



# **Pine Grove Area**

SCHOOL DISTRICT

**Social Studies**

**A.P. European History**

**September 18, 2008**

## **I. PHILOSOPHY**

The A.P. European History Course is intended for those students who are considering attending an institution of higher learning. It is the equivalent of a freshman college history class and is intended for those students wishing to take the AP exam. The course places emphasis on critical thinking and evaluation skills as well as essay writing, interpretation of primary documents, and historiography. This course is intended to allow students to better understand and appreciate the history of Europe so that they can apply this knowledge to decisions which they must make in the future. Students must be able to analyze and understand the past in order to make rational choices for the future of the nation and the world.

## **II. CORE CONCEPTS**

1. Political and Cultural Contributions of Individuals and Groups - Understand how individuals and groups shaped the historical makeup of Europe after 1300
2. Conflict and Cooperation among Social Groups and Organizations - Understand how Europe emerged from the Middle Ages to Organized Political Regions
3. Primary Documents, Material Artifacts and Historical Places - Understand the impact that science and education had on the development of Europe
4. Advances in Science and Technology - Understand history through the use of a wide variety of materials
5. How Continuity and Change Have Influenced History - Understand major events that shaped and reshaped Europe
6. Economic Developments and their Impact on European Culture - Understand how Europe developed along economic lines
7. European History and its Impact on World Affairs - Understand how developments in European history affected the entire world
8. Political Developments and their Impact on Europe and the World - Understand how political changes throughout Europe had a major impact on world affairs

### III. COURSE OF STUDY

- A. Course Name: A.P. European History
- B. Grade Level: 10, 11, and 12
- C. Length of Course: Full Year
  - 1. Frequency: Daily
  - 2. Duration: 42 minutes
- D. Academic Level: College Prep
- E. Credits: 1.04
- F. Prerequisites: Successful completion of 9<sup>th</sup> grade English and Social Studies with a grade of “B” or better.
- G. Course Description: This course is designed for those students who want to prepare for college curriculum. There will be an emphasis on analytical and critical thinking skills. Students will be expected to read, interpret, and analyze historical documents. Then students will use these materials to develop clear and persuasive essays. This course serves as an introduction to European history from 1300 to the present, while focusing on the evolution of politics, cultural, military, economic, philosophical and religious ideals that governed Europe from the middle ages to modern times.

One of the goals of the course will be to prepare students to take the AP Exam in May. Students will be required to hand in two book reports on outside readings. Tests will be given at the end of each chapter. Prior to the tests students are required complete a self-test, and specified essays. Vocabulary terms, homework, quizzes, and participation also filter into the grading process. An end of the course project is also a requirement. Term papers, projects with written documentation or research projects are also expected. A great emphasis will be placed on comprehension of material, the ability to write essays, and a strong background on European history.

**IV. CONTENT:** A.P. European History

**CORE CONCEPT 1:** Political and Cultural Contributions of Individuals and Groups

**MAJOR OBJECTIVE:** Understand how individuals and groups shaped the historical makeup of Europe after 1300.

<b>CURRICULUM STANDARD:</b>			
PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 8.4.12</b></p> <p>Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1300.</p> <p>Political and Military Leaders</p> <p>Cultural and Commercial Leaders</p>	<p>Teacher will guide students to:</p> <p>Evaluate the ideas brought on by individuals and groups that shaped European History. (e.g. Leonardo da Vinci – Age of the Renaissance, Martin Luther and the Protestant Reformation, Louis XIV the French Revolution, Adolf Hitler and World War II</p>	<p>Teacher evaluation of:</p> <p>Quizzes</p> <p>Terms</p> <p>Discussions</p> <p>Tests</p> <p>Written Assignments</p> <p>Data Based Questions</p>	<p>Textbook</p> <p>Documents</p> <p>Videos</p> <p>Outside reading materials</p>
<p>PA Standard 8.4.12</p> <p>Evaluate how conflict and cooperation among social groups and organizations impacted world history since 1300.</p> <p>Domestic Instability</p> <p>Ethnic and Racial Relations</p> <p>Immigration and Migration</p> <p>Military Conflicts</p>	<p>Teacher will guide students to:</p> <p>Be able to explain how conflict and cooperation among social groups affected world history.</p> <p>Reformation</p> <p>Revolutions</p> <p>World Wars</p>	<p>Teacher evaluation of:</p> <p>Quizzes</p> <p>Terms</p> <p>Discussions</p> <p>Tests</p> <p>Written Assignments</p> <p>Data Based Questions</p>	<p>Textbook</p> <p>Documents</p> <p>Videos</p> <p>Outside reading materials</p>

**CONTENT:** A.P. European History

**CORE CONCEPT 2:** Conflict and Cooperation among Social Groups and Organizations

**MAJOR OBJECTIVE:** Understand how Europe emerged from the Middle Ages to Organized Political Regions

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 8.4.12</b></p> <p>Evaluate how continuity and change throughout history has impacted belief systems and religious, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1300.</p>	<p>Teacher will guide students to:</p> <p>Understand how Europe emerged through conflicts, trade, modernization, education, and religious differences.</p>	<p>Teacher evaluation of:</p> <p>Quizzes</p> <p>Terms</p> <p>Tests</p> <p>Written assignments</p> <p>Data Based Questions</p>	<p>Textbook</p> <p>Outside Readings</p> <p>Videos</p> <p>Documents</p>
<p>PA Standard 8.4.12</p> <p>Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1300.</p> <p>Domestic Instability</p> <p>Ethnic and Racial Relations</p> <p>Immigration and Migration</p> <p>Military Conflicts</p>	<p>Teacher will guide students to:</p> <p>Be able to understand how ethnic and social relations changed. Why people migrated throughout Europe and why they emigrated out of Europe.</p> <p>Black Plague</p> <p>Expansion</p> <p>Trade</p> <p>Conflicts</p> <p>Using outside readings, films, documents</p>	<p>Teacher evaluation of:</p> <p>Quizzes</p> <p>Terms</p> <p>Tests</p> <p>Written assignments</p> <p>Data Based Questions</p>	<p>Textbook</p> <p>Outside Readings</p> <p>Videos</p> <p>Documents</p>

**CONTENT:** A.P. European History

**CORE CONCEPT 3:** Advances in Science and Technology

**MAJOR OBJECTIVE:** Understand the impact that science and education had on the development of Europe

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 8.1.12</b></p> <p>Evaluate chronological thinking:</p> <p>Sequential order of historical narrative; Continuity and change; Context for events.</p> <p>Synthesize and evaluate historical sources:</p> <p>Data in historical and contemporary maps, graphs, and tables; Different historical perspective; Data presented in maps, graphs, and tables.</p> <p>Evaluate historical interpretation of events:</p> <p>Impact of opinions on the perception of facts; Issues and problems in the past; Multiple points of view; Connection of cause and result.</p>	<p>Teacher will guide students to:</p> <p>Understand how the advent of the scientific method led to a revolution throughout Europe. Students will know how the discoveries of Copernicus, Newton and others changed the entire fabric of European life.</p>	<p>Teacher evaluation of:</p> <p>Reading Assignments</p> <p>Project</p> <p>Quizzes</p> <p>Tests</p> <p>Writing Assignment</p>	<p>Textbook</p> <p>Outside readings</p> <p>Discussion</p> <p>Videos</p>

**CONTENT:** A.P. European History

**CORE CONCEPT 4:** Primary Documents, Material Artifacts, and Historical Places

**MAJOR OBJECTIVE:** Understand history through the use of a wide variety of materials

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 8.1.12</b></p> <p>Synthesize and evaluate historical sources:</p> <p>Literal meaning of historical passages; Data in historical and contemporary maps, graphs and tables; Different historical perspective; Data presented in maps, graphs and tables; Visual data presented in historical evidence.</p> <p>Synthesize historical research:</p> <p>Historical events (time and place); Facts, folklore and fiction; Historical questions; Primary sources; Secondary sources; Conclusions (e.g. projects, research papers.</p>	<p>Teacher will guide students to:</p> <p>Evaluate material presented, including graphic organizers, maps, time lines, data based questions, graphs, handouts, and outside readings for historical truth.</p> <p>Data Based – Louis XIV, Industrial Revolution – Manchester, Millet – The Gleaners</p> <p>Time Lines – 1589 – 1713, The French Revolution</p> <p>Videos – Luther, Dr. Zhivago</p> <p>Outside Readings – All Quiet on the Western Front, Diary of Anne Frank</p>	<p>Teacher evaluation of:</p> <p>Essay writing</p> <p>Tests</p> <p>Quizzes</p> <p>Data Based Questions</p> <p>Discussion</p>	<p>Textbook</p> <p>Videos</p> <p>Outside readings</p> <p>Resource materials</p>

**CONTENT:** A.P. European History

**CORE CONCEPT 4:** Primary Documents, Material Artifacts, and Historical Places

**MAJOR OBJECTIVE:** Understand history through the use of a wide variety of materials

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 8.4.12</b></p> <p>Evaluate historical documents, materials artifacts and historical sites important to world history since 1300</p> <p>Documents, Writings and Oral Traditions</p> <p>Artifacts, Historical Places</p>	<p>Teacher will guide students to:</p> <p>Be able to understand the importance of art and literature to the time period. Research on famous artists and literary figures.</p>	<p>Teacher evaluation of:</p> <p>Reading Assignments</p> <p>Project</p> <p>Quizzes</p> <p>Tests</p> <p>Writing Assignment</p>	<p>Textbook</p> <p>Outside readings</p> <p>Discussion</p> <p>Videos</p>

**CONTENT:** A.P. European History

**CORE CONCEPT 5:** How Continuity and Change Have Influenced History

**MAJOR OBJECTIVE:** Understand major events that shaped and reshaped Europe

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 8.1.12</b></p> <p>Evaluate chronological thinking.</p> <p>Sequential order of historical narrative; Continuity and change; Context and events.</p> <p>Evaluate historical interpretation and events.</p> <p>Impact and opinions on the perception of facts; Issues and problems in the past; Multiple points of view; Illustrations in historical stories and sources; Connection of cause and result; Author or source of historical narratives' point of view; Central issues.</p>	<p>Teacher will guide students to:</p> <p>Create timeline demonstrating how Europe emerged from the dark ages and changed throughout history.</p> <p>Demonstrate using a variety of methods how the changes in religious ideas, technological innovations, politics, settlement patterns, social organizations and conflicts have shaped and reshaped European society and culture.</p>	<p>Teacher evaluation of:</p> <p>Quizzes</p> <p>Self-tests</p> <p>Tests</p> <p>Writing Assignments</p> <p>Data Based Activities</p>	<p>Textbook</p> <p>Outside readings</p> <p>Videos</p> <p>Documents</p>

**CONTENT:** A.P. European History

**CORE CONCEPT 6:** Economic Developments and their Impact on European Culture

**MAJOR OBJECTIVE:** Understand how Europe developed along economic lines

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 8.4.12</b></p> <p>Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.</p> <p>Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450.</p>	<p>Teacher will guide students to:</p> <p>Compare and contrast the economic changes and challenges that had an impact on the social, political, and cultural life of European society.</p> <p>Industrial Revolution</p> <p>Exploration</p> <p>Imperialism</p> <p>Labor Relations</p> <p>Revolution</p> <p>Immigration and migration</p> <p>Military conflicts</p> <p>Domestic instability</p>	<p>Teacher evaluation of:</p> <p>Written reports</p> <p>Tests</p> <p>Quizzes</p> <p>Discussion</p>	<p>Textbook</p> <p>Handouts</p> <p>Outside reading material</p> <p>Videos</p> <p>Documents</p>

**CONTENT:** A.P. European History

**CORE CONCEPT 7:** European History and its impact on World Affairs

**MAJOR OBJECTIVE:** Understand how developments in European history affected the entire world

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 8.3.12</b></p> <p>Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present:</p> <p>Political Leaders (e.g., Woodrow Wilson, Franklin Roosevelt); Military Leaders (e.g., John Pershing, Douglas MacArthur, Dwight D. Eisenhower)</p> <p>Evaluate how continuity and change have influenced United States history from 1890 to Present</p> <p>Belief systems and Religions (e.g., 20<sup>th</sup> century movements, religions of recent immigrants)</p>	<p>Teacher will guide students to:</p> <p>Synthesize how development in Europe had lasting affects on the world:</p> <p>Renaissance, Reformation, Scientific Revolution, Exploration, Religious Conflicts, Enlightenment, Imperialism, Revolutions, World Wars, Cold War</p>	<p>Teacher evaluation of:</p> <p>Quizzes</p> <p>Self-tests</p> <p>Tests</p> <p>Outside reading</p> <p>Discussion</p> <p>Writing assignments</p>	<p>Textbook</p> <p>Graphic organizers</p> <p>Videos</p> <p>Documents</p>

**CONTENT:** A.P. European History

**CORE CONCEPT 7:** European History and its impact on World Affairs (continued)

**MAJOR OBJECTIVE:** Understand how developments in European history affected the entire world

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 8.4.12</b></p> <p>Evaluate how conflict and Cooperation among social groups and organizations impacted world history from 1450 to Present</p> <p>Domestic Instability</p> <p>Ethnic and Racial Relations</p> <p>Labor Relations</p> <p>Immigration and Migration</p> <p>Military Conflicts</p>	<p>Teacher will guide students to:</p> <p>Understand developments that changed Europe after 1450, including the following:</p> <ul style="list-style-type: none"><li>• Exploration</li><li>• Scientific Revolution</li><li>• Emerging Urban Society</li><li>• Age of Nationalism</li><li>• Wars and Revolutions</li><li>• Cold War Conflict</li></ul>	<p>Teacher evaluation of:</p> <p>Quizzes</p> <p>Self-tests</p> <p>Tests</p> <p>Outside reading</p> <p>Discussion</p> <p>Writing assignments</p>	<p>Textbook</p> <p>Graphic organizers</p> <p>Videos</p> <p>Documents</p>

**CONTENT:** A.P. European History

**CORE CONCEPT 8:** Political Developments and their Impact on Europe and the World

**MAJOR OBJECTIVE:** Understand how political changes throughout Europe had a major impact on world affairs

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 8.4.12</b></p> <p>Evaluate the significance of individuals and groups who made political and cultural contributions to world history:</p> <p>Political and Military Leaders; Cultural and Commercial Leaders; Innovators and Reformers.</p> <p>Evaluate how conflict and cooperation among social groups and organizations impacted world history</p>	<p>Teacher will guide students to:</p> <p>Demonstrate how specific events shaped political systems throughout Europe and the world.</p> <p>Synthesize how certain individuals consistently had a political impact on the development of European countries and, in effect, on the world.</p> <p>Machiavelli, Martin Luther, Isaac Newton, Louis XIV, Napoleon, Karl Marx, Czar Nicholas II, Lenin, Hitler , Stalin, Churchill.</p>	<p>Teacher evaluation of:</p> <p>Quizzes</p> <p>Self-tests</p> <p>Tests</p> <p>Discussion</p> <p>Written Assignments</p>	<p>Textbook</p> <p>Documents</p> <p>Videos</p> <p>Graphic Organizers</p>

**V. EXPECTED LEVELS OF ACHIEVEMENT**

A. Students are expected to reach the freshman college level in the study of history. These skills include all of those noted in the specific content area of this curriculum.

B. Grading system for all Advanced Placement classes is as follows:

<b>Grading Scale</b>	
A	100-90
B	89-80
C	79-70
D	69-60
F	Below 60

C. Each student's Pine Grove Area High School grade will be determined at the conclusion of each marking period.