

<b>Week</b>	<b>Marking Period 1</b>	<b>Week</b>	<b>Marking Period 3</b>
1	European Society – The Middle Ages; Renaissance; reformation Reformation (1300-1600)	21	European Society – Age of Nationalism, The West and the World World War II (1900-1945)
2		22	
3		23	European Society- War and Revolution, Age of Anxiety
4		24	
5		25	
6	European Society – Exploration and Conquest; Absolutism;	26	
7		27	European Society –Dictatorship and WWII
8		28	
9	European Society- A New World View (1450-1789)	29	
10		30	
<b>Week</b>	<b>Marking Period 2</b>	<b>Week</b>	<b>Marking Period 4</b>
11	European Society – Expansion of Europe; Changing Life; Revolution in Politics (1650-1815)	31	European Society – Cold War Conflict and Consensus; Challenging the Postwar Order; Europe in an Age of Globalization (1945-Present)
12		32	
13		33	
14		34	European Society- Course in review
15		35	
16	European Society- Revolution in Politics	36	The Muslim World
17	European Society – Age of Nationalism, The West and the World; War and Revolution (1850-1919)	37	
18		38	
19		39	
20		40	

**Curriculum Guide for Advanced Placement European History****Historical Themes for AP European History**

- *Interaction of Europe and the World (INT)*: Motivations and impact of European colonization and trade. Patterns of consumption, commercial competition, national rivalries, political and social views, technology and science
- *Poverty and Prosperity (PP)*: Causes, course and consequences of the Commercial Revolution of the 17th and 18th cent, market driven economy, mercantilism and trade, Industrial Revolution and capitalism, advent of wage labor, Socialism, Marxism and Cold War economies, European Union
- *Objective Knowledge and Subjective Visions (OS)* New methods for arriving at the truth, move away from absolute truths to increasingly subjective interpretations of reality, applied to art, science, political, society and economics. Theory of conservatism, liberalism, nationalism, socialism and Marxism. Einstein's relativity, Freud, Existentialism
- *States and Other Institutions of Power (SP)*: Collapse of Christian unified Europe and the rise of Sovereign States, Protestant Reformation, Military revolution, control of religion, politics and economics, Absolute and constitutional governments, Empires and nation-states, mass political parties, totalitarianism, European Union
- *Individual and Society (IS)*: Three estates dictated social norms, European Family Pattern, gender norms and gender movement, social class based on labor and capital, consumerism and literacy and leisure, impact of communism and fascism, popular culture, EU

**Text Book**

McKay: *A History of Western Society, 10th ed.* Bedford/St. Martin's

**TIME FRAME: September-October****AP EUROPEAN HISTORY****Topic****European Society- The Middle Ages, Renaissance, Reformation (1300-1600)****Essential Questions****Contextualization and Periodization:**

- Describe the Black Death, Crisis of the Papacy, Climate Change
- Describe Renaissance Society: Political, Economic, Cultural Causes
- Analyze and compare the major Voices: Machiavelli, Castiglione, Valla, Della Mirandola
- Compare and contrast Northern and Southern Renaissance Art Works
- Explain the problems of the Catholic Church
- Analyze and compare the voices of Reform: Erasmus, More
- Describe Luther's Reformation and the Growth of Protestantism (Calvin, Anabaptists, Henry VIII)
- Explain the impact of the Printing Press
- Explain the Catholic Church's Counter Reformation—Jesuits, Trent, Index of Books

**Historical Analysis and argumentation**

- OS-Analyze how religious reform in the 16<sup>th</sup> and 17<sup>th</sup> centuries, the expansion of printing, and the emergence of civic venues such as salons and coffeehouses challenged the control of the church over the creation and dissemination of knowledge.
- OS-Analyze how the development of Renaissance humanism, the printing press and the scientific method contributed to the emergence of a new theory of knowledge and conception of the universe.
- OS-Explain how new theories of government and political ideologies attempted to provide a coherent explanation for human behavior and the extent to which they adhered to or diverged from traditional explanations based on religious beliefs.
- OS-Analyze the means by which individualism, subjectivity and emotion came to be considered a valid source of knowledge.
- OS-Explain how and why religion increasingly shifted from a matter of public concern to one of private belief over the course of European history

- SP-Explain the emergence of civic humanism and new conceptions of political authority during the Renaissance, as well as subsequent theories and practices that stressed the political importance and rights of the individual
- SP-Trace the changing relationship between states and ecclesiastical authority and the emergence of the principle of religious toleration.
- SP-Trace the ways in which new technologies from the printing press to the Internet have shaped the development of civil society and enhanced the role of public opinion
- IS-Evaluate the role of technology, from the printing press to modern transportation and telecommunications, in forming and transforming society.

### Enduring Understandings

- To understand how the world view of European Intellectuals shifted from one based on ecclesiastical and classical authority to one based primarily on inquiry and observation of the natural world
- To understand how the struggle for sovereignty within and among states resulted in varying degrees of political centralization
- To understand how religious pluralism challenged the concept of a unified Europe
- To understand how European Society was dramatically changing in respect to religious, political, economic, and social institutions, and the impacts this change will have in the future.
- To understand how geography impacts the development of societies.
- To understand how the spread of literacy represents a response to the needs of an increasingly complex society.
- To understand how Italian artists began to create new styles of painting, writers new literary forms, educators new types of schools and philosophers new ideas about the purpose of human life.

### Alignment to NJCCCS

6.2.12 B.1.b ;6.2.12.A.2.a; 6.2.12.A.2.b; 6.2.12.B.2.a; 6.2.12.B.2.b; 6.2.12.D.2.a; 6.2.12.D.2.b;  
6.2.12.C.2.a; 6.2.12.D.2.c; 6.2.12.D.2.e

### Key Concepts and Skills

#### Historical Thinking Skills:

- **Chronological Reasoning** : *Historical Causation*: Identifying the short term and long term causes and effects
- **Comparison and Contextualization**: *Contextualization*: Understanding the larger context of a document or individual's actions.
- **Crafting Historical Arguments from Historical Evidence** *Historical Argumentation*: Assembling various explanations of an event and constructing interpretations of the event (especially as it applies to conflicting historical evidence).

*Appropriate Use of Historical Evidence*: Extracting useful evidence from sources and evaluating the features of the evidence (including point of view, format, purpose, limitations, context).

- **Historical Interpretation and Synthesis**: *Interpretation*: Analyzing diverse historical interpretations and understanding how historian's interpretations change over time.

*Synthesis*: Creating an understanding of the past from a wide variety of evidence, while applying insights about the past to other contexts and circumstances.

- **Geography Skills**:
  - Geographic features, nation/city locations, and natural resources of Europe.
  - Mapping of Europe from 1300 to the 1600.
  - Identification of European Regions, 1300 to the 1600.

#### Group collaboration

- Effective reading and note-taking skills
- Effective use of technology

### Learning Activities

- Group work: Primary and secondary source analysis

- Research- Competing historical views, Renaissance Art Tour
- Writing Thesis statements
- Stimulus driven multiple choice practice
- Round table discussions
- Power-Point and note-taking
- Google Earth, ProQuest
- Data-Based Questions; Effective Writing
- Student Presentations
- AP Examination Reviews, Practice Examinations, Content-Based Worksheets

**Assessments**

Section Quizzes; Chapter Examinations; Map Skills Quizzes; Notebook checks; Review Sheets, Study Guides; Summer Assignment; Homework

**Interdisciplinary Connections**

Connections with Social Studies and English Curriculum

- Provide clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Utilize MLA writing standards.
  - 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.
  - Conduct short as well as more sustained research projects to answer a question or solve a problem, narrow or broaden an inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject.
- Standards: RH.9-10.1; RH. 9-10.2; RH .9-10.3, RH. 9-10.4; RH. 9-10.5; RH. 9-10.6; RH.9-10.7; RH.9-10.8; RH. 9-10.9

Connections with Social Studies and Technology Curriculum

- Collaborate with peers by participating in interactive digital games or activities.
- Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
- 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.
- 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.
- Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

**Standards:** 8.1.P.C.1; 8.1.8.C.1; 8.1.12.C.1 8.1.12.E.1; 8.1.12.E.2 8.1.12.F.1

**21st Century Skills**

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and Career Skills	X	Information Skills	X	Media Literacy		

**Topic****European Society- Exploration and Conquest; Absolutism****Essential Questions****Contextualization and Periodization:**

- European Exploration: Causes and Consequences (Columbian Exchange, Price Revolution)
- Louis XIV's Absolutist France
- Two Key Issues: Absolutism and Religious Uniformity
  - French Wars of Religion, Bourbon Rule (Henry IV, Louis XIII)
  - Elizabeth vs. Philip II
  - The Stuarts vs. Parliament in Great Britain
  - The Dutch Golden Age
  - Thirty Years' War
- Absolutism in the East: Prussia, Russia, Austria (and not Poland)
- Rejecting Absolutism: Great Britain and Netherlands
- Rococo and Neo-Classical Art
- War of the Austrian Succession/Seven Years' War

**Historical Analysis and Argumentation**

- SP-Explain the emergence of and theories behind the New Monarchies and absolutist monarchies, and evaluate the degree to which they were able to centralize power in their states.
- SP-Explain the emergence of representative government as an alternative to absolutism.
- SP-Analyze how religious and secular institutions and groups attempted to limit monarchical power by articulating theories of resistance to absolutism and by taking political action.
- INT-Assess the relative influence of economic, religious and political motives in promoting exploration and colonization
- INT-Analyze the cultural beliefs that justified European conquest of overseas territories and how they changed over time.
- INT-Assess the role of overseas trade, labor and technology in making Europe part of a global economic network and in encouraging the development of new economic theories and state policies.
- INT-Explain how European expansion and colonization brought non-European societies into global economic, diplomatic, military and cultural networks.
- IS-Analyze how and why Europeans have marginalized certain populations (defined as "other") over the course of their history.
- INT-Analyze how European states established and administered overseas commercial and territorial empires.
- INT-Explain how scientific and intellectual advances – resulting in more effective navigational, cartographic and military technology – facilitated European interaction with other parts of the world.
- OS-Explain how European exploration and colonization was facilitated by the development of the scientific method and led to a re-examination of cultural norms.
- PP-Explain how and why wealth generated from new trading, financial and manufacturing practices and institutions created a market and then a consumer economy.
- IS-Evaluate how identities such as ethnicity, race and class have defined the individual in relationship to society.
- INT-Evaluate the impact of the Columbian Exchange – the global exchange of goods, plants, animals and microbes – on Europe's economy, society and culture.
- INT-Analyze how contact with non-European peoples increased European social and cultural diversity

and affected attitudes toward race.

- INT-Assess the role of European contact on overseas territories through the introduction of disease, participation in the slave trade and slavery, effects on agricultural and manufacturing patterns and global conflict.
- SP-Assess the impact of war, diplomacy and overseas exploration and colonization on European diplomacy and balance of power until 1789.

### Enduring Understandings

- To understand how Europeans explored and settled overseas territories, encountering and interacting with indigenous populations
- To understand the commercial and religious motivations for exploration
- To understand how technological advances (navigation, cartography, military) aided exploration
- To understand how competition for trade acted as a motivator for exploration and colonization
- To understand the shift of economic power to Atlantic states and the economic opportunities provided
- To understand how different models of political sovereignty affected the relationship among states and between states and individuals
- To understand the development and characteristics of Absolute monarchy
- To understand the rivalry between Prussia and Austria and the rivalry between Britain and France in terms of asserting strong monarchical power
- To understand the motivations and actions of the challengers to absolutism
- To understand how European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the persistence of medieval social and economic structures
- To understand how European Society was dramatically changing in respect to scientific, political, economic, and social institutions, and the impacts this change will have on the future
- To understand how the spread of literacy represents a response to the needs of an increasingly complex society.

### Alignment to NJCCCS

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### Key Concepts and Skills

#### Historical Thinking Skills:

- **Chronological Reasoning** : *Patterns of Continuity and Change over Time*: Recognizing how continuity and change may both be present in any era.

*Periodization*: Evaluating various models of periodization and recognizing relevant turning points

- **Comparison and Contextualization**: *Comparison*: Understanding the similarities and differences between different accounts and periods

*Contextualization*: Understanding the larger context of a document or individual's actions.

- **Crafting Historical Arguments from Historical Evidence** *Historical Argumentation*: Assembling various explanations of an event and constructing interpretations of the event (especially as it applies to conflicting historical evidence).

*Appropriate Use of Historical Evidence*: Extracting useful evidence from sources and evaluating the features of the evidence (including point of view, format, purpose, limitations, context).

- **Historical Interpretation and Synthesis**: *Interpretation*: Analyzing diverse historical interpretations and understanding how historian's interpretations change over time.

*Synthesis*: Creating an understanding of the past from a wide variety of evidence, while applying insights about the past to other contexts and circumstances.

- **Geography Skills**:

Location – Geographic features, nation/city locations, and natural resources of Europe.

- Basic human needs and components of a civilization.  
Mapping of Europe from 1450 to the 1789. Identification of European Regions, 1450 to the 1789.

Group collaboration

- Effective reading and note-taking skills
- Effective use of technology

**Learning Activities**

- Group work: Primary and secondary source analysis
- Writing Thesis statements, crafting supporting arguments
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**21st Century Skills**

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and Career Skills	X	Information Skills	X	Media Literacy		

**Topic****European Society- Toward a new world view, Expansion of Europe, The changing life of Europeans****Essential Questions****Contextualization and Periodization**

- The Revolution in Science: Copernicus Speaks from the Grave
- Scientific Inquiry: Kepler, Galileo, Newton, Vesalius, Harvey, Bacon, Descartes
- Enlightenment Thinkers (Locke, Smith, Montesquieu, Voltaire, Diderot, Rousseau, Beccaria)
  - Women's roles in the Enlightenment
  - Enlightened absolutists in Eastern Europe
- Rococo and Neo-Classical Art
- Mannerist/Baroque Art
- Compare the lives of the popular classes and the elite class
- Agricultural Revolution, cottage industry, banking

**Historical Analysis and argumentation**

- OS-Account for the persistence of traditional and folk understandings of the cosmos and causation, even with the advent of the Scientific Revolution.
- OS-Analyze how the development of Renaissance humanism, the printing press and the scientific method contributed to the emergence of a new theory of knowledge and conception of the universe.
- PP-Identify changes in agricultural production and evaluate their impact on economic growth and the standard of living in preindustrial Europe
- PP-Assess how peasants across Europe were affected by and responded to the policies of landlords, increased taxation and the price revolution in the early modern period.
- OS-Explain how a worldview based on science and reason challenged and preserved social order and roles, especially the roles of women.
- IS-Analyze how and why the nature and role of the family has changed over time.
- IS-Evaluate the causes and consequences of persistent tensions between women's role and status in the private versus the public sphere.
- IS-Assess the extent to which women participated in and benefitted from the shifting values of European society from the 15<sup>th</sup> century onwards.
- OS-Analyze how and to what extent the Enlightenment encouraged Europeans to understand human behavior, economic activity and politics as governed by natural laws.
- OS-Explain how new theories of government and political ideologies attempted to provide a coherent explanation for human behavior and the extent to which they adhered to or diverged from traditional explanations based on religious beliefs.
- SP-Analyze how the new political and economic theories from the 17<sup>th</sup> century and the Enlightenment challenged absolutism and shaped the development of constitutional states, parliamentary governments, and the concept of individual rights.
- OS-Analyze how religious reform in the 16<sup>th</sup> and 17<sup>th</sup> centuries, the expansion of printing, and the emergence of civic venues such as salons and coffeehouses challenged the control of the church over the creation and dissemination of knowledge

**Enduring Understandings**

- To understand how the world view of European Intellectuals shifted from one based on ecclesiastical and classical authority to one based primarily on inquiry and observation of the natural world (Renaissance and Natural Philosophers (early Sci Rev))
- To understand the impacted of scientific theories such as the heliocentric view, inductive and deductive

reasoning, and new medical advances

- To understand how the popularization and dissemination of the scientific revolution and the application of its methods to political, social and ethical issues led to an increased, although not unchallenged, emphasis on reason in European culture
- To understand how rational and empirical thought challenged traditional values and ideas
- To understand how new public venues and print media popularized Enlightenment ideas
- To understand how European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the persistence of medieval social and economic structures
- To describe and explain the new money economy and resulting new social patterns.
- To understand how the Price Revolution allowed for the commercialization of agriculture the codification of serfdom, and the liberalization of village life
- To understand how the Price Revolution caused the expansion of cities and challenges to traditional political and social structures.
- To understand the impact of the Agricultural Revolution and the subsequent population growth on the structure of family and village life
- To understand how the expansion of European commerce accelerated the growth of worldwide economic network, creating a market economy

#### Alignment to NJCCCS

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- **Geography Skills**:
- Location – Geographic features, nation/city locations, and natural resources of Europe.
- Basic human needs and components of a civilization.
- Mapping of Europe from 1300 to the present. Identification of European Regions, 1300 to the present.

##### Group collaboration

- Historical investigation
- Effective reading and note-taking skills
- Effective use of technology

#### Learning Activities

- Group work: Long Essay outlines
- Primary and secondary source analysis
- Crafting Document Based Essay

- Stimulus driven short answer questions
- Stimulus driven multiple choice practice
- Round table discussions
- Power-Point and note-taking
- Google Earth, ProQuest
- Data-Based Questions; Effective Writing
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Connections with Social Studies and Technology Curriculum

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- 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.
- Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

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**21st Century Skills**

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and Career Skills	X	Information Skills	X	Media Literacy		

**TIME FRAME: January- February****AP EUROPEAN HISTORY****Topic****European Society- Revolution in Politics, Revolution in Industry and Energy****Essential Questions****Contextualization and Periodization**

- The changing roles of nobility in European society
- French Revolution
  - Prelude: Three Estates, Debt, Discontent
  - 1789
  - Moderate achievements: Civil Constitution, Declaration of the Rights of Man, const. 1791
  - Radical politics: Republic, Economic Policies, Cultural Revolution, CPS, Thermidor
  - Napoleon: Child of the Enlightenment or Last Enlightened Despot
- Industrial Revolution in Great Britain
- Great Britain's industrial dominance
- Issues of Industrialization: Urbanization, Sanitation, Labor Movements
- Continental Industrialization
- Compare the lives of the popular classes and the elite class
- British Reform 1832
  - Factory Acts
  - Corn Laws Revoked
  - Chartist Complaints
- The Modern (Middle Class City)

**Historical Analysis and Argumentation:**

- PP-Explain the role of social inequality in contributing to and affecting the nature of the French Revolution and subsequent revolutions throughout the 19<sup>th</sup> and 20<sup>th</sup> centuries.
- OS-Explain how political revolution and war from the 17<sup>th</sup> century on altered the role of the church in political and intellectual life and the response of religious authorities and intellectuals to such challenges.
- SP-Explain the emergence of civic humanism and new conceptions of political authority during the Renaissance, as well as subsequent theories and practices that stressed the political importance and rights of the individual
- SP-Trace the changing relationship between states and ecclesiastical authority and the emergence of the principle of religious toleration.
- SP-Analyze how the new political and economic theories from the 17<sup>th</sup> century and the Enlightenment challenged absolutism and shaped the development of constitutional states, parliamentary governments, and the concept of individual rights.
- SP-Assess the role of colonization, the Industrial Revolution, total warfare and economic depressions in altering the government's relationship to the economy, both in overseeing economic activity and in addressing its social impact.
- SP-Explain the emergence of representative government as an alternative to absolutism.
- SP-Analyze how religious and secular institutions and groups attempted to limit monarchical power by articulating theories of resistance to absolutism and by taking political action.
- SP-Explain how the French Revolution and the revolutionary and Napoleonic wars shifted the European balance of power and encouraged the creation of a new diplomatic framework.
- IS-Evaluate the causes and consequences of persistent tensions between women's role and status in the

private versus the public sphere.

- PP-Explain how and why wealth generated from new trading, financial and manufacturing practices and institutions created a market and then a consumer economy.
- PP-Explain how geographic, economic, social and political factors affected the pace, nature and timing of industrialization in western and eastern Europe.
- IS-Evaluate the role of technology, from the printing press to modern transportation and telecommunications, in forming and transforming society.
- INT-Assess the role of overseas trade, labor and technology in making Europe part of a global economic network and in encouraging the development of new economic theories and state policies.
- PP-Explain how the development of new technologies and industries – as well as new means of communication, marketing and transportation – contributed to expansion of consumerism and increased standards of living and quality of life in the 19<sup>th</sup> and 20<sup>th</sup> centuries.
- PP-Explain how environmental conditions, the Agricultural Revolution and industrialization contributed to demographic changes, the organization of manufacturing and alterations in the family economy.
- PP-Analyze how expanding commerce and industrialization from the 16<sup>th</sup> through the 19<sup>th</sup> centuries led to the growth of cities and changes in the social structure, most notably a shift from a landed to a commercial elite.
- IS-Explain why and how class emerged as a basis for identity and led to conflict in the 19<sup>th</sup> and 20<sup>th</sup> centuries.
- PP-Analyze how cities and states have attempted to address the problems brought about by economic modernization, such as poverty and famine, through regulating morals, policing marginal populations and improving public health.

### Enduring Understandings

- To Understand the political, economic, and social causes for the French Revolution of 1789.
- To understand the influence of Enlightenment theory on the Moderate phase of the French Revolution
- To analyze the extent to which the French Revolution amount to a “Revolution” in economic terms for each of the following groups: nobility, middle class, average person, and women?
- To understand how different models of political sovereignty affected the relationship among states and between states and individuals
- To understand how the French Revolution challenged Europe’s existing order
- To understand the characteristics and impact of Napoleon’s domestic reforms
- To understand how the Industrial revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry
- To analyze the extent to which the Industrial Revolution altered the lives of England’s working class.
- To understand how the experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location
- To understand how the persistence of serfdom and feudalism in Eastern and Southern Europe resulted in lagging industrialization, famine, debt and land shortages

### Alignment to NJCCCS

6.2.12.B.1.a; 6.2.12.B.1.c; 6.2.12.C.1.b; 6.2.12.C.1.c; 6.2.12.C.1.d; 6.2.12.C.1.e; 6.2.12.D.1.a;  
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6.2.12.A.3.c; 6.2.12.A.3.d; 6.2.12.A.3.e

### Key Concepts and Skills

**Historical Thinking Skills:**

**Chronological Reasoning** : *Historical Causation*: Identifying the short term and long term causes and effects

- *Patterns of Continuity and Change over Time*: Recognizing how continuity and change may both be present in any era.
- *Periodization*: Evaluating various models of periodization and recognizing relevant turning points.

**Comparison and Contextualization**: *Contextualization*: Understanding the larger context of a document or individual's actions.

- *Comparison*: Understanding the similarities and differences between different accounts and periods. .

**Crafting Historical Arguments from Historical Evidence** *Historical Argumentation*: Assembling various explanations of an event and constructing interpretations of the event (especially as it applies to conflicting historical evidence).

- *Appropriate Use of Historical Evidence*: Extracting useful evidence from sources and evaluating the features of the evidence (including point of view, format, purpose, limitations, context).

**Historical Interpretation and Synthesis**: *Interpretation*: Analyzing diverse historical interpretations and understanding how historian's interpretations change over time.

- *Synthesis*: Creating an understanding of the past from a wide variety of evidence, while applying insights about the past to other contexts and circumstances

#### **Geography Skills:**

- Location – Geographic features, nation/city locations, and natural resources of Europe.
- Basic human needs and components of a civilization.
- Mapping of Europe from 1300 to the present. Identification of European Regions, 18th and 19th centuries

#### **Group collaboration**

- Historical investigation
- Effective reading and note-taking skills
- Effective use of technology

#### **Learning Activities**

- Group work: Long Essay outlines
- Primary and secondary source analysis
- Crafting Document Based Essay
- Stimulus driven short answer questions
- Stimulus driven multiple choice practice
- Round table discussions
- Power-Point and note-taking
- Google Earth, ProQuest
- Data-Based Questions; Effective Writing
- Student Presentations
- AP Examination Reviews, Practice Examinations, Content-Based Worksheets

#### **Assessments**

- Section Quizzes; Chapter Examinations; Map Skills Quizzes; Notebook checks; Review Sheets, Study Guides; Homework, DBQ Essay

#### **Interdisciplinary Connections**

##### **Connections with Social Studies and English Curriculum**

- Provide clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Utilize MLA writing standards.
- 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.
- Conduct short as well as more sustained research projects to answer a question or solve a problem, narrow or broaden an inquiry when appropriate; synthesize multiple sources on the

subject, demonstrating understanding of the subject.

- Standards: RH.9-10.1; RH. 9-10.2; RH .9-10.3, RH. 9-10.4; RH. 9-10.5; RH. 9-10.6; RH.9-10.7; RH.9-10.8; RH. 9-10.9

**Connections with Social Studies and Technology Curriculum**

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- Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
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- 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.
- Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

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**21st Century Skills**

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and Career Skills	X	Information Skills	X	Media Literacy		

**TIME FRAME: February**

**AP EUROPEAN HISTORY**

**Topic**

**European Society- Ideologies and Upheavals, Life in Emerging Urban Society**

**Essential Questions**

- Conservatism, Interventionism
  - Metternich
  - Burschenschaften, Decembrist Revolts
  - Tory vs. Whig (Peterloo Massacre)
- Nationalism
  - Greek Revolt
- Liberalism
  - Bentham, Mill, Malthus, Ricardo
- Socialism
  - Saint-Simon, Owen, Fourier
- Romanticism
  - Goethe, Shelley, Friedrich, Delacroix, Beethoven
- 1848 Revolutions; History Fails to Turn
- Challenges to conventional thought: Marxist Socialism, Darwinian theory
- Crimean War Destroys the Concert System, Allows for Unification Movements
- Medical Improvements: Pasteur, Lister
- Realist Art and Literature.

**Historical Analysis and Argument**

- OS-Analyze how and to what extent the Enlightenment encouraged Europeans to understand human behavior, economic activity and politics as governed by natural laws.
- OS-Analyze how artists used strong emotions to express individuality and political theorists encouraged emotional identification with the nation.
- PP-Analyze efforts of government and nongovernmental reform movements to respond to poverty and other social problems in the 19<sup>th</sup> and 20<sup>th</sup> centuries.

- OS-Explain the emergence, spread and questioning of scientific, technological, and positivist approaches to addressing social problems.
- IS-Explain why and how class emerged as a basis for identity and led to conflict in the 19<sup>th</sup> and 20<sup>th</sup> centuries.
- IS-Evaluate the causes and consequences of persistent tensions between women's role and status in the private versus the public sphere.
- PP-Analyze socialist, communist and fascist efforts to develop responses to capitalism and why these efforts gained support during times of economic crisis.
- PP-Explain the role of social inequality in contributing to and affecting the nature of the French Revolution and subsequent revolutions throughout the 19<sup>th</sup> and 20<sup>th</sup> centuries.
- PP-Explain how industrialization elicited critiques from artists, socialists, worker's movements and feminist organizations.
- SP-Analyze how various movements for political and social equality – such as feminism, anti-colonialism, and campaigns for immigrants' rights – pressured governments and redefined citizenship.
- SP-Assess the role of civic institutions in shaping the development of representative and democratic forms of government.
- SP-Analyze the role of warfare in remaking the political map of Europe and in shifting the global balance of power in the 19<sup>th</sup> and 20<sup>th</sup> centuries

### Enduring Understandings

- To understand the extent to which the Crimean War changed the course of 19th century European History
- To understand how the European States struggled to maintain international stability in an age of nationalism and revolutions
- To understand how the Concert of Europe attempted to impose conservative political institutions, hastening the advent of political revolts and revolutions in the first half of the 19th century
- To understand the shift in artistic expression to an emphasis on private life and the public good
- To understand the development of art as a source of social and political criticism and commentary
- To understand the impact of a revival of public sentiment and feeling, highlighted by the writings of Rousseau, the Romantic artists and mass political movements
- To understand how new values and changing economies altered family structure and relations, ushering in the demand for more leisure time and a social and legal acceptance of separate spheres
- To understand the impact of mass marketing, efficient methods of transportation and new industries on the demand for consumer goods
- To understand the evolution of socialist ideology- Conservatism, Liberalism, Socialists, Anarchists, Marxists
- To understand the impact of the development of socialist ideologies on the rise of labor unions, mass based politics, workers unions and feminists movements

### Alignment to NJCCCS

6.2.12.B.1.a; 6.2.12.B.1.c; 6.2.12.C.1.b; 6.2.12.C.1.c; 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.A.2.a; 6.2.12.A.2.b; 6.2.12.A.2.c; 6.2.12.D.2.d; 6.2.12.A.3.a; 6.2.12.A.3.b; 6.2.12.A.3.c; 6.2.12.A.3.d; 6.2.12.A.3.e

### Key Concepts and Skills

#### Historical Thinking Skills:

**Chronological Reasoning :** *Historical Causation:* Identifying the short term and long term causes and effects

- *Patterns of Continuity and Change over Time:* Recognizing how continuity and change may both be present in any era.

- *Periodization*: Evaluating various models of periodization and recognizing relevant turning points.

**Comparison and Contextualization:** *Contextualization*: Understanding the larger context of a document or individual's actions.

- *Comparison*: Understanding the similarities and differences between different accounts and periods. .

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- *Appropriate Use of Historical Evidence*: Extracting useful evidence from sources and evaluating the features of the evidence (including point of view, format, purpose, limitations, context).

**Historical Interpretation and Synthesis:** *Interpretation*: Analyzing diverse historical interpretations and understanding how historian's interpretations change over time.

- *Synthesis*: Creating an understanding of the past from a wide variety of evidence, while applying insights about the past to other contexts and circumstances

#### **Geography Skills:**

- Location – Geographic features, nation/city locations, and natural resources of Europe.
- Basic human needs and components of a civilization.  
Mapping of Europe from 1300 to the present.
- Identification of changing political boundaries, 19th century

#### **Group collaboration**

- Historical investigation
- Effective reading and note-taking skills
- Effective use of technology

#### **Learning Activities**

- Group work: Cause and Effect Analysis
- Primary and secondary source analysis
- Crafting Document Based Essay
- Stimulus driven short answer questions
- Stimulus driven multiple choice practice
- Romanticism Art Tour
- Round table discussions
- Power-Point and note-taking
- Google Earth, ProQuest
- Data-Based Questions; Effective Writing
- Student Presentations
- AP Examination Reviews, Practice Examinations, Content-Based Worksheets

#### **Assessments**

Section Quizzes; Chapter Examinations; Map Skills Quizzes; Notebook checks; Review Sheets, Study Guides; Homework, Long Essay, DBQ Essay

#### **Interdisciplinary Connections**

Connections with Social Studies and English Curriculum

- Provide clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Utilize MLA writing standards.
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RH. 9-10.9

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- Collaborate with peers by participating in interactive digital games or activities.
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- Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

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**21st Century Skills**

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and Career Skills	X	Information Skills	X	Media Literacy		

**TIME FRAME: February - March**

**AP EUROPEAN HISTORY**

**Topic**

**European Society- The Age of Nationalism, The West and the World**

**Essential Questions**

**Contextualization and Periodization**

- Louis Napoleon
  - Economic Reform, Political Stability, Rebuild of Paris (Modern City)
- Realist politics
  - Cavour’s Italian Campaign
  - Bismarck’s Realpolitik
  - Hungarian Challenges to Austria; Dual Monarchy
  - Alexander II’s Reform in Russia
- Second Industrial Revolution
  - Economic Changes, Effects on Working Class, Gender Roles
  - Conditions of the Modern City, Reform Movements
- Handling Discontent at Home
  - Britain: Home Rule for Ireland?
  - Germany: Kulturkampf, Rise of the Social Democrats
  - France: Third Republic, Paris Commune, Dreyfuss Affair
  - Russia: Conservative Rule
- Zionism: Dreyfuss, Herzl
- Diplomatic Issues:
  - Bismarck’s Alliances and the Balance of Power
  - Bismarck Fired, Wilhelm II’s Rise
  - Balkan Instability
- Imperialism: Motives, Proponents, Opponents, Technological Advantages, Resistance
- Russian Revolution of 1905

**Historical Analysis and Argument**

- SP-Analyze the role of warfare in remaking the political map of Europe and in shifting the global balance of power in the 19<sup>th</sup> and 20<sup>th</sup> centuries

- SP-Explain the role of nationalism in altering the European balance of power, and explain attempts made to limit nationalism as a means to ensure continental stability
- SP-Evaluate how overseas competition and changes in the alliance system upset the Concert of Europe and set the stage for World War I.
- INT-Assess the relative influence of economic, religious and political motives in promoting exploration and colonization
- INT-Analyze the cultural beliefs that justified European conquest of overseas territories and how they changed over time.
- INT-Assess the role of overseas trade, labor and technology in making Europe part of a global economic network and in encouraging the development of new economic theories and state policies.
- INT-Analyze how contact with non-European peoples increased European social and cultural diversity and affected attitudes toward race.
- INT- Explain the extent of and causes for non-Europeans' adoption of or resistance to European cultural, political or economic values and institutions, and explain the causes of their reactions.
- INT-Explain how European expansion and colonization brought non-European societies into global economic, diplomatic, military and cultural networks.
- IS-Analyze how and why Europeans have marginalized certain populations (defined as “other”) over the course of their history.
- INT-Analyze how European states established and administered overseas commercial and territorial empires.
- INT-Explain how scientific and intellectual advances – resulting in more effective navigational, cartographic and military technology – facilitated European interaction with other parts of the world.
- IS-Evaluate how identities such as ethnicity, race and class have defined the individual in relationship to society.

### **Enduring Understandings**

- To understand how European States struggled to maintain international stability in an age of nationalism and revolutions
- To Understand the characteristics and consequences of national unification and liberal reform movements throughout Europe
- To understand the process by which Nationalism was used to bring about unification of Italy, by Cavour and Garibaldi and Germany by Bismarck
- To understand the characteristics of the variety of motives, such as nationalism and markets for raw materials and finished products, that led to the intensification of European global control and increased tensions among the Great Powers and the methods by control was achieved, such as new technologies in communication, transportation and warfare
- To understand the industrial and technological developments facilitated global empires
- To understand the impact of the Berlin Conference on the balance of power in Europe and the social, political and economic lives of the indigenous peoples
- To understand the impact of Imperial encounters with non-European peoples and the Indigenous response and resistance
- To understand the role that the European belief in their racial superiority, highlighted in the doctrines of Social Darwinism and the White Man's Burden, played in creating Imperial Empires

### **Alignment to NJCCCS**

6.2.12.B.1.a; 6.2.12.B.1.c; 6.2.12.C.1.b; 6.2.12.C.1.c; 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.A.2.a; 6.2.12.A.2.b; 6.2.12.A.2.c; 6.2.12.D.2.d; 6.2.12.A.3.a; 6.2.12.A.3.b; 6.2.12.A.3.c; 6.2.12.A.3.d; 6.2.12.B.3.b; 6.2.12.C.3.a; 6.2.12.C.3.b; 6.2.12.C.3.c; 6.2.12.C.3.d;

**Key Concepts and Skills****Historical Thinking Skills:**

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- Identification of European Regions, 1850 to 1919.

**Group collaboration**

- Historical investigation
- Effective reading and note-taking skills
- Effective use of technology

**Learning Activities**

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**Assessments**

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**Interdisciplinary Connections**

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**21st Century Skills**

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and Career Skills	X	Information Skills	X	Media Literacy		

**TIME FRAME: March**

**AP EUROPEAN HISTORY**

**Topic**

**European Society- War and Revolution, The Age of Anxiety**

**Essential Questions**

**Contextualization and Periodization**

- Long and Short Term Causes of the Outbreak of WWI
- Fighting of WWI (Technology, Tactics)
  - Total war on the Home Front
  - Social Causes Shelved (Women’s Rights, Irish Nationalism, Individual Rights)
- Versailles Conference and Peace Treaty
- Russian Revolutions of 1917
  - First and Second Revolutions
  - Bolshevik Consolidation of Power/Civil War
  - Rules of Lenin and Stalin
- Instability of the 1920s
  - Economic Problems (Depression, Dawes Plan)
  - Political Uncertainty (Versailles, League Of Nations)
  - Fragile Coalition Governments Adopted Keynesian Economic Theories
  - Totalitarian States Emerged (Fascist Italy, Nazi Germany, Franco’s Spain)
- Culture of the 1920s (Lost Generation)

**Historical Analysis and Argument**

- INT-Evaluate the United States’ economic and cultural influence on Europe and responses to this influence in Europe.
- INT-Explain how European expansion and colonization brought non-European societies into global economic, diplomatic, military and cultural networks.
- SP-Evaluate how the emergence of new weapons, tactic, and methods of military organization changed

the scale and cost of warfare, required the centralization of power and shifted the balance of power.

- SP-Analyze the role of warfare in remaking the political map of Europe and in shifting the global balance of power in the 19<sup>th</sup> and 20<sup>th</sup> centuries.
- SP-Explain the role of nationalism in altering the European balance of power, and explain attempts made to limit nationalism as a means to ensure continental stability
- SP-Evaluate how overseas competition and changes in the alliance system upset the Concert of Europe and set the stage for World War I
- IS-Evaluate how the impact of war on civilians has affected loyalty to and respect for the nation-state. Post WWI mandate system
- PP-Analyze socialist, communist, and fascist efforts to develop responses to capitalism and why these efforts gained support during times of economic crisis.
- PP-Analyze efforts of government and non-governmental reform movements to respond to poverty and other social problems in the 19<sup>th</sup> and 20 centuries
- PP-Analyze the social and economic causes and consequences of the Great Depression in Europe.
- OS-Explain the emergence, spread and questioning of scientific, technological, and positivist approaches to addressing social problems.
- OS-Analyze the means by which individualism, subjectivity and emotion came to be considered a valid source of knowledge.
- OS-Explain how and why religion increasingly shifted from a matter of public concern to one of private belief over the course of European history.
- OS-Explain how and why modern artists began to move away from realism and toward abstraction and the non-rational, rejecting traditional aesthetics

### **Enduring Understandings**

- To Understand how total war and political instability in the first half of the 20<sup>th</sup> century gave way to a polarized state order during the Cold War and eventually to efforts at transnational union
- To understand how the failure of Wilsonian diplomacy, the limited ability of the League of Nations and the harsh demands of the War Guilt Clause in the Treaty of Versailles helped create the conditions for the advent of WWII
- To understand the impact of the Post WWI mandate system, which denied national self-determination, created tensions in the Middle East and engendered territorial and colonial independence movements
- To understand how the stresses of economic collapse and total war engendered internal conflicts with in European states and created conflicting conceptions of the relationship between the individual and the state, as demonstrated in the ideological battle between liberal democracy, communism and fascism
- To understand the causes, course and consequences of the Russian Revolution and the creation of a Marxist- Lenin based regime
- To understand how demographic changes, economic growth, total war, disruptions of traditional social patterns, and competing definitions of freedom and justice altered the experiences of everyday life
- To understand how the 1929 Stock Market Crash and dependence on US capital weakened global economy and fledgling European democracies
- To understand how during the 20<sup>th</sup> century, diverse intellectual and cultural movements questioned the existence of objective knowledge, the ability of reason to arrive at truth, and the role of religion in determining moral standards
- To understand how the belief in progress broke down after the experiences of the horrors of WWI, leading to the Age of anxiety
- To understand how art became defined by experimentation, subjectivity and influenced by the US and pop culture. New artistic movements demolished existing standards and aesthetics

6.2.12.B.1.a; 6.2.12.B.1.c; 6.2.12.C.1.b; 6.2.12.C.1.c; 6.2.12.C.1.d; 6.2.12.C.1.e; 6.2.12.D.1.a;  
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 6.2.12.A.3.c; 6.2.12.A.3.d; 6.2.12.B.3.b; 6.2.12.C.3.a; 6.2.12.C.3.b; 6.2.12.C.3.c; 6.2.12.C.3.d;  
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### Key Concepts and Skills

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- Historical investigation
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### Learning Activities

- Group work: Cause and Effect Analysis
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### Assessments

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### Interdisciplinary Connections

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**21st Century Skills**

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and Career Skills	X	Information Skills	X	Media Literacy		

**TIME FRAME: April- May**

**AP EUROPEAN HISTORY**

**Topic**

**European Society- Dictatorships and World War II, Cold War Conflicts, Post War Order and Globalization**

**Essential Questions**

**Contextualization and Periodization**

- Aggression and Appeasement—Road to War
- Major Events of WWII
- Nazi Policies on Race and Conquered Territories
  - Holocaust
- War Conferences: Seeds of the Cold War
- US and Soviet Influences on Europe
  - Truman Doctrine, Containment, Airlift, NATO
  - COMECON, Warsaw Pact, Iron Curtain politics
    - Khrushchev’s policies
- Decolonization: Algeria, India, Palestine
- European Economic Unity
- Society post 1945: Feminism, Cradle to Grave Care, Green Parties, Right Wing Movements
- Collapse of the Soviet Order (Gorbachev)
  - Eastern Europe Collapses
- Yugoslavia’s Ethnic Issues
- Putin’s Rule of Russia
- Crisis in the Ukraine

**Historical Analysis and Argument**

- SP-Explain how new ideas of political authority and the failure of diplomacy led to world wars, political revolutions and the establishment of totalitarian regimes in the 20<sup>th</sup> century.
- SP-Explain how and why various groups, including communists and fascists, undermined parliamentary democracy through the establishment of regimes that maintained dictatorial control while manipulating democratic forms.
- SP-Evaluate how the emergence of new weapons, tactic, and methods of military organization changed the scale and cost of warfare, required the centralization of power and shifted the balance of power.
- SP-Analyze the role of warfare in remaking the political map of Europe and in shifting the global balance of power in the 19<sup>th</sup> and 20<sup>th</sup> centuries.
- IS-Evaluate how identities such as ethnicity, race and class have defined the individual in relationship to society.
- IS-Analyze how and why Europeans have marginalized certain populations (defined as “other”) over the course of their history.
- PP-Analyze socialist, communist, and fascist efforts to develop responses to capitalism and why these efforts gained support during times of economic crisis.
- SP-Trace the ways in which new technologies from the printing press to the Internet have shaped the development of civil society and enhanced the role of public opinion.
- INT-Evaluate the United States’ economic and cultural influence on Europe and responses to this influence in Europe.
- INT-Explain how European expansion and colonization brought non-European societies into global economic, diplomatic, military and cultural networks.
- PP-Analyze the origins, characteristics, and effects of the post-World War II “economic miracle” and the economic integration (the Euro zone.)
- SP-Assess the role of colonization, the Industrial Revolution, total warfare and economic depressions in altering the government’s relationship to the economy, both in overseeing economic activity and in addressing its social impact.
- SP-Explain the ways in which the Common Market and collapse of the Soviet Empire changed the political balance of power, the status of the nation-state and global political alliances.
- INT-Assess the role of overseas trade, labor and technology in making Europe part of a global economic network and in encouraging the development of new economic theories and state policies.
- PP-Analyze efforts of government and non-governmental reform movements to respond to poverty and other social problems in the 19<sup>th</sup> and 20<sup>th</sup> centuries
- PP-Explain how the development of new technologies and industries – as well as new means of communication, marketing and transportation – contributed to expansion of consumerism and increased standards of living and quality of life in the 19<sup>th</sup> and 20<sup>th</sup> centuries.
- PP-Evaluate how the expansion of a global consumer economy after World War II served as a catalyst to opposition movements in Eastern and Western Europe.
- SP-Analyze how various movements for political and social equality – such as feminism, anti-colonialism, and campaigns for immigrants’ rights – pressured governments and redefined citizenship.
- SP-Assess the role of civic institutions in shaping the development of representative and democratic forms of government.
- IS-Evaluate the causes and consequences of persistent tensions between women’s role and status in the private versus the public sphere.

**Enduring Understandings**

- To understand how total war and political instability in the first half of the 20<sup>th</sup> century gave way to a

polarized state order during the Cold War and eventually to efforts at transnational union

- To understand how the stresses of economic collapse and total war engendered internal conflicts within European states and created conflicting conceptions of the relationship between the individual and the state, as demonstrated in the ideological battle between liberal democracy, communism and fascism
- To understand the development and characteristics of the ideology of fascism, especially under Mussolini and Hitler
- To understand how the policy of Appeasement enabled totalitarian regimes to gain political, social and military authority
- To understand the causes, course and consequences of World War II, including the characteristics of the two theaters of war, the modernization and mobilization of warfare, and the impact of Nazi Germany's drive of a New World Order, resulting in the Holocaust
- To understand how the alliances and strategies of WWII engendered the development of the Cold War, resulting in deep ideological, economic, political and military division between the Soviet Union and Eastern and the United States and Western Europe
- To understand the stages of European economic and political integration in an effort to create stability and avoid future wars
- To understand the post-war reconstruction of industry and infrastructure, especially the Marshall plan, led to the "economic miracle" of Western Europe and an economy predicated on consumerism
- To understand how the energy crisis of the 1970s highlighted the limitations of the welfare state
- To understand the continued role of organized religion despite many challenges from totalitarianism and communism
- To understand the post 1945 nationalist/separatist movements and guerilla warfare as seen in the disintegration of the Eastern Bloc and in places such as Chechnya and Bosnia
- To understand how Big Science and technology provided both benefits and destruction and challenges objective knowledge
- To understand how European culture and art was heavily influenced by the US and pop culture
- To understand the changing role of women, post WWII, including the impact of the Baby Boom on women's traditional roles and the influence of the Feminist movement in matters of women's professional and educational opportunities as well as issues of women's health
- To understand the development and relative importance of new voices in political, intellectual and social discourse-, including the Green Party, Youth Culture and anti-immigration Nationalist Fronts

#### Alignment to NJCCCS

6.2.12.A.5.a; 6.2.12.A.5.b; 6.2.12.B.5.d. 6.2.12.C.5.a; 6.2.12.C.5.a, 6.2.12.A.5.c, 6.2.12.B.5.a, 6.2.12.B.5.b, 6.2.12.B.5.e, 6.2.12.C.5.b, 6.2.12.C.5.c, 6.2.12.C.5.e, 6.2.12.C.5.f, 6.2.12.C.5.g, 6.2.12.D.5.a,

#### Key Concepts and Skills

##### Historical Thinking Skills:

**Chronological Reasoning** : *Historical Causation*: Identifying the short term and long term causes and effects

- *Patterns of Continuity and Change over Time*: Recognizing how continuity and change may both be present in any era.
- *Periodization*: Evaluating various models of periodization and recognizing relevant turning points.

**Comparison and Contextualization**: *Contextualization*: Understanding the larger context of a document or individual's actions.

- *Comparison*: Understanding the similarities and differences between different accounts and periods. .

**Crafting Historical Arguments from Historical Evidence** *Historical Argumentation*: Assembling various explanations of an event and constructing interpretations of the event (especially as it applies to conflicting historical evidence).

- *Appropriate Use of Historical Evidence*: Extracting useful evidence from sources and evaluating the features of the evidence (including point of view, format, purpose, limitations, context).

**Historical Interpretation and Synthesis:** *Interpretation:* Analyzing diverse historical interpretations and understanding how historian's interpretations change over time.

- *Synthesis:* Creating an understanding of the past from a wide variety of evidence, while applying insights about the past to other contexts and circumstances

**Geography Skills:**

- Location – Geographic features, nation/city locations, and natural resources of Europe.
- Basic human needs and components of a civilization.  
Mapping of Europe from 1919-2010
- Identification of European Regions, 1919-2010.

**Group collaboration**

- Historical investigation
- Effective reading and note-taking skills
- Effective use of technology

**Learning Activities**

- Group work: Cause and Effect Analysis
- Primary and secondary source analysis
- Crafting Document Based Essay
- Stimulus driven short answer questions
- Stimulus driven multiple choice practice
- Round table discussions
- Power-Point and note-taking
- Google Earth, ProQuest
- Data-Based Questions; Effective Writing
- Student Presentations
- AP Examination Reviews, Practice Examinations, Content-Based Worksheets

**Assessments**

Section Quizzes; Chapter Examinations; Map Skills Quizzes; Notebook checks; Review Sheets, Study Guides; Homework, Long Essay, DBQ Essay

**Interdisciplinary Connections**

Connections with Social Studies and English Curriculum

- Provide clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Utilize MLA writing standards.
  - 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.
  - Conduct short as well as more sustained research projects to answer a question or solve a problem, narrow or broaden an inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject.
- Standards: RH.9-10.1; RH. 9-10.2; RH .9-10.3, RH. 9-10.4; RH. 9-10.5; RH. 9-10.6; RH.9-10.7; RH.9-10.8; RH. 9-10.9

Connections with Social Studies and Technology Curriculum

- Collaborate with peers by participating in interactive digital games or activities.
- Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
- 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.
- 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.

- Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

**Standards:** 8.1.P.C.1; 8.1.8.C.1; 8.1.12.C.1 8.1.12.E.1; 8.1.12.E.2 8.1.12.F.1

**21st Century Skills**

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and Career Skills	X	Information Skills	X	Media Literacy		

**TIME FRAME: May- June**

**AP EUROPEAN HISTORY**

**Topic**

THE MUSLIM WORLD

**Essential Questions**

- Who were the Ottomans and what methods did they use to expand their empire?
- What is cultural blending?
- How did Mughal rulers come to power?
- What were the reasons for the decline and decay of the Mughal Empire?

**• Enduring Understandings**

- Understand how the Ottomans built a Muslim empire by combining many cultures.
- Understand how the Mughals brought together different peoples to form a vast empire in India.
- Understand why the Mughal empire gradually collapsed.

**Alignment to NJCCCS**

6.2.12.a.1.a 6.2.12.B.1.a 6.2.12.B.1.b 6.2.C.1.a

**Key Concepts and Skills**

**Historical Thinking Skills:**

**Chronological Reasoning :** *Historical Causation:* Identifying the short term and long term causes and effects

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**Historical Interpretation and Synthesis:** *Interpretation:* Analyzing diverse historical interpretations and understanding how historian's interpretations change over time.

- *Synthesis:* Creating an understanding of the past from a wide variety of evidence, while applying insights about the past to other contexts and circumstances

**Geography Skills:**

Location, geographic feature and natural resources: Ottoman Empire, Persia, India. Mapping,

Identification of Regions,

Group collaboration

Historical investigation

Effective reading and note-taking skills

Effective use of technology

**Learning Activities**

Group work, Power points and effective note taking, Video Clips, Google Earth, ProQuest, Document Based Questions

**Assessments**

- Group work
- Power-Point and note-taking
- Google Earth, ProQuest
- Data-Based Questions; Effective Writing
- Student Presentations

**Interdisciplinary Connections**

English and Geography, RH.9-10.1-RH.10

Connections with Social Studies and Technology Curriculum

- Collaborate with peers by participating in interactive digital games or activities.
- Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
- 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.
- 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.
- Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

**Standards:** 8.1.P.C.1; 8.1.8.C.1; 8.1.12.C.1 8.1.12.E.1; 8.1.12.E.2 8.1.12.F.1

**21st Century Skills**

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and Career Skills	X	Information Skills	X	Media Literacy		