard and script, and a 10-minute documentary film.</p>