

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Course Outline
Advanced Placement European History A/B**

Date: May 2001

Subject Area: Social Science

Proposed Grade Level(s): 10

Course Length: 1 Year

Grading: A-F

Number of Credits: 5/Semester

Prerequisites: 3.0 GPA, application, and passing score on a reading comprehension/essay test

COURSE DESCRIPTION/GOALS AND OBJECTIVES:

Advanced Placement European History examines the roots of Western Europe and its diverse and evolving values. It is designed to prepare students for participatory citizenship as well as to successfully complete the Advanced Placement Examination in European History for college credits. As such, it is a demanding course that calls upon students to master major concepts in history as well as economic, artistic, and social developments from 1300-2000. Students are expected to critically analyze a host of important historical events and changes, and to write several critical essays that support a sophisticated thesis through the careful examination of facts, quotations and statistics derived from diverse sources, both primary and secondary. Students are trained in the interpretation and analysis of maps, graphs, graphics, political cartoons, and historical quotations.

In addition to the achievement of college credits upon successful completion of the (optional) AP exam, the general purposes of the course are twofold: one, to hone critical thinking skills in reading, historical inquiry, oral presentation, and expository writing; and second, the student should develop an appreciation of the depth and diversity of the values and experiences that make up the European/cultural, political and heritage of the west and the world. In order to achieve mastery of both content and social science inquiry skills, students are asked to read from a wide variety of sources, and to compare and contrast these often conflicting versions of historical "truth." This includes textbooks as well as primary source documents, supplementary texts and articles regarding specific European historical controversies. Whenever possible, two OR MORE conflicting viewpoints are examined, and the instructor must bear in mind that her or his role is not to teach WHAT to think, but HOW to think.

In demonstrating mastery of the materials and skills, students write several major essays. They also engage in formal and informal debate, write critiques, and deliver dramatic presentations and/or oral reports.

STUDENT READING COMPONENT:

Students read college-level textbooks as well as selected journal articles, supplementary readers, and articles from electronic media. A particular emphasis is placed on the critique of public documents/primary source materials.

STUDENT WRITING COMPONENT:

Students do interpretive and research writing, including analyses and evaluations of historical issues and controversies. The expository writing requires students to make judgments that are interpretive, analytic, evaluative, and reflective.

STUDENT ORAL COMPONENT:

Students engage in peer teaching, presentations of research findings, class panels and debates.

ALL STATE STANDARDS of tenth grade European History in the Twentieth Century are fulfilled. In addition the student is also responsible for 14th till 19th century content and concepts.

DETAILED UNITS OF INSTRUCTION, as published by the College Board in February 2000, appear on the pages to follow (“Guide for Advanced Placement European History Test Coverage.”)

High School Exit Examinations in Reading, Writing, and Social Science will be enhanced by the preparation provided by AP European History

EXPECTED STUDENT LEARNING RESULTS:

Self-Directed Learning: Students will apply learning to real world situations through historical analogy; students will accept responsibility for their own learning through summer reading, self-monitoring and preparation for the AP test.

Effective Communication will be practiced through presentations, debates, and research/analytical essays.

Quality Products and Performances will include essays as well as historical dramas, debates, and presentations.

Constructive Thinking will emerge from questioning, analyzing and synthesizing data about specific historical controversies.

Collaborative Workers will cooperate with others to prepare and deliver panel discussions and debates, peer teaching, and dramatic presentations, as well as in preparation for the AP examination.

Responsible Citizenship will be encouraged through a respectful emphasis on the history of people with different cultural backgrounds.

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