

Verona Public School District Curriculum Overview

Advanced Placement European History



Curriculum Committee Members:
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Supervisor:
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Curriculum Developed:
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Verona Public Schools
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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

The study of European history since 1450 introduces students to cultural, economic, political and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principle themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. Student **MUST** take the AP exam to earn AP course credit.

Prerequisite(s):

Teacher recommendation

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> A. Technology Operations and Concepts X B. Creativity and Innovation X C. Communication and Collaboration X D. Digital Citizenship X E. Research and Information Fluency X F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> A. The Nature of Technology: Creativity and Innovation X B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> X CRP2. Apply appropriate academic and technical skills. X CRP9. Model integrity, ethical leadership, and effective management CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> CRP3. Attend to personal health and financial well-being. CRP6. Demonstrate creativity and innovation. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> X CRP1. Act as a responsible and contributing citizen and employee. X CRP9. Model integrity, ethical leadership, and effective management
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> X CRP4. Communicate clearly and effectively and with reason. X CRP9. Model integrity, ethical leadership, and effective management CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> X CRP5. Consider the environmental, social, and economic impact of decisions. X CRP7. Employ valid and reliable research strategies. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. X CRP9. Model integrity, ethical leadership, and effective management

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) B. Career Exploration (5-8) X C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none"> • The Western Heritage – Donald Kagan, Steven Ozment, and Frank Turner (main text) • Renaissance Lives – Theodore J. Rabb (summer assignment reading) • Struggle for Europe – William J. Hitchcock (supplemental book) • Films: <i>The Wind That Shakes The Barley, Grand Illusion, Bicycle Thieves, 400 Blows, Battle of Algiers, Le Samourai, In the Name of the Father</i> 	Primary source documents: (looked at in excerpts or whole) <ul style="list-style-type: none"> • Erasmus “A Diatribe Against the Pope” • Martin Luther “95 Theses • Church of England “The Act of Supremacy” • Treaty “The Peace of Westphalia” • Miguel Cervantes “Don Quixote” • Richelieu “Controlling the Nobility” • Thomas Hobbes “Leviathan” • Galileo Galilei “Defending the Heliocentric View” • Peter the Great “Correspondence with Son Aleksei” • 18th Century Prison Rules

- Jonathan Swift “A Modest Proposal”
- Thomas Phillips “Journal of a Slave Trader”
- Olaudah Equiano “The Interesting Narrative of the Life of Olaudah Equiano, The African, Written by Himself”
- John Locke “Essay Concerning Human Understanding”
- Charles Montesquieu “The Spirit of the Laws”
- Denis Diderot “Encyclopedie”
- Abbe Sieyes “What Is the Third Estate?”
- National Constituent Assembly “The Declaration of the Rights of Man and Citizen”
- Olympe de Gouges
- Maximilien Robespierre “The Justification of Terror”
- Jean-Jacques Rousseau “Emile”
- Samuel Taylor Coleridge “Aids to Reflection”
- G.W.F Hegel “The Philosophy of History”
- Alexis de Tocqueville “The New Social Morality”
- Simon Bolivar “Political Ideas”
- Karl Marx and Friedrich Engels “The Communist Manifesto”
- Michael Bakunin “Anarchism”
- The People’s Will (Russia) “Revolutionary Manifesto”
- Heinrich von Trietschke “What We Demand From France”
- Vladimir Lenin “What Is To Be Done?”
- 1905 Russian Revolution “Program of the Women’s Progressive Party”
- John Stuart Mill “On the Subjection of Women”
- Henrik Ibsen “A Doll’s House”
- Ellen Key “The Century of the Child”
- Virginia Woolf “A Room of One’s Own”
- Charles Darwin “Origin of Species”
- Pope Leo XIII “Rerum Novarum”
- Sigmund Freud “The Interpretation of Dreams”
- G.B. Shaw “Man and Superman”
- Carl Jung “Modern Man in Search of a Soul”
- Friedrich Nietzsche “The Age of Ideology”
- Theodor Herzl “The Jewish State”
- Rupert Brooke “The Soldier”
- Woodrow Wilson “The Fourteen Points”
- Ernst Junger “Storm of Steel”

- Georges Clemenceau “French Demands (Paris Peace Conference)”
- D.H. Lawrence “Lady Chatterley’s Lover”
- Franz Kafka “Metamorphosis”
- Benito Mussolini “Force and Consent”
- Nadezhda Krupskaya “What a Communist Ought to Be Like”
- Adolf Hitler “My Struggle”
- Winston Churchill “Blood, Toil, Tears and Sweat” speech
- Lodz Ghetto Chronicle
- Court testimony from the Nuremberg Trials
- George Kennan “Sources of Soviet Behavior”
- Josef Cardinal Mindszenty “Statement on Church-supported Education”
- Nikita Khrushchev “De-stalinization Speech”
- Simone de Beauvoir “The Second Sex”
- Mohandas K. Gandhi “Nonviolence in Peace and War”
- Albert Camus “The Plague”
- Aleksandr Solzenitsyn “One Day in the Life of Ivan Denisovich”
- Charles deGualle Address to the People of the Fifth French Republic
- Baader-Meinhof Gang “The Urban Guerrilla Concept”
- John Paul II “Consecrated Life”
- Treaty of Maastricht

Unit	Duration	NJCCCS/ Common Core Standards	Transfer Goal(s)	Enduring Understandings	Essential Questions
<p>Renaissance/ Reformation</p>	<p>3 weeks</p>	<p>NJCCCS (Social Studies): 6.2.12.A.2.a 6.2.12.A.2.b 6.2.12.A.2.c 6.2.12.B.2.a 6.2.12.B.2.b 6.2.12.C.2.a 6.2.12.D.2.a 6.2.12.D.2.b 6.2.12.D.2.c 6.2.12.D.2.d 6.2.12.D.2.e</p> <p>NJCCCS (Technology): 8.1.12.F.1 8.1.12.F.2</p> <p>Common Core: RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.5 RH.11-12.6 RH.11-12.8 RH.11-12.9</p>	<p><i>Students will be able to <u>independently</u> use their learning to...</i></p> <ul style="list-style-type: none"> Develop a logical argument about why the Renaissance and Reformation represent an emergence for European society from the stasis of the Late Middle Ages into a period of new beliefs and experimentation. 	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> At the outset of this period, Europe is hit with the greatest natural disaster in history to date (Black Death). Italy will be the epicenter of the Renaissance for geographic, urban, social and political factors. Church corruption spawned a host of reform movements from within and without. Renaissance writers are renowned for providing the modern reader with eternal verities on issues ranging from moral truth to beauty. The Renaissance produced an unparalleled explosion of artistic talent. Renaissance political theory in the form of Machiavelli and Castiglione offers a clear and calculating formula for political advancement. The Reformation occurred because of revulsion over the corrupt practices of the Catholic Church. 	<ul style="list-style-type: none"> What differentiates the LMA from the early modern period? How does a “renaissance occur?” How did Church corruption necessitate a reform in the 16th century? Why are Renaissance writers still read today, what lessons do they impart? Is it possible to identify Renaissance artists as the greatest in human history? What blueprints does Renaissance politics offer us? Why did the Reformation occur? What were the components of the Reformation? Was there long term significance to the division of Europe along religious lines?

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				<ul style="list-style-type: none"> The Reformation has distinct Lutheran, Calvinist and Zwinglian components. Europe's history would be profoundly altered over the next four centuries due to Catholic/Protestant differences. 	
<p><i>The Age of Religious Wars</i></p>	<p>4 weeks</p>	<p>NJCCCS: (Social Studies) 6.2.12.D.1.f 6.2.12.A.2.a 6.2.12.A.2.c</p> <p>NJCCCS: (Technology) 8.1.12.F.1 8.1.12.F.2</p> <p>Common Core: RH.11-12.1 RH.11-12.2 RH.11-12.4 RH.11-12.6 RH.11-12.7 RH.11-12.9</p>	<p>Students will be able to <u>independently</u> use their learning to...</p> <ul style="list-style-type: none"> Decipher how religious orientation was often used as the rationale for engaging in conflicts which had political and territorial ambitions as well as religious overtones. 	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> In the aftermath of the Reformation, catholic monarchs often felt ill at ease in the geopolitical climate of 16th c. Europe. France witnessed profound disturbances between Catholics and Huguenots. More than theological issues can drive religious conflict. Sovereignty is a theory, which accrues gradually in different European states, and by the mid-17th c. the first signs of it are evident. The development of a strong Protestant monarchy in England under Elizabeth changed the balance of power in EME. Spain's decline began with Philip II and was never arrested. 	<ul style="list-style-type: none"> Why do some European kings wish to wage war frequently? Is it necessary for Catholics and Protestants to fight so frequently? What is the nature of religious conflict? How does a nation achieve sovereignty? What qualities made leaders successful in Early Modern Europe (EME) and are these qualities still valued in leaders today?

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				<ul style="list-style-type: none"> The disintegration and reconstruction of France had significant effects on the rest of Europe. 	
<i>The Growth of Absolutism and Constitutionalism</i>	4 weeks	NJCCCS (Social Studies): 6.2.12.D.2.d 6.2.12.A.3.a 6.2.12.A.3.c NJCCCS (Technology): 8.1.12.F.1 8.1.12.F.2 Common Core RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH.11-12.5 RH.11-12.6	<i>Students will be able to <u>independently</u> use their learning to...</i> <ul style="list-style-type: none"> Ascertain the differences between absolutism and constitutional based forms of government. Comprehend the role of each of these systems and their origins within the national histories of England France. 	<i>Students will understand that:</i> <ul style="list-style-type: none"> Governments are created to ensure law and order within a society. Absolutism is a system in which a single, powerful ruler prevails. Constitutionalism is a system in which leaders operate within codified, legal restraints. Different countries have unique characteristics which incline them to one system or the other. Both systems have characteristics which will influence national development into the 20th century. The Dutch were unique because their temporary period of greatness was brought about by commercial skill 	<ul style="list-style-type: none"> Why are governments created? What is absolutism? What is constitutionalism? Why are certain systems suitable for some countries and not for others? How would the absolutist and constitutional models affect the future developments of countries? Is it possible for nations to rise to greatness based on commercial and non-military factors?
<i>The Enlightenment</i>	4 weeks	NJCCCS (Social Studies): 6.2.12.D.2.d	<i>Students will be able to <u>independently</u> use their learning to...</i>	<i>Students will understand that:</i> <ul style="list-style-type: none"> Various factors such as the emergence of a print 	<ul style="list-style-type: none"> What brings about paradigm shift in modern thought? How was the Enlightenment a rejection

Unit	Duration	NJCCCS/ Common Core Standards	Transfer Goal(s)	Enduring Understandings	Essential Questions
		6.2.12.D.2.e 6.2.12.A.3.a 6.2.12.A.3.d NJCCCS (Technology): 8.1.12.F.1 8.1.12.F.2 Common Core: RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.5 RH.11-12.7	<ul style="list-style-type: none"> Apply the rules of universal rationality to all manner of academic problem solving when tasks are presented to them. Create a work of fictional memoir writing which conveys Enlightenment ideas in a lucid and lively way to readers and serves as an elementary guide to understanding the era. 	culture help create paradigm shift in modern thought. <ul style="list-style-type: none"> Rationality is an important basis for meaningful thought. Tolerance and exposure to differing groups helps lessen ignorance and bigotry. Capitalism is a product of the new thought of the late 18th century and has deep effects for centuries. Women begin to redefine themselves in the late 18th century and refute inferiority. A new type of enlightened monarch becomes the prototype of the age. The Enlightenment thinkers sought to promote a more just and equitable society. Thinkers like Rousseau had deep ambivalence about society's impact on the person. 	of traditional modes of thought? <ul style="list-style-type: none"> Is rationality an important component of thought? What mental outlooks help lessen ignorance and bigotry? How does capitalism evolve from the logic-based cognition of the late 18th century? Are there circumstances at this time which will alter perceptions of women? How is the monarch of this time period redefined? What is justice? Does society perfect or destroy individuals?
The French Revolution	4 weeks	NJCCCS (Social Studies): 6.2.12.A.3.b 6.2.12.D.3.e 6.2.12.B.3.a	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Connect the universal values, which the 	<ul style="list-style-type: none"> The French Revolution establishes universal values, which would influence Western society. The French Revolution 	<ul style="list-style-type: none"> What are revolutions? Why are revolutions so destructive? Why were monarchies called into question? What was the goal of societal

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		6.2.12.B.3.c 6.2.12.D.3.a NJCCCS (Technology): 8.1.12.F.1 8.1.12.F.2 Common Core: RH.11-12.2 RH.11-12.3 RH.11-12.4 RH.11-12.5 RH.11-12.8 RH.11-12.9	French Revolution stood for and associate them with the political climate, which exists in much of the world today.	establishes the template for revolutionary movements for a century afterward. <ul style="list-style-type: none"> Revolutions are very often violent because their ideals incite passions. Monarchies often embodied decay and corruption and so they were disparaged by the radical elements of society. The goal of the revolutionaries was to reconstitute society from top to bottom. The French Revolution swung from moderate to radical to conservative stages. Exhausted passions and a sense of drift compelled the French people to submit to authoritarian control. 	reconstruction? <ul style="list-style-type: none"> Did the French Revolution follow a consistent pattern? What were the circumstances which led to the rise of Napoleon Bonaparte in 1793? Is the use of terror ever justified?
Romanticism/N apoleon	4 weeks	NJCCCS (Social Studies): 6.2.12.C.3.a 6.2.12.C.3.b 6.2.12.C.3.d 6.2.12.C.3.e NJCCCS (Technology): 8.1.12.F.1 8.1.12.F.2	<i>Students will be able to <u>independently use their learning to...</u></i> <ul style="list-style-type: none"> Connect the military, political and diplomatic successes of Napoleon Bonaparte to a larger cultural and artistic movement, which swept Europe in the 	<i>Students will understand that:</i> <ul style="list-style-type: none"> The Enlightenment of the mid-18th century would be the mindset reacted against by Romanticism. Romantics viewed the world academically and artistically through a different prism. The Romantic worldview varied by nationality and centrality of folklore to that 	<ul style="list-style-type: none"> What guides the rational mind? How is that differentiated from the romantic viewpoint? Are there variants to the Romantic weltanschauung? What did Napoleon Bonaparte stand for? Were his actions any different than the monarchs he detested? How was Europe permanently transformed by the successes of the

Unit	Duration	NJCCCS/ Common Core Standards	Transfer Goal(s)	Enduring Understandings	Essential Questions
		Common Core: RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH.11-12.5 RH.11-12.6 RH.11-12.7	first two decades of the 19 th century Romanticism. Romanticism was an influential literary and artistic movement which exalted intuition and emotion over the rigid rationalism of the Enlightenment.	national character. <ul style="list-style-type: none"> Napoleon Bonaparte believed in the destruction of aristocratic privilege and the establishment of meritocracy In many cases, especially with his adherence to nepotism, Napoleon's behavior was not significantly removed from the monarchs he unseated. The Napoleonic Code was one manifestation of the Corsican's influence long after his 1815 exile. 	French Army?
Realism, Nationalism and Imperialism	4 weeks	NJCCCS: (Social Studies) 6.2.12.D.3.a 6.2.12.D.3.b 6.2.12.D.3.d 6.2.12.D.3.e NJCCCS: (Technology) 8.1.12.F.1 8.1.12.F.2 Common Core: RH.11-12.1 RH.11-12.2 RH.11-12.4 RH.11-12.5 RH.11-12.6 RH.11-12.7	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Evaluate the legitimacy of revolution and the various implications that it spurs. 	<i>Students will understand that:</i> <ul style="list-style-type: none"> Nations engage in diplomacy to avert war and pursue strategic goals. Dissatisfaction is often the catalyst for profound political, cultural and artistic change. The post-1815 European world is marked by greater emphasis on liberalism. Liberalism is characterized by adherence to laissez-faire principles, religious toleration and individual rights. Conservative reaction is spurred by the aforementioned trend. 	<ul style="list-style-type: none"> What are diplomatic settlements? Why do societies undergo dramatic changes in beliefs? Why do individuals often risk their lives for the furtherance of liberal values? Can the advancement of liberal values cause a reaction? What is a 19th century liberal? What is meant by political reaction? Why do nations choose the path of suppression and imperialism?

Unit	Duration	NJCCCS/ Common Core Standards	Transfer Goal(s)	Enduring Understandings	Essential Questions
				<ul style="list-style-type: none"> • Liberal political thriving incubated a conservative reaction which displayed itself in the suppression of the revolutions of 1830 and 1848. • Imperialism confers certain benefits among powerful European countries. Those benefits are chiefly prestige and strategic power. 	