NEWPORT-MESA UNIFIED SCHOOL DISTRICT
Course Description

Advanced Placement European History
(Course Meets requirement for Graduation)

Content covered in this course is described in the Course of Study. Based upon student needs, teachers select appropriate materials from the Instructional Materials List. Classroom presentations of course content are determined by the instructor and described under Teacher Activities. A more detailed outline of this course can be obtained from the instructor.

OVERVIEW:

The two-semester Advanced Placement Program in European History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in European history. The program prepares the student for intermediate and advanced college courses by making demands upon him/her equivalent to those made by full-year introductory college courses. The student should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. This course will thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

In addition to exposing the student to the factual narrative, the course will give him/her an understanding of some of the principal themes in modern European history as well as train them to analyze and interpret primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events.

COURSE OF STUDY OBJECTIVES:

1.0 The student will demonstrate understanding of the demands of the Advanced Placement Examination in European History.

1.1 SUGGESTED STUDENT ACTIVITIES:

- The student will read, listen, take notes, discuss requirements of the Advanced Placement Examination, and take sample tests that have a document-based question, a free response essay question, and multiple choice questions that cover political and diplomatic, intellectual and cultural, and social and economic history from 1475 to 1970.

1.2 INSTRUCTIONAL MATERIALS USED:

- Approved Textbook
- Related documents
- Sample test
- Supplementary material

1.3 TEACHER ACTIVITIES:

- Conduct lectures/discussions to connect with past learning; facilitate collaborative learning situations
- Model effective reading and note taking habits
- Assign reading
- Inspire spirit of inquiry; elicit and assist discovery of abstract connections and links of past and present.
- Explain requirements of evaluative essays
- Model thinking required of document based and free response essay
- Lead writing process/lead scoring process

2.0 The student will connect with past learning to build a strong knowledge base for each century on the growth of the nation-state, the development of absolutism, constitutionalism, and revolution, and international peace-keeping efforts with special emphasis the role of Central and Eastern Europe in the balance of power diplomacy.

2.1 SUGGESTED STUDENT ACTIVITIES:
Strands emphasized: Historical, ethical, economic*, and sociopolitical literacy; constitutional heritage, civic values, rights and responsibilities; study, critical thinking/writing, and participation skills.*
The student will read, take notes, listen, memorize key events, and trace relationships of events with subsequent events by beginning a time line of events, persons, and documents that will be a study guide by the end of the course. In collaborative groups students will create Advancement Placement type multiple choice questions for the class as a whole to take.

2.2 INSTRUCTIONAL MATERIALS USED:
- Approved Textbooks
- Original documents
- Slides and videotapes
- Supplemental materials

2.3 TEACHER ACTIVITIES:
- Conduct lectures/discussions, facilitate collaborative learning situations
- Model construction of time line
- Monitor and inspire collaborative test productions

3.0 In a document based on free response essay, the student will analyze (1) the geographical and philosophical basis of European History, (2) Medieval Institutions and thought, or (3) Religion and politics in the Byzantine, Moslem, Holy Roman, and Russian Empires.

3.1 SUGGESTED STUDENT ACTIVITIES:
Strands emphasized: Study and critical thinking/writing skills; historical, cultural, ethical, economic, and sociopolitical literacy; civic values, rights and responsibilities.
The student will read, listen, take notes, and discuss these topics as well as the process for writing free response and document based essays. Given a limited number of documents, the student will create a thesis statement to be supported by the documents **as well as** other evidence from their knowledge base of the period.

3.2 INSTRUCTIONAL MATERIALS USED:
- Approved Textbook
- Tuchman's "Hazards on Way to Middle Ages"
- Videotaped documentaries
- Supplementary materials

3.3 TEACHER ACTIVITIES:
- Conduct lectures/discussions
- Provide writing prompt and scoring guide
- Lead student through all stages of the writing process
- Assess student papers according to scoring guide

4.0 In an essay test, the student will relate humanism, secularism and the arts of the Renaissance to development of the nation state. The student essays will show quality of historical argument and use of examples that are relevant to the thesis.

4.1 SUGGESTED STUDENT ACTIVITIES:
Strands emphasized: study, critical thinking/writing, and participation skills; historical, cultural, Geographic, economic, and sociopolitical literacy.
The student will read, listen, view, discuss, and in collaborative groups, create essay questions and related thesis statements on effects of the Renaissance on creation of nation states.

4.2 INSTRUCTIONAL MATERIALS USED:
- Approved textbook
- Sample essay questions
- Supplemental material

4.3 TEACHER ACTIVITIES:
- Conduct lectures/discussions, facilitate collaborative learning situations
- Demonstrate development of essay questions and thesis statements
- Write along with students

5.0 The student will demonstrate knowledge of the geography of Europe.

5.1 SUGGESTED STUDENT ACTIVITIES:

Strands emphasized: study, critical thinking/writing skills; historical, geographic, sociopolitical and economic literacy; national identity.

The student will read, listen, view and draw accurate map of Europe from memory.

5.2 INSTRUCTIONAL MATERIALS USED:

- Approved Textbook
- Maps
- Supplementary materials

5.3 TEACHER ACTIVITIES:

- Conduct lectures/discussions/present information in a variety of ways
- Provide Mnemonic devices
- Describe assessment for this objective

6.0 The student will create multiple-choice questions on the Reformation and the Century of War.

6.1 SUGGESTED STUDENT ACTIVITIES:

Strands emphasized: historical, economic, sociopolitical, ethical and geographic literacy; study, thinking/writing, and participation skills.

The student will read, listen, view, take notes, and compare time lines for this period, then, in collaborative groups, create the multiple choice questions for the class to take.

6.2 INSTRUCTIONAL MATERIALS USED:

- Approved Textbook
- Videotapes
- Original documents and sample multiple choice questions
- Supplementary materials

6.3 TEACHER ACTIVITIES:

- Conduct lectures/facilitate collaborative productions
- Model test creation
- Publish assessment technique

7.0 The student will write a document-based essay on the foundations of the modern state.

7.1 *Strands emphasized: study, critical thinking skills; historical, cultural, geographic, economic and sociopolitical literacy; national identity.*

The student will read textbook and related original documents, listen to lectures, view documentaries, and in collaborative groups, discuss the missing elements among the given documents, and create thesis statements the documents and missing elements would support.

7.2 INSTRUCTIONAL MATERIALS USED:

- Original documents
- Approve textbook
- Supplementary materials

7.3 TEACHER ACTIVITIES:

- Conduct lectures/discussions, facilitate collaborative learning
- Provide scoring guide for essay

8.0 The student will create several free response essay questions on the philosophies of the enlightenment, the Westernization of Russia, War and Diplomacy after 1648, and the Enlightened Depots, then choose one to answer in a persuasive manner, demonstrating understanding of the evaluative mode of discourse.

8.1 SUGGESTED STUDENT ACTIVITIES:

Strands emphasized: study, critical thinking/writing skills; historical, cultural, economic, geographic, and sociopolitical literacy; constitutional heritage and civic values, rights, and responsibilities.

The student will read, take notes, listen, view and discuss these topics, then create thoughtful essay questions in the collaborative group, and write an answer to one of them.

8.2 INSTRUCTIONAL MATERIALS USED:
- Approved textbook
- Related literature of Locke and Rousseau
- Supplementary materials

8.3 TEACHER ACTIVITIES:
- Conduct lectures/discussions/facilitate collaborative learning and essay prompt creation
- Explain evaluative mode of discourse
- Provide scoring guide for essays

9.0 The student will create multiple choice questions on the revolution in arts from the Renaissance through the Baroque, in politics with the French Revolution and Napoleon, and with Restoration at the Congress of Vienna.

9.1 SUGGESTED STUDENT ACTIVITIES:
Strands emphasized: study, critical thinking/writing skills; historical, cultural, economic, and sociopolitical literacy.
The student will read, take notes, listen, view, and discuss the revolutions in art and politics and, in collaborative groups, create multiple choice questions for the whole class to answer.

9.2 INSTRUCTIONAL MATERIALS USED:
- Video documentaries and slides of art
- Approved textbook
- Supplemental materials

9.3 TEACHER ACTIVITIES:
- Conduct lectures/discussions, facilitate collaborative learning
- Model test construction

10.0 The student will write a document based essay on the causes and effects of Industrialization, creating a cogent thesis statement and supporting it with given documents and outside knowledge of the period.

10.1 SUGGESTED STUDENT ACTIVITIES:
Strands emphasized: study, critical thinking/writing, participation skills; historical, cultural, ethical, economic, and sociopolitical literacy.
The student will read, listen, view and discuss causes and effects of Industrialization of Europe, the changing economic ideas from Smith to Marx, the ideas of the Romantic poets and the nationalistic philosophers, then write an evaluative essay supported by given documents and other knowledge.

10.2 INSTRUCTIONAL MATERIALS USED:
- Approved textbook
- Documents
- Supplemental materials

10.3 TEACHER ACTIVITIES:
- Conduct lectures/discussions, facilitate collaborative learning, thesis construction
- Provide documents: maps, essays, statistical graphs
- Lead the interpretation-of-documents process and the writing process

11.0 The student will demonstrate a wide knowledge base of and the ability to perceive interactions of elements leading to and through political revolutions.

11.1 SUGGESTED STUDENT ACTIVITIES:
Strands emphasized: study, critical thinking participation skills; historical, cultural, ethical, economic, and sociopolitical literacy.
In collaborative groups students will create games that test the knowledge base and provide practice in making connections. Whole class will then participate in the games.

11.2 INSTRUCTIONAL MATERIALS USED:
- Approved textbook
- Documents
- Supplemental materials

11.3 TEACHER ACTIVITIES:
- Conduct lectures/discussions, facilitate collaborative learning
- Model ways to create games

12.0 The student will pose an historical argument and cite relevant examples answering an essay question on the rise of Imperialism.

12.1 SUGGESTED STUDENT ACTIVITIES:
Strands emphasized: study, critical thinking participation skills; historical, cultural, ethical, economic, and sociopolitical literacy; national identity, constitutional heritage, and civic rights, values and responsibilities.
The student will read, listen, view, discuss several aspects of imperialism in the nineteenth century and write a timed essay on one of three specific prompts on imperialism, supporting a clear thesis with historical evidence.

12.2 INSTRUCTIONAL MATERIALS USED:
- Approved textbook
- Documents
- Supplemental materials

12.3 TEACHER ACTIVITIES:
- Conduct lectures/discussions, facilitate collaborative learning
- Model ways to create games

13.0 The student will demonstrate broad knowledge of the origins of the Great War, its aftermath, Freud, the collapse of capitalism and democracy, the second great war, and abstraction in art by creating multiple choice questions and correctly answering those created by classmates and teacher.

13.1 SUGGESTED STUDENT ACTIVITIES:
Strands emphasized: study, critical thinking participation skills; historical, cultural, ethical, economic, and sociopolitical literacy.
The student will read, listen, view, discuss information on this period, and in collaborative groups, create test items, then take a final class created multiple choice test.

13.2 INSTRUCTIONAL MATERIALS USED:
- Video documentaries and slides
- Approved textbook
- Newspapers and magazine articles
- Supplemental materials

13.3 TEACHER ACTIVITIES:
- Conduct lectures/discussions, facilitate collaborative learning
- Provide model questions

14.0 Given several documents from varying periods in European History, the student will write a cogent essay connecting events/themes from his timeline to Europe's relations with the world today.

14.1 SUGGESTED STUDENT ACTIVITIES:
Strands emphasized: study, critical thinking participation skills; historical, cultural, ethical, economic, and sociopolitical literacy; national identity, constitutional heritage, and civic rights, values and responsibilities.
The student will interpret given documents, discuss related events/themes, create thesis statement, and write essay.

14.2 INSTRUCTIONAL MATERIALS USED:
- Video documentaries and slides
- Approved textbook
- Supplemental materials

14.3 TEACHER ACTIVITIES:
- Conduct lectures/discussions, facilitate collaborative learning
- Provide documents/assist in interpretation
- Lead stages of the writing process
- Provide scoring guide

15.0 The student will demonstrate continuing development of the basic social studies study skills: obtaining information and judging its value, reaching reasoned conclusions based on evidence, and developing sound judgment.

15.1 SUGGESTED STUDENT ACTIVITIES:

Strands emphasized: study, critical thinking/writing, participation skills.

The student will (1) acquire information by listening, observing, using community resources, and reading various forms of literature and primary and secondary source materials, (2) locate, select, and organize information from written sources, (3) retrieve and analyze information by using computers, microfilm, and other electronic media, (4) read and interpret maps, globes, models, diagrams, graphs, charts, tables, pictures, and political cartoons, (5) understand the specialized language used in historical research and social science disciplines, and (6) work collaboratively on tasks and organize and express ideas clearly in speaking and writing.

15.2 INSTRUCTIONAL MATERIALS USED:

- All available materials appropriate to grade level tasks

15.3 TEACHER ACTIVITIES:

- Assess current skill level of each student in obtaining information and judging its value, reaching reasoned conclusions based on evidence, and developing sound judgment.
- Encourage growth of skills through a variety of assignments
- Keep record of growing skills in each area

INSTRUCTIONAL MATERIALS:

TEXTBOOK:

Approved textbook

AUDIO-VISUAL MATERIALS:

Films, filmstrips, and videocassettes from the District library
School-based materials that have been approved as outlined by the District's process.

June 9, 1992

Added (Course Meets requirement for Graduation) 6/25/02