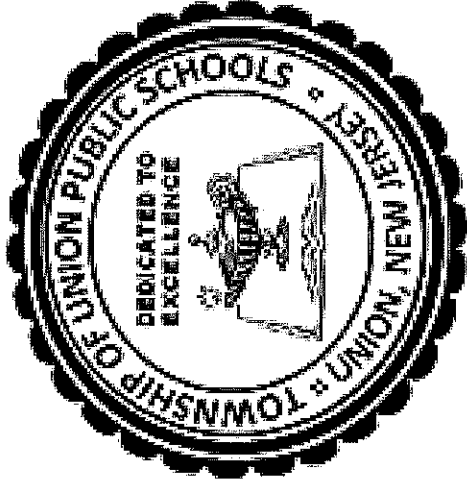


TOWNSHIP OF UNION PUBLIC SCHOOLS



**Advanced Placement European History
May 2018**

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

Following in the tradition of academic excellence established by A.P. Psychology and A.P. US History, A.P. European History will provide students with the opportunity to earn valuable college credit. It is a labor-intensive course, designed for motivated students who are used to working independently. It is a must for anyone who intends to pursue a college major in the Social Sciences and is recommended for those who will be entering a Liberal Arts Program or those who intend to pursue a Law major in college.

The course will be conducted at a college level; the amount of material mandates that it will be reading and labor intensive. Instruction will emphasize the application of higher order thinking skills as well as the analyses and investigation of issues and events essential to the various time periods. Students who successfully complete the class will come away with a wealth of information as well as critical skills in analysis and communication. Central to this process will be the Document-Based-Question and other open-ended writing responses preparing them for the Advanced Placement European History Exam administered by the College Board in May of the school year.

This college-level course begins where World History left off in freshman year and is designed to be a natural complement to the Humanities course. The curriculum will cover, in depth, the political, social, economic, and cultural history of Europe from the Renaissance to the present. A variety of strategies and processing skills will be incorporated to communicate the content of the course. Primary source documents, individual and group research, as well as selected pieces of art, music and literature will supplement the core material.

As with any Advanced Placement course, the culmination of the year will be taking the A.P. Exam in May affording students the opportunity to earn valuable college credit.

Recommended Textbook

**A History of Western Society - John McKay, Bennett Hill, John Buckler, 10th Edition. Bedford/St. Martin's,
ISBN-13: 978-0-312-64058-3**

New Jersey Student Learning Standards for Social Studies

Social Studies

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Mission: Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

The Role of Essential Questions

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources?
What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Curriculum Units

Unit 1: Period 1 - 1450 to 1648

Unit 2: Period 2 - c.1648 to c.1815

Unit 3: Period 3 - c 1815 to c 1914

Unit 4: Period 4 - c 1914 to the Present

Pacing Guide - Advanced Placement European History

Unit 1: September – November (1/2)

Unit 2: November (1/2) – January

Unit 3: February – March

Unit 4: April – June

Unit 1: Period 1 - 1450 to 1648

This unit details the initial breakdown of the medieval world and.:

- The worldview of European intellectuals shifted from one based on ecclesiastical and classical authority to one based primarily on inquiry and observation of the natural world.
- The struggle for sovereignty within and among states resulted in varying degrees of political centralization.
- Religious pluralism challenged the concept of a unified Europe.
- Europeans explored and settled overseas territories, encountering and interacting with indigenous populations.
- European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the persistence of medieval social and economic structures.

Essential Questions	NJSL Social Studies	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How did a revival of classical texts lead to new methods of scholarship and new values in both society and religion?</p> <p>How did the invention of printing promote the dissemination of new ideas?</p> <p>How did the visual arts incorporate the new ideas of the Renaissance promote personal, political, and religious goals?</p> <p>Why did new ideas in science based on observation, experimentation, and mathematics challenge classical views of the cosmos, nature, and the human body, although folk traditions of knowledge and the universe continued to persist?</p> <p>How did the new concept of</p>	<p>6.2.12.A.2.c</p> <p>6.2.12.B.2.a</p> <p>6.2.12.B.2.b</p> <p>6.2.12.C.1.b</p> <p>6.2.12.C.1.c</p> <p>6.2.12.C.1.d</p> <p>6.2.12.C.1.e</p> <p>6.2.12.C.2.a</p> <p>6.2.12.D.1.a</p>	<p>Analyze the political, social, and economic factors that caused a Renaissance to begin in the city-states of Italy.</p> <p>Compare and contrast various interpretations of the Renaissance, including those of the Italian scholars and Jacob Burckhardt.</p> <p>Describe the characteristics of the school of thought known as Humanism.</p> <p>Assess the importance of new technology and new ideas on the Renaissance.</p> <p>Analyze the growing effect of literacy on European women during the time period.</p> <p>Trace the growing worth of</p>	<p>Students and instructor engage in daily Socratic Seminar Shared Inquiry.</p> <p>Students describe the tents of Humanism through primary sources of humanist writers.</p> <p>Students compare essays that analyze humanism using primary sources.</p> <p>Students compose essay critique of Burckhardt's notion of the Renaissance.</p> <p>Students identify Renaissance artists by viewing architecture, paintings and sculptures.</p> <p>Students compare Northern and Italian Renaissances using primary sources.</p> <p>Students identify Baroque artistic styles by viewing works of art.</p> <p>Students trace political developments in central Europe coinciding with the spread of Reformation ideas on timeline.</p>	<p>Preparatory Homework – Google Forms</p> <p>Homework Quizzes – Google Forms</p> <p>College Board Style – Short Response Questions</p> <p>College Board Style – Multiple-Choice Questions</p> <p>College Board Style – Free Response Essays</p> <p>College Board Style – Document-Based Questions</p>

<p>the sovereign state and secular systems of law play a central role in the creation of new political institutions?</p> <p>Why did the competitive state system lead to new patterns of diplomacy and new forms of warfare?</p> <p>How did the competition for power between monarchs and corporate groups produce different distributions of governmental authority in European states?</p> <p>Why did the Protestant and Catholic Reformations fundamentally change theology, religious institutions, and culture?</p> <p>How did religious reform both increase state control of religious institutions and provide justifications for challenging state authority?</p> <p>How did conflicts among</p>	<p>6.2.12.D.1.d</p> <p>6.2.12.D.1.e</p> <p>6.2.12.D.2.a</p> <p>6.2.12.D.2.b</p> <p>6.2.12.D.2.c</p> <p>6.2.12.D.2.d</p> <p>6.2.12.D.2.e</p>	<p>the individual during the Renaissance.</p> <p>Investigate the defining elements of the visual arts during the Renaissance.</p> <p>Compare and contrast the Renaissance in Italy to the Renaissance in Northern Europe.</p> <p>Analyze how Renaissance political theory shaped a new political reality throughout Europe.</p> <p>Analyze the development of corruption in the Catholic Church during the Middle Ages.</p> <p>Identify the political, social, and economic factors that weakened the church's authority.</p> <p>Describe the heretical movements during the 14th &</p>	<p>Students discuss the political nature of the Reformation in England and debate the extent of change.</p> <p>Students identify the causes and components of the development of the modern centralized state.</p> <p>Students create a timeline of the Thirty Years War.</p> <p>Students compare and analyze maps of Europe before and after the Thirty Years War.</p> <p>Students compare the historical interpretations of the Thirty Years War espoused by Friedrich and Holborn and compose an essay critique.</p> <p>Students list incidents of corruption in the Catholic Church.</p> <p>Students discuss the theological outlook of Martin Luther and his conflict with the papacy in Rome.</p> <p>Students create graphic organizer that compares and contrasts opposing religious views.</p>	
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<p>religious groups overlap with political and economic competition within and among states?</p> <p>Why were European nations driven by commercial and religious motives to explore overseas territories and establish colonies?</p> <p>How did advances in navigation, cartography, and military technology allow Europeans to establish overseas colonies and empires?</p> <p>How did Europeans establish overseas empires and trade networks through coercion and negotiation?</p> <p>Why did Europe's colonial expansion lead to a global exchange of goods, flora, fauna, cultural practices, and diseases, resulting in the destruction of some indigenous civilizations, a shift toward European</p>	<p>15th centuries as forerunners of the Reformation.</p> <p>Analyze the theological outlook of Martin Luther and his conflict with the papacy in Rome.</p> <p>Assess the impact of the printing presses on the spread of Reformation ideas.</p> <p>Contrast the religious views of John Calvin with those of Martin Luther and with those of the Catholic Church.</p> <p>Describe how political developments in central Europe aided the spread of Reformation ideas.</p> <p>Assess the distinctly political nature of the Reformation in England.</p> <p>Analyze the social impact of the Reformation throughout</p>	<p>Students debate the position of the Catholic Church and the various Protestant thinkers.</p> <p>Students create map that traces the spread of Protestantism.</p> <p>Students compose essay critique Elton's political interpretation of the Reformation in Germany.</p> <p>Students debate the effectiveness of the Catholic / Counter Reformation.</p> <p>Students compose essay critique Olin's interpretation of Catholic reform.</p> <p>Students create a timeline of events surrounding the French Civil Wars and the Dutch Revolt.</p> <p>Students discuss and assess the success of <i>politiques</i> in dealing with religious conflict.</p> <p>Students create hierarchy of factors that motivated a new interest in European exploration.</p> <p>Students identify routes of</p>
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<p>dominance, and the expansion of the slave trade?</p> <p>Why did Economic change produce new social patterns, while traditions of hierarchy and status persisted?</p> <p>Why did most Europeans continue to derive their livelihood from agriculture and orient their lives around the seasons, the village, or the manor, while economic changes began to alter rural production and power?</p> <p>How did population shifts and growing commerce cause the expansion of cities, which often found their traditional political and social structures stressed by the growth?</p> <p>Why did the family remain the primary social and economic institution of early modern Europe and take several forms, including the</p>	<p>Europe.</p> <p>Trace the development of the Catholic / Counter Reformation.</p> <p>Explain how the divisiveness of the Reformation caused an era of warfare during the 16th and 17th centuries.</p> <p>Identify the factors that motivated a new interest in European exploration.</p> <p>Identify major explorers and the regions to which they traveled.</p> <p>Assess the impact of European expansion on indigenous populations around the world.</p> <p>Trace the development of the new type of slave trade promoted by European expansion.</p>	<p>exploration on a map.</p> <p>Students debate the legacy of Christopher Columbus.</p> <p>Students brainstorm the impact of European expansion on indigenous populations around the world.</p> <p>Students describe the economic policy of mercantilism.</p> <p>Students chart and explain the connection between mercantilism and the slave trade.</p> <p>Students discuss the legacy of exploration in Europe, Africa, and the Americas.</p> <p>Students analyze charts and graphs illustrating population shifts during the 16th and 17th centuries.</p> <p>Students describe the changing quality of life in Europe's growing cities.</p> <p>Students role play the daily routine of average European family.</p> <p>Students debate the impact of the Renaissance, Reformation, and changing</p>	
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nuclear family?

Why did popular culture, leisure activities, and rituals reflecting the persistence of folk ideas reinforce and sometimes challenge communal ties and norms?

Predict the effect of the voyages of discovery on the development of European imperialism.

Describe the economic policy of mercantilism.

economy on the status of women.

Assessments Linked to ELA Guidelines

Unit 1: Period 1 - 1450 to 1648

Short Response –	Burckhardt and Burke	Standard 6.RIT.1-10 (Reading Informational Text)
Short Response –	Pico and Castiglione	Standard 6.RL.1-10 (Reading Literature)
Short Response –	Nauert – Northern Sources of the Renaissance	Standard 6.RIT.1-10 (Reading Informational Text)
Short Response –	Machiavelli	Standard 6.RL.1-10 (Reading Literature)
Long Essay Question –	Women in the Renaissance and Reformation	Standard 6.W.1-10 (Writing)
Short Response –	Elton – A Political Interpretation of the Reformation	Standard 6.RIT.1-10 (Reading Informational Text)
Short Response –	Friedrich - Religious Interpretation of the Thirty Years War	Standard 6.RIT.1-10 (Reading Informational Text)
Long Essay Question –	Religious Wars	Standard 6.W.1-10 (Writing)
Long Essay Question –	17 th century Economic and Social Transformations	Standard 6.W.1-10 (Writing)

Key Vocabulary Terms

Unit 1: Period 1 - 1450 to 1648

- Renaissance
- Translation
- The Classics
- Renaissance Man
- Merchant class
- Tyrants
- Ciompi Revolt
- Jesuits
- Protestant
- Sacraments
- German Peasant Revolt
- Diet of Worms
- Excommunication
- Conquistador
- Aztec empire
- Inflation
- Trade
- Secularism
- Humanism
- Platonic Academy
- Printing press
- Realism
- High Renaissance
- Dark Ages
- Indulgences
- Predestination
- Anabaptists
- 95 Theses
- Peace of Westphalia
- Act of Supremacy
- Encomienda
- Spice trade
- Mercantilism
- Columbian exchange
- Middle Passage
- Individualism
- Black death
- City States
- Perspective
- Patrons
- Northern Renaissance
- Anti-clericalism
- Thirty Years War
- Transubstantiation
- Theocracy
- Peace of Augsburg
- Council of Trent
- Inquisition
- Capitalism
- Incas
- Spanish Armada
- Triangular Trade

Unit 2: Period 2 - 1648 to 1815

This unit details the development of the modern state system as well as the intellectual transformation fomented by the Scientific Revolution and Enlightenment. It covers the following key concepts:

- Different models of political sovereignty affected the relationship among states and between states and individuals.
- The expansion of European commerce accelerated the growth of a worldwide economic network.
- The popularization and dissemination of the Scientific Revolution and the application of its methods to political, social, and ethical issues led to an increased, although not unchallenged, emphasis on reason in European culture.
- The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes.

Essential Questions	NJSL Social Studies	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Why was absolute monarchy established in much of Europe over the course of the 17th and 18th centuries?</p> <p>What challenges to absolutism resulted in alternative political systems?</p> <p>How did dynastic and state interests, along with Europe's expanding colonial empires, influence the diplomacy of European states and frequently lead to war after 1648?</p>	<p>6.2.12.A.2.a</p> <p>6.2.12.A.2.b</p> <p>6.2.12.A.2.c</p> <p>6.2.12.A.3.a</p> <p>6.2.12.A.3.c</p> <p>6.2.12.D.2.d</p> <p>6.2.12.D.3.a</p>	<p>Identify the causes of the development of the modern centralized state.</p> <p>Describe the characteristics of the new nation states including growing bureaucratization.</p> <p>Trace the development of a permanent mercenary army with the growing need to tax.</p> <p>Describe the Golden Age of Spain and the reasons for its decline.</p> <p>Compare and contrast the concept of an absolute monarchy in France and Russia.</p> <p>Trace the development of a</p>	<p>Students and instructor engage in Socratic Seminar Shared Inquiry.</p> <p>Students create a map of Europe identifying political philosophies behind each nation state.</p> <p>Students create a timeline of the development of absolutism or constitutionalism, country by country, throughout Europe.</p> <p>Students debate the accomplishments and legacy of Louis XIV.</p> <p>Students compose argument that supports either Hobbes' or Locke's concept of government.</p> <p>Students create chart to compare and contrast the concept of an absolute monarchy in western and eastern Europe.</p> <p>Students trace territorial changes throughout Europe by examining maps following the Thirty Years</p>	<p>Preparatory Homework – Google Forms</p> <p>Homework Quizzes – Google Forms</p> <p>College Board Style – Short Response Questions</p> <p>College Board Style – Multiple-Choice Questions</p> <p>College Board Style – Free Response Essays</p> <p>College Board Style – Document-Based Questions</p>

<p>How did the French Revolution pose a fundamental challenge to Europe's existing political and social order?</p> <p>How did Napoleon Bonaparte impose French control over much of the European continent while claiming to defend the ideals of the French Revolution and eventually provoke a nationalistic reaction?</p> <p>What caused early modern Europe to develop a market economy that provided the foundation for its global role?</p> <p>How did the European-</p>	<p>limited monarchy and constitutionalism in England.</p> <p>Explain contributions of specific thinkers to the development of a new scientific model.</p> <p>Assess the impact of the new science on philosophy, religion, politics, and economics.</p> <p>Analyze the cause effect relationship of the Scientific Revolution and the Enlightenment.</p> <p>Explain the political ramifications of Enlightenment ideas.</p> <p>Trace the expanding role of women in the 18th century.</p> <p>Analyze the changing</p>	<p>War, War of the Spanish Succession, Great Northern War, War of the Austrian Succession, and Seven Years War.</p> <p>Students list the economic and social factors that weakened the French monarchy and forced the king to call the Estates General.</p> <p>Students debate the importance of Enlightenment ideas versus circumstances in causing the French Revolution.</p> <p>Students create timeline to trace the major events of the French Revolution from the calling of the Estates General to the rise of Napoleon.</p> <p>Students create timeline and map illustrating the career of Napoleon Bonaparte.</p> <p>Students debate the impact of the French Revolution and Napoleon on the status of women.</p> <p>Students compare the causes and downfall of Louis XVI and Napoleon.</p>	
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<p>dominated worldwide economic network contribute to the agricultural, industrial, and consumer revolutions in Europe?</p> <p>How did commercial rivalries influence diplomacy and warfare among European states in the early modern era?</p> <p>Why did small landholdings, low-productivity agricultural practices, poor transportation, and adverse weather limit and disrupt the food supply, causing periodic famines in the 17th century?</p> <p>Why did Europeans begin to</p>		<p>relationship between science and religion.</p> <p>Describe the impact of the scientific revolution and the enlightenment on art and music.</p> <p>Differentiate between the effects of the enlightenment on eastern, western, and central Europe.</p> <p>Describe the geopolitical climate of Europe during the 18th century.</p> <p>List the economic and social factors that weakened the French monarchy and forced the king to call the Estates General.</p> <p>Assess the impact of Enlightenment ideas and the American Revolution in causing the French</p>	<p>Students create a timeline tracing the textile industry from the Agricultural to the Industrious Revolutions.</p> <p>Students analyze charts providing data on life expectancy, population growth, real wages, and imports/exports.</p> <p>Students list new consumer products and food items available in 1800 that were not available in 1600.</p> <p>Students compare global colonial maps from 1600, 1700, and 1800.</p> <p>Students explain the cause effect relationship between the Scientific Revolution and the Enlightenment.</p> <p>Students identify leading enlightenment thinkers through quotes.</p> <p>Students debate the status and role of women in the 18th century, referencing Wollstonecraft and Rousseau.</p> <p>Students explain the political ramifications of Enlightenment ideas and assess the extent of their impact on meaningful</p>
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<p>escape from the Malthusian imbalance between population and food supply, resulting in steady population growth by the 18th century?</p> <p>Why did cities offer economic opportunities, which attracted increasing migration from rural areas, transforming urban life and creating challenges for the new urbanites and their families?</p> <p>How was the consumer revolution of the 18th century shaped by a new concern for privacy, encouraging the purchase of new goods for homes, and creating new</p>	<p>Revolution.</p> <p>Trace the major events of the French Revolution from the calling of the Estates General to the rise of Napoleon.</p> <p>Describe the impact of the French Revolution and the Declaration of the Rights of Man and Citizen on French society.</p> <p>Analyze the role of Napoleon Bonaparte as the “man of the age” along with his impact on European politics in general and France in particular.</p> <p>Assess the importance of the French Revolution as the first truly nationalistic movement.</p> <p>Detail the reorganization of France under both the</p>	<p>change.</p> <p>Students discuss the extent of religious change based Enlightenment tolerance.</p> <p>Students explain the emergence of new theories that connected the social contract and capitalism.</p> <p>Students list examples of Enlightenment and Commercial Revolution influence on the arts.</p> <p>Students evaluate the impact of the Enlightenment on society at large in group discussion.</p> <p>Students explain the roots of religious revival, romanticism, and nationalism, and compare them to Enlightenment values.</p> <p>Students list improvements in diet and medicine and evaluate their impact on population growth.</p> <p>Students analyze charts and maps that illustrate the process of early industrial urbanization.</p> <p>Students debate the social and economic changes</p>	
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venues for leisure activities?

How did family and private life reflect new demographic patterns and the effects of the commercial revolution by the 18th century?

Revolution and Napoleon.

Identify the major events of Napoleon's military and political career.

caused by early industrialization.

Students list new consumer products and trends, and explain the changing values that each represents.

Students examine changes in the family and gender relations, and discuss their impact.

Assessments Linked to ELA Guidelines

Unit 2: Period 2 - 1648 to 1815

Short Response –	Durand – <u>Absolutism - Myth and Reality</u>	Standard 6.RIT.1-10 (Reading Informational Text)
Short Response –	Macaulay Trevelyan – “The English Revolution”	Standard 6.RIT.1-10 (Reading Informational Text)
Short Response –	Becker – <u>The Heavenly City of the Eighteenth-Century Philosophers</u>	Standard 6.RIT.1-10 (Reading Informational Text)
Short Response –	Scott – “The Problem of Enlightened Absolutism”	Standard 6.RIT.1-10 (Reading Informational Text)
Short Response –	Doyle - An Evaluation of the French Revolution	Standard 6.RIT.1-10 (Reading Informational Text)
Document Based Question –	DBQ - Napoleon as Reformer	Standard 6.RIT.1-10 (Reading Informational Text) Standard 6.W.1-10 (Writing)

Key Vocabulary Terms

Unit 2: Period 2 - 1648 to 1815

• Absolute monarchy	• Limited monarchy	• Constitutionalism
• Divine Right	• "L'etat, c'est moi!"	• Czar / Tsar
• English Civil War	• Glorious Revolution	• Parliament
• English Bill of Rights	• Versailles	• "Third Rome"
• Scientific method	• Heliocentric theory	• Universal gravitation
• Experimental method	• Cartesian Dualism	• Social contract
• Natural rights	• Telescope	• Reason
• Heresy	• Induction	• Separation of powers
• Idealism	• Encyclopedia	• Baroque
• Deist	• Philosophy	• Skepticism
• Pantheism	• Tabula Rasa	• Categorical Imperative
• Laissez Faire	• Physiocrats	• Rococo
• Toleration	• Estates General	• Third Estate
• Tennis Court Oath	• National Assembly	• Bastille
• Declaration of the Rights of Man and Citizen	• Legislative Assembly	• Sans-culottes
• National Convention	• War with Europe	• Reign of Terror
• Civil Constitution of the Clergy	• The Directory	• Coup d'etat
• Concordat	• Code Napoleon	• Taxation
• Jacobins	• Consulate	• Continental system
• Quadruple Alliance	• Declaration of Pillnitz	• Committee of Public Safety

Unit 3: Period 3 - 1815 to 1914

This unit details the industrialization of Europe and its economic, social and political effects. It covers the following key concepts:

- The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry.
- The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location.
- The problems of industrialization provoked a range of ideological, governmental, and collective responses.
- European states struggled to maintain international stability in an age of nationalism and revolutions.
- A variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers.
- European ideas and culture expressed a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other.

Essential Questions	NJSL Social Studies	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How did Great Britain establish its industrial dominance through the mechanization of textile production, iron and steel production, and new transportation systems?</p> <p>How did industrialization take root in continental Europe, sometimes following the British example, sometimes benefitting from state sponsorship?</p> <p>Why did more areas of Europe experience industrial activity, and industrial processes increase in scale and complexity during the second industrial revolution (c. 1870–1914)?</p>	<p>6.2.12.A.3.c</p> <p>6.2.12.A.3.d</p> <p>6.2.12.A.3.e</p> <p>6.2.12.A.3.f</p> <p>6.2.12.B.3.b</p> <p>6.2.12.C.3.a</p> <p>6.2.12.C.3.b</p> <p>6.2.12.C.3.c</p> <p>6.2.12.C.3.d</p>	<p>Trace the technological advancements in agriculture that created the work force necessary for an industrial revolution to occur.</p> <p>Analyze the role of the factory system in changing the economy and society of Europe.</p> <p>Identify the elements that insured that the Industrial Revolution would begin in England.</p> <p>Describe the positive and negative effects of the process of urbanization.</p> <p>Describe the political implications of the Industrial</p>	<p>Students and instructor engage in Socratic Seminar Shared Inquiry.</p> <p>Students list all the advantages that lead to Britain industrializing first.</p> <p>Students critique Heilbroner’s analysis of British industrialization.</p> <p>Students compare chart of British industrial output with real wages for British workers.</p> <p>Students engage in roundtable discussion of working conditions and wages, using views expressed in Stearns and Chapman’s article.</p> <p>Students trace the spread of industrialization on a map of Continental Europe, accounting for regions that industrialized and those that did not.</p> <p>Students analyze chart that compares industrial output of Europe from 1830-1900.</p>	<p>Preparatory Homework – Google Forms</p> <p>Homework Quizzes – Google Forms</p> <p>College Board Style – Short Response Questions</p> <p>College Board Style – Multiple-Choice Questions</p> <p>College Board Style – Free Response Essays</p> <p>College Board Style – Document-Based Questions</p>

<p>Why did industrialization promote the development of new classes in the industrial regions of Europe?</p> <p>Why did Europe experience rapid population growth and urbanization, leading to social dislocations?</p> <p>How did the Industrial Revolution alter the family structure and relations for bourgeois and working-class families over time?</p> <p>How did wages and the quality of life for the working class improve because of laws restricting the labor of children and women, social welfare programs, improved diet, and the use of birth control by the end of the 19th century?</p>	<p>6.2.12.D.3.a</p> <p>6.2.12.D.3.b</p>	<p>Revolution throughout Europe.</p> <p>Explain how the Congress of Vienna attempted to undo the accomplishments of the French Revolution.</p> <p>Debate whether the Age of Metternich was successful or not.</p> <p>Define the new ideologies of Nationalism, Liberalism, Conservatism, Imperialism, and explain how each influenced European politics.</p> <p>Describe how Nationalism, begun during the French Revolution, continued to evidence itself in independence movements in other parts of the world.</p>	<p>Students create table listing technological advancements in production, transportation, communication, and medicine and outlining the benefits of each.</p> <p>Students create pyramid chart detailing the new industrial class structure.</p> <p>Students analyze charts dealing with life expectancy and infant mortality.</p> <p>Students discuss the living conditions resulting from urbanization and population growth and react to the solutions proposed by Malthus and Ricardo.</p> <p>Students describe the impact of industrialization and reform on workers, the middle class, families, women, and children.</p> <p>Students compare and contrast leisure activities and consumerism during the later Industrial Revolution with the 18th century.</p> <p>Students plot impoverished areas of Europe on a map and discuss the reasons for</p>	
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<p>Why did a heightened consumerism develop as a result of the second industrial revolution?</p> <p>How did the persistence of primitive agricultural practices and land-owning patterns cause some areas of Europe to lag behind in industrialization while facing famine, debt, and land shortages?</p> <p>Why did ideologies develop and take root throughout society as a response to industrial and political revolutions?</p> <p>How did governments respond to the problems created or exacerbated by industrialization by expanding their functions and creating modern</p>		<p>Trace how Nationalism resulted in the formation of two new nations, Germany and Italy, and how it destabilized the political climate of Eastern Europe.</p> <p>Compare and contrast the struggle between liberalism and conservatism in England, France, and Russia.</p> <p>Describe revolutionary movements of the 19th Century including the Decembrist Revolt and the Revolutions of 1830 and 1848.</p> <p>Analyze how the competitive nature of European foreign policy led to increased tensions focusing on the Crimean War and the Berlin Conference.</p>	<p>these patterns.</p> <p>Students create graphic organizer of 19th century ideologies, listing beliefs, followers, social classes, nations, and major accomplishments.</p> <p>Students create chart of political parties, reform movements and workers movement detailing their goals, successes and setbacks.</p> <p>Students critique Uiam's work on Marxism and Riemer and Fout's treatment of women's issues in the 19th century.</p> <p>Students create profile for Metternich detailing his life beliefs and legacy.</p> <p>Students debate whether the Age of Metternich was successful or not.</p> <p>Students create timeline of revolutions and revolts from 1815-1848.</p> <p>Students discuss revolutionary movements throughout the 19th century and explain why some succeeded and some failed.</p> <p>Students compare the</p>	
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<p>bureaucratic states?</p> <p>How did political movements and social organizations respond to the problems of industrialization?</p> <p>How did the Concert of Europe (or Congress System) seek to maintain the status quo through collective action and adherence to conservatism?</p> <p>Why did the breakdown of the Concert of Europe open the door for movements of national unification in Italy and Germany as well as liberal reforms elsewhere?</p> <p>How did the unification of Italy and Germany transform the European balance of power and lead to efforts to construct a new diplomatic</p>		<p>Trace how the policy of imperialism resulted in the geopolitical domination of the world by Europe.</p> <p>Describe the political climate in England during the reign of Queen Victoria.</p> <p>Trace political events in France from the Bourbon Monarchy through the Third Republic and examine how the new political repression in Russia would inevitably lead that country to revolution.</p> <p>Investigate the impact of Darwinism and Freudianism on European society.</p> <p>Trace trends in European art and music throughout the</p>	<p>theories on the Revolutions of 1848 presented by Sperber and Weiss and compose an essay critique supporting one or the other.</p> <p>Students design chart that compares developments in France, Italy, Germany, and Russia, focusing on nationalism and modernization.</p> <p>Students discuss the career of Bismarck and debate his motives and methods in achieving German unification.</p> <p>Students create chart and map illustrating the new system of alliances from 1880-1900.</p> <p>Students create a chronological global map illustrating the evolution of European imperialism.</p> <p>Students design a table listing the motives and technological advancements that led to the drive for colonies.</p> <p>Students compose essay critique of Hayes' contention of nationalism as the primary motive for</p>	
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order?

Why were European nations driven by economic, political, and cultural motivations in their new imperial ventures in Asia and Africa?

19th century.

Analyze the changing role of literature throughout the 19th century.

Analyze the nature of existentialism as a new philosophical movement.

Evaluate how population changes affect society.

imperialism.

Students create a timeline of imperialist conflicts from 1880-1914, including those with indigenous peoples as well as other European nations.

Students design an artistic timeline from 1800-1914, listing individuals from all fields.

Students discuss how artistic movements mirror social, economic, political, and scientific trends.

Students examine a list of writers, composers, and artists and correctly categorize them in their proper movement, while identifying major works.

Students debate who presented the greater challenge to the European mind – Darwin or Freud.

Students critique Fromm's analysis of Freud.

Assessments Linked to ELA Guidelines

Unit 3: Period 3 - 1815 to 1914

Short Response –	Stearns & Chapman - Progress or Decline	Standard 6.RIT.1-10 (Reading Informational Text)
Short Response –	Sperber - The European Revolutions, 1848—1851	Standard 6.RIT.1-10 (Reading Informational Text)
Long Essay Question –	Hinsley and Holborn – European liberalism	Standard 6.W.1-10 (Writing)
Short Response –	Holborn - German Unification	Standard 6.RIT.1-10 (Reading Informational Text)
Short Response –	Riemer & Fout - European Women	Standard 6.RIT.1-10 (Reading Informational Text)
Short Response –	Hayes - Imperialism as a Nationalistic Phenomenon	Standard 6.RIT.1-10 (Reading Informational Text)

Key Vocabulary Terms

Unit 3: Period 3 - 1815 to 1914

• Agricultural Revolution	• Seed drill	• Steam engine
• Crop rotation	• Spinning jenny	• Population explosion
• Factory system	• Railroads	• <u>Communist Manifesto</u>
• Urbanization	• Marxism	• Communism
• Corn Laws	• Combination Acts	• <u>Das Capital</u>
• labor unions	• proletariat	• bourgeoisie
• Socialism	• Chartist	• reform
• Great Reform Bill	• Social Darwinism	• suffrage
• Luddities	• factory	• <u>Second Industrial Revolution</u>
• Liberalism	• Nationalism	• Conservatism
• Congress of Vienna	• Decembrists	• Revolution of 1830
• Revolutions of 1848	• Crimean War	• Bourbon Monarch
• Second Republic	• Second Empire	• Third Republic
• Paris Commune	• Dreyfus Affair	• Home Rule
• Greek Revolution	• Frankfurt Parliament	• Junkers
• Kultur-Kampf	• Social Darwinism	• Franco-Prussian War
• Victorian Age	• "White man's burden"	• Zollverein
• Opium War	• Boer War	• Sepoy Rebellion
• Boxer Rebellion	• Abolitionism	• Evolution
• Communism	• Psychoanalysis	• Realism
• Feminism	• Class structure	• Urbanization
• Impressionism	• Post impressionism	• Prison reform
• Zionism		• Population explosion

Unit 4: Period 4 - 1914 to the Present

This unit examines the 20th century as an age of anxiety and cataclysm. It covers the following key concepts:

- Total war and political instability in the first half of the 20th century gave way to a polarized state order during the Cold War and eventually to efforts at transnational union.
- The stresses of economic collapse and total war engendered internal conflicts within European states and created conflicting conceptions of the relationship between the individual and the state, as demonstrated in the ideological battle between liberal democracy, communism, and fascism.
- During the 20th century, diverse intellectual and cultural movements questioned the existence of objective knowledge, the ability of reason to arrive at truth, and the role of religion in determining moral standards.
- Demographic changes, economic growth, total war, disruptions of traditional social patterns, and competing definitions of freedom and justice altered the experiences of everyday life.

Essential Questions	NJSL Social Studies	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Why did World War I, caused by a complex interaction of long- and short-term factors, result in immense losses and disruptions for both victors and vanquished?</p> <p>How did the conflicting goals of the peace negotiators in Paris pit diplomatic idealism against the desire to punish Germany, producing a settlement that satisfied few?</p>	<p>6.2.12.A.4.a</p> <p>6.2.12.A.5.a</p> <p>6.2.12.B.4.a</p> <p>6.2.12.B.4.d</p> <p>6.2.12.B.5.a</p>	<p>Trace how the alliance system and arms race of the late 19th Century was a product of both European nationalism and imperialism.</p> <p>Compare the conduct and strategy of the First World War with previous military altercations.</p>	<p>Students and instructor engage in Socratic Seminar Shared Inquiry.</p> <p>Students fill in a “domino” graphic organizer listing the events leading to the outbreak of WWI in chronological order.</p> <p>Students critique Stromberg’s contention of militant patriotism causing WWI.</p> <p>Students read selection from All Quiet on the Western Front while sitting in trench-like conditions.</p> <p>Students place the major campaigns/battles of WWI on a blank map.</p>	<p>Preparatory Homework – Google Forms</p> <p>Homework Quizzes – Google Forms</p> <p>College Board Style – Short Response Questions</p>
<p>During the interwar period, how did fascism, extreme nationalism, racist ideologies, and the failure of appeasement result in the catastrophe of World War II, and present a grave challenge to European civilization?</p>	<p>6.2.12.B.6.a</p> <p>6.2.12.C.4.a</p>	<p>Analyze the events that led to two separate Russian Revolutions.</p>	<p>Students describe all of the elements of total war.</p> <p>Students apportion blame for WWI on a pie chart, then compare their vision with the Versailles Settlement.</p>	<p>College Board Style – Free Response Essays</p>
<p>As World War II ended, why did a Cold War between the liberal democratic West and</p>	<p>6.2.12.C.4.b</p>	<p>Assess the effectiveness of</p>	<p>Students analyze the positions of Clemenceau and Wilson using primary</p>	<p>College Board Style – Document-Based Questions</p>

<p>the communist East begin and last nearly half a century?</p> <p>In response to the destructive impact of two world wars, why did European nations begin to set aside nationalism in favor of economic and political integration, forming a series of transnational unions that grew in size and scope over the second half of the 20th century?</p>	<p>6.2.12.C.4.c</p> <p>6.2.12.C.4.d</p> <p>6.2.12.C.5.b</p> <p>6.2.12.C.6.a</p> <p>6.2.12.C.6.b</p> <p>6.2.12.C.6.c</p>	<p>the Treaty of Versailles, comparing it with the Congress of Vienna.</p> <p>Measure the impact of economic conditions in Europe in the 1920's and 1930's on political developments including fascism and Nazism.</p>	<p>sources.</p> <p>Students use primary source to assess the British view of appeasement.</p> <p>Students place the major campaigns/battles of the Second World War on a blank map, highlighting the most critical events.</p> <p>Students read primary sources on the Holocaust, then analyze charts and graphs of the death toll.</p> <p>Students critique Goldhagen's <u><i>Hitler's Willing Executioners</i></u>.</p>
<p>How did nationalist and separatist movements, along with ethnic conflict and ethnic cleansing, periodically disrupt the post-World War II peace?</p> <p>How did the process of decolonization occur over the course of the century with varying degrees of cooperation, interference, or resistance from European imperialist states?</p>	<p>6.2.12.C.6.d</p> <p>6.2.12.D.4.a</p> <p>6.2.12.D.4.b</p> <p>6.2.12.D.4.c</p>	<p>Analyze the conduct and strategy of the Second World War.</p> <p>Assess whether the Holocaust was the culmination of a long tradition or an original</p>	<p>Students create table of early Cold War events, expressing both the Soviet and American viewpoints.</p> <p>Students critique Gormly's <u><i>Origins of the Cold War</i></u>.</p> <p>Students discuss the connection between the Cold War and the Western Renaissance, analyzing charts of economic growth.</p> <p>Students discuss the impact of Cold War policies on Eastern Europe.</p> <p>Students describe the</p>

<p>How did the Russian Revolution create a regime based on Marxist–Leninist theory?</p> <p>Why did the ideology of fascism, with roots in the pre–World War I era, gain popularity in an environment of postwar bitterness, the rise of communism, uncertain transitions to democracy, and economic instability?</p>	<p>6.2.12.D.4.d</p> <p>6.2.12.D.4.e</p> <p>6.2.12.D.4.l</p> <p>6.2.12.D.6.a</p>	<p>phenomenon.</p> <p>Analyze social trends in Europe during the first half of the 20th century.</p> <p>Trace the causes and developments of the Cold War.</p>	<p>ethnic violence in the Balkans in the post-communist era.</p> <p>Students trace the evolution of Europe’s relationship with the rest of the world from Versailles neo-imperialism, through de-colonization, to globalization.</p> <p>Students trace the events associated with European unity from its origins through the Greek debt crisis, and submit report – “Has the concept of European unity succeeded or not?”</p>
<p>How did the Great Depression, caused by weaknesses in international trade and monetary theories and practices, undermine Western European democracies and foment radical political responses throughout Europe?</p> <p>Why did postwar economic growth support an increase in welfare benefits yet stagnate subsequent economic growth leading to criticism and limitation of the</p>		<p>Analyze the causes of the collapse of communism.</p> <p>Compare and contrast the changing role of women and youth during the second half</p>	<p>Students create timeline of the Russian Revolution from the March Revolution through the Civil War.</p> <p>Students critique Florinsky and Daniels and their outlooks on the revolutions during 1917.</p> <p>Students discuss the tenets of fascism and the climate that made its rise possible.</p> <p>Students compare Kedward and Fischer and their views on fascism and Nazism.</p> <p>Students analyze</p>

<p>welfare state?</p> <p>Why were Eastern European nations defined by their relationship with the Soviet Union, which oscillated between repression and limited reform, until Mikhail Gorbachev's policies led to the collapse of communist governments in Eastern Europe and the fall of the Soviet Union?</p> <p>Why did the widely held belief in progress characteristic of much of 19th-century thought begin to break down before World War I with the experience of war intensifying a sense of anxiety that permeated many facets of thought and culture, giving way by the century's end to a plurality of intellectual frameworks?</p> <p>Why did science and technology yield impressive material benefits but also cause immense destruction,</p>	<p>of the 20th Century.</p> <p>Assess the impact of political and social events on the arts.</p> <p>Trace political events in major European countries during this era.</p> <p>Evaluate the relationship between technological advancement and mass culture.</p> <p>Assess the growth of the environmental movement as a result of technological</p>	<p>chronological tables of unemployment statistics and correlate them with the influence of the Great Depression on European politics.</p> <p>Students debate the successes and shortcomings of the postwar welfare state.</p> <p>Students create a flowchart of Soviet Russian leadership from Joseph Stalin through Vladimir Putin.</p> <p>Students critique Lukacs' <u>The Short Century—It's Over.</u></p> <p>Students research the crisis in the Crimea/Ukraine and Russian interventionism. They write a report that links both to as many previous events and trends covered during the course.</p> <p>Students critique Wohl's – <u>The Generation of 1914 – Disillusionment.</u></p> <p>Students design a cause and effect chart detailing innovations in science and technology and their effects on European</p>	
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<p>posing challenges to objective knowledge?</p> <p>How did organized religion continue to play a role in European social and cultural life despite the challenges of military and ideological conflict, modern secularism, and rapid social changes?</p> <p>Why was 20th century art defined by experimentation, self-expression, subjectivity, and the increasing influence of the United States in both elite and popular culture?</p> <p>How was the 20th century characterized by large-scale suffering brought on by warfare and genocide as well as tremendous improvements in the standard of living?</p> <p>How were the lives of women defined by family and work responsibilities, economic changes, and feminism?</p>		<p>advancement.</p> <p>Trace the relationship between Europe and the United States.</p> <p>Compare the impact of terrorist activities in various regions throughout Europe.</p>	<p>society, both positive and negative.</p> <p>Students view/listen to examples from the arts and discuss the general trends that they represent.</p> <p>Students analyze tables detailing the 20th century death toll resulting from genocides and weapons of mass destruction.</p> <p>Students analyze charts dealing with wages, GDP, and the happiness index.</p> <p>Students use previous statistical information to debate the overall benefits/detriments of technology in the 20th century.</p> <p>Students create chart comparing real wages for women versus men in the 20th century.</p> <p>Students engage in roundtable discussion of the role of the United States and American consumerism/culture on postwar Europe.</p> <p>Students examine charts detailing immigration patterns since the end of</p>	
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Why did new voices gain prominence in political, intellectual, and social discourse?

the Second World War.

Students critique Tariq Ramadan's *Western Muslims and the Future of Islam*.

Students research the "Je suis Charlie" violence and the migrant crisis of 2015 and write a report that links both to as many previous events and trends covered during the course.

Assessments Linked to ELA Guidelines

Unit 4: Period 4 - 1914 to the Present

Short Response –	Daniels - Red October - The Bolshevik Revolution of 1917	Standard 6.RIT.1-10 (Reading Informational Text)
Short Response –	Wohl - The Generation of 1914 – Disillusionment	Standard 6.RIT.1-10 (Reading Informational Text)
Short Response –	Fischer - Hitler and Nazism	Standard 6.RIT.1-10 (Reading Informational Text)
Short Response –	Gormly - Origins of the Cold War	Standard 6.RIT.1-10 (Reading Informational Text)

Key Vocabulary Terms

Unit 4: Period 4 - 1914 to the Present

• Imperialism	• Alliance system	• Arms race	• Revolution
• Bolshevik	• Communism	• Fascism	• Nazism
• Democracy	• Militarism	• Authoritarianism	• Totalitarianism
• Racism	• Genocide	• Bauhaus architecture	• Holocaust
• Mass culture	• Depression	• Existentialism	• Cubism
• Surrealism	• Atonality	• Appeasement	• Reparations
• Russian Revolution	• Treaty of Versailles	• Weimar Republic	• Relativity
• Dada	• Existentialism	• Cold War	• Television
• Internet	• Iron Curtain	• Space race	• Warsaw Pact
• Terrorism	• Vietnam	• Nuclear energy	• Independence
• Solidarity	• Environmentalism	• Abstract Expressionism	• Consumerism
• Theatre of the absurd	• Civil/Human Rights	• Communism	• Americanization
• Sputnik	• NATO	• Détente	• Cuban Missile Crisis
• Guest workers	• European union	• Brinkmanship	• Prague
• Glasnost	• Post Modernism	• Feminism	• Globalization
• United Nations	• Mass Culture	• Student rebellion	• Counterculture
• Containment	• Arms race	• Berlin Airlift	• Common market
• Nationalism	• Chernobyl	• Decolonization	• Perestroika
• Pop Art	• Surrealism	• Zionism	•

Social Studies Skills Table

Essential Question: What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

Social Studies Skill	Grades 9-12
Chronological Thinking	<p>Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.</p> <p>Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.</p>
Spatial Thinking	<p>Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena</p> <p>Relate current events to the physical and human characteristics of places and regions.</p>

<p>Distinguish valid arguments from false arguments when interpreting current and historical events.</p> <p>Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.</p> <p>Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.</p>	
<p>Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.</p>	<p>Presentational Skills</p>
<p>Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consideration appropriate use of language for task and audience.</p>	

New Jersey Student Learning Standards
Social Studies

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Resource Links

- College Board – AP European History
<https://apstudent.collegeboard.org/apcourse/ap-european-history>
- College Board – AP European History - Course and Exam Description
<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-european-history-course-and-exam-description.pdf>
- Albert IO – AP European History Study Guide
<https://www.albert.io/ap-european-history>
- primarysource.org
<https://www.primarysource.org/>
- history news network.org
<http://historynewsnetwork.org/>
- History.com
<http://www.history.com/>
- CNN Student News
<http://www.cnn.com/cnn10>
- Google Earth

[https://earth.google.com/web/@0,0,-](https://earth.google.com/web/@0,0,-24018.82718741a,36750128.22569847d,35y,0h,0t,0r/data=CgA0AQhttp://www.google.com/%20earth/index.html)

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- National Geographic
<http://www.nationalgeographic.com/>
- Caring Makes a Difference: Holocaust Curriculum
www.state.nj.us/education/holocaust/curriculum/
- Amistad Curriculum
www.njamistadcurriculum.com/