

Course Title:	Advanced Placement (AP) European History A/B
Grade Level(s):	10
Length of Course:	Two semesters or equivalent term
Credit:	10 units
Prerequisite:	Passing final grade in Social Science 9
Co-requisite:	none

Course Overview:

*Advanced Placement European History* introduces students to European history since AD 1300, emphasizing the cultural, economic, political, and social developments that played a fundamental role in shaping the world in which we live. In addition to providing a basic narrative of events and movements, the goals of *AP European History* are to develop: (a) an understanding of some of the principal themes in modern European history; (b) the ability to analyze historical evidence and historical interpretation; and (c) the ability to express historical understanding in writing. Upon completion of the course, students will be prepared to take *the Advanced Placement European History Exam*. Students will develop the following history reasoning skills throughout the class: contextualization, comparison, causation, continuity, and change over time.

Schools Offering:	Del Valle High School Granada High School Livermore High School Vineyard High School
Meets University of California Entrance Requirements:	Update seeking “a” approval Prior UC approval
Board Approval:	<i>Pending Board Approval</i>
Course Materials	Western Civilization, since 1300, AP edition; Spielvogel, Jackson J.; Cengage Learning, 10 <sup>th</sup> edition ISBN: 9781337790048  Sources for Western Society, since 1300; Mckay, John, Clare Haru Crowston, Merry Wiesner-Hanks, Joe Perry; Bedford/St. Martin’s Publisher, 3 <sup>rd</sup> edition

ISBN: 9781457615214

Supplemental Materials:

Sources of the West, Volumes 1 and 2 (8<sup>th</sup> Edition),  
Kishlansky, Mark;  
Pearson;  
ISBN: 9780205054091

5 Steps to a 5: AP European History;  
Brautigam, Jeffrey  
McGraw-Hill Education, 2019  
ISBN: 9781260122930

Tom Richey  
AP European History Support web site;  
Designed to explain course content and expectations  
of the AP exam;  
<https://www.tomrichey.net/ap-european-history.html>

## AP EUROPEAN HISTORY A/B

### COURSE CONTENT:

#### **Unit 1: Renaissance and Discovery (1375-1527)**

Students will describe humanism as it was understood during the Renaissance. They will identify characteristics of classical art and architecture and explain how Renaissance humanism influenced classical art and architecture. They will also explain how patrons of the arts, such as the Church and the Medici family, were vital to the development of the artistic culture of the Renaissance. Students will compare and contrast the Italian Renaissance and the Northern Renaissance. They will explain the rise of the “New Monarchs” in England and Spain in the late fifteenth and early sixteenth centuries and identify their key achievements. They will identify key explorers in the Age of Exploration, explain how they were aided by the development of new technologies, and explain the impact of their discoveries on the global economy. Additionally, students will read parts of *Machiavelli, The Prince* (1513).

Key Concept 1.1 - The rediscovery of works from ancient Greece and Rome and observation of the natural world changed many Europeans’ view of their world.

#### *Summary of Key Assignments and/or Activities*

Creative Writing Assignment: A Letter to Petrarch. After students complete the readings, they will write Petrarch a letter responding to what they have read. The letter should contain at least three specific references to the text and at least one of the references needs to be to *Petrarch’s Secretum*. Suggested length: 2-3 Pages.

#### **Unit 2: Reformation and Holy Wars: (1500-1648)**

Students will identify the problems facing the Catholic Church at the beginning of the sixteenth century, identify Martin Luther’s objections to Catholic doctrines and practices and explain the essential doctrines of the Lutheran faith, and compare and contrast the doctrines and practices of the following religious movements: Catholicism / Lutheranism / Calvinism / Anglicanism / Radical Sects. They will explain how political concerns shaped the course of the Reformation, especially in the Holy Roman Empire, England, and France. They will also explain the extent to which the Council of Trent embraced and rejected reform and evaluate the success of the Counter-Reformation, including the impact of the Jesuits. Students will explain Henry VIII’s motivations for splitting from the Catholic Church and summarize the course of the English Reformation. They will also identify the causes, key individuals, and events of the French Wars of Religion and summarize the causes, course, and consequences of the Thirty Years’ War.

Key Concept 1.2 — Religious pluralism challenged the concept of a unified Europe.

Key Concept 1.3 — Europeans explored and settled overseas territories, encountering and interacting with indigenous populations.

Key Concept 1.4 — European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the continued existence of medieval social and economic structures.

Key Concept 1.5 — The struggle for sovereignty within and among states resulted in varying degrees of political centralization.

*Summary of Key Assignments and/or Activities*

**Socratic Seminar:** Protestant reformers used the printing press to disseminate their ideas, which spurred religious reform and helped it to become widely established. How and why was this possible?

Students will produce seminar prep works with annotations of the assigned primary sources, and oral arguments with evidence from the documents. Prior to the seminar, students will complete an exit ticket with justification and historical evidence to support their answer to the seminar question. Students will complete the assignment by investigating how the printing press had an impact in the dissemination of Protestant ideas. Students will engage in sourcing, contextualizing, and corroborating primary sources.

Students will learn how to corroborate various sources to think critically, build arguments, and support arguments with textual evidence and analysis. They will also explore multi-perspectives with primary and secondary sources; specifically in regard to the impact the printing press had on spreading religious ideas.

**Unit 3: Absolute Monarchy-Scientific Revolution (1600-1727)**

In this unit, students will learn about the context surrounding the development of absolute monarchs throughout Europe and how these leaders used the idea of the Divine Right of Kings to justify their absolute power. Students will learn how Louis XIV, Peter the Great, and other absolute leaders built their monarchies around Europe.

Students will also examine in-depth the transition of England from the absolute monarchy of James I to the beginnings of democratic monarchy that modeled the base for England's modern day government. Events discussed will include, but are not limited to: English Civil War, Cromwell's death, English Bill of Rights, supremacy of Parliament, and democratic institutions that limited the power of monarchy. Students will demonstrate an understanding of how democracy in England spread to other countries around Europe. As a result of these studies, students will compare and contrast absolutism and constitutionalism to demonstrate understanding.

Students will also study Thomas Hobbes and John Locke in regards to their philosophies about government and the human condition. Each philosopher had an integral impact on the creation of modern-day democracies. Students will compare and contrast the two regarding their differing views of the social contract.

Key Concept 2.1 — Different models of political sovereignty affected the relationship among states and between states and individuals.

Key Concept 2.2 — The expansion of European commerce accelerated the growth of a worldwide economic network.

Key Concept 2.3 — The spread of Scientific Revolution concepts and practices and the Enlightenment’s application of these concepts and practices to political, social, and ethical issues led to an increased but not unchallenged emphasis on reason in European culture.

*Summary of Key Assignments and/or Activities*

Long Essay Question (LEQ): “Louis XIV declared his goal was ‘one king, one law, one faith.’” Analyze the methods the king used to achieve this objective and discuss the extent to which he was successful. Students will produce a completed LEQ, which will account for 15% of the AP Exam. This assignment is comprised of written arguments that have a thesis supported by relevant historical evidence. In order to receive the highest scores, students must develop an argument and support it with an analysis of specific, relevant historical evidence of their choosing

**Unit 4: The Enlightenment and the French Revolution (1700-1850)**

In this unit, students will learn about the significant shift in thinking and understanding encouraged by both the Scientific Revolution and Enlightenment in Europe. Students will study thinkers of the Enlightenment as well as the accomplishments of Isaac Newton, John Locke, Voltaire, Diderot, Montesquieu, Rousseau, Immanuel Kant, and Adam Smith. They will also learn about how leaders such as Frederick the Great of Prussia, Catherine the Great of Russia, and Joseph II of Austria all tried, to varying degrees, to use their positions of power to aid the progress of the Enlightenment.

Students will learn how the new empowerment of the people influenced governments as the Enlightenment ideas spread across Europe. Students will do an in-depth study on the Old Regime in France and how a major financial crisis as well as the failure of the Estates General led to the events of the French Revolution enacting liberal reforms. Topics discussed will include the Great Fear, storming of the Bastille, Declaration of Rights and Man, and the Reign of Terror.

Key Concept 2.4 — The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes.

*Summary of Key Assignments and/or Activities*

Document Based Question (DBQ) “Explain the reasons for the adoption of a new calendar in revolutionary France and analyze reactions to it in the period 1789 to 1806.”

Students will produce a completed DBQ which will account for 25% of the AP Exam. This assignment is comprised of written arguments that have a thesis supported by relevant historical evidence and the documents provided. Students will also include analysis of the provided documents within the essays written. The seven documents included in the document-based question may include charts, graphs, cartoons, and pictures, as well as written materials of varying length. These are chosen to illustrate interactions and complexities about the historical topic that is the subject of the question. In their responses, students should develop an argument about the question and utilize the documents to support this argument. Students should also

explain elements of the authorship of the documents that affect their historical significance, such as point of view, purpose, historical situation, and/or audience. The DBQ also requires students to relate the documents to a historical period or theme and, thus, to focus on major periods and issues. For this reason, other knowledge about the topic being assessed, beyond the specific focus of the documents, is important and must be incorporated into students' essays to earn the highest scores.

Students will complete the assignment by working in groups to read the sources from a DBQ. This will provide students the opportunity to discuss their analysis of each document prior to their final written assignment. Students will then write an (individual) essay with a thesis statement and analysis. Students develop coherent thesis statements and arguments (historical argumentation) as well as analyze documents to form an argument, in a timed situation.

### **Unit 5: Conservative Order/Social Unrest: (1815-1832)**

In this unit, students will learn how European aristocrats sought to establish a conservative order in Europe to prevent the upheaval of the French Revolution from happening again. Students will understand how conflicts of the 19th century impacted radicalism, republicanism, socialism, romanticism, and nationalism. These differing philosophies varied in thought on how to establish a new order on a continent that was rapidly industrializing. While conservatives sought to maintain as many elements of the Old Regime, liberals, nationalists, and socialists all tried to replace the old order with something new. Romantics, on the other hand, looked backward to find beauty in a rapidly industrializing and secularizing Europe.

Students will discuss the differing perspectives of each of these groups and how actions such as The Reform Act of 1832 and the repeal of the Corn Laws allowed Britain to experience meaningful political reform, but not quite as much as the working class would have liked to see.

Key Concept 3.1 — The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry.

Key Concept 3.2 — The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location.

Key Concept 3.3 — Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses.

Key Concept 3.4 — European states struggled to maintain international stability in an age of nationalism and revolutions.

#### *Summary of Key Assignments and/or Activities*

Short Answer Questions (SAQ): Students will produce and complete four SAQ's which is 20% of the AP exam. The first question primarily assesses the practice of analyzing secondary sources, asking students to respond in writing to a historian's argument. This question addresses content from 1600 to 2001. The second question primarily assesses either the skill of causation or continuity and change over time, and ask students to respond in writing to a primary source written text or to visual sources such as images, charts, or maps. This question also addresses

content from 1600 to 2001. The third and fourth questions ask students to respond in writing to general propositions about European History, and primarily assess the same skill, either causation or continuity and change over time: neither question will assess the same skill as the second short-answer question. Each short-answer question asks students to describe examples of historical evidence relevant to the question; these examples can be drawn from the concept outline or from other examples explored in depth during classroom instruction.

### **Unit 6: Imperialism/WWI: (1850-1918)**

The late 19<sup>th</sup> century was the peak of European power and dominance. In this unit, students will study the modernization of Europe, the unification of Germany and Italy, and the New Imperialism in Africa and Asia. The Second Industrial Revolution was a catalyst for all of the major events of the late 19th century. Neither the Unification of Germany nor the New Imperialism would have been possible if not for the rapid technological advancements brought about by the Second Industrial Revolution. German Unification covers the complete unification process, starting with the failure of liberal nationalism after the Revolutions of 1848 and then focusing on Otto von Bismarck's domestic and foreign policies that put Prussia at the helm of a unified German state through the shrewd application of *realpolitik*.

Key Concept 3.5 — A variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers.

Key Concept 3.6 — European ideas and culture expressed a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other.

#### *Summary of Key Assignments and/or Activities*

Debate: Students will debate the causes of World War I. In the initial discussion, the entire class will develop four possible responses to the question posed; this activity works especially well in identifying causes of significant events such as what caused World War I. Each corner of the classroom is labeled with one of the responses and students are tasked to go to the corner that best supports their argument. Students are given 5 minutes to organize an argument in defense of their responses. A student representative from each corner presents his or her argument and then students are allowed to move to a different corner if their opinions have changed. In the next round, a student representative will address why his or her group's response is the most significant. A closure activity could be the formulation of a thesis statement by each student to express their argument.

### **Unit 7: World War II/Cold War/ 21st Century Europe: (1918-Present Day)**

In this unit, students will study how the interwar years (time between WWI and WWII) found democracy in crisis as dictatorships arose in Italy, Germany, and the Soviet Union. Students will grow to understand how World War II was a product of these dictatorships and their aggressive tendencies. Students will also study the unprecedented involvement of the United States in European affairs as well as a period of European integration in the postwar era. After World War II, Europe was caught between two superpowers: the Soviet Union and the United States. Students will learn about the economic and government systems in these two powers and the impact they had on the world. The early 1990's saw the fall of Communism and the signing of

the Maasricht Treaty (officially the Treaty on European Union). Students will be able to make a connection between the policies of the 1990's and how modern European nationalism remains a strong force in politics today.

Key Concept 4.1 — Total war and political instability in the first half of the 20th century gave way to a polarized state order during the Cold War and eventually to efforts at transnational union.

Key Concept 4.2 — 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 and among democracy, communism, and fascism.

Key Concept 4.3 — During the 20th 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.

Key Concept 4.4 — Demographic changes, economic growth, total war, disruptions of traditional social patterns, and competing definitions of freedom and justice altered the experiences of everyday life.

#### *Summary of Key Assignments and/or Activities*

Shared Inquiry: The teacher will provide a selection of primary sources, such as writings by Rousseau, Wollstonecraft, J. S. Mill, de Beauvoir, and Punch cartoons and ask students to use the content from these sources to select the documents that they believe best address the issue of women's inequality. Before students complete the task, either as homework or in small groups based on the documents chosen, they will answer what they think the primary sources mean and clarify any confusion. Students will formulate an answer to the learning objective based on their choice of documents and present their answers.

### **History - Social Science Content Standards for California Public School: Kindergarten Through Grade Twelve**

#### World History, Culture, and Geography: The Modern World

- 10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.
1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.
  2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's Republic and Aristotle's Politics.
  3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.

- 10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.
1. Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).
  2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).
  3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.
  4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic Empire.
  5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.
- 10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.
1. Analyze why England was the first country to industrialize.
  2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).
  3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.
  4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.
  5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
  6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.
  7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.
- 10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.
1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage;

- moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).
2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.
  3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.
  4. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.
- 10.5 Students analyze the causes and course of the First World War.
1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of “total war.”
  2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).
  3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.
  4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.
  5. Discuss human rights violations and genocide, including the Ottoman government’s actions against Armenian citizens.
- 10.6 Students analyze the effects of the First World War.
1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson’s Fourteen Points, and the causes and effects of the United States’ rejection of the League of Nations on world politics.
  2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.
  3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.
  4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the “lost generation” of Gertrude Stein, Ernest Hemingway).
- 10.7 Students analyze the rise of totalitarian governments after World War I.
1. Understand the causes and consequences of the Russian Revolution, including Lenin’s use of totalitarian means to seize and maintain control (e.g., the Gulag).
  2. Trace Stalin’s rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).

3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.
- 10.8 Students analyze the causes and consequences of World War II.
1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.
  2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.
  3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.
  4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).
  5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.
  6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.
- 10.9 Students analyze the international developments in the post–World War II world.
1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.
  2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.
  3. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America’s postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.
  4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).
  5. Describe the uprisings in Poland (1956), Hungary (1956), and Czechoslovakia (1968) and those countries’ resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.
  6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.

7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.
  8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.
- 10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.
1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.
  2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
  3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.
- 10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

### **California State Standards (CSS)**

#### **Reading Standards for Literacy in History/Social Studies 6–12**

##### Grade 9–10 Students

1. Cite specific textual evidence to support analysis, of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

9. Compare and contrast treatments of the same topic in several primary and secondary sources.
10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

### **Writing Standards for Literacy in History/Social Studies, Science, Technical Subjects Subjects 6–12**

1. Write arguments focused on discipline-specific content.
  - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
  - c. Use words, phrases, and 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 formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with well-chosen, relevant, and sufficient 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 ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
  - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically
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.
8. Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CA
9. Draw evidence from informational texts to support analysis, reflection, and research.
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.

### **Instructional Methods and/or Strategies**

In order for students to develop the full range of practices, skills, and understandings needed for the AP European History course, classroom instruction will include discussion and collaborative learning activities. Including: Socratic Seminar, Debate, Fishbowl, Shared Inquiry, Discussion Group, Debriefing, Jigsaw, Primary and secondary source analysis and timed practice exams.

### **Assessment Methods and/or Tools**

Students will be assessed using the following methods

- Multiple Choice quizzes, tests and exams
- Long Essay Questions (LEQ)
- Document Based Essay Questions (DBQ)
- Short Answer Questions (SAQ)
- Research Paper
- Oral Presentation
- Map Identifications
- Reading Quizzes
- Interactive notebook checks.

**Final Exam Format:** The final exam is comprehensive in nature and follows the AP Exam format of multiple choice questions and several Free Response Questions (FRQ's) which require students to conduct analysis and interpretation of data.

### **Honors Course**

This is an Advanced Placement (AP) course and as such covers the content of European History at a deeper level. The level of rigor is increased as seen in the requirement of Document Based Questions, Long Essay Questions and continued inclusion of specific evidence based relationships throughout assignments in the course. The approach to investigating history, amount and sources of reading and depth of focus are a large difference as well. The AP students

study four historical thinking skills (contextualization, comparison, causation, continuity, and change over time.) that are not specified in the non-AP course. Additionally, the content learning objectives for this course are organized under six themes that are used for historical inquiry and exploration. These themes include: Interaction of Europe and the World (INT), Poverty and Prosperity (PP), Objective Knowledge and Subjective Visions (OS), States and Other Institutions of Power (SP), Individual and Society (IS), and National and European Identity (NI).