



A Planned Course of Study for

AP European History

ASHS Course # 0245

Abington School District

Abington, Pennsylvania

September, 2016

PLANNED COURSE OF STUDY

I. Objectives

Themes have been identified by the College Board and will serve as the backbone to each unit and each activity and skill we develop. Students will demonstrate the appropriate level of proficiency in each of the following areas:

- Interaction of Europe and the World
- Poverty and Prosperity
- Objective Knowledge and Subjective Visions
- States and Other Institutions of Power
- Individual and Society

Over the span of the course the themes and activities described above will work to further the students' skills used by historians. Specific activities and assignments have been created to develop the following skills identified by the College Board:

- Historical Causation

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- Patterns of Continuity and Change
- Periodization
- Comparison
- Contextualization
- Historical Argumentation
- Appropriate Use of Relevant Historical Evidence
- Interpretation
- Synthesis

II. Major Concepts

- Interaction of Europe and the World
 - a. students will learn the importance of exploration and trade routes
 - b. diplomacy and war

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- Poverty and Prosperity
 - a. students will note evolving economics trends and systems in various time periods
 - b. relationship between economics and politics
- Objective Knowledge and Subjective Visions
 - a. students will be exposed to a multi-disciplinary look into causation and perspectives
- States and Other Institutions of Power
 - a. political science involving kingdoms, empires, nation states, religious institutions, and trade unions
- Individual and Society
 - a. the role of notable leaders and thinkers in developing European thought
 - b. the role of culture and economics in shaping how society responds to challenges
- Historical Causation
 - a. be able to point out how events have both primary and long term roots
- Patterns of Continuity and Change
 - a. note how certain things persist despite major changes, while noting significant turning points in thought and direction
- Periodization
 - a. find trends that define a period

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b. find notable moments that mark the beginning and end of a period

- Comparison

a. recognize significant differences in political, economic, and religious systems

- Contextualization

a. an adept student will note not only the significant facts of the period, but also know what other factors are present in other fields or other regions that shed light on this European development

- Historical Argumentation

a. students will write persuasively about the relative importance of factors that lead to change

b. students will read significant authors who have framed the debate about developments in Europe and evaluate their argument

- Appropriate Use of Relevant Historical Evidence

a. students will work with primary and secondary sources to bolster their writing

b. students will recognize the types of sources used by historians and the inherent bias it may carry

- Interpretation

a. students will recognize that historical summation is a process that is shaped by our own culture and our own society, therefore major trends can be found in historiography that reveals not only the topic at hand, but the society of the author who wrote it.

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- Synthesis
 - a. students will note how trends in one period can transcend space and time and reappear in another period or another region, or even another discipline.

III. Instruction

A. Course Schedule

- a. 5 days a week
- b. 45 minute classes

B. Pacing

- a. Marking Period 1 Renaissance to Nation States
- b. Marking Period 2 Enlightenment to Napoleonic Era
- c. Marking Period 3 Liberalization and the Birth of Republics to WWI
- d. Marking Period 4 The Age of Anxiety(1920's) to Modern Europe

C. Methods

- a. Methods suggested by the texts will be employed including round table discussions, role playing, class debates, document analysis, and memorization drills.
- b. Visual aids will be used throughout the course
- c. Cooperative learning activities will be employed including a newscast and a mock trial
- d. Writing experiences will be used throughout the course
- e. Student reading from the text will be an integral part of the course
- f. Supplementary materials will be used

D. Technology

- a. Use of computers will be incorporated into the course
- b. Text book published professional CD ROM's are utilized for review activities, formative assessments, and map activities.

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E. Resources

- a. Supplementary materials such as worksheets, quizzes, computer activities, and enrichment activities will be used.
- b. McKay, Hill, Buckler, Crowston, et al. A History of Western Society Since 1300. 10th edition. New York: Bedford St. Martin's, 2011.
- c. Caldwell, Amy, et al. Sources of Western Society. 2nd Edition. Bedford/ St. Martin's Publishing, New York, 2011.

IV. Assessment

A. Procedures for Evaluation

- a. Summative assessments
 - i. Each chapter will have a small quiz or a chapter test.
 - ii. At least two scored essays will be a major part of each marking period grade. College Board rubrics will be applied
- b. Formative assessments will be administered in a variety of formats.
- c. Accommodations aligned with those permitted for the PSSA/Keystone Exams and included in IEP's will be provided for Special Education students who are enrolled in this course.

B. Expected Levels of Achievement

Students are expected to achieve at least a minimum level of proficiency. Proficiency and related grades are defined as follows:

A.....	90 – 100%
B.....	80 - 89%
C.....	70 - 79%
D.....	60 - 69%

Students will be encouraged to take the AP test in May. Proficiency and related grades are defined by College Board as:

5.....	Distinguished
4.....	Proficient
3.....	Competent, passing

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- 2..... Below Average, not passing
- 1..... Well Below Competent, not passing