

5/20/2015

El Monte Union High School District

Course Outline

High School DISTRICT

Title: AP European History

Transitional* _____ (Eng. Dept. Only)

Sheltered (SDAIE)* _____ Bilingual* _____

AP** X Honors**

Department: Social Science

Grade Level (s): 10

Semester _____ Year X

Year of State Framework Adoption
2015-2016

This course meets graduation requirements:

- () English
- () Fine Arts
- () Foreign Language
- () Health & Safety
- () Math
- () Physical Education
- () Science
- (X) Social Science
- () Elective (Math)

Department/Cluster Approval Date

*Instructional materials appropriate for English Language Learners are required.

**For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

1. Prerequisite(s): None

Recommended:

Pass English 9

English Teacher Recommendation

2. Short description of course which may also be used in the registration manual:

The AP European History course meets the El Monte Union High School District graduation requirement for World History and develops an understanding of the main themes in modern European History. The course 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 students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students 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. An AP European History course should 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. The course covers European history from 1450 to the present.

3. Describe how this course integrates the school's ESLRs (Expected School-wide Learning Results):

This course integrates the ESLRs (SLOs) by combining using the skills of reading, writing and using evidence to support a thesis. The course prepares students to read and write at a college level, better preparing them for college and career.

4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English Language Learners:

Additional efforts, techniques and methodologies used to meet the needs of ELL students include the pairing or partnering of ELL students with bilingual advanced students open to assisting struggling or challenged students. Additionally, when available, ELL students will be provided with learning materials in their native language. Furthermore, if available, instructional aides will be provided to translate and assist ELL students with coursework. Lastly, since the course has day to day objectives in place, SIOP model practices will be implemented, such as posting daily learning objectives in written form for the entire class to see.

5. Describe the interdepartmental articulation process for this course:

Skills developed in European History will better prepare students to
When applicable, the social science is willing to work with other departments to coordinate student work on course projects. The individual departments then build computer skills through assigning various project requiring Word Processing, Powerpoint and other presentation programs. The Media Center provides class instruction on computer applications and research when needed. The students will be using English skills as they complete work for the class, which will reinforce instruction in those departments and vice versa.

6. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

The course aims to build students' understanding of World and European History. In addition, students will improve their writing and communicating skills via practice.

7. Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below.)

A. Textbook(s) and Core Reading(s):

McKay et al, A History of Western Society 10th Edition, 2011.

B. Supplemental Materials and Resources:

Andrea Overfield, The Human Record Volume II Since 1500 6th Edition, 2009.

http://www.macmillanhighered.com/Catalog/Search.aspx?search=field%3atitle_author|a+history+of+western+society&mediatype=Books

Student-ready handouts, teacher notes, and supplementary materials, videos, and online practice questions as appropriate.

<http://historysage.com/jcms/content/view/64/93/>

8. Objectives of Course

The AP European course develops an understanding of the main themes in modern World History including questions in cultural, diplomatic, economic,

intellectual, political, and social history which form the basis for the course and examination. Students are expected to demonstrate knowledge of basic chronology and of major events and trends from 1450 (the High Renaissance) to the present. Using a college level textbook, a variety of primary sources such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials this course begins with the Renaissance and concludes with the demise of communism in Eastern Europe, the reunification of Germany, and global trends. Personal responsibility for the readings and class discussion is imperative to pass the course. In addition, students taking AP European History must take the Advanced Placement Exam in Modern European History in order to receive credit for the course.

- **Unit detail including projects and activities including duration of units (pacing plan)**

Period 1: 1450-1648 (20% of the Exam)

Renaissance intellectuals and artists revived classical motifs in the fine arts and classical values in literature and education. Intellectuals — later called humanists— employed new methods of textual criticism based on a deep knowledge of Greek and Latin, and revived classical ideas that made human beings the measure of all things. Artists formulated new styles based on ancient models. The humanists remained Christians while promoting ancient philosophical ideas that challenged traditional Christian views. Artists and architects such as Brunelleschi, Leonardo, Michelangelo, and Raphael glorified human potential and the human form in the visual arts, basing their art on classical models while using new techniques of painting and drawing, such as geometric perspective. The invention of the printing press in the mid-15th century accelerated the development and dissemination of these new attitudes, notably in Europe north of the Alps (the northern Renaissance).

During the 16th and 17th centuries, Europeans developed new approaches to and methods for looking at the natural world in what historians have called the Scientific Revolution. Aristotle's classical cosmology and Ptolemy's astronomical system came under increasing scrutiny from

natural philosophers (later called scientists) such as Copernicus, Galileo, and Newton. The philosophers Francis Bacon and René Descartes articulated comprehensive theories of inductive and deductive reasoning to give the emerging scientific method a sound foundation. Bacon urged the collection and analysis of data about the world and spurred the development of an international community of natural philosophers dedicated to the vast enterprise of what came to be called natural science. In medicine, the new approach to knowledge led physicians such as William Harvey to undertake observations that produced new explanations of anatomy and physiology and to challenge the traditional theory of health and disease (the four humors) espoused by Galen in the second century. The articulation of natural laws, often expressed mathematically, became the goal of science.

The unexpected encounter with the Western hemisphere at the end of the 15th century further undermined knowledge derived from classical and biblical authorities. The explorations produced new knowledge of geography and the world's peoples through direct observation, and this seemed to give credence to new approaches to knowledge more generally. Yet while they developed inquiry-based epistemologies, Europeans also continued to use traditional explanations of the natural world based on witchcraft, magic, alchemy, and astrology.

1.1 Renaissance, Scientific Revolution

1.2 Absolutism

1.3 Reformation

1.4 Exploration and Overseas Territory

1.5 Commercial and Agricultural Capitalism, Economic Structures

Period 2: 1648 to 1815 (20% of the Exam)

Between 1648 and 1815, the sovereign state was consolidated as the principal form of political organization across Europe. Justified and rationalized by theories of political sovereignty, states adopted a variety of methods to acquire the human, fiscal, and material resources essential for the promotion of their interests. Although challenged and sometimes

effectively resisted by various social groups and institutions, the typical state of the period, best exemplified by the rule of Louis XIV in France, asserted claims to absolute authority within its borders. A few states, most notably England and the Dutch Republic, gradually developed governments in which the authority of the executive was restricted by legislative bodies protecting the interests of the landowning and commercial classes.

Between the Peace of Westphalia (1648) and the Congress of Vienna (1814–1815), European states managed their external affairs within a balance of power system. In this system, diplomacy became a major component of the relations among states. Most of the wars of the period, including conflicts fought outside of Europe, stemmed from attempts either to preserve or disturb the balance of power among European states. While European monarchs continued to view their affairs in dynastic terms, increasingly, reasons of state influenced policy.

The French Revolution was the most formidable challenge to traditional politics and diplomacy during this period. Inspired in part by Enlightenment ideas, the revolution introduced mass politics, led to the creation of numerous political and social ideologies, and remained the touchstone for those advocating radical reform in subsequent decades. The French Revolution was part of a larger revolutionary impulse that, as a transatlantic movement, influenced revolutions in Spanish America and the Haitian slave revolt. Napoleon Bonaparte built upon the gains of the revolution and attempted to exploit the resources of the continent in the interests of France and his own dynasty. Napoleon's revolutionary state imposed French hegemony throughout Europe, but eventually a coalition of European powers overthrew French domination and restored, as much as possible, a balance of power within the European state system. At the same time, the conservative powers attempted to suppress the ideologies inspired by the French Revolution.

2.1 Political Sovereignty

2.2 Expansion of European Commerce

2.3 Reason in European Culture, Enlightenment

Period 3: 1815 to 1914 (20% of the Exam)

The transition from an agricultural to an industrial economy began in Britain in the 18th century, spread to France and Germany between 1850 and 1870, and finally to Russia in the 1890s. The governments of those countries actively supported industrialization. In southern and eastern Europe, some pockets of industry developed, surrounded by traditional agrarian economies. Although continental nations sought to borrow from and in some instances imitate the British model — the success of which was represented by the Crystal Palace Exhibition in 1851 — each nation's experience of industrialization was shaped by its own matrix of geographic, social, and political factors. The legacy of the revolution in France, for example, led to a more gradual adoption of mechanization in production, ensuring a more incremental industrialization than was the case in Britain. Despite the creation of a customs union in the 1830s, Germany's lack of political unity hindered its industrial development. However, following unification in 1871, the German Empire quickly came to challenge British dominance in key industries, such as steel, coal, and chemicals.

Beginning in the 1870s, the European economy fluctuated widely because of the vagaries of financial markets. Continental states responded by assisting and protecting the development of national industry in a variety of ways, the most important being protective tariffs, military procurements, and colonial conquests. Key economic stakeholders, such as corporations and industrialists, expected governments to promote economic development by subsidizing ports, transportation, and new inventions; registering patents and sponsoring education; encouraging investments and enforcing contracts; and maintaining order and preventing labor strikes. State intervention reached its culmination in the 20th century, when some governments took over direction of the entire process of industrial development under the pressure of war and depression and/or from ideological commitments

3.1 Industrial Revolution

- 3.2 Industry throughout European Nations
- 3.3 Problems of Industry, Ideological, Governmental Responses
- 3.4 Nationalism and Revolution
- 3.5 European Global Control and Tension of the Great Powers
- 3.6 Individual Expression

Period 4: 1914 to Present (20% of the Exam)

European politics and diplomacy in the 20th century were defined by total war and its consequences. World War I destroyed the balance of power, and the Treaty of Versailles, which ended the war, created unstable conditions in which extremist ideologies emerged that challenged liberal democracy and the postwar settlement. In Russia, hardships during World War I gave rise to a revolution in 1917. The newly established, postwar democracies in central and eastern Europe were too weak to provide stability either internally or in the European state system, especially during the Great Depression of the 1930s. The League of Nations, established after the

war to employ collective security in the interests of peace, could not manage the international tensions unleashed by World War I. The breakdown of the settlement led to World War II, a conflict even more violent than World War I. During this second great war, the combatants engaged in wholesale destruction of cities, deliberate attacks on civilians, and the systematic destruction of their enemies' industrial complexes. The Nazi government in Germany undertook the annihilation of Jews from the whole continent (the Holocaust), as well as the murder of other targeted groups of Europeans. At the end of the war, the economic and political devastation left a power vacuum that facilitated the Cold War division of Europe.

During the 20th century, European imperialism, power, and sense of superiority reached both its apogee and nadir. In the first half of the century, nations extended their control and influence over most of the non-Western world, often through League of Nations' mandates. The idea of decolonization was born early in the century with the formation of movements seeking rights for indigenous peoples; the material and moral

destruction of World War II made the idea a reality. After the war, regions colonized and dominated by European nations moved from resistance to independence at differing rates and with differing consequences. Yet even after decolonization, neocolonial dependency persisted, and millions of people migrated to Europe as its economy recovered from the war. This immigration created large populations of poor and isolated minorities, which occasionally rioted because of discrimination and economic deprivation. As European governments tried to solve these problems, the apparently permanent presence of the immigrants challenged old notions of European identity.

The uneasy alliance between Soviet Russia and the West during World War II gave way after 1945 to a diplomatic, political, and economic confrontation between the democratic, capitalist states of Western Europe allied with the United States and the communist bloc of Eastern Europe dominated by the Soviet Union (also known as the Union of Soviet Socialist Republics, or USSR). During the ensuing confrontation between East and West, called the Cold War, relations between the two blocs fluctuated, but one consequence of the conflict was that European nations could not act autonomously in international affairs; the superpowers — the Soviet Union and the United States — controlled international relations in Europe.

Nonetheless, the Cold War promoted political and economic unity in Western Europe, leading to the establishment of a succession of ever-more comprehensive organizations for economic cooperation. In 1957, six countries formed the Common Market, which soon began to expand its membership to include other European states. The success of the Common Market inspired Europeans to work toward a closer political and economic unity, including a European executive body and Parliament. The founding of the European Union in 1991 at Maastricht included the agreement to establish the euro as a common currency for qualifying member-states. Following a series of largely peaceful revolutions in 1989, culminating in the collapse of the Soviet Union in 1991, the formerly communist states of Eastern Europe moved toward democracy and capitalist economies, and

over time some of these states joined the European Union. One unforeseen consequence of the end of the Cold War was the re-emergence of nationalist movements within states, which led to the Balkan wars in Yugoslavia and tensions among the successor states of the Soviet Union as well as the rebirth of nationalist political parties in Western Europe.

4.1 Total War and Political Instability, WWI, WWII

4.2 Economic Collapse, Cold War Tension

4.3 20th Century Diverse Intellectual and Cultural Movements

4.4 Demographic Changes, Economic Growth, Total War, Freedom/Justice

- **Student performance standards**

The Common Core Standards, including the standards for Mathematical Practice, will be implemented. The following is the grading scale used for overall performance:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = Below 60%

- **Evaluation/assessment/rubrics**

Through a balanced approach, assessment is an ongoing activity. Students demonstrate their knowledge throughout the course by completing activities, projects, and writing using a variety of assessment tools, such as performance rubrics and reflective questioning to deepen and expand their knowledge and skills.

. The Sample AP assessments will result in valid and reliable scores on overall student performance within the course. The Sample AP assessments give students an objective evaluation of their achievement, and stakeholders obtain data to make informed decisions.

- **Include minimal attainment for student to pass course**

Overall grade percentage of 70% resulting from activities, projects, and problems using a variety of assessment tools, such as performance rubrics and reflective questioning.

