

# AP European History - Curriculum Map

2016-17 Academic Year

Dr. Marion Truslow

[AP European History Course Description](#)    [Course Syllabus](#)

## Trimester 1 (12 Weeks & Exam Week)

Weeks 1-4	Weeks 5-8	Weeks 9-12 & Exam
<p><b>Content</b>                      The Rise of Europe from Ancient Times.                      The Middle Ages.                      Florentine and Venetian Renaissance, Humanism.                      Disasters of the 14th Century.                      Northern Renaissance, Reformation and Social Effects.                      Religious Wars, Catholic/Counter Reformation.                      Age of Exploration.</p> <p><b>Skills</b>  <b>1.Oral &amp; Written CommunicationTo stress effective writing skills and critical reading of documentary (primary) as well as interpretive sources.</b>                      Grammar, Writing Mechanics, Clarity, Delivery, Style &amp; Voice, and Vocabulary.                      The Writing Process                      Technology (Word Processing)                      All forms of expository essay writing using electronics as well as pen and pencil.                      Ability to synthesize and summarize dense materials.                      Public speaking enhancement  <b>2.Critical Thinking</b>  <b>To emphasize content as well as critical analysis. It is imperative that students have a firm foundation in historical fact and a strong sense of perspective as a basis for analysis.</b>                      The development of a healthy skepticism.                      Evaluating and Assessing                      Synthesizing / Text to Text                      Building Augments                      Historical &amp; Literary Context                      Technology (Annotation, Gathering &amp; Manipulating Information)                      Chronological understanding                      Primary source interpretation and evaluation  <b>3.Problem Solving &amp; AdaptabilityTo aid the student in learning to handle the tools of historical study—research, analysis, interpretation, and presentation of information.</b>                      Innovative Thinking                      Systematic Methodology                      Willingness to Take Risks                      Comfort with the Unknown  <b>4.Intellectual Curiosity &amp; Desire to Learn Deeply</b>  <b>To present material in a way that will enable students to relate their experiences in history to other areas of study/experience.</b></p>	<p><b>Content</b>                      The Crusade of Catholic Spain.                      The Dutch, the English, the French, the Thirty Years War.                      Constitutionalism.                      The Transformation of Eastern Europe, 1648-1740.                      The Struggle for Wealth and Empire: 18th century.                      Scientific Revolution, Enlightenment.</p> <p><b>Skills</b>  <b>1.Oral &amp; Written CommunicationTo stress effective writing skills and critical reading of documentary (primary) as well as interpretive sources.</b>                      Grammar, Writing Mechanics, Clarity, Delivery, Style &amp; Voice, and Vocabulary.                      The Writing Process                      Technology (Word Processing)                      All forms of expository essay writing using electronics as well as pen and pencil.                      Ability to synthesize and summarize dense materials.                      Public speaking enhancement  <b>2.Critical Thinking</b>  <b>To emphasize content as well as critical analysis. 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French Revolution.                      1775-83 Structure of Old Regime.                      Napoleon.                      The Congress of Vienna.                      Trimester Exam</p> <p><b>Skills</b>  <b>1.Oral &amp; Written CommunicationTo stress effective writing skills and critical reading of documentary (primary) as well as interpretive sources.</b>                      Grammar, Writing Mechanics, Clarity, Delivery, Style &amp; Voice, and Vocabulary.                      The Writing Process                      Technology (Word Processing)                      All forms of expository essay writing using electronics as well as pen and pencil.                      Ability to synthesize and summarize dense materials.                      Public speaking enhancement  <b>2.Critical Thinking</b>  <b>To emphasize content as well as critical analysis. 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<p>Research / Accessing Information  Appreciation for Ideas  Text to Self  Ability to Ask Good Questions  <b>5.Global Connectedness</b>  <b>To provide a strong emphasis on geography, both physical and cultural, and the role of geographical/environmental factors in history.</b>  <b>To promote awareness of both the world role of nations and the individual role of a responsible citizen.</b>  Awareness in what it means to be human and a part of civilizations in regional and global levels.  Empathy across All Boundaries  Geographical literacy  Multi-Cultural Knowledge / Awareness  Text to World  Historical &amp; Literary Context  Technology (Facility &amp; Understanding of WWW)  <b>6.Collaboration &amp; TeamworkTo engage the students in active learning with an experiential component.</b>  Accept and Give Responsibility  Listening, Responding, Compromising  Influencing Others  Positive-Minded.</p> <p><b>Assessments</b>  The assessments consist of multiple-choice tests, essays, debate, short papers, class discussion and preparation. These mirror the expectations of the AP Exam.</p>	<p>Appreciation for Ideas  Text to Self  Ability to Ask Good Questions  <b>5.Global Connectedness</b>  <b>To provide a strong emphasis on geography, both physical and cultural, and the role of geographical/environmental factors in history.</b>  <b>To promote awareness of both the world role of nations and the individual role of a responsible citizen.</b>  Awareness in what it means to be human and a part of civilizations in regional and global levels.  Empathy across All Boundaries  Geographical literacy  Multi-Cultural Knowledge / Awareness  Text to World  Historical &amp; Literary Context  Technology (Facility &amp; Understanding of WWW)  <b>6.Collaboration &amp; TeamworkTo engage the students in active learning with an experiential component.</b>  Accept and Give Responsibility  Listening, Responding, Compromising  Influencing Others  Positive-Minded.</p> <p><b>Assessments</b>  The assessments consist of multiple-choice tests, essays, debate, short papers, class discussion and preparation. These mirror the expectations of the AP Exam.</p>	<p>Appreciation for Ideas  Text to Self  Ability to Ask Good Questions  <b>5.Global Connectedness</b>  <b>To provide a strong emphasis on geography, both physical and cultural, and the role of geographical/environmental factors in history.</b>  <b>To promote awareness of both the world role of nations and the individual role of a responsible citizen.</b>  Awareness in what it means to be human and a part of civilizations in regional and global levels.  Empathy across All Boundaries  Geographical literacy  Multi-Cultural Knowledge / Awareness  Text to World  Historical &amp; Literary Context  Technology (Facility &amp; Understanding of WWW)  <b>6.Collaboration &amp; TeamworkTo engage the students in active learning with an experiential component.</b>  Accept and Give Responsibility  Listening, Responding, Compromising  Influencing Others  Positive-Minded.</p> <p><b>Assessments</b>  The assessments consist of multiple-choice tests, essays, debate, short papers, class discussion and preparation. These mirror the expectations of the AP Exam.</p>
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**Trimester 2 (11 Weeks & Exam Week)**

Weeks 13-16	Weeks 17-20	Weeks 21-23 & Exam
<p><b>Content</b>  Industrial Revolution, Industrial Society in Britain.  Restoration/Reaction/Reform (1815-1832).  Socialism, 1848 Revolutions.  Romanticism.  Age of Nation-States.  Birth of Modern European Thought.</p> <p><b>Skills</b>  <b>1.Oral &amp; Written CommunicationTo stress effective writing skills and critical reading of documentary (primary) as well as interpretive sources.</b>  Grammar, Writing Mechanics, Clarity, Delivery, Style &amp; Voice, and Vocabulary.  The Writing Process  Technology (Word Processing)  All forms of expository essay writing using electronics as well as pen and pencil.  Ability to synthesize and summarize dense materials.</p>	<p><b>Content</b>  Imperialism, Alliances and WWI  Society and Politics to WWI.  Political Experiences of 1920s.  Rise of Fascism and Communism.</p> <p><b>Skills</b>  <b>1.Oral &amp; Written CommunicationTo stress effective writing skills and critical reading of documentary (primary) as well as interpretive sources.</b>  Grammar, Writing Mechanics, Clarity, Delivery, Style &amp; Voice, and Vocabulary.  The Writing Process  Technology (Word Processing)  All forms of expository essay writing using electronics as well as pen and pencil.  Ability to synthesize and summarize dense materials.  Public speaking enhancement  <b>2.Critical Thinking</b></p>	<p><b>Content</b>  Europe and the Great Depression of the 1930s.  WWII and Cold War.  New Forces in the Middle East, Africa, Asia, Latin America, New Europe  The East-West Split, The Communist Block.  The West, Asia, Africa, Mideast (all 1945-1990)  Trimester Exam</p> <p><b>Skills</b>  <b>1.Oral &amp; Written CommunicationTo stress effective writing skills and critical reading of documentary (primary) as well as interpretive sources.</b>  Grammar, Writing Mechanics, Clarity, Delivery, Style &amp; Voice, and Vocabulary.  The Writing Process  Technology (Word Processing)  All forms of expository essay writing using electronics as well as pen and pencil.</p>

Public speaking enhancement

## 2.Critical Thinking

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The development of a healthy skepticism.

Evaluating and Assessing

Synthesizing / Text to Text

Building Augments

Historical & Literary Context

Technology (Annotation, Gathering & Manipulating Information)

Chronological understanding

Primary source interpretation and evaluation

**3.Problem Solving & AdaptabilityTo aid the student in learning to handle the tools of historical study–research, analysis, interpretation, and presentation of information.**

Innovative Thinking

Systematic Methodology

Willingness to Take Risks

Comfort with the Unknown

**4.Intellectual Curiosity & Desire to Learn Deeply**

**To present material in a way that will enable students to relate their experiences in history to other areas of study/experience.**

Research / Accessing Information

Appreciation for Ideas

Text to Self

Ability to Ask Good Questions

**5.Global Connectedness**

**To provide a strong emphasis on geography, both physical and cultural, and the role of geographical/environmental factors in history.**

**To promote awareness of both the world role of nations and the individual role of a responsible citizen.**

Awareness in what it means to be human and a part of civilizations in regional and global levels.

Empathy across All Boundaries

Geographical literacy

Multi-Cultural Knowledge / Awareness

Text to World

Historical & Literary Context

Technology (Facility & Understanding of WWW)

**6.Collaboration & TeamworkTo engage the students in active learning with an experiential component.**

Accept and Give Responsibility

Listening, Responding, Compromising

Influencing Others

Positive-Minded.

## Assessments

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### Trimester 3 (10 Weeks & Exam Week)

Weeks 24-27	Weeks 28-31	Weeks 32-33
<p><b>Content</b> AP Review</p> <p><i>Western Heritage</i> (Kagan, Ozment, Turner): Ch.10 Renaissance and Discovery – Ch. 26 Political Experiments of the 1920s</p> <p><b>Skills</b> <b>1.Oral &amp; Written CommunicationTo stress effective writing skills and critical reading of documentary (primary) as well as interpretive sources.</b> Grammar, Writing Mechanics, Clarity, Delivery, Style &amp; Voice, and Vocabulary. The Writing Process Technology (Word Processing) All forms of expository essay writing using electronics as well as pen and pencil. Ability to synthesize and summarize dense materials. Public speaking enhancement <b>2.Critical Thinking</b> <b>To emphasize content as well as critical analysis. It is imperative that students have a firm foundation in historical fact and a strong sense of perspective as a basis for analysis.</b> The development of a healthy skepticism. Evaluating and Assessing Synthesizing / Text to Text Building Augments Historical &amp; Literary Context Technology (Annotation, Gathering &amp; Manipulating Information) Chronological understanding Primary source interpretation and evaluation <b>3.Problem Solving &amp; AdaptabilityTo aid the student in learning to handle the tools of historical study–research, analysis, interpretation, and presentation of information.</b> Innovative Thinking Systematic Methodology Willingness to Take Risks Comfort with the Unknown <b>4.Intellectual Curiosity &amp; Desire to Learn Deeply</b> <b>To present material in a way that will enable students to relate their experiences in history to other areas of study/experience.</b></p>	<p><b>Content</b> AP Review</p> <p><i>Western Heritage</i> (Kagan, Ozment, Turner): Ch. 27 Europe and the Great Depression of the 1930s – Ch. 30 The West at the Dawn of the Twenty-First Century</p> <p>AP Exam</p> <p><b>Skills</b> <b>1.Oral &amp; Written CommunicationTo stress effective writing skills and critical reading of documentary (primary) as well as interpretive sources.</b> Grammar, Writing Mechanics, Clarity, Delivery, Style &amp; Voice, and Vocabulary. The Writing Process Technology (Word Processing) All forms of expository essay writing using electronics as well as pen and pencil. Ability to synthesize and summarize dense materials. Public speaking enhancement <b>2.Critical Thinking</b> <b>To emphasize content as well as critical analysis. It is imperative that students have a firm foundation in historical fact and a strong sense of perspective as a basis for analysis.</b> The development of a healthy skepticism. Evaluating and Assessing Synthesizing / Text to Text Building Augments Historical &amp; Literary Context Technology (Annotation, Gathering &amp; Manipulating Information) Chronological understanding Primary source interpretation and evaluation <b>3.Problem Solving &amp; AdaptabilityTo aid the student in learning to handle the tools of historical study–research, analysis, interpretation, and presentation of information.</b> Innovative Thinking Systematic Methodology Willingness to Take Risks Comfort with the Unknown <b>4.Intellectual Curiosity &amp; Desire to Learn Deeply</b> <b>To present material in a way that will enable students to</b></p>	<p><b>Content</b> Europe and great films after the AP Exam.</p> <p><b>Skills</b> <b>1.Oral &amp; Written CommunicationTo stress effective writing skills and critical reading of documentary (primary) as well as interpretive sources.</b> Grammar, Writing Mechanics, Clarity, Delivery, Style &amp; Voice, and Vocabulary. The Writing Process Technology (Word Processing) All forms of expository essay writing using electronics as well as pen and pencil. Ability to synthesize and summarize dense materials. Public speaking enhancement <b>2.Critical Thinking</b> <b>To emphasize content as well as critical analysis. It is imperative that students have a firm foundation in historical fact and a strong sense of perspective as a basis for analysis.</b> The development of a healthy skepticism. Evaluating and Assessing Synthesizing / Text to Text Building Augments Historical &amp; Literary Context Technology (Annotation, Gathering &amp; Manipulating Information) Chronological understanding Primary source interpretation and evaluation <b>3.Problem Solving &amp; AdaptabilityTo aid the student in learning to handle the tools of historical study–research, analysis, interpretation, and presentation of information.</b> Innovative Thinking Systematic Methodology Willingness to Take Risks Comfort with the Unknown <b>4.Intellectual Curiosity &amp; Desire to Learn Deeply</b> <b>To present material in a way that will enable students to relate their experiences in history to other areas of study/experience.</b> Research / Accessing Information Appreciation for Ideas Text to Self</p>

<p>Research / Accessing Information  Appreciation for Ideas  Text to Self  Ability to Ask Good Questions  <b>5.Global Connectedness</b>  <b>To provide a strong emphasis on geography, both physical and cultural, and the role of geographical/environmental factors in history.</b>  <b>To promote awareness of both the world role of nations and the individual role of a responsible citizen.</b>  Awareness in what it means to be human and a part of civilizations in regional and global levels.  Empathy across All Boundaries  Geographical literacy  Multi-Cultural Knowledge / Awareness  Text to World  Historical &amp; Literary Context  Technology (Facility &amp; Understanding of WWW)  <b>6.Collaboration &amp; TeamworkTo engage the students in active learning with an experiential component.</b>  Accept and Give Responsibility  Listening, Responding, Compromising  Influencing Others  Positive-Minded.</p> <p><b>Assessments</b>  The assessments consist of multiple-choice tests, essays, debate, short papers, class discussion and preparation. These mirror the expectations of the AP Exam.</p>	<p><b>relate their experiences in history to other areas of study/experience.</b>  Research / Accessing Information  Appreciation for Ideas  Text to Self  Ability to Ask Good Questions  <b>5.Global Connectedness</b>  <b>To provide a strong emphasis on geography, both physical and cultural, and the role of geographical/environmental factors in history.</b>  <b>To promote awareness of both the world role of nations and the individual role of a responsible citizen.</b>  Awareness in what it means to be human and a part of civilizations in regional and global levels.  Empathy across All Boundaries  Geographical literacy  Multi-Cultural Knowledge / Awareness  Text to World  Historical &amp; Literary Context  Technology (Facility &amp; Understanding of WWW)  <b>6.Collaboration &amp; TeamworkTo engage the students in active learning with an experiential component.</b>  Accept and Give Responsibility  Listening, Responding, Compromising  Influencing Others  Positive-Minded.</p> <p><b>Assessments</b>  The assessments consist of multiple-choice tests, essays, debate, short papers, class discussion and preparation. These mirror the expectations of the AP Exam.</p>	<p>Ability to Ask Good Questions  <b>5.Global Connectedness</b>  <b>To provide a strong emphasis on geography, both physical and cultural, and the role of geographical/environmental factors in history.</b>  <b>To promote awareness of both the world role of nations and the individual role of a responsible citizen.</b>  Awareness in what it means to be human and a part of civilizations in regional and global levels.  Empathy across All Boundaries  Geographical literacy  Multi-Cultural Knowledge / Awareness  Text to World  Historical &amp; Literary Context  Technology (Facility &amp; Understanding of WWW)  <b>6.Collaboration &amp; TeamworkTo engage the students in active learning with an experiential component.</b>  Accept and Give Responsibility  Listening, Responding, Compromising  Influencing Others  Positive-Minded.</p> <p><b>Assessments</b>  The assessments consist of multiple-choice tests, essays, debate, short papers, class discussion and preparation. These mirror the expectations of the AP Exam.</p>
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