
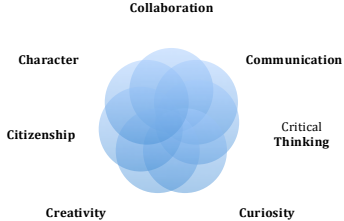


Content Area: Social Studies		Course: AP European History	Grade Level: 10-12
		R14 The Seven Cs of Learning 	
Unit Titles		Length of Unit	
UNIT I (1450-1648) Part 1: Late Medieval Europe, Renaissance, Reformation, and Exploration Part 2: Religious Wars, Paths to Constitutionalism and Absolutism		7 weeks	
UNIT II (1648-1815) Part 1: 17th -18th century politics and economics, Scientific Revolution and Enlightenment Part 2: French Revolution and Napoleon		8 weeks	

Unit Titles	Length of Unit
UNIT III (1815-1914) Part 1: Conservative order, revolt, and the Age of Nation-States Part 2: Late 18C Politics and Society, Birth of Modern Thought, and the Coming of WWI	9 weeks
UNIT IV (1914 to present) Part 1: WWI Through WWII Part 2: Post WWII	8 weeks



Strands	Course Level Expectations
Interaction of Europe and the World (INT)	This theme focuses on the various factors and motivations that contributed to Europe's interaction with the world since 1450, as well as the impact this interaction had both on Europe and on non-European societies.
Poverty and Prosperity (PP)	This theme focuses on the role that economic development, especially the development of capitalism, played in Europe's history as well as its social and political impact.
Objective Knowledge and Subjective Visions (OS)	This theme focuses on the creation and transmission of knowledge in Europe's history, with particular focus on the relationship between traditional sources of authority and the development of differing world views.
States and Other Institutions of Power (SP)	This theme focuses on the development of various forms of government and civil institutions since 1450 and the social, cultural, and economic impact of political change.
Individual and Society (IS)	This theme focuses on changes to family, class, and social groups in European history, on how these have changed in form and in status, and on the impact of such changes for both the individual and society
National and European Identity (NI)	This theme focuses on how and why definitions and perceptions of regional, cultural, national, and European identity have developed and been challenged over time.

Unit Title	UNIT I (1450-1648)	Length of Unit	7 weeks
Inquiry Questions (Engaging & Debatable)	<p>Part 1 Why have Europeans sought contact and interaction with other parts of the world? What political, technological, and intellectual developments enabled European contact and interaction with other parts of the world? What roles have traditional sources of authority (church and classical antiquity) played in the creation and transmission of knowledge?</p> <p>Part 2 What forms have European governments taken, and how have these changed over time? How and why have tensions arisen between the individual and society over the course of European history?</p>		
Standards*	<p>Learning Intentions: <i>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), National and European Identity (NI):</i> INT 1-6, PP 1-5, OS 1-8, SP 1-10, IS 1-5, NI 1-4</p>		
Unit Strands & Concepts	<p>Part 1: Late Medieval Europe, Renaissance, Reformation, and Exploration The Black Death and the late Middle Ages Analysis of Medieval, Italian Renaissance, and Northern Renaissance Art The Reformation, Catholic Reformation, divisions of Protestantism Exploration and its impact on Europe and the New World</p> <p>Part 2: Religious Wars, Paths to Constitutionalism and Absolutism Religious War in France and the Holy Roman Empire Thirty Years' War Development of Constitutional government in England Development of Absolutism in Europe Analysis of the Baroque/Dutch school</p>		
Key Vocabulary	humanism, classicism, vernacular, monasticism, divine right, conquistadors, indulgences, absolutism, constitutionalism, inquisition		

*Standards based on College Board's Advanced Placement standards

For more information visit: <https://ap.collegeboard.org/>

Unit Title	UNIT I (1450-1648)	Length of Unit	7 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • The worldview of European intellectuals shifted primarily from one based on ecclesiastical and classical authority to one based primarily on inquiry and observation of the natural world. • 1.2 The struggle for sovereignty within and among states resulted in varying degrees of political centralization. • 1.3 Religious pluralism challenged the concept of a unified Europe. • 1.4 Europeans explored and settled overseas territories, encountering and interacting with indigenous people. • 1.5 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. 	<ul style="list-style-type: none"> • Analyze Historical Sources and Evidence <ul style="list-style-type: none"> ○ Analyzing Evidence: Content and Sourcing ○ Interpretation • Make Historical Connections <ul style="list-style-type: none"> ○ Comparison ○ Contextualization ○ Synthesis • Chronological Reasoning <ul style="list-style-type: none"> ○ Causation ○ Patterns of Continuity and Change over Time ○ Periodization • Creating and Supporting a Historical Argument <ul style="list-style-type: none"> ○ Argumentation

Assessments:	Performance Based Assessments, Document Based Writing, Practice AP Assessments
Teacher Resources:	<p>-<i>Western Heritage</i> Donald Kagan, Steven Ozment, Frank M Turner. 9th Edition (2007)</p> <p>-<i>Western Civilization: sources, Images, and Interpretations, from the Renaissance to the Present</i>, ed. Dennis Sherman, ed., 3rd Edition New York: McGraw-Hill (2000).</p> <p>-<i>Sources of the Western Tradition, Vol II, 4th edition</i> ed. Marvin Perry, Joseph R. Peden, and Theodore H. Von Laue, New York: Houghton Mifflin (1999).</p> <p>-<i>Discovering the Western Past: A Look at the Evidence</i> M. Weisner-Hanks, W. Wheeler, and J. Ruff. 6th ed., New York: Houghton Mifflin(2008).</p> <p>-<i>Candide</i> Voltaire</p>

-*Journey Into the Whirlwind* Eugenia Semyonovna Ginzburg, Mariner Books, 2002.
-*Advanced Placement European History: Volumes I and II*, Augustine Caliguire, Jeanne M. Kish, Patricia A. Komosinski, Roberta J. Leach, and Lawrence M. Ober, USA: The Center for Learning, 2006.
-*The Choices Program: Curriculum Resources for Grades 9-12* Watson Institute for International Studies: Brown University, Providence, R.I.,
-*The Other Side of Western Civilization: Readings in Everyday Life* Volume II, Peter N. Stearns, ed., Fort Worth: Harcourt Brace, 2000

Unit Title	UNIT II (1648-1815)	Length of Unit	8 weeks
Inquiry Questions (Engaging & Debatable)	<p>Part 1 How has capitalism developed as an economic system? How and why did Europeans come to rely on the scientific method and reason in place of traditional authorities?</p> <p>Part 2 What forms have family, class, and social groups taken in European history, and how have they changed over time? What forms have European governments taken, and how have these changed over time?</p>		
Standards	<p>Learning Intentions: <i>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), National and European Identity (NI):</i>INT 1-6 PP 1-5, OS 1-8, SP 1-10, IS 1-5, NI 1-4</p>		
Unit Strands & Concepts	<p>Part 1: 17th-18th century politics and economics, Scientific Revolution and Enlightenment (Ch 15-17, 14,18) Topics include: - Central and Eastern Europe -The Maritime Powers - Life in the Old Regime -Industrial Revolution - Slavery - Scientific Revolution - The Enlightenment</p> <p>Part 2: French Revolution and Napoleon (Ch 19-20) Topics Include: -The causes of the French Revolution -The course of the Revolution -Neoclassicism -Napoleon, the conquest of Europe, and his fall</p>		
Key Vocabulary	geocentric, serfdom, separation of power, heliocentric, enclosure, equality, skepticism, ghetto, empiricism textile, deduction, artisans, induction, toleration, coup d’etat, laissez-faire, rationality, tabula rasa checks and balances		

Unit Title	UNIT II (1648-1815)	Length of Unit	8 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● 2.1 Different models of political sovereignty affected the relationship among states and between states and individuals. ● 2.2 The expansion of European commerce accelerated the growth of a worldwide economic network. ● 2.3 The popularization and dissemination of the Scientific Revolution and the application of its methods to political, social, and ethical issues led to an increase, although not unchallenged, emphasis on reason in European culture. ● 2.4 The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes. 	<ul style="list-style-type: none"> ● Analyze Historical Sources and Evidence <ul style="list-style-type: none"> ○ Analyzing Evidence: Content and Sourcing ○ Interpretation ● Make Historical Connections <ul style="list-style-type: none"> ○ Comparison ○ Contextualization ○ Synthesis ● Chronological Reasoning <ul style="list-style-type: none"> ○ Causation ○ Patterns of Continuity and Change over Time ○ Periodization ● Creating and Supporting a Historical Argument <ul style="list-style-type: none"> ○ Argumentation

Assessments:	Performance Based Assessments, Document Based Writing, Practice AP Assessments
Teacher Resources:	- <i>Western Heritage</i> Donald Kagan, Steven Ozment, Frank M Turner. 9th Edition (2007) and previous resources mentioned

Unit Title	UNIT III (1815-1914)	Length of Unit	9 weeks
Inquiry Questions (Engaging & Debatable)	<p>Part 1 How did the concept of a balance of power emerge, develop, and eventually become institutionalized? How and why did Europeans come to value subjective interpretations of reality?</p> <p>Part 2 How have encounters between Europe and the world shaped European politics, culture, and society? What impact has contact with Europe had on non-European societies? How has the organization of society changed as a result of or in response to the development and spread of capitalism? What were the causes and consequences of economic and social inequality? How did individuals, groups, and the state respond to economic and social inequality?</p>		
Standards	<p>Learning Intentions: <i>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), National and European Identity (NI):</i> PP 1-5, OS 1-8, SP 1-10, IS 1-5, NI 1-4</p>		
Unit Strands & Concepts	<p>Part 1: Conservative order, revolt, and the Age of Nation-States The Congress of Vienna and the Metternich system -Age of Revolt and Revolution Romanticism - Creation of Germany and Italy and the rise of nationalism</p> <p>Part 2: Late 18 Century Politics and Society, Birth of Modern Thought, and the Coming of WWI - The Second Industrial Revolution -Industrial Society -Late 19 Century - Intellectual history: economic, social, political, philosophical, scientific, medical Alliances and the Coming of WWI - Artistic responses to the rising tensions in Europe</p>		
Key Vocabulary	<p>militarism, total war, mobilization, strike, mandate, unionism, reparations, legitimacy, conservatism compensation, liberalism, anti-semitism, zionism, racism, colonialism, suffrage, nationalism, socialism</p>		

Unit Title	UNIT III (1815-1914)	Length of Unit	9 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<p>1.1 The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry.</p> <p>1.2 The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location.</p> <p>1.3 The problems of industrialization provoked a range of ideological, governmental, and collective responses.</p> <p>1.4 European states struggled to maintain stability in an age of nationalism and revolutions.</p> <p>1.5 A variety of motives and methods led to the intensification of European global control and increased tensions among the great powers.</p> <p>1.6 European ideas and culture expressed a tension between objectivity and scientific realism on one hand, and individual expression on the other.</p>	<ul style="list-style-type: none"> ● Analyze Historical Sources and Evidence <ul style="list-style-type: none"> ○ Analyzing Evidence: Content and Sourcing ○ Interpretation ● Make Historical Connections <ul style="list-style-type: none"> ○ Comparison ○ Contextualization ○ Synthesis ● Chronological Reasoning <ul style="list-style-type: none"> ○ Causation ○ Patterns of Continuity and Change over Time ○ Periodization ● Creating and Supporting a Historical Argument <ul style="list-style-type: none"> ○ Argumentation

Assessments:	Performance Based Assessments, Document Based Writing, Practice AP Assessments
Teacher Resources:	- <i>Western Civilization: sources, Images, and Interpretations, from the Renaissance to the Present</i> , ed. Dennis Sherman, ed., 3rd Edition New York: McGraw-Hill (2000). and all others mentioned previously

Unit Title	UNIT IV (1914 to present)	Length of Unit	8 weeks
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Inquiry Questions (Engaging & Debatable)	<p>Part 1 How and why did changes in warfare affect diplomacy, the European state system, and the balance of power? How did civil institutions develop apart from governments, and what impact have they had upon European states?</p> <p>Part 2 In what ways and why have European governments moved towards or reacted against representative and democratic principles and practices? How and why has the status of specific groups within society changed over time?</p>		
Standards	<p>Learning Intentions: <i>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), National and European Identity (NI):</i> PP 1-5, OS 1-8, SP 1-10, IS 1-5, NI 1-4</p>		
Unit Strands & Concepts	<p>Part 1: WWI Through WWII World War I and the Peace of Versailles -Revolution in Russia and the Soviet Experiment Zionism -Post WWI Europe and Weimar Rise of Fascism -WWII and the Holocaust</p> <p>Part 2: Post WWII Stalinism -Post-war division and the Cold War The Welfare State -Decolonization Collapse of European communism -Europe since 1989 (migration, EU, assimilation, terrorism)</p>		
Key Vocabulary	<p>appeasement, ethnic cleansing, corporatism, environmentalism, holocaust, glasnost, spheres of influence terrorism, containment, migration, cold war, refugee, perestroika, environmentalism, genocide feminism, fascism</p>		

Unit Title	UNIT IV (1914 to present)	Length of Unit	8 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● 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. ● 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 liberal democracy, communism, and fascism. ● 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. ● 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. 	<ul style="list-style-type: none"> ● Analyze Historical Sources and Evidence <ul style="list-style-type: none"> ○ Analyzing Evidence: Content and Sourcing ○ Interpretation ● Make Historical Connections <ul style="list-style-type: none"> ○ Comparison ○ Contextualization ○ Synthesis ● Chronological Reasoning <ul style="list-style-type: none"> ○ Causation ○ Patterns of Continuity and Change over Time ○ Periodization ● Creating and Supporting a Historical Argument <ul style="list-style-type: none"> ○ Argumentation

Assessments:	Performance Based Assessments, Document Based Writing, Practice AP Assessments
Teacher Resources:	All previously mentioned resources