HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT SOCIAL STUDIES CURRICULUM AP EUROPEAN HISTORY JULY 2019

Overview

The AP European History course focuses on developing students' understanding of European history from approximately 1450 to the present. The course has students investigate the content of European history for significant events, individuals, developments, and processes in four historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (interaction of Europe and the world; economic and commercial developments; cultural and intellectual developments; states and other institutions of power; social organization and development; national and European identity; technological and scientific innovation) that students explore throughout the course in order to make connections among historical developments in different times and places.

Unit of Study	Pacing Weeks	Essential Questions	Enduring Understandings	Skills	Assessment	NJ Student Learning Standards	Interdisciplinary Connections
Unit 1*	2 Weeks	What factors cause	The Renaissance	Identify and explain	Using one southern	6.2.12.D.2.a	RH.11-12.1. Cite
Renaissance and	1	change in the	involved the	historical	piece of art and one	Determine the	specific textual
Exploration		political, economic,	integration of	developments and	northern piece of art,	factors that led to	evidence to support
		and demographic	Greco-Roman culture,	processes; Analyze	compare and contrast	the Renaissance, the	analysis of primary
Historical Time		structures of a	medieval thought, and	arguments/claims	the values and ideals of	significance of the	and secondary
Period 1		society?	new knowledge of	and evidence in	the societies that	location of the	sources, connecting
1450-1648			Afro-Eurasian and	primary/secondary	produced them.	Italian city-states as	insights gained
		Are Machiavelli's	American cultures.	sources; Analyze the		the center of the	from specific
		political ideas		context of historical	Using secondary	Renaissance, and	details to an
		applicable in	Humanism was the	events,	sources, analyze the	the impact on the	understanding of
		modern society?	hallmark of the	developments, or	reasons for European	arts.	the text as a whole.
ı			Renaissance and	processes; Using	exploration and its		
		What was the "new	permeated philosophy,	historical reasoning	effects upon European	6.2.12.D.2.e	RH.11-12.2.
		conception of	civic life, art, political	processes	and non-European	Assess the impact	Determine the
		mankind" which	theory, scholarship, and	(comparison,	societies.	of the printing press	central ideas or
		emerged during the	elite culture.	causation, CCOT) to		and other	information of a
		Renaissance, and		analyze patterns and	Roundtable discussion	technologies	primary or
		how does it compare	The ideas and thought	connections between	analyzing two	developed on the	secondary source;
		to contemporary	of the Renaissance led	and among historical	interpretations of	dissemination of	provide an accurate
		views of mankind?	directly to the	developments and	Renaissance political	ideas.	summary that
			Reformation and the	processes; Develop	thought (e.g.,		makes clear the
			Scientific Revolution.	an argument.	Machiavelli and	6.2.12.D.2.d	relationships among
					Erasmus).	Analyze the impact	the key details and
			As a result of the age			of new intellectual,	ideas
			of exploration, power		Historical reasoning	philosophical, and	
			shifted from		practice exercises	scientific ideas on	RH.11-12.7.
			Mediterranean		(HIPPO).	how humans viewed	Integrate and
			merchants to the			themselves and how	evaluate multiple
			Atlantic seaboard.		Socratic seminar,	they viewed their	sources of
					debate, role play, jigsaw,	physical and	information
					quickwrite, graphic	spiritual worlds.	presented in diverse
					organizer,	(2.12 D.2	formats and media
		89			Think-Pair-Share (and	6.2.12.D.2.c	(e.g., visually,
					other cooperative	Justify how	quantitatively, as
]]	learning structures),	innovations from	well as in words) in

	debriefing, self/peer	Asian and Islamic	order to address a
	revision.	civilizations, as well	question or solve a
	TOVISION.	as from ancient	problem.
	Personal progress check	Greek and Roman	problem.
	at the end of each unit:	culture, laid the	11-12.WST.01.A
		foundation for the	
	MC, SAQ, and LEQ or		Introduce precise
	DBQ.	Renaissance.	knowledgeable
		601011	claim(s) establish
	Summative assessment	6.2.12.A.1.a	the significance of
	(test).	Compare and	the claim(s)
		contrast the	distinguish the
		motivations for and	claim(s) from
		methods by which	alternate or
		various empires	opposing claims
		(e.g., Ming, Qing,	and create an
		Spanish, Mughal,	organization that
		Ottoman) expanded,	logically sequences
	e	and assess why	the claim(s)
		some were more	counterclaims
		effective than others	reasons and
		in maintaining	evidence.
		control of their	X 5 5%
		empires.	11-12.WST.01.B
			Develop claim(s)
		6.2.12.B.1.a	and counterclaims
		Explain major	fairly and
		changes in world	thoroughly
		political boundaries	supplying the most
		between 1450 and	relevant data and
		1770, and assess the	evidence for each
		extent of European	while pointing out
		political and	the strengths and
		military control in	limitations of both
		Africa, Asia, and	claim(s) and
		the Americas by the	counterclaims in a
		mid-18th century.	discipline-appropria
			te form that
			anticipates the
			audience's

		1	62 12 D 11	1 1 1 1 1
			6.2.12.B.1.b	knowledge level
			Determine the role	concerns values and
			of natural resources,	possible biases.
			climate, and	
			topography in	11-12.WST.02.B
			European	Develop the topic
			exploration,	thoroughly by
			colonization, and	selecting the most
-			settlement patterns.	significant and
			patterns.	relevant facts
			6.2.12.C.1.d	extended
			Determine the	definitions concrete
			effects of increased	
				details quotations
			global trade and the	or other
			importation of gold	information and
			and silver from the	examples
			New World on	appropriate to the
			inflation in Europe.	audience's
				knowledge of the
			6.2.12.C.1.b	topic.
			Trace the movement	
			of essential	11-12.WST.05
			commodities (e.g.,	Develop and
			sugar, cotton) from	strengthen writing
			Asia to Europe to	as needed by
			America, and	planning revising
			determine the	editing rewriting or
			impact of trade on	trying a new
			the New World's	approach focusing
			economy and	on addressing what
			society.	is most significant
			society.	
			6.2.12.C.1.c	for a specific
				purpose and
			Assess the role of	audience.
			mercantilism in	
			stimulating	11-12.WST.06
			European expansion	Use technology
			through trade,	including the
				Internet to produce,

conquest, and colonization. 6.2.12.C.1.d Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa. publish and update individual or shared writing products in response to ongoing feedback including new arguments or information. 11-12.WST.07 Conduct short as well as more sustained research projects to answer a
mriting products in response to ongoing feedback including new arguments or information of gold and silver from the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and sustained research
6.2.12.C.1.d Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and sustained research
Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and sustained research
effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and sustained research
global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Southwest A
global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Southwest A
and silver from the New World on Conduct short as inflation in Europe, Southwest Asia, and sustained research
and silver from the New World on Conduct short as inflation in Europe, Southwest Asia, and sustained research
inflation in Europe, Southwest Asia, and sustained research
Southwest Asia, and sustained research
Southwest Asia, and sustained research
AITICA. Projects to answer a
question (including
6.2.12.C.1.e a self-generated
Determine the question) or solve a
extent to which problem narrow or
various broaden the inquiry
technologies, (e.g., when appropriate
printing, the marine synthesize multiple
compass, cannonry, sources on the
Arabic numerals) subject
derived from demonstrating
Europe's understanding of
interactions with the subject under
Islam and Asia investigation.
provided the
necessary tools for 11-12.WST.08
European Gather relevant
exploration and information from
conquest. multiple
authoritative print
6.2.12.D.1.a and digital sources
Assess the political, using advanced
social, and searches effectively
economic impact of assess the strengths
the Columbian and limitations of
Exchange (e.g., each source in
plants, animals, terms of the

	1			1	
			_	ideas, pathogens) on	specific task
				Europeans and	purpose and
				Native Americans.	audience integrate
					information into the
				6.2.12.D.1.c	text selectively to
				Analyze various	maintain the flow
				motivations for the	of ideas avoiding
				Atlantic slave trade	plagiarism and
					overreliance on any
				and the impact on	
1				Europeans,	one source and
				Africans, and	following a
				Americans.	standard format for
					citation.
				6.2.12.D.1.d	
1				Explain how the	11-12.WST.09
				new social	Draw evidence
				stratification created	from informational
				by voluntary and	texts to support
				coerced interactions	analysis reflection
				among Native	and research.
				Americans,	
				Africans, and	
				Europeans in	
				Spanish colonies	
				laid the foundation	
1				r	
1	ļ			for conflict.	
				6.2.12.D.1.e	
				Assess the impact	
				of economic,	
				political, and social	
				policies and	
				practices regarding	
				African slaves,	
				indigenous peoples,	
				and Europeans in	
				the Spanish and	
				Portuguese	
				colonies.	
	I		 L	Colonies.	

0	λ			1			
						6.2.12.C.2.a Relate the development of more modern banking and financial systems to European economic influence in the world.	
Unit 2*	3 weeks	How do religious	The Reformation was a	Identify and explain	Students read selected	6.2.12.D.2.b	RH.11-12.1. Cite
Age of	JWOOKS	motivations affect	social, political and	historical	parts of the 95 Theses	Determine the	specific textual
Reformation		politics?	economic movement,	developments and	and watch an excerpt	factors that led to	evidence to support
			not just a religious one.	processes; Analyze	from	the Reformation and	analysis of primary
Historical Time		To what extent can		sourcing and	the movie Luther that	the impact on	and secondary
Period 1		individuals impact	Protestant beliefs led to	situation of	shows Tetzel's arrival	European politics.	sources, connecting
1450-1648		culture and society?	significant political,	primary/secondary	and "sales pitch" in		insights gained
			cultural, and social	sources; Analyze	Wittenberg. Then	6.2.12.D.2.d	from specific
		How do changes in	changes in European	arguments/claims	students work in small	Analyze the impact	details to an
		science and	nations and throughout	and evidence in	groups to	of new intellectual,	understanding of
		technology affect	the world.	primary/secondary	analyze the political and	philosophical, and	the text as a whole.
		society?	701 . 1 1 177. 1	sources; Analyze the	economic reasons why	scientific ideas on	DII 11 12 2
			The social and political effects of the Protestant	context of historical	Luther gained support from the German	how humans viewed themselves and how	RH.11-12.2. Determine the
			Reformation led	events, developments, or	nobles.	they viewed their	central ideas or
			directly to the Catholic	processes; Using	nooies.	physical and	information of a
			Reformation and the	historical reasoning	Students read	spiritual worlds.	primary or
			Counter Reformation.	processes	documents about the	Spirituar worlds.	secondary source;
				(comparison,	German Peasants'	6.2.12.D.1.f	provide an accurate
				causation, CCOT) to	Rebellion and	Analyze the	summary that
				analyze patterns and	participate in a Socratic	political, cultural,	makes clear the
				connections between	Seminar.	and moral role of	relationships among
				and among historical		Catholic and	the key details and
				developments and	Compare and contrast 3	Protestant	ideas
				processes; Develop	different works of	Christianity in the	
				an argument.	religious propaganda	European colonies.	RH.11-12.7.
				•	from the time period.		Integrate and
							evaluate multiple

			D C	(2 12 D 2	C
			Reenact the Diet of	6.2.12.B.2.a	sources of
			Worms.	Relate the division	information
				of European regions	presented in diverse
			In small groups,	during this time	formats and media
			students complete Venn	period into those	(e.g., visually,
			diagrams while	that remained	quantitatively, as
			researching the	Catholic and those	well as in words) in
			German and French	that became	order to address a
			wars of religion. We	Protestant to the	question or solve a
			have a class discussion	practice of religion	problem.
			afterwards.	in the New World.	problem.
			arter wards.	in the ivew world.	11-12.WST.01.A
			Students read two		
			articles in "Did Martin		Introduce precise
			Luther's Reforms		knowledgeable
					claim(s) establish
			Improve the		the significance of
			Lives of European		the claim(s)
			Christians?" from the	JI	distinguish the
			Mitchell text. While		claim(s) from
			reading, students		alternate or
			explain what they		opposing claims
			believe are each		and create an
			author's three main		organization that
			points.		logically sequences
					the claim(s)
			Assign small groups one		counterclaims
			significant personality		reasons and
			from the period; each		evidence.
			group creates a skit to		
			represent their assigned		11-12.WST.01.B
			person. During the		Develop claim(s)
			performance		and counterclaims
			the rest of the class		fairly and
			guesses which		thoroughly
			individuals they are		supplying the most
			trying to portray.		relevant data and
			-Jan to pointay.		evidence for each
1					while pointing out
	I	 7			the strengths and

			Historical reasoning		limitations of both
	-				
			practice exercises		claim(s) and
			(HIPPO).		counterclaims in a
					discipline-appropria
			Socratic seminar,		te form that
			debate, role play, jigsaw,		anticipates the
			quickwrite, graphic		audience's
			organizer,	1 2	knowledge level
			Think-Pair-Share (and		concerns values and
			other cooperative		possible biases.
			learning structures),		possible blases.
			debriefing, self/peer		11-12.WST.02.B
			revision.		
			10VISIOII.		Develop the topic
			D 1		thoroughly by
			Personal progress check		selecting the most
			at the end of each unit:		significant and
			MC, SAQ, and LEQ or		relevant facts
		:	DBQ.		extended
					definitions concrete
			Summative assessment		details quotations
			(test).		or other
					information and
					examples
					appropriate to the
					audience's
					knowledge of the
					topic.
					topic.
					11 10 WOT 05
					11-12.WST.05
					Develop and
					strengthen writing
					as needed by
					planning revising
					editing rewriting or
					trying a new
					approach focusing
					on addressing what
					is most significant
					for a specific
 	<u> </u>	 1			101 a specifie

Hillsborough Tov	wnship School District	AP European History	8/25/19
			purpose and audience.
			11-12.WST.06 Use technology including the Internet to produce, publish and update individual or shared writing products in response to ongoing feedback including new arguments or information.
			11-12.WST.07 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem narrow or broaden the inquiry when appropriate
			synthesize multiple sources on the subject demonstrating understanding of the subject under investigation. 11-12.WST.08
			Gather relevant information from multiple authoritative print

						and digital sources using advanced searches effectively assess the strengths
2						and limitations of each source in terms of the specific task purpose and audience integrate information into the text selectively to maintain the flow of ideas avoiding plagiarism and overreliance on any one source and following a standard format for citation. 11-12.WST.09 Draw evidence from informational texts to support analysis reflection and research.
3 weeks	What gives rulers legitimacy? Was "divine right" a legitimate basis for political power? What qualities made leaders successful in	The desire to avoid religious wars and to achieve economic stability led, as well as the tradition of the king's consulting the nobility, led to the rise of the parliamentary system and a limited	Identify and explain historical developments and processes; Analyze sourcing and situation of primary/secondary sources; Analyze arguments/claims	Students read an excerpt from James I's "True Law of Free Monarchies". The excerpt introduces the idea of divine-right monarchy. We have a class discussion about the rise of and reasons	6.2.12.A.2.b Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy	RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an
3 w	/eeks	legitimacy? Was "divine right" a legitimate basis for political power? What qualities made	legitimacy? Was "divine right" a legitimate basis for political power? What qualities made leaders successful in	legitimacy? Was "divine right" a legitimate basis for political power? What qualities made leaders successful in religious wars and to achieve economic stability led, as well as the tradition of the king's consulting the nobility, led to the rise leaders successful in religious wars and to achieve economic developments and processes; Analyze sourcing and situation of primary/secondary sources; Analyze arguments/claims	legitimacy? religious wars and to achieve economic Was "divine right" a legitimate basis for political power? What qualities made leaders successful in religious wars and to achieve economic stability led, as well as the tradition of the king's consulting the nobility, led to the rise leaders successful in religious wars and to achieve economic stability led, as well as the tradition of the king's consulting the nobility, led to the rise of the parliamentary sources; Analyze class discussion about arguments/claims the rise of and reasons	legitimacy? religious wars and to achieve economic Was "divine right" a legitimate basis for political power? What qualities made leaders successful in religious wars and to achieve economic stability led, as well as the tradition of the nobility, led to the rise leaders successful in religious wars and to achieve economic stability led, as well as the tradition of the king's consulting the nobility, led to the rise of primary/secondary sources; Analyze class discussion about the rise of and reasons religious wars and to developments and processes; Analyze sourcing and situation of primary/secondary sources; Analyze class discussion about the rise of and reasons Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy

	Europe, and are	monarchy in England	primary/secondary	development of absolute	and the English	understanding of
	these qualities still	and the Netherlands.	sources; Analyze the	monarchy in France	limited monarchy).	the text as a whole.
i l l	valued in leaders	and the rectionalities.	context of historical	under Cardinal	minited monarchy).	the text as a whole.
	today?	The desire for stability	events,	Richelieu.		RH.11-12.2.
	today:	and religious unity led	developments, or	Richeffed.		Determine the
		to the rise of		C4-1		
			processes; Using	Students work in pairs		central ideas or
		absolutism in France.	historical reasoning	to create Venn diagrams		information of a
			processes	that illustrate the		primary or
		Mercantilism became	(comparison,	similarities and		secondary source;
		the dominant economic	causation, CCOT) to	differences between		provide an accurate
		system of absolute	analyze patterns and	Louis XIV and Peter the		summary that
		monarchies.	connections between	Great.		makes clear the
			and among historical			relationships among
		Absolute monarchs	developments and	Students read an excerpt		the key details and
		were responsible for	processes; Develop	from Hobbes's		ideas
		many innovations in	an argument.	Leviathan. They write		
		their nations, even		an essay that assesses		RH.11-12.7.
		though the basic social		the validity of Hobbes's		Integrate and
		structures did not		theories with regard to		evaluate multiple
		change.		the development of		sources of
				constitutionalism in		information
				England.		presented in diverse
						formats and media
				Historical reasoning		(e.g., visually,
				practice exercises		quantitatively, as
				(HIPPO).		well as in words) in
						order to address a
				Socratic seminar,		question or solve a
				debate, role play, jigsaw,		problem.
				quickwrite, graphic		
				organizer,		11-12.WST.01.A
				Think-Pair-Share (and		Introduce precise
				other cooperative		knowledgeable
				learning structures),		claim(s) establish
				debriefing, self/peer		the significance of
				revision.		the claim(s)
						distinguish the
				Personal progress check		claim(s) from
				at the end of each unit:		alternate or

1	T				
				MC, SAQ, and LEQ or	opposing claims
		İ		DBQ.	and create an
				4.	organization that
				Summative assessment	
					logically sequences
				(test).	the claim(s)
					counterclaims
				*	reasons and
					evidence.
					evidence.
					11 10 11/07/01 70
					11-12.WST.01.B
					Develop claim(s)
					and counterclaims
					fairly and
					thoroughly
					supplying the most
					relevant data and
					evidence for each
					while pointing out
					the strengths and
					limitations of both
					claim(s) and
					counterclaims in a
					discipline-appropria
					te form that
					anticipates the
					audience's
					knowledge level
					concerns values and
					possible biases.
					11-12.WST.02.B
					Develop the topic
					thoroughly by
					selecting the most
					significant and
					significant and
					relevant facts
					extended
					definitions concrete
					 details quotations
			10		

Hillsborough Township School District	AP European History	8/25/19
		or other information and examples appropriate to the audience's knowledge of the topic.
		Develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience.
		11-12.WST.06 Use technology including the Internet to produce, publish and update individual or shared writing products in response to ongoing feedback including new arguments or information. 11-12.WST.07 Conduct short as well as more sustained research

Hillsborough Township School District	AP European History	8/25/19
		question (including a self-generated question) or solve a problem narrow or broaden the inquiry when appropriate synthesize multiple sources on the subject demonstrating understanding of the subject under investigation.
		11-12.WST.08 Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively assess the strengths and limitations of each source in terms of the specific task purpose and audience integrate
		information into the text selectively to maintain the flow of ideas avoiding plagiarism and overreliance on any one source and following a standard format for citation.

							11-12.WST.09 Draw evidence from informational texts to support analysis reflection and research.
Unit 4*	3 weeks	When, if ever, is it	Enlightenment thinkers	Identify and explain	Write letters of	6.2.12.A.2.a	RH.11-12.1. Cite
Scientific,	J WOOKS	acceptable to	held a wide range of	historical	recommendation for any	Compare the	specific textual
Philosophical, and		challenge authority?	views about politics,	developments and	TWO scientists they	principle ideas of	evidence to support
Political			human nature,	processes; Analyze	believe should be	the Enlightenment	analysis of primary
Developments		Does society perfect	economics, and social	sourcing and	admitted into the	in Europe (e.g.,	and secondary
		or corrupt people?	issues.	situation of	Science Hall of Fame.	political, social,	sources, connecting
Historical Time				primary/secondary		gender, education)	insights gained
Period 2		In what ways were	The recognition that	sources; Analyze	Reenact a salon or	with similar ideas in	from specific
1648-1815		the Scientific	the laws of nature	arguments/claims	coffeehouse.	Asia and the	details to an
		Revolution and the	could be quantified led	and evidence in		Muslim empires of	understanding of
		Enlightenment a	to attempts to discern	primary/secondary	Simulate a talk show	the Middle East and	the text as a whole.
		culmination of	the laws that govern	sources; Analyze the	between Voltaire and	North Africa.	
		Renaissance	human behavior and	context of historical	major enlightened		RH.11-12.2.
		thinking, and how	the improvement of	events,	absolute monarchs.		Determine the
		were they a rejection	society.	developments, or	0 1 0/0 1	(212.52	central ideas or
		of traditional modes		processes; Using	Create a chart C/C the	6.2.12.C.3.a	information of a
		of thought?	The intellectual	historical reasoning	enlightened policies of	Analyze	primary or
			developments of the	processes	Frederick II, Joseph II, and Catherine the Great.	interrelationships	secondary source;
			Enlightenment affected only a small percentage	(comparison,	and Catherine the Great.	among the	provide an accurate
			of individuals until the	causation, CCOT) to analyze patterns and	Have students compare	"agricultural revolution,"	summary that makes clear the
			early 19 th century.	connections between	popular culture during	population growth,	relationships among
			earry 19 century.	and among historical	the Enlightenment era	industrialization,	the key details and
			Epistemology shifted	developments and	with popular culture	specialization of	ideas
			to the belief that the	processes; Develop	during the Renaissance	labor, and patterns	ideas
			vast majority of	an argument.	era.	of landholding.	RH.11-12.7.
			knowledge was			oananoranig.	Integrate and
			unknown and had to be		Working in pairs,		evaluate multiple
			discovered.		students complete a		sources of
					graphic organizer on the		information

	Important	social, economic, and	presented in diverse
	accomplishments of	cultural changes that	formats and media
	leading scientists and	occurred in 18th-century	(e.g., visually,
	philosophers forever	Europe.	quantitatively, as
	changed mankind's		well as in words) in
	conception of the	Students work in groups	order to address a
	universe and the world.	to develop and write a	question or solve a
		skit based on the	problem.
	New knowledge	previous activity.	
	transformed the fields		11-12.WST.01.A
	of mathematics,	Students read an excerpt	Introduce precise
	medicine, physics,	from the Perry reader	knowledgeable
	chemistry, astronomy,	that condemns slavery.	claim(s) establish
	and biology.	Then they research	the significance of
		additional sources on	the claim(s)
		the Internet to find	distinguish the
		reasons why people	claim(s) from
		supported the slave	alternate or
		system. They share	opposing claims
		with the class what they	and create an
		find in a	organization that
		think-pair-share activity.	logically sequences
		mink-pan-share activity.	the claim(s)
		Historical reasoning	counterclaims
		practice exercises	reasons and
		(HIPPO).	evidence.
		(HIFFO).	evidence.
		Socratic seminar,	11 10 11/07/01 0
		,	11-12.WST.01.B
		debate, role play, jigsaw,	Develop claim(s)
		quickwrite, graphic	and counterclaims
		organizer,	fairly and
		Think-Pair-Share (and	thoroughly
		other cooperative	supplying the most
		learning structures),	relevant data and
		debriefing, self/peer	evidence for each
		revision.	while pointing out
			the strengths and
		Personal progress check	limitations of both
		 at the end of each unit:	claim(s) and

purpose and audience.

Hillsborough Township School District	AP European History	8/25/19
		11-12.WST.06 Use technology including the Internet to produce, publish and update individual or shared writing products in response to ongoing feedback including new arguments or information.
		11-12.WST.07 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem narrow or broaden the inquiry when appropriate synthesize multiple sources on the subject demonstrating understanding of the subject under
		investigation. 11-12.WST.08 Gather relevant information from multiple authoritative print and digital sources using advanced

						T .	1 60
							searches effectively assess the strengths and limitations of each source in terms of the specific task purpose and audience integrate information into the text selectively to maintain the flow of ideas avoiding plagiarism and overreliance on any one source and following a standard format for citation. 11-12.WST.09 Draw evidence from informational texts to support analysis reflection and research.
Unit 5* Conflict, Crisis, and Reaction in the Late 18 th Century and Industrialization and Its Effects	4 weeks	What is the most effective way to create change in society? To what extent was the French Revolution a	The ideals of the revolution, introduced by Napoleon to conquered territories, lit the spark of freedom in many parts of Eastern Europe and Latin America.	Identify and explain historical developments and processes; Analyze sourcing and situation of primary/secondary sources; Analyze arguments/claims	Analyze revolutionary art, propaganda, music. Living museum exhibit of FR and Napoleon. Students read excerpts from the "Declaration of the Rights of Man and the Citizen" and	6.2.12.A.3.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving	

Historical Time	product of the	Napoleon's attempts to	and evidence in	"Declaration of the	forces for reforms	understanding of
Period 2	Enlightenment?	create a "federation of	primary/secondary	Rights of Woman and	and revolutions,	the text as a whole.
1648-1815		Europe" created a	sources; Analyze the	the Female Citizen",	their influence on	
	Is the use of terror	climate of unrest that	context of historical	and they write a	Latin American	RH.11-12.2.
Historical Time	ever justified?	lasted for most of the	events,	short-answer response	independence	Determine the
Period 3		19 th century.	developments, or	comparing, contrasting,	movements, and	central ideas or
1815-1914	Do upper classes		processes; Using	and explaining the	evaluate their	information of a
	have the right to	The French Revolution	historical reasoning	origins of the	impact on	primary or
	exploit lower classes	resulted from a	processes	documents.	government,	secondary source;
	for financial or	combination of	(comparison,		society, and	provide an accurate
	political gain?	traditional class	causation, CCOT) to	Students work in small	economic	summary that
		conflicts, economic	analyze patterns and	groups to brainstorm	opportunities.	makes clear the
	What effect did the	insecurity, and	connections between	reasons why Napoleon		relationships among
	Industrial	Enlightenment ideals.	and among historical	Bonaparte would be	6.2.12.A.3.b	the key details and
	Revolution have		developments and	considered enlightened	Relate the responses	ideas
	upon social classes?	The Congress of	processes; Develop	and reasons why he	of various	
		Vienna was a reaction	an argument.	would be considered a	governments to	RH.11-12.7.
		to the liberalism of the		tyrant. Groups then	pressure for	Integrate and
		French Revolution &		search online for two	self-government or	evaluate multiple
		set the stage for the		secondary sources:	self-determination	sources of
		struggle between		one that portrays	to subsequent	information
		conservatism &		Napoleon as enlightened	reform or	presented in diverse
		liberalism during the		and one that portrays	revolution.	formats and media
		19th century.		him as a tyrant. Finally,		(e.g., visually,
				students write a	6.2.12.D.3.a	quantitatively, as
		The Industrial		newspaper editorial that	Explain how	well as in words) in
		Revolution created		takes a position	individuals and	order to address a
		important		either for or against	groups promoted	question or solve a
		demographic, political,		Napoleon and his	revolutionary	problem.
		and social changes,		policies.	actions and brought	
		including the eventual			about change during	11-12.WST.01.A
		death of the cottage		Students write a	this time period.	Introduce precise
		industries.		response to the 2007	15.5.5	knowledgeable
				exam question,	6.2.12.A.3.c	claim(s) establish
		The first Industrial		"Identify the grievances	Analyze the	the significance of
		Revolution is different		of the groups that made	relationship	the claim(s)
		in its causes, products,		up the Third Estate in	between	distinguish the
		and effects than the		France on the eve of the	industrialization and	claim(s) from
					the rise of	alternate or

	2nd Industrial		Ensurals Described 1	1	
			French Revolution, and	democratic and	opposing claims
	Revolution.		analyze the extent to	social reforms,	and create an
			which ONE of these	including the	organization that
	The Industrial		groups was	expansion of	logically sequences
	Revolution built upon		able to address its	parliamentary	the claim(s)
	and advanced the		grievances in the period	government.	counterclaims
	commercial capitalism		1789 to 1799."		reasons and
	of the early modern				evidence.
	centuries.		Students participate in a		
			mock trial of the		11-12.WST.01.B
	The second Industrial		Bourbons or Napoleon		Develop claim(s)
	Revolution		Bonaparte.		and counterclaims
	reorganized capital in				fairly and
	Europe and		Socratic seminar on		thoroughly
	transformed Western	·	Jacobin ideology and		supplying the most
	European methods of		the use of terror.		relevant data and
	investment and				evidence for each
	distribution.		Students complete a		while pointing out
			short-answer question		the strengths and
			that asks them to:		limitations of both
			A. Briefly analyze TWO		claim(s) and
			reasons why the		counterclaims in a
			Industrial Revolution		discipline-appropria
			began in		te form that
			Great Britain.		anticipates the
			B. Briefly analyze ONE		audience's
			important similarity		knowledge level
			between the		concerns values and
			industrialization of		possible biases.
			Great Britain and the		•
			industrialization of the		11-12.WST.02.B
			continent.		Develop the topic
			C. Briefly analyze ONE		thoroughly by
			important difference		selecting the most
			between the		significant and
			industrialization		relevant facts
			of Great Britain and the		extended
			industrialization of the		definitions concrete
			continent.		details quotations
 *		0.1			111111111111111111111111111111111111111

		or other
	Historical reasoning	information and
	practice exercises	examples
	(HIPPO).	appropriate to the
		audience's
	Socratic seminar,	knowledge of the
	debate, role play, jigsaw,	topic.
	quickwrite, graphic	
	organizer,	11-12.WST.05
	Think-Pair-Share (and	Develop and
	other cooperative	strengthen writing
	learning structures),	as needed by
	debriefing, self/peer	planning revising
	revision.	editing rewriting or
		trying a new
	Personal progress check	approach focusing
	at the end of each unit:	on addressing what
	MC, SAQ, and LEQ or	is most significant
	DBQ.	for a specific
		purpose and
	Summative assessment	audience.
	(test).	
		11-12.WST.06
		Use technology
		including the
		Internet to produce,
		publish and update
		individual or shared
		writing products in
		response to ongoing
		feedback including
		new arguments or
		information.
		11-12.WST.07
		Conduct short as
		well as more
		sustained research
		projects to answer a

Hillsborough Township School District	AP European History	8/25/19
		question (including a self-generated question) or solve a problem narrow or broaden the inquiry when appropriate synthesize multiple sources on the subject demonstrating understanding of the subject under investigation.
		11-12.WST.08 Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively assess the strengths and limitations of each source in terms of the
		specific task purpose and audience integrate information into the text selectively to maintain the flow of ideas avoiding plagiarism and overreliance on any one source and following a standard format for citation.

							11-12.WST.09 Draw evidence from informational texts to support analysis reflection and research.
Unit 6* 19th Century Perspectives and Political Developments Historical Time Period 3 1815-1914	3 weeks	How has nationalism been both a unifying and dividing force throughout European history? Does institutional suppression of societal groups lead to political, social, and/or economic radicalization?	Economic development and new technologies led to urbanization and the growth of a consumer society. Technological progress forced nations to confront the problems of sanitation and hygiene, urban poverty, slums, crime, and disease and to develop innovative solutions. The need for raw materials and natural resources led to aggressive European colonization of Africa and Asia and the growth of economies of dependence in Latin America. The clash between liberalism and conservatism culminated in the revolutions of 1848.	Identify and explain historical developments and processes; Analyze sourcing and situation of primary/secondary sources; Analyze arguments/claims and evidence in primary/secondary sources; Analyze the context of historical events, developments, or processes; Using historical reasoning processes (comparison, causation, CCOT) to analyze patterns and connections between and among historical developments and processes; Develop an argument.	Complete maps showing Europe pre-Congress of Vienna, post-Congress of Vienna, and post German/Italian unification. Create a meeting between Bismarck, Cavour, Napoleon III, Mazzini, Gladstone, Disraeli, Franz Joseph, and Alexander III. Analyze political cartoons: pro- and anti-imperialist; pro- and anti-industrialization. Use documentary evidence to develop and justify a pro- or anti-imperialist argument. Recreate the Berlin Conference (with an African representative).	6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period. 6.2.12.A.3.c Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government. 6.2.12.A.3.d Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and	RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas RH.11-12.7. Integrate and evaluate multiple sources of information
			revolutions of 1646.			evaluate the degree	presented in diverse

Marxism had many	Compare/contrast	to which each	formats and media
roots, such as the	Romantic, Gothic,	movement achieved	(e.g., visually,
writings of the utopian	Realist, Impressionist,	its goals.	quantitatively, as
socialists, German	and post-Impressionist		well as in words) in
philosophers, and	art, and photography.	6.2.12.A.3.e	order to address a
contemporary		Analyze the motives	question or solve a
scientists, as well as	Analyze maps of	for and methods by	problem.
personal observations,	London, Paris, Berlin,	which European	
and historical studies.	and Moscow from the	nations, Japan, and	11-12.WST.01.A
	early and late 19th	the United States	Introduce precise
Nationalism was a	century.	expanded their	knowledgeable
major factor in the		imperialistic	claim(s) establish
unification of both	Student presentations on	practices in Africa	the significance of
Italy & Germany.	Victorian fashion, police	and Asia during this	the claim(s)
	forces/science of	era, and evaluate the	distinguish the
Britain represented the	detection, Crystal	impact of these	claim(s) from
culmination of 19 th	Palace Exhibition, Eiffel	actions on their	alternate or
century political and	Tower, subways,	relations.	opposing claims
economic liberalism.	world's fairs,		and create an
	Scandinavian women,	6.2.12.B.3.a	organization that
Although Italian	spiritualism, prison	Assess the impact	logically sequences
unification was based	conditions, Moulin	of imperialism by	the claim(s)
on liberal ideology, the	Rouge, Grand Guignol,	comparing and	counterclaims
resultant nation was	opera, shtetls, etc.	contrasting the	reasons and
highly conservative,		political boundaries	evidence.
whereas German	Reenact scenes from A	of the world in 1815	_
unification represented	Doll's House.	and 1914.	11-12.WST.01.B
the triumph of			Develop claim(s)
conservative ideology.	In small groups,	6.2.12.C.3.b	and counterclaims
	students research and	Analyze	fairly and
Nationalism in central	prepare a presentation	interrelationships	thoroughly
and eastern Europe	on one of the	among the	supplying the most
provoked waves of	following 19th-century	Industrial	relevant data and
anti-Semitism, which	movements:	Revolution,	evidence for each
in turn led to the	conservatism,	nationalism,	while pointing out
development of	liberalism, nationalism,	competition for	the strengths and
Zionism.	communism, socialism,	global markets,	limitations of both
	or anarchism. Each	imperialism, and	claim(s) and
	group's presentation	natural resources.	counterclaims in a

Russia and	should explain what		discipline-appropria
Austria-Hungary	their movement is,	6.2.12.C.3.c	te form that
struggled to maintain	important works and	Compare the	anticipates the
their empires in the	people associated	characteristics of	audience's
face of growing	with it, and the	capitalism,	knowledge level
nationalist movements.	significance of the	communism, and	concerns values and
	movement to the period.	socialism to	possible biases.
The theories of Charles		determine why each	•
Darwin dramatically	In pairs, students create	system emerged in	11-12.WST.02.B
altered beliefs about	a Venn diagram that	different world	Develop the topic
science and God and	compares and contrasts	regions.	thoroughly by
the development of	the		selecting the most
Social Darwinism.	unifications of Italy and	6.2.12.C.3.d	significant and
	Germany, followed by a	Determine how, and	relevant facts
Women's lives were	class discussion.	the extent to which,	extended
transformed by the	_	scientific and	definitions concrete
needs of industrial	In small groups,	technological	details quotations
society, and women	students go through	changes,	or other
gained greater access to	stations that are setup	transportation, and	information and
education,	with readings and other	new forms of	examples
employment, property,	sources from the late	energy brought	appropriate to the
and personal freedoms.	19th century.	about massive	audience's
	_	social, economic,	knowledge of the
By the end of the 19 th	Students hold a Socratic	and cultural	topic.
century, advancements	seminar about the new	changes.	
in physics, astronomy,	intellectual		11-12.WST.05
medicine, and	trends of the late 19th	6.2.12.C.3.e	Develop and
psychology challenged	and early 20th centuries.	Compare the impact	strengthen writing
existing beliefs about	They might include	of imperialism on	as needed by
man, his mind, and the	Nietzsche, Freud,	economic	planning revising
universe.	Einstein and the New	development in	editing rewriting or
	Physics, and Marie and	Africa, Asia, and	trying a new
	Pierre Curie.	Latin America	approach focusing
		regarding barriers or	on addressing what
	Historical reasoning	opportunities for	is most significant
	practice exercises	future development	for a specific
	(HIPPO).	and political	purpose and
		independence.	audience.

	 10	(0.10.70	
	Socratic seminar,	6.2.12.D.3.a	11-12.WST.06
	debate, role play, jigsaw,	Explain how	Use technology
	quickwrite, graphic	individuals and	including the
	organizer,	groups promoted	Internet to produce,
	Think-Pair-Share (and	revolutionary	publish and update
	other cooperative	actions and brought	individual or shared
	learning structures),	about change during	writing products in
	debriefing, self/peer	this time period.	response to ongoing
	revision.		feedback including
		6.2.12.D.3.b	new arguments or
	Personal progress check	Explain how	information.
	at the end of each unit:	industrialization and	
	MC, SAQ, and LEQ or	urbanization	11-12.WST.07
	DBQ.	affected class	Conduct short as
		structure, family	well as more
	Summative assessment	life, the daily lives	sustained research
	(test).	of men, women, and	projects to answer a
		children, and the	question (including
		environment.	a self-generated
			question) or solve a
		6.2.12.D.3.d	problem narrow or
		Analyze the extent	broaden the inquiry
		to which racism was	when appropriate
		both a cause and	synthesize multiple
		consequence of	sources on the
		imperialism, and	subject
		evaluate the impact	demonstrating
		of imperialism from	understanding of
		multiple	the subject under
		perspectives.	investigation.
		posspootives.	mvestigation.
		6.2.12.D.3.e	11-12.WST.08
		Analyze the impact	Gather relevant
		of the policies of	information from
		different European	multiple
		colonizers on	authoritative print
		indigenous	and digital sources
		societies, and	using advanced
		explain the	searches effectively
	1	CAPIAIII IIIE	scarciles effectively

						responses of these societies to imperialistic rule.	assess the strengths and limitations of each source in terms of the specific task purpose and audience integrate information into the text selectively to maintain the flow of ideas avoiding plagiarism and overreliance on any one source and following a standard format for citation. 11-12.WST.09 Draw evidence from informational texts to support analysis reflection and research.
Unit 7*	3 weeks	How did struggles	Although the Treaty of	Identify and explain	Students read secondary	6.2.12.A.4.a	RH.11-12.1. Cite
20 th Century		for power change	Versailles ended WWI,	historical	sources about the causes	Explain the	specific textual
Global Conflicts		the 20th century?	flaws in the treaty set	developments and	of WWI and hold a	differences between	evidence to support
Historical Time		To it mossible to	the stage for the	processes; Analyze	debate.	socialism,	analysis of primary
Period 4		Is it possible to "outlaw war as an	coming of WWII.	sourcing and situation of	Students complete a	communism, and fascism and explain	and secondary
1914-present		instrument of	The Russian	primary/secondary	graphic organizer	the reasons for their	sources, connecting insights gained
1914-present		international	Revolution had	sources; Analyze	explaining why 1917	spread in Europe.	from specific
		policy?"	significant and	arguments/claims	was a turning point in	spread in Europe.	details to an
		policy:	long-range effects for	and evidence in	the war.	6.2.12.A.4.c	understanding of
			the entire world.	primary/secondary		Analyze the	the text as a whole.
				sources; Analyze the	Simulate the Paris Peace	motivations, causes,	
				context of historical	Conference.	and consequences	

	The isolation of the US	events,		of the genocides of	RH.11-12.2.
	forced Europeans to	developments, or	In small groups,	Armenians, Roma	Determine the
	solve their own	processes; Using	students go through	(gypsies), and Jews,	central ideas or
	political & economic	historical reasoning	stations that are set up	as well as the mass	information of a
	problems in the 1920's	processes	with both primary and	exterminations of	primary or
	& 1930's.	(comparison,	secondary source	Ukrainians and	secondary source;
		causation, CCOT) to	readings regarding the	Chinese.	provide an accurate
	Worldwide economic	analyze patterns and	interwar period in		summary that
	problems hastened the	connections between	Western Europe. They	6.2.12.B.4.a	makes clear the
	rise of totalitarian	and among historical	are encouraged to read	Determine the	relationships among
	regimes in Germany	developments and	the sources and discuss	geographic impact	the key details and
	and Italy during the	processes; Develop	with their peers.	of World War I by	ideas
	mid-war years.	an argument.		comparing and	
			Essay comparing	contrasting the	RH.11-12.7.
1	Anti-Semitism		Weimar and Nazi art	political boundaries	Integrate and
	threatened the security		and film.	of the world in 1914	evaluate multiple
	& lives of German			and 1939.	sources of
-	Jews by the		Students use a Venn		information
	mid-1930's, eventually		diagram to show the	6.2.12.B.4.b	presented in diverse
	culminating in the		similarities and	Determine how	formats and media
	Holocaust.		differences between	geography impacted	(e.g., visually,
]	Important decisions		fascism	military strategies	quantitatively, as
	made at Yalta and		and communism.	and major turning	well as in words) in
	Potsdam and the use of			points during World	order to address a
	the atomic bomb had		Students read two	War II.	question or solve a
	important impacts on		sources on		problem.
	the development of		appeasement: one by	6.2.12.C.4.a	versi and a
	Cold War tensions.		Neville Chamberlain in	Analyze	11-12.WST.01.A
]			defense of the policy	government	Introduce precise
			and the other by	responses to the	knowledgeable
			Winston Churchill	Great Depression	claim(s) establish
-			that attacks the Munich	and their	the significance of
			Agreement. Students	consequences,	the claim(s)
			debate whether the	including the	distinguish the
			policy of appeasement	growth of fascist,	claim(s) from
			was appropriate for the	socialist, and	alternate or
			time period.	communist	opposing claims
				movements and the	and create an
1	 			<u> </u>	organization that

			Students read primary	effects on capitalist	logically sequences
			sources on the	economic theory	the claim(s)
			Holocaust and discuss	and practice.	counterclaims
			the various sources	and practice.	reasons and
			within groups. We have	6.2.12.C.4.b	
			a class discussion about		evidence.
			the activity and what	Compare and	11 12 WCT 01 D
				contrast World Wars I and II in terms of	11-12.WST.01.B
			they've learned about		Develop claim(s)
			the Holocaust that they	technological	and counterclaims
			did not already know.	innovations (i.e.,	fairly and
:			Historical reasoning	industrial	thoroughly
			practice exercises	production,	supplying the most
			(HIPPO).	scientific research,	relevant data and
				war tactics) and	evidence for each
			Socratic seminar,	social impact (i.e.,	while pointing out
			debate, role play, jigsaw,	national	the strengths and
			quickwrite, graphic	mobilization, loss of	limitations of both
			organizer,	life, and destruction	claim(s) and
			Think-Pair-Share (and	of property).	counterclaims in a
			other cooperative		discipline-appropria
			learning structures),	6.2.12.C.4.c	te form that
			debriefing, self/peer	Assess the short-	anticipates the
			revision.	and long-term	audience's
			N X	demographic,	knowledge level
			Personal progress check	social, economic,	concerns values and
			at the end of each unit:	and environmental	possible biases.
			MC, SAQ, and LEQ or	consequences of the	
			DBQ.	violence and	11-12.WST.02.B
				destruction of the	Develop the topic
			Summative assessment	two World Wars.	thoroughly by
			(test).		selecting the most
				6.2.12.C.4.d	significant and
				Analyze the ways in	relevant facts
1				which new forms of	extended
				communication,	definitions concrete
				transportation, and	details quotations
				weaponry affected	or other
				relationships	information and
				between	examples
		20			

Hillsborough Township School District	AP European History		8/25/19
		governments and	appropriate to the
		their citizens and	audience's
		bolstered the power	knowledge of the
		of new authoritarian	topic.
		regimes during this	1
		period.	11-12.WST.05
		_	Develop and
		6.2.12.D.4.a	strengthen writing
		Analyze the extent	as needed by
		to which	planning revising
		nationalism,	editing rewriting or
		industrialization,	trying a new
		territory disputes,	approach focusing
		imperialism,	on addressing wha
		militarism, and	is most significant
		alliances led to	for a specific
		World War I.	purpose and
		6.2.12.D.4.b	audience.
		Analyze the Treaty	
		of Versailles and the	11-12.WST.06
		League of Nations	Use technology
		from the	including the
		perspectives of	Internet to produc
		different nations.	publish and updat
			individual or share
		6.2.12.D.4.d	writing products in
		Analyze the extent	response to ongoin
		to which the legacy	feedback includin
		of World War I, the	new arguments or
		global depression,	information.
		ethnic and	
		ideological	11-12.WST.07
		conflicts,	Conduct short as
		imperialism, and	well as more
		traditional political	sustained research
		or economic	projects to answer
		rivalries caused	question (includin
		World War II.	a self-generated
			question) or solve

Hillsborough Township School District	AP European History		8/25/19
		6.2.12.D.4.e Compare how	problem narrow or broaden the inquiry
		Allied countries	when appropriate
		responded to the	synthesize multiple
		expansionist actions	sources on the
		of Germany and	subject
		Italy.	demonstrating
			understanding of
		6.2.12.D.4.g	the subject under
		Analyze the role of	investigation.
		racial bias,	11 12 1107
		nationalism, and propaganda in	11-12.WST.08 Gather relevant
		mobilizing civilian	information from
		populations in	multiple
		support of "total	authoritative print
		war".	and digital sources
			using advanced
		6.2.12.D.4.i	searches effectively
		Compare and	assess the strengths
		contrast the actions	and limitations of
		of individuals as	each source in
		perpetrators,	terms of the
		bystanders, and	specific task
		rescuers during	purpose and
		events of	audience integrate
		persecution or	information into the
		genocide, and	text selectively to
		describe the long-term	maintain the flow of ideas avoiding
		consequences of	plagiarism and
		genocide for all	overreliance on any
		involved.	one source and
			following a
		6.2.12.D.4.j	standard format for
		Analyze how the	citation.
		social, economic,	
		and political roles	11-12.WST.09
		1 C	1

of women were

Hillsborough Township School District AP European History					8/25/19	
	ε				transformed during this time period.	Draw evidence from informational texts to support analysis reflection and research.
4 weeks	How has the ideal of European unity both transformed the concept of "Europe" and been challenged by dissension among member states? How did struggles for power change the 20th century? Why do people seek change? What is the most effective way to create change in society?	Growing discontent with Soviet influence in E. Europe, coupled with growing economic and political problems in the Soviet Union led to a series of revolts against the USSR which culminated in not only the autonomy of E. European nations, but also the breakup of the USSR. Western European nations reorganized the Common Market into the EU, and many have adopted the Euro, in an attempt to become autonomous and competitive economically and politically. The collapse of the	Identify and explain historical developments and processes; Analyze sourcing and situation of primary/secondary sources; Analyze arguments/claims and evidence in primary/secondary sources; Analyze the context of historical events, developments, or processes; Using historical reasoning processes (comparison, causation, CCOT) to analyze patterns and connections between and among historical developments and processes; Develop an argument.	Students complete an annotated timeline of Cold War events between 1945-1991. Students work on an activity titled "Changing Attitudes During the Cold War," in which they read three secondary sources providing different interpretations of the Cold War — traditional and revisionist. Students write an editorial from the Soviet point of view that explains why they consider the U.S. to be the most aggressive nation in the years from 1945 to 1965. Students conduct	6.2.12.A.4.d Assess government responses to incidents of ethnic cleansing and genocide. 6.2.12.B.4.d Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II. 6.2.12.D.4.h Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to	RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas RH.11-12.7.
		political, economic,		1030aren and then	movements for	Integrate and evaluate multiple
		4 weeks How has the ideal of European unity both transformed the concept of "Europe" and been challenged by dissension among member states? How did struggles for power change the 20th century? Why do people seek change? What is the most effective way to create change in	4 weeks How has the ideal of European unity both transformed the concept of "Europe" and been challenged by dissension among member states? How did struggles for power change the 20th century? Why do people seek change? What is the most effective way to create change in society? Western European nations, but also the breakup of the USSR. Western European nations reorganized the Common Market into the EU, and many have adopted the Euro, in an attempt to become autonomous and competitive economically and politically. The collapse of the USSR has created new	4 weeks How has the ideal of European unity both transformed the concept of "Europe" and been challenged by dissension among member states? How did struggles for power change the 20th century? Why do people seek change? What is the most effective way to create change in society? What is the most effective way to create change in society? What is the most effective way to create change in society? The collapse of the USSR has created new The collapse of the USSR has created new Identify and explain historical developments and processes; Analyze adout on historical and political problems in the Soviet Union led to a series of revolts against the USSR which culminated in not only the autonomy of E. European nations, but also the breakup of the USSR. Western European nations, but also the breakup of the EU, and many have adopted the Euro, in an attempt to become autonomous and competitive economically and politically. The collapse of the USSR has created new	4 weeks How has the ideal of European unity both transformed the concept of "Europe" and been challenged by dissension among member states? How did struggles for power change the 20th century? Why do people seek change? What is the most effective way to create change in society? What is the most effective way to create change in society? The collapse of the USSR as created new What is the most effective way to create change in society? The collapse of the USSR has created new How has the ideal of Europea, coupled with growing economic and processes; Analyze sourcing and situation of primary/secondary sources; Analyze arguments/claims and evidence in primary/secondary sources; Analyze the context of historical reasoning primary/secondary sources; Analyze the context of historical events, developments, or processes; Using historical reasoning proces	4 weeks How has the ideal of European unity both transformed the concept of "Europe" and been challenged by dissension among member states? How did struggles for power change the 20th century? Why do people seek change? What is the most effective way to create change in society? What is the most effective way to create change in society? Western European and sundomous and competitive economically and politically. The collapse of the USSR has created new to the feet of the context of the USSR has created new to the feet of the USSR has created new to the feet of the USSR has created new to the competitive the context of the USSR has created new to the feet of the USSR has created new to the competitive the context of the USSR has created new to the feet of the USSR has created new to the feet of the USSR has created new to the feet of the USSR has created new to the feet of the USSR has created new to the feet of the USSR has created new to the feet of the USSR has created new to the feet of the feet of the USSR has created new to the feet of the feet

cultural, and social relationships in the world. Cultural, and social relationships in the world. Cultural, and social relationships in the world. Cultural, and social complete a graphic organizer on the postwar recovery of Britain, France, and West Germany and the origins of the European World led to a Welfare state. Cultural, and social complete a graphic organizer on the sovereignty in presented in diverse formats and media (e.g., visually, quantitatively, as welfare state. Cultural, and social complete a graphic organizer on the sovereignty in presented in diverse formats and media (e.g., visually, quantitatively, as welfare state. Complete a graphic organizer on the sovereignty in presented in diverse formats and media (e.g., visually, quantitatively, as welfare state.
world. postwar recovery of Britain, France, and West Germany and the origins of the European World led to a reevaluation and postwar recovery of Britain, France, and West Germany and the origins of the European welfare state. Africa and Asia. presented in diverse formats and media (e.g., visually, quantitatively, as social, economic, and political roles order to address a
Britain, France, and West Germany and the origins of the European World led to a welfare state. Britain, France, and West Germany and the origins of the European welfare state. Britain, France, and West Germany and the origins of the European welfare state. 6.2.12.D.4.j (e.g., visually, quantitatively, as social, economic, and political roles order to address a
The transformation of the so-called Third the so-called to a welfare state. West Germany and the origins of the European welfare state. West Germany and the origins of the European welfare state. 6.2.12.D.4.j Analyze how the social, economic, and political roles order to address a
the so-called Third origins of the European World led to a reevaluation and origins of the European welfare state. Analyze how the social, economic, and political roles order to address a
World led to a welfare state. social, economic, well as in words) in reevaluation and and political roles order to address a
reevaluation and and political roles order to address a
and permeat to to dudit to dudit out to
reexamination of In small groups, of women were question or solve a
8-17-5
Displacement of following former colonies' movements 6.2.12.D.4.k Introduce precise
, 8,
settlement patterns Indonesia. Depression, and the claim(s)
within Europe. We discuss their World War II by distinguish the
findings in a class analyzing the values claim(s) from
Decolonization and discussion. and social ideas in alternate or
global conflicts led to the arts. opposing claims
the arrival of former Students complete a and create an
colonial residents in graphic organizer on the 6.2.12.A.5.a organization that
European states and revolutions of 1989 in Explain how and logically sequences
debates about culture Eastern Europe and read why differences in the claim(s)
and identity as well as a source by Vaclav ideologies and counterclaims
globalization. Havel. policies between the reasons and
United States and evidence.
The rise of the welfare Students debate the the USSR resulted
state, the elimination of reasons for the fall in a cold war, the
fascism, and the of the Soviet Union. formation of new 11-12.WST.01.B
collapse of alliances (e.g., Develop claim(s)
communism led to the In small groups, NATO, SEATO, and counterclaims
creation of a continent students read documents Warsaw Pact), and fairly and
molded largely in the related to the following periodic military thoroughly
image of western, topics and report on clashes (e.g., supplying the most
liberal democracies. them to the class: Korean War, relevant data and
The formation of the Second Vatican conflicts in the evidence for each
EEC and the EU led to Council Middle East). while pointing out

increased integrated	-Women's Issues		the strengths and
economic and political	-Women in Politics		limitations of both
cooperation.	-Counter-Culture	6.2.12.B.5.a	claim(s) and
•	-Minorities	Determine the	counterclaims in a
The US and Europe	-Environmental	impact of	discipline-appropria
developed a symbiotic	Movements	geography on	te form that
relationship that	-Post-Modernist Art and	decisions made by	anticipates the
transformed popular	Literature	the Soviet Union	audience's
culture and patterns of	-Science and	and the United	knowledge level
consumption on both	Technology	States to expand	concerns values and
continents.	-Terrorism	and protect their	possible biases.
		spheres of	possione stabes.
Minority populations	Students read "Were	influence.	11-12.WST.02.B
and homogenization of	Ethnic Leaders		Develop the topic
culture have led to	Responsible for the	6.2.12.B.5.b	thoroughly by
increased nationalism,	Disintegration of	Analyze the reasons	selecting the most
including separatist	Yugoslavia?" from the	for the Cold War	significant and
movements, ethnic	Mitchell text. In small	and the collapse of	relevant facts
cleansing and the rise	groups they discuss	the Soviet Union,	extended
of right-wing political	the authors' most	and evaluate the	definitions concrete
parties.	important points and	impact of these	details quotations
	then share during class	events on changing	or other
	discussion.	national boundaries	information and
		in Eastern Europe	examples
	Analyze Cold War	and Asia.	appropriate to the
	political cartoons		audience's
	(eastern and western).	6.2.12.B.5.c	knowledge of the
		Determine the	topic.
	EU Council Simulation.	impact of migration	
		on the way of life	11-12.WST.05
	Banquet: everybody	(e.g., social,	Develop and
	researches the cuisine of	economic, and	strengthen writing
	a different country,	political structures)	as needed by
	presents a short report	in countries of	planning revising
	on it, and prepares foods	origin and in	editing rewriting or
	typical of the country	adopted countries.	trying a new
	for a late lunch.		approach focusing
			on addressing what
		6.2.12.C.5.a	is most significant

			Hold a Eurovision	Explain how and	for a specific
			contest.	why Western	purpose and
				European countries	audience.
			Historical reasoning	and Japan achieved	
			practice exercises	rapid economic	11-12.WST.06
			(HIPPO).	recovery after	Use technology
				World War II.	including the
			Socratic seminar,		Internet to produce,
			debate, role play, jigsaw,	6.2.12.C.5.b	publish and update
			quickwrite, graphic	Compare and	individual or shared
			organizer,	contrast free market	writing products in
			Think-Pair-Share (and	capitalism, Western	response to ongoing
			other cooperative	European	feedback including
			learning structures),	democratic	new arguments or
			debriefing, self/peer	socialism, and	information.
			revision.	Soviet communism.	
			Personal progress check	6.2.12.C.5.f	
			at the end of each unit:	Assess the impact	11-12.WST.07
			MC, SAQ, and LEQ or	of the European	Conduct short as
			DBQ.	Union on member	well as more
				nations and other	sustained research
			Summative assessment	nations.	projects to answer a
			(test).		question (including
				6.2.12.D.5.d	a self-generated
				Analyze how	question) or solve a
				feminist movements	problem narrow or
				and social	broaden the inquiry
				conditions have	when appropriate
				affected the lives of	synthesize multiple
				women in different	sources on the
				parts of the world,	subject
				and evaluate	demonstrating
				women's progress	understanding of
				toward social	the subject under
				equality, economic	investigation.
				equality, and	
				political equality in	11-12.WST.08
				various countries.	
		26			

Hillsborough Township	School District	AP European His	etory	8/25/19
				Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively assess the strengths and limitations of each source in terms of the specific task purpose and audience integrate information into the text selectively to maintain the flow of ideas avoiding plagiarism and overreliance on any one source and following a standard format for citation.
				11-12.WST.09 Draw evidence from informational texts to support analysis reflection and research.

^{*}This unit will be modified for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans according to the specific needs of students and activities implemented.

Bibliography and Webliography

General Resources

College Board AP European History Website. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2122.html.

Caliguire, Augustine, Jeanne M. Kish, Patricia A. Komosinski, Roberta J. Leach, and Lawrence M. Ober, SJ. *Advanced Placement European History, Book 2: Westernizing the World, 1870 to the Present.* Culver City: Center for Learning, 2008.

Halsall, Paul. Internet Modern History Sourcebook. Fordham University. Accessed January 29, 2014. http://www.fordham.edu/Halsall/mod/modsbook.asp.

Hunt, Lynn, et al. The Making of the West, 4th ed. New York: Bedford/St. Martin's, 2012.

Kagan, Donald, et al. *The Western Heritage*. 11th ed. Revised AP Edition. Upper Saddle River, N.J.: Prentice Hall, 2016.

Lerner, Robert E., et al. Western Civilizations: Their History and Their Culture. 14th ed. New York: W. W. Norton, 2002.

McKay, John, et al. A History of Western Society, 11th ed. Boston: Houghton Mifflin, 2013.

McKay, John. Sources for Western Society Since 1300. 3rd ed. Boston: Bedford/St. Martins, 2014.

Mitchell, Allan, and Istvan Deak, eds. Everyman in Europe: Essays in Social History. Englewood Cliffs, N.J.: Prentice Hall, 1990.

Mitchell, Joseph R., and Helen Buss Mitchell. *Taking Sides: Clashing Views on Controversial Issues in Western Civilization*. Guilford, CT: Dushkin/McGraw-Hill, 2000.

Palmer, R.R., Colton, J. Kramer, L. A History of the Modern World. 11th ed. New York: McGraw-Hill, 2013.

Perry, Marvin. Sources of the Western Tradition, Volume II: From the Renaissance to the Present. 9th ed. Boston: Houghton Mifflin Company, 2014.

Sherman, Dennis, ed. Western Civilization: Sources, Images and Interpretations. 8th ed. Boston: McGraw-Hill, 2010.

Spielvogel, Jackson J. Western Civilization. 9th ed. Belmont, CA: Thomson Wadsworth, 2016.

Weisner, Merry E., et al. Discovering the Western Past: A Look at the Evidence. Boston: Houghton Mifflin, 2015.

Units 1 and 2 (c. 1450 to c. 1648 - Time Period 1) Resources

Annual Editions: Western Civilization Volume II: Early Modern through the Twentieth Century. 8th ed. Edited by William Hughes. Guilford, CT: The Dushkin Publishing Group, Inc., 1995.

Luther. Directed by Eric Till. 2003. Los Angeles: MGM, 2003. DVD.

Luther's 95 Theses. Fordham University. Accessed February 22, 2014. http://origin.web.fordham.edu/TESTING_SITE/Halsall%20Transition%202011/source/luther95.txt.

Queen Elizabeth I. "Against the Spanish Armada, 1588." Internet Modern History Sourcebook. Fordham University. Accessed February 22, 2014. http://www.fordham.edu/Halsall/mod/1588elizabeth.asp.

The Return of Martin Guerre. Directed by Daniel Vigne. 1982. New York: Fox Lorber, 1998. DVD.

Units 3, 4, and 5 (c. 1648 to c. 1815 - Time Period 2) Resources

"Arthur Young: Plight of the French Peasants." In Perry, Peden, and Von Laue, Sources of the Western Tradition, Volume II: From the Renaissance to the Present.

"Declaration of the Rights of Man and of Citizens." In Perry, Peden, and Von Laue, Sources of the Western Tradition, Volume II: From the Renaissance to the Present.

"Emmanuel Sieyès: Bourgeois Disdain for Special Privileges of the Aristocracy." In Perry, Peden, and Von Laue, Sources of the Western Tradition, Volume II: From the Renaissance to the Present.

"Grievances of the Third Estate." In Perry, Peden, and Von Laue, Sources of the Western Tradition, Volume II: From the Renaissance to the Present.

Madariaga, Isabel. "Catherine the Great: A Personal View." History Today 51, issue 11 (2001): 45–51.

"Mary Wollstonecraft: Vindication of the Rights of Woman." In Perry, Peden, and Von Laue, Sources of the Western Tradition, Volume II: From the Renaissance to the Present.

"Maximilien Robespierre: Republic of Virtue." In Perry, Peden, and Von Laue, Sources of the Western Tradition, Volume II: From the Renaissance to the Present.

Palace of Versailles images. Mary Ann Sullivan. Accessed February 20, 2014. http://www.bluffton.edu/~sullivanm/france/versailles/introduction.html.

"Petition of the Jews of Paris, Alsace, and Lorraine to the National Assembly, January 28, 1790." In Perry, Peden, and Von Laue, *Sources of the Western Tradition, Volume II: From the Renaissance to the Present.*

Russia: Land of the Tsars. Produced by Don Campbell. 2003. New York: The History Channel, 2003. DVD.

"Society of the Friends of Blacks: Address to the National Assembly in Favor of the Abolition of the Slave Trade." In Perry, Peden, and Von Laue, Sources of the Western Tradition, Volume II: From the Renaissance to the Present.

"The Trial of Napoleon Bonaparte." Colin Welch. Accessed February 22, 2014. http://www.cbv.ns.ca/sstudies/his7.html.

Supplementary Resources Units 3, 4, and 5

"Denis Diderot: Encyclopedia." In Perry, Peden, and Von Laue, Sources of the Western Tradition, Volume II: From the Renaissance to the Present.

"John Wesley: Thoughts upon Slavery." In Perry, Peden, and Von Laue, Sources of the Western Tradition, Volume II: From the Renaissance to the Present.

"Marquis de Condorcet: The Evils of Slavery." In Perry, Peden, and Von Laue, Sources of the Western Tradition. Volume II: From the Renaissance to the Present.

Unit 6 (c. 1815 to c. 1914 - Time Period 3) Resources

Annual Editions: Western Civilization Volume II: Early Modern through the Twentieth Century. 8th ed. Edited by William Hughes. Guilford, CT: The Dushkin Publishing Group, Inc., 1995.

"Edouard Drumont: Jewish France." In Perry, Peden, and Von Laue, Sources of the Western Tradition. Volume II: From the Renaissance to the Present.

"Emmeline Pankhurst: Why We Are Militant." In Perry, Peden, and Von Laue, Sources of the Western Tradition, Volume II: From the Renaissance to the Present.

"Herbert Spencer: The Man versus the State." In Perry, Peden, and Von Laue, Sources of the Western Tradition, Volume II: From the Renaissance to the Present.

"Hermann Ahlwardt: The Semitic Versus the Teutonic Race." In Perry, Peden, and Von Laue, Sources of the Western Tradition, Volume II: From the Renaissance to the Present.

"Jeanne Bouvier: The Pains of Poverty." In Perry, Peden, and Von Laue, Sources of the Western Tradition, Volume II: From the Renaissance to the Present.

"John Stuart Mill: The Subjection of Women." In Perry, Peden, and Von Laue, Sources of the Western Tradition, Volume II: From the Renaissance to the Present.

Mary Poppins. Directed by Robert Stevenson. 1964. Los Angeles: Walt Disney Company, 2004. DVD.

"M.I. Pokrovskaia: Working Conditions for Women in Russian Factories." In Perry, Peden, and Von Laue, Sources of the Western Tradition, Volume II: From the Renaissance to the Present.

Russia: Land of the Tsars. Written and produced by Don Campbell. 2003. New York: The History Channel, 2003. DVD.

"Theodor Herzl: The Jewish State." In Perry, Peden, and Von Laue, Sources of the Western Tradition, Volume II: From the Renaissance to the Present.

"William Booth: In Darkest England." In Perry, Peden, and Von Laue, Sources of the Western Tradition, Volume II: From the Renaissance to the Present.

Supplementary Resources Unit 6

"Edmund Burke: Reflections on the Revolution in France." In Perry, Peden, and Von Laue, Sources of the Western Tradition, Volume II: From the Renaissance to the Present.

"Giuseppe Mazzini: Young Italy." In Perry, Peden, and Von Laue, Sources of the Western Tradition, Volume II: From the Renaissance to the Present.

"John Stuart Mill: On Liberty." In Perry, Peden, and Von Laue, Sources of the Western Tradition, Volume II: From the Renaissance to the Present.

"Karl Marx and Friedrich Engels: Communist Manifesto." In Perry, Peden, and Von Laue, Sources of the Western Tradition, Volume II: From the Renaissance to the Present.

"Karlsbad Decrees." In Perry, Peden, and Von Laue, Sources of the Western Tradition, Volume II: From the Renaissance to the Present.

"Klemens von Metternich: The Odious Ideas of the Philosophes." In Perry, Peden, and Von Laue, Sources of the Western Tradition, Volume II: From the Renaissance to the Present.

Michaels, Sarah, Mary Catherine O'Connor, Megan Williams Hall, and Lauren B. Resnick. *Accountable Talk Sourcebook: For Classroom Conversation That Works*. Pittsburgh: University of Pittsburgh, 2010.

Units 7 and 8 (c. 1914 to the Present - Time Period 4) Resources

College Board. AP European History Curriculum Module: Teaching Post-Cold War Europe. New York, 2011.

"Crane Brinton's Anatomy of a Revolution: The Course That a Revolution Seems to Take." Sue Pojer. Accessed February 22, 2014, http://www.historyteacher.net/ APEuroCourse/Charts/CraneBrinton-Revolutions-chart.pdf.

Do You Believe in Miracles? The Story of the 1980 U.S. Hockey Team, 2001. Los Angeles: HBO Home Video, 2002. DVD.

"Erich Maria Remarque: The Lost Generation." In Perry, Peden, and Von Laue, Sources of the Western Tradition. Volume II: From the Renaissance to the Present.

The Holocaust: In Memory of Millions. Brian Blake. 1994. Bethesda: Discovery Communications, 1994. VHS.

"Paul Valéry: Disillusionment." In Perry, Peden, and Von Laue, Sources of the Western Tradition, Volume II: From the Renaissance to the Present.

"President Woodrow Wilson's Fourteen Points." The Avalon Project: Documents in Law, History, and Diplomacy, Yale Law School, Accessed February 22, 2014. http://avalon.law.yale.edu/20th century/wilson14.asp.

Vladimir Lenin: Voice of Revolution. 2000. New York: A&E Television Networks, 2000. DVD.

WWII: The Lost Color Archives. 2000. New York: The History Channel, 2000. DVD.

Webliography

APCentral – European History http://apcentral.collegeboard.org

Albert Testing Site https://www.albert.io/

http://apcentral.collegeboard.com/apc/public/courses/teachers corner/2122.html

Art History Resources on the Web http://arthistoryresources.net

History for Us All http://worldhistoryforusall.sdsu.edu/

British Archives http://www.nationalarchives.gov.uk/education

Art Through Time http://www.learner.org/courses/globalart

Internet History Source Book Project http://www.fordham.edu/halsall/

New York Times www.nytimes.com

BBC http://www.bbc.co.uk/news/

Washington Post http://www.washingtonpost.com/

The Independent http://www.independent.co.uk/

The Guardian http://www.guardian.co.uk/

Online Newspapers http://www.onlinenewspapers.com

Pravda http://english.pravda.ru/

Europe –Online Newspapers http://www.onlinenewspapers.com/european-newspapers.htm

British Museum http://www.britishmuseum.org/

Louvre http://www.louvre.fr/en

Prado Museum (Spain) http://www.museodelprado.es/en

About.com http://europeanhistory.about.com/

European Union http://europa.eu/index_en.htm

United Nations http://www.un.org/en/

NATO http://www.nato.int/cps/en/natolive/index.htm

European History Timeline http://www.wwnorton.com/college/history/ralph/referenc/eurotime.htm

Kagan's Western Heritage website http://wps.prenhall.com/hss kagan westheritage-8/

Website for McKay, Sherman, et.al.

http://college.cengage.com/history/west/mckay/western_society/7e/students/outlines.html

CIA World Factbook https://www.cia.gov/library/publications/the-world-factbook/index.html

The History Guide (links to primary sources) http://www.historyguide.org/resources.html

18th Century Sources http://andromeda.rutgers.edu/~jlynch/18th/

Euro Docs http://eudocs.lib.byu.edu/index.php/Main Page

Spartacus Educational http://www.spartacus.schoolnet.co.uk/REVhistorysources.htm

Repositories of Primary Sources http://www.uiweb.uidaho.edu/special-collections/Other.Repositories.html

BBC Radio http://www.bbc.co.uk/radio/#r-1

Beatles http://www.thebeatles.com/

US State Department http://www.state.gov/p/eur/ci/index.htm

PBS http://www.pbs.org/

Versailles http://en.chateauversailles.fr/homepage

Metropolitan Museum of Art http://metmuseum.org

Oxford: History of Science http://www.mhs.ox.ac.uk/

Hermitage Museum (Russia) http://www.hermitagemuseum.org/html En/index.html

Pergamon Museum (Berlin) http://www.smb.museum/smb/standorte

History Guide http://www.historyguide.org/

Imperial War Museum http://www.iwm.org.uk/