

**Summit High School
Summit, NJ**

Europe: 1914-Present

Grades 11-12

Length of Course: One Semester

Course of Study 2023

Course Description: This one-semester course will survey the major trends and patterns that influenced and shaped the European experience from World War One to the present. These include the political, economic, social and cultural factors that contributed to Europe's uniqueness. The class will begin with a review of the age of Imperialism and the expansion of European control in various areas of the world. Students will next address the social, economic, and political impact of World War I, the between the wars years, and World War II. From there, students will examine the Cold War's effects on Europe. The course will conclude with an analysis of issues currently facing European countries, including, but not limited to, the political, economic and social ramifications of European Unification(EU), Brexit, and the ongoing challenge of immigration.

Students will be tasked with analyzing information from a variety of sources (print/online/video), including primary and secondary sources, that reflect multiple perspectives. Students are expected to conduct a considerable amount of research and analysis into the politics, economy, art, music, and culture of the continent they are studying. In addition, care will be given to developing 21st Century and Web 2.0 literacy skills.

Written by Bill O'Regan 2023

**Length of Course:
16 Weeks of active teaching of new material**

Course of Study

Unit #1: The Age of Imperialism-2.5 weeks

Unit #2: World War I-2 weeks

Unit #3: In Between the Wars-2 weeks

Unit #4: World War II-2 weeks

Unit #5: Cold War-3 weeks

Unit #6: Monitor Europe and Current Day Issues-4.5 weeks

Unit #1: The Age of Imperialism (2.5 Weeks)

Standard 6.2 Global Studies

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Big Ideas: *Course Objectives / Content Statement(s)*

- **From the late 19th through the middle 20th century Europeans competed with one another for resources and international prestige. This competition was motivated in part by a sense of cultural superiority over other parts of the world. The competition created by the Age of Imperialism would lead Europe and the rest of the world into a century of uncertainty and conflict.**

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- ☐ Why do people develop ethnocentric views?
- ☐ Why do nations attempt to expand their influence beyond the borders of their nations?
- ☐ What motivates nations to look to expand?
- ☐ What happens when new technology and growing nationalistic views meet?
- ☐ What happens when all sectors of society are mobilized for a war effort?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

- ☐ Europeans were in need for new markets and access to raw materials after the Industrial Revolution.
- ☐ New found economic and industries might lead some Europeans to develop a sense of superiority over the rest of the world.
- ☐ The industrialized nations embarked on a competitive race for global resources and markets resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.

Areas of Focus: Proficiencies (Progress Indicators)	Examples, Outcomes, Assessments
Students will: NJCCS: (Imperialism) 6.2.12.GeoGI.3.a, 6.2.12.EconGE.3.a, 6.2.12.EconGE.3.b, 6.2.12.EconGE.3.c, 6.2.12.EconET.3.a, 6.2.12.EconET.3.b, 6.2.12.HistoryCC.3.b, 6.2.12.HistoryUP.3.a, 6.2.12.HistoryCC.3.c Career-Ready Practices CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	Instructional Focus: ☐ Analyze the motives and methods of European nations, Japan, and the United States to expand their imperialistic practices in Africa and Asia, and the impact on relations between these imperialist nations. ☐ Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914. ☐ Relate the Industrial Revolution to population growth, new migration patterns, urbanization, and the environment. ☐ Analyze the interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources. ☐ Assess the impact of imperialism on economic development in Africa and Asia. ☐ Assess the extent to which racism was both a cause and consequence of imperialism and analyze the impact of imperialism from multiple perspectives. ☐ Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule. Sample Assessments/Projects/Post Assessment: ☐ Student led Jig-Saw on the impact/reaction of European imperialism in Asia ☐ Deliberations ☐ MPC tests ☐ Research Assignments ☐ Multimedia projects/ Media literacy assignments ☐ Role playing activities-Scramble for Africa ☐ Demonstration of understanding through art, poetry, song, etc. ☐ Understanding European motives using primary sources

- ☐ Berlin Conference Role-playing activity.
- ☐ Africa Today research and presentation
 - ☐ Students assigned various problems/issues facing Africa today and they will trace the problem back to European imperialization
- ☐ “Black Panther”-Students will do research on the Marvel movie “Black Panther” and how this movie is reflective of an Africa that was not imperialized. We will then view the movie and make connections to Imperialism in Africa.

Instructional Strategies:

Interdisciplinary Connections

- ☐ Interpretation of various primary and literary sources depicting such topics as Imperialism Socialism, Communism, Nationalism etc.

Technology Integration

- ☐ Viewing of real video footage of major events of the era.
- ☐ Research using online databases.
- ☐ Creation of multimedia- i.e. Blog/iMovie/PowerPoint Presentation demonstrating understanding of select topic.

Global Perspectives

- ☐ Looking at problems facing Africa today and linking it back to imperialism in Africa
- ☐ Trace the fall of Global Empires that had expanded during the age of Imperialism (this will continue throughout the length of the entire course)

Unit #2: World War I (2 Weeks)

Standard 6.2 Global Studies

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Big Ideas: Course Objectives / Content Statement(s)

- **The end of the 19th century and the start of the 20th century was a time of chaos and bloodshed that was a result of the Age of Imperialism and competition between European Nations. The Age of Metternich and balance of power that was established after the Napoleonic wars was now an age of conflict and uncertainty.**

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
☐ What happens when new technology and growing nationalistic views meet? ☐ What happens when all sectors of society are mobilized for a war effort? ☐ Explain the immediate causes of World War I? ☐ Analyze the new technologies and their impact in World War I.	Students will understand that... ☐ European build up in their military, alliances that they made, growing nationalism and imperialism created the foundation for World War I. ☐ Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. ☐ World Wars I was a “total war” in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. ☐ New technology has contributed to the creation of trench war and high death tolls.
Areas of Focus: Proficiencies (Progress Indicators)	Examples, Outcomes, Assessments
Students will: NJCCS: (World War I) 6.2.12.GeoSV.4.a, 6.2.12.HistoryCC.4.a, 6.2.12.HistoryCC.4.b, 6.2.12.HistoryCC.4.c, 6.2.12.HistoryCC.4.e, 6.2.12.HistoryCC.4.f,	Instructional Focus: Students will be able to: ☐ Explain the causes of World War I ☐ Analyze the impact that technology had on the war effort ☐ Evaluate the effect of Total War

6.2.12.HistoryCC.4.g, 6.2.12.HistoryCC.4.h,
6.2.12.HistoryUP.4.a, 6.2.12.HistoryUP.4.b,
6.2.12.HistoryUP.4.c, 6.2.12.HistoryCA.4.b

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

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

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

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

CRP9: Model integrity, ethical leadership and effective management.

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

CRP11: Use technology to enhance productivity.

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

Sample Assessments/Projects/Post Assessment:

- ☐ Essays evaluating impact of WWI, reasons for rise of dictators etc.
- ☐ Free response assessments based on the essential questions for the unit.
- ☐ Research Assignments/projects
 - ☐ Shark Tank for new military technology used in World War I
- ☐ Multimedia projects/ Media literacy assignments
- ☐ Role playing activities
 - ☐ Treaty of Versailles simulation where countries (groups) have to decide the fate of Europe going forward.

Instructional Strategies:

Interdisciplinary Connections

- ☐ Interpretation of various primary and literary sources depicting such topics as Imperialism Socialism, Communism, Nationalism etc.

Technology Integration

- ☐ Viewing of real video footage of major events of the era.
- ☐ Research using online databases.
- ☐ Creation of multimedia- i.e. Blog/iMovie/PowerPoint Presentation demonstrating understanding of select topic.

Global Perspectives

- ☐ Looking at problems facing Africa today and linking it back to imperialism in Africa
- ☐ Trace the fall of Global Empires that had expanded during the age of Imperialism (this will continue throughout the length of the entire course)

Media Literacy Integration

Unit #3: In Between the Wars (2 weeks)

Standard 6.2 Global Studies

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Big Ideas: Course Objectives/Content Statement(s)

- **World War I was followed by uncertainty, instability, isolation and anxiety that would have a profound impact on world relations and culture.**

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- ☐ What impact could a failed peace treaty have both long and short term?
- ☐ How/Why would a conflict force a country to turn to isolationism?
- ☐ How can conflict impact culture/society (music, art, literature etc.)?
- ☐ What leads to economic depressions?

Enduring Understandings

What will students understand about the big ideas?

- Students will understand that...
- ☐ The death and destruction of World War I led many nations to practice isolationism.
 - ☐ The Great Depression was a result of overproduction, isolationism, stock market crash and war debts and reparations.
 - ☐ The cultural shift that had taken place in literature, music and art.

Areas of Focus: Proficiencies (Progress Indicators)

Students will:

NJCCS: (Between the Wars)

6.2.12.CivicsPI.4.a, 6.2.12.CivicsPI.4.b,
6.2.12.CivicsHR.4.a, 6.2.12.GeoSV.4.a,
6.2.12.GeoGI.4.a, 6.2.12.EconEM.4.a,
6.2.12.HistoryCC.4.d, 6.2.12.HistoryUP.4.a,
6.2.12.HistoryUP.4.b, 6.2.12.HistoryUP.4.c

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and

Examples, Outcomes, Assessments

Instructional Focus: Students will be able to:

- ☐ Evaluate the causes of the Great Depression
- ☐ Analyze the impact the Great Depression had on various countries (including Germany, United States, Great Britain, France, Japan etc.)
- ☐ Identify the cultural changes in the arts (music, writing, entertainment etc.)
- ☐ Analyze how the economic turmoil and peace treaty of World War I led to the rise of Fascism in Europe

Sample Assessments/Projects/Post Assessment:

- ☐ Essay writing with the causes of the Great Depression
- ☐ Free response assessments based on the essential questions for the unit.
- ☐ Multiple Choice Assessments
- ☐ Stock Market Simulation

economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

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

CRP9: Model integrity, ethical leadership and effective management.

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

CRP11: Use technology to enhance productivity.

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

☐ Art Gallery walk (Changes in culture)

☐ Multimedia projects/ Media literacy assignments

Instructional Strategies:

Interdisciplinary Connections:

☐ Stock Game: Student play a board game that teaches the most basic and fundamental concepts of the Stock Market and Free-market economics.

☐ Analysis of the art, literature, architecture in post-WWI Europe.

Technology Integration:

☐ Viewing of real video footage of major events of the era.

☐ Research using online databases.

☐ Creation of multimedia- i.e. Blog/iMovie/PowerPoint Presentation demonstrating understanding of select topic.

Media Literacy Integration:

Global Perspectives:

☐ Look at the various responses countries had to the stock market crash and how this impacted world relations (trade etc.)

☐ Countries response to acts of aggression/treaties being created.

Unit #4: World War II (2 weeks)

Standard 6.2 Global Studies

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Big Ideas: Course Objectives/Content Statement(s)

- From the late 19th through the middle 20th century Europeans competed with one another for resources and international prestige. This competition was motivated in part by a sense of cultural superiority over other parts of the world. The result of this international competition was the bloodiest and most destructive conflict ever experienced by man, World War II.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- ☐ What happens when new technology and growing nationalistic views meet?
- ☐ What happens when conflicts are not fully settled?
- ☐ What happens when all sectors of society are mobilized for a war effort?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

- ☐ The Treaty of Versailles led nations to turn to Fascism and look to new leadership
- ☐ Policies of appeasement and isolationism contributed to acts of aggression by Germany, Italy and Japan
- ☐ Allied powers responded differently to Hitler's acts of aggression
- ☐ Hitler isolated social groups in society and then turned to the Final Solution to exterminate them

Areas of Focus: Proficiencies (Progress Indicators)

Students will:

NJCCS: World War II

6.2.12.CivicsPI.4.a, 6.2.12.CivicsPI.4.b,
6.2.12.CivicsHR.4.a, 6.2.12.GeoSV.4.b,
6.2.12.HistoryCC.4.b, 6.2.12.HistoryCC.4.c,
6.2.12.HistoryCC.4.e, 6.2.12.HistoryCC.4.g,
6.2.12.HistoryCC.4.h, 6.2.12.HistoryUP.4.b,
6.2.12.HistoryUP.4.c, 6.2.12.HistoryCA.4.c

Examples, Outcomes, Assessments

Instructional Focus: Students will be able to:

- ☐ Evaluate the causes of World War II
- ☐ Analyze Hitler's acts of aggression and the global response
- ☐ Identify how the allied powers entered World War II
- ☐ Evaluate the global response to Hitler's Final Solution

Sample Assessments/Projects/Post Assessment:

- ☐ Essay writing with the causes of World War II

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

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

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

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

CRP9: Model integrity, ethical leadership and effective management.

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

CRP11: Use technology to enhance productivity.

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

- ☐ Free response assessments based on the essential questions for the unit.
- ☐ Multiple Choice Assessments
- ☐ World War II propaganda assignment
- ☐ Holocaust world response group assignment
- ☐ Multimedia projects/ Media literacy assignments

Instructional Strategies

- ☐ Interdisciplinary Connections
 - ☐ Interpretation of various primary and literary sources depicting such topics as Imperialism Socialism, Communism, Nationalism, Fascism etc.
 - ☐ Looking at cultural propaganda including art and literature
- ☐ Technology Integration
 - ☐ Viewing of real video footage of major events of the era.
 - ☐ Research using online databases.
 - ☐ Creation of multimedia- i.e. Blog/iMovie/PowerPoint Presentation demonstrating understanding of select topic.
- ☐ Media Literacy Integration
- ☐ Global Perspectives
 - ☐ Evaluate the creating and breakdown of European countries (Post WW2 Europe)
 - ☐ Analyze the ending of colonial power in Africa and Asia as a result of WW2
 - ☐ Evaluate the role colonies played in WW2 for their European country

Unit #5: Cold War (3 weeks)

Standard 6.2 Global Studies

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Big Ideas: Course Objectives/Content Statement(s)

- **In the post- WWII era The United States and the Soviet Union competed with one another in an ideological, economic, and social conflict known as the Cold War. Europe remained a major arena of contention for years to come. The decisions and conflicts of this era continue to impact our world today.**

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
☐ How can competing ideologies lead to conflict? ☐ What are the consequences of World War? ☐ What conditions create feelings of distrust and mutual contempt? ☐ How do conflicts between opposing groups often affect other groups not directly involved? ☐ How do decisions lead to often-unforeseen consequences? ☐ What happens when ultra-modern cultures interact with orthodox/traditional cultures?	Students will understand that... ☐ Competing ideologies between the US and USSR led to a time of uncertainty ☐ International organizations were created to divide the world and unite allies ☐ World War II left 60 million+ dead, large portions of Europe, Africa, and Asia devastated, and propelled the world into the Atomic Age. ☐ The actions of the U.S.A and the U.S.S.R helped create an atmosphere of mistrust and affected the domestic and foreign policies of both nations. ☐ The era following the breakup of the Soviet Union resulted in a period of global growth and unprecedented technological innovation.
Areas of Focus: Proficiencies (Progress Indicators)	Examples, Outcomes, Assessments
Students will: NJCCS: Cold War 6.2.12.CivicsPI.5.a, 6.2.12.CivicsHR.5.a,	Instructional Focus: Students will be able to: ☐ Evaluate the competing ideologies between the US and USSR and the characteristics they were made up of

6.2.12.HistoryCC.5.a, 6.2.12.GeoSV.5.a,
6.2.12.GeoGI.5.a, 6.2.12.EconET.5.a,
6.2.12.EconET.5.b, 6.2.12.EconGE.5.a,
6.2.12.HistoryCC.5.b, 6.2.12.HistoryCC.5.f,
6.2.12.HistoryCA.5.a

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

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

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

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

CRP9: Model integrity, ethical leadership and effective management.

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

CRP11: Use technology to enhance productivity.

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

- ☐ Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
- ☐ Analyze the reasons for the Cold War and the collapse of the Soviet Union, and the impact of these events on changing national boundaries in Eastern Europe and Asia.
- ☐ Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.
- ☐ Compare and Contrast post-war recovery in Western and Eastern Europe.
- ☐ Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.
- ☐ Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
- ☐ Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world and women's progress toward social equality, economic equality, and political equality in various countries.

Sample Assessments/Projects/Post Assessment:

- ☐ Essays i.e. analyzing Cold War Competition, Role of UN etc.
- ☐ MPC tests
- ☐ Deliberations
- ☐ Research Assignments
- ☐ Multimedia projects/ Media literacy assignments-Revolutions of 1989 presentation
- ☐ Demonstration of understanding through art, poetry, song, etc.
- ☐ I-Movie presentation on a European nation 1945-present. This assessment should reflect the dynamic nature of the

Instructional Strategies

- ☐ Interdisciplinary Connections
 - ☐ Looking at cultural propaganda including art and literature
- ☐ Technology Integration

	☐ Viewing of real video footage of major events of the era. ☐ Research using online databases. ☐ Creation of multimedia- i.e. Blog/iMovie/PowerPoint Presentation demonstrating understanding of select topic. ☐ Media Literacy Integration ☐ Global Perspectives ☐ Looking at the immediate and long term effect of the Cold War on countries/individuals outside of the US and USSR ☐ Example-those living in East Germany under communist rule and then integrated into West Germany and the life adjustments they had to go through
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Unit #6 Modern Europe and Current Day Issues (4.5 Weeks)

Standard 6.2 Global Studies

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Big Ideas: Course Objectives/Content Statement(s)

- **In the post- WWII era The United States and the Soviet Union competed with one another in an ideological, economic, and social conflict known as the Cold War. As these two nations competed for power around the world the rest of Europe was looking to create a long lasting peace by linking the government and economies of European countries together to prevent conflict.**

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- ☐ How can governing bodies prevent war and conflict?
- ☐ Why/How did governments change overtime?
- ☐ Why/How do governing bodies change overtime?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

- ☐ The European Union grew out of the idea to tie countries together economically so war isn't possible
- ☐ The European transformed and altered their mission as more countries joined/continue to join
- ☐ The international role/impact that the European Union has outside of Europe on areas such as economics, war, country relations etc.

Areas of Focus: Proficiencies (Progress Indicators)

Students will:

NJCCS: Modern Europe and the EU

6.2.12.HistoryCC.5.d, 6.2.12.HistoryCC.5.e,
6.2.12.HistoryCC.5.h, 6.2.12.CivicsPI.6.a,
6.2.12.CivicsHR.6.a, 6.2.12.CivicsHR.6.b,
6.2.12.GeoPP.6.a, 6.2.12.EconGE.6.a,
6.2.12.EconGE.6.c, 6.2.12.HistoryCC.6.a,

Examples, Outcomes, Assessments

Instructional Focus: Students will be able to:

- ☐ Assess the impact of the European Union on member nations and other nations
- ☐ Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
- ☐ Assess the effectiveness of responses by

6.3.12.GeoGI.1, 6.3.12.EconGE.1, 6.3.12.HistoryCA.12

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

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

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

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

CRP9: Model integrity, ethical leadership and effective management.

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

CRP11: Use technology to enhance productivity.

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

governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

- ☐ Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
- ☐ Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

Sample Assessments/Projects/Post Assessment:

- ☐ European Union round table on current day issues (Brexit, Should Turkey be allowed in the EU etc.)
- ☐ MPC tests
- ☐ Deliberations
- ☐ Research Assignments
- ☐ Multimedia projects/ Media literacy assignments-How the EU evolved.
- ☐ Essential Question free response questions

Instructional Strategies

- ☐ Interdisciplinary Connections
 - ☐ Looking at economic impact and world relations today
- ☐ Technology Integration
 - ☐ Viewing of real video footage of major events of the era.
 - ☐ Research using online databases.
 - ☐ Creation of multimedia- i.e. Blog/iMovie/PowerPoint Presentation demonstrating understanding of select topic.
- ☐ Media Literacy Integration
- ☐ Global Perspectives
 - ☐ Look at how trade relations is being impacted with countries in and out of the EU and Great Britain who is currently in the process of leaving
 - ☐ Look at international treaty organizations and how they have been impacted by EU membership
 - ☐ EU response to international crises

	(immigration, refugees, world hunger, terrorism etc.)
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Support for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Support
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	With the Internet / Software
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via	Increase opportunities to engage	Individualized assessment tools

computer or electronic device	in active academic responding	based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Texts and Supplementary Resources:

McKay, John P.; Hill, Bennett D.; and Buckler, John. A History of Western Society. AP Edition. Boston: Houghton Mifflin Company, 2008. 9th edition.

Primary sources from <http://www.fordham.edu/halsall/>

History Alive: Europe's Transition to the Modern World Activity on art

Supplementary Books:

Kishlansky, Mark.; Geary, Patrick; and O'Brien, Patricia. Civilization in the West ,Since 1300. 5th Edition. Copyright 2003

Golden, Richard M. Social History of Western Civilization. New York: St. Martin's Press, 1998.

- Volume I: Readings from the Ancient World to the Seventeenth Century.
- Volume II: Readings from the Seventeenth Century to the Present.

Reilly, Kevin. Readings in World Civilizations. Volume 2: The Development of the Modern World. New York: St. Martin's Press, 1988.

Perry, Marvin et al. editors. Sources of the Western Tradition. Boston: Houghton Mifflin Company, 1987.

- Volume I: From Ancient Times to the Enlightenment.
- Volume II: From the Scientific Revolution to Present .

Sherman, Dennis. The Western Experience: Volume II Since 1600 - Study Guide and Readings. New York: Alfred A. Knopf, Inc. 1987.

Tierney, Brian; Kagan, Donald and Williams, L. Pearce. Great Issues in Western Civilization: Since 1500 through the Cold War. New York: McGraw-Hill Inc., 1992.

Examples of Suggested Video Sources

The Age of Modern Turmoil: Imperialism through WWII

Horror in the Congo

Stalin Man of Steel: History Channel DVD

Hitler and Stalin: History Channel DVD

Hitler: Portrait of a Tyrant: HBO Warlords Series VHS

Enemy at the Gates: DVD

Modern Europe: The Cold War and its Consequences 1945- Present

Various segments from *The Century with Peter Jennings* VHS

Various segments from The '80s with Peter Jennings VHS